



UniPE Primary 2017

Teaching Evaluation

Progress Report
Week of 15 May 2017

Professional experience provides an opportunity for pre-service teachers to develop a range of capacities highlighted in the AITSL (2012) *Australian Professional Standards for Teachers*.

Since each professional experience varies in its context and content, pre-service teachers will be exposed to different professional standards in different quantities. This report allows supervisors to rate pre-service teachers' teaching performance against the Graduate Capabilities of the Standards relative to their level of experience.

BHSPE pre-service teachers' previous experience

Prior to this professional experience, pre-service teachers have observed a primary HPE program for 5 days.

Pre-Service Teacher

Tutor

Signed by

(Tutor)

(Pre-Service Teacher)

(Course Coordinator)

Date

Excelling	Outstanding and sustained teaching performance across a wide range of contexts
Satisfactory	Consistent teaching performance across a range of contexts
Unsatisfactory	Inability or inconsistent teaching performance

Professional Knowledge

Standard 1 Know students and how they learn

In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Understands the diverse needs , backgrounds and characteristics of students, and how they learn
- Differentiates learning experiences for a range of abilities including students with special needs

Excelling

Satisfactory

Unsatisfactory

Standard 2 Know content and how to teach it

In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Knows the content and concepts of the subject and curriculum documents
- Plans and implements effective teaching and learning strategies and sequences
- Integrates literacy, numeracy and ICTs into lessons

Excelling

Satisfactory

Unsatisfactory

Comments on Professional Knowledge

Professional Practice

Standard 3 Plan and implement effective teaching and learning

In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Plans well-structured units/lessons with clear and achievable learning goals for varying student abilities
- Plans and implements purposeful activities that are clearly linked to objectives and organised into effective learning sequences
- Develops quality questions that are well scaffolded and sequenced to supports student learning
- Uses a range of teaching and communication strategies including well developed teaching cues

Excelling

Satisfactory

Unsatisfactory

Standard 4 Create and maintain supportive and safe learning environments

In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Plans and implements safe learning activities that are supported by formal risk assessments
- Supports inclusive student participation and engagement across all learning experiences
- Integrates a range of effective behaviour management strategies
- Organises effective classroom activities including clear instructions and efficient equipment distribution and collection

Excelling	Satisfactory	Unsatisfactory

Standard 5 Assess, provide feedback and report on student learning

In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Provides timely and specific feedback to students on their learning

Excelling	Satisfactory	Unsatisfactory

Comments on Professional Practice

Professional Engagement**Standard 6 Engage in professional learning**

In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Seeks and applies feedback from supervisors to improve teaching practices
- Develops and shares professional knowledge including participation in professional conversations

Excelling	Satisfactory	Unsatisfactory

Standard 7 Engage professionally with colleagues, parents/carers and the community

In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Displays ethical behaviour and complies with school policies

Excelling	Satisfactory	Unsatisfactory

Comments on Professional Engagement

Professional Behaviour

Criterion	Develop and display professional behaviours
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In relation to the pre-service teacher's experience and the professional experience context , the pre-service teacher:

- Models accepted professional behaviour including personal presentation, preparation, punctuality and attendance
- Exhibits independence, initiative and flexibility in the school environment
- Interacts and works respectfully with teachers, ancillary staff, students and others

Excelling	Satisfactory	Unsatisfactory

Comments on Professional Behaviour

Additional comments (optional)