

Bachelor of Education (HPE) – ESP100 PE1

Pre-service teacher:	
Total number of days:	/ 20
Grade/Age:	
Supervising Teacher:	
School:	
Principal:	

KEY FOR ASSESSMENT

A - *Achieved* and exceeded expected standard **D** - *Developing* towards expected standard
C - *Competently* demonstrated expected standard **F** - *Failed* to demonstrate expected standard

Australian Professional Standards for Teachers: Domains of Teaching

Professional Knowledge

Demonstrates developing professional knowledge and skills to be able to plan for and manage learning programs

F **D** **C** **A**

Professional Practice

Demonstrates a developing capacity to plan, implement and assess for effective teaching and learning as well as maintaining a safe and supportive learning environment

F **D** **C** **A**

Professional Engagement

Demonstrates a developing capacity to develop effective relationships with the school community to enhance learning opportunities

F **D** **C** **A**

Please note

- In order to successfully pass PE1 pre-service teachers (PSTs) must not receive **F** for any Focus or more than one **D** for any one Standard
- When completing the above summary of achievement, please make a judgement based upon the PST's overall achievement across the standards specifically relating to each of the above Domains of Teaching, and as indicated by your reporting on the following pages.

On the basis of these assessments and in the context of the overall expectations of PSTs undertaking Professional Experience 1, the following overall assessment is recommended:

SATISFACTORY

OR

UNSATISFACTORY

Signatures

Pre-service teacher:

Supervising Teacher:

Principal:

Date: / /

Professional Knowledge

Demonstrates developing professional knowledge and skills to be able to plan for and manage learning programs

STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN

Focus & Evidence	F	D	C	A
1.1 Physical, social and intellectual development and characteristics of students <i>Developmental indicator:</i> Through observation and discussion with the supervising teacher, the PST demonstrates a developing understanding of the physical, social and intellectual development and characteristics of students and how this informs teaching of individuals or groups TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS				
1.2 Understands how students learn <i>Developmental indicator:</i> Through observation and discussion with the supervising teacher the PST demonstrates a developing understanding of how students learn and how this informs teaching of individuals or groups TO BE ASSESSED ON THE SCHOOL BASED COMPONENT				
1.3 Students with diverse linguistic, cultural, religious, and socio economic backgrounds <i>Developmental indicator:</i> Through observation and discussion with the supervising teacher, the PST demonstrates a developing understanding of students with diverse linguistic, cultural, religious and socio economic backgrounds and how this informs teaching of individuals or groups TO BE ASSESSED ON THE SCHOOL BASED COMPONENT				
1.5 Differentiate teaching to meet specific learning needs of students across the full range of abilities <i>Developmental indicator:</i> Through observation and discussion with the supervising teacher, the PST demonstrates a developing understanding of the need to differentiate teaching and how this informs teaching of individuals or groups TO BE ASSESSED ON THE SCHOOL BASED COMPONENT				
Supervising Teacher comments: <i>(box will expand as you type if using an electronic form. If required, please attach additional pages)</i>				

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Professional Knowledge

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STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

Focus & Evidence	F	D	C	A
2.1 Content and teaching strategies of the teaching area <i>Developmental indicator:</i> Demonstrates a developing understanding of teaching strategies commensurate with specific content/focus areas and is able to apply same in practice TO BE ASSESSED ON THE SCHOOL BASED COMPONENT				
2.2 Content selection and organisation <i>Developmental indicator:</i> Demonstrates a developing understanding and familiarity with relevant curriculum documents, and is able to use curricula to inform planning TO BE ASSESSED ON THE SCHOOL BASED COMPONENT				
2.3 Curriculum, assessment and reporting <i>Developmental indicator:</i> Demonstrates a developing awareness and some familiarity with relevant curriculum documents and how they are used to inform assessment and reporting processes TO BE ASSESSED ON THE SCHOOL BASED COMPONENT				
2.5 Literacy and numeracy strategies <i>Developmental indicator:</i> Collects a range of strategies and resources for teaching literacy and numeracy and discusses their appropriate use with the supervising teacher TO BE ASSESSED ON THE SCHOOL BASED COMPONENT				
2.6 Information and Communication Technology (ICT) <i>Developmental indicators:</i> - Investigates and discusses with supervising Teacher the ways of incorporating ICT into teaching/practice - Uses ICT to support teaching/practice (as appropriate to context) TO BE ASSESSED ON THE SCHOOL BASED COMPONENT				
Supervising Teacher comments: (box will expand as you type if using an electronic form. If required, please attach additional pages)				

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Professional Practice

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STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

Focus & Evidence	F	D	C	A
3.1 Establish challenging teaching and learning goals <i>Developmental indicator:</i> Demonstrates an understanding of how teachers set obtainable learning goals with reference to student needs and relevant curriculum documents TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS				
3.2 Plan, structure and sequence learning programs <i>Developmental indicators:</i> • In collaboration with supervising teacher, plans a short lesson/learning experience using an appropriate proforma and submits for supervising teacher approval prior to teaching • Effectively applies developing knowledge of student prior learning, content and effective teaching strategies when planning • Reflects on the teaching session and considers the planning and learning implications for the next learning experience TO BE ASSESSED ON THE SCHOOL BASED COMPONENT				
3.3 Use teaching strategies <i>Developmental indicators:</i> • A variety of teaching strategies are identified within planning to address all learning styles • Reflects on the use of a variety of questioning techniques TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS				
3.4 Select and use resources <i>Developmental indicator:</i> Effectively selects and uses resources relevant to the learning environment and context TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS				
3.5 Use effective communication in the learning environment <i>Developmental indicators:</i> • Is able to communicate using grammatically correct language in both oral and written situations (where appropriate to context) • Uses appropriate language with staff and students • Uses appropriate pitch, pace, volume and projection of voice • Gives instructions/directions/explanations clearly • Demonstrate a capacity to use effective questioning techniques such as open- ended questions TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS				

Standard 3 comments on next page

STANDARD 3 - Supervising Teacher comments:*(box will expand as you type if using an electronic form. If required, please attach additional pages)**In order to successfully pass PE1, PSTs must not receive **F** for any Focus or more than one **D** for any one Standard***Professional Practice**

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STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

Focus & Evidence	F	D	C	A
4.1 Support student participation <i>Development indicator:</i> Uses the knowledge from Standard 1 to identify strategies to support student participation in learning activities TO BE ASSESSED DURING BOTH THE SCHOOL SWIMMING COMPONENTS				
4.2 Manage learning activities <i>Development indicators:</i> Demonstrates the capacity to organise learning space and prepare for learning activities prior to lesson TO BE ASSESSED ON THE SCHOOL BASED COMPONENT				
4.3 Manage challenging behaviour <i>Development indicator:</i> Assists supervising teacher in implementing routines and rules when necessary and appropriate TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS				
4.4 Maintain student safety <i>Development indicator:</i> Identifies strategies that promote student emotional, social and physical wellbeing TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS				
4.5 Uses ICT safely, responsibly and ethically <i>Development indicator:</i> Demonstrates an understanding of the ethical issues related to ICT use TO BE ASSESSED ON THE SCHOOL BASED COMPONENT				

Standard 4 comments on next page

STANDARD 4 – Supervising Teacher comments:*(box will expand as you type if using an electronic form. If required, please attach additional pages)**In order to successfully pass PE1, PSTs must not receive **F** for any Focus or more than one **D** for any one Standard***Professional Practice**

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STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

Focus & Evidence	F	D	C	A
5.1 Assess student learning <i>Development indicator:</i> Through conversations with supervising teacher, demonstrates an understanding of how and why teachers select assessment strategies TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS				
5.2 Provide feedback to students on their learning <i>Developmental indicators:</i> - In collaboration with the supervising teacher develops a - Formative/summative assessment strategy/task (as relevant to context) - Feedback strategy for a lesson/learning experience - Marks and returns student work promptly - Communicates constructively to students TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS				
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Professional Engagement

Demonstrates a developing capacity to develop effective relationships with the school community to enhance learning

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

Focus & Evidence	F	D	C	A
6.1 Identify and plan professional learning needs <i>Developmental indicator:</i> Is able to reflect on the expectations for PE1 and plan for further learning where a need is identified TO BE ASSESSED ON THE SCHOOL BASED COMPONENT				
6.2 Engage in professional learning and improve practice <i>Developmental indicator:</i> Attends and shows interest in staff meetings and actively engages in other professional learning opportunities for instance collaborative planning TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS				
6.3 Engage with colleagues and improve practice <i>Developmental indicator:</i> Actively seeks collegial feedback on own practice and acts on identified areas for improvement TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS				
Supervising Teacher comments: <i>(box will expand as you type if using an electronic form. If required, please attach additional pages)</i>				

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STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS / CARERS AND THE COMMUNITY

Focus & Evidence	F	D	C	A
7.1 Meet professional ethics and responsibilities <i>Developmental indicators:</i> Holds conversations with Principal and /or senior staff and conducts him/herself in a manner that demonstrates an understanding of - the importance of confidentiality - ethical considerations - conduct for the teaching profession - the importance of maintaining a dress code consistent with school expectations - specific school and discipline based requirement TO BE ASSESSED DURING BOTH THE SCHOOL SWIMMING COMPONENTS				
7.2 Comply with legislative, administrative and organisational requirements <i>Developmental indicator:</i> Holds conversations with Principal and /or senior staff and conducts him/herself in a manner that demonstrates an understanding of - duty of care - legislative requirements TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS				
7.3 Engage with parents/carers and school community <i>Developmental indicator:</i> Demonstrates an approachable respectful and professional demeanour when talking with parents / carers and members of the school community TO BE ASSESSED DURING BOTH THE SCHOOL AND SWIMMING COMPONENTS				
Supervising Teacher comments: (box will expand as you type if using an electronic form. If required, please attach additional pages)				

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Overall comments regarding Pre-service Teacher performance

Supervising Teacher comments:

(box will expand as you type if using an electronic form. If required, please attach additional pages)

Please email completed assessment form to Professional.Experience@educ.utas.edu.au