Final Report: EPE211

Professional Experience – Planning for Learning and Assessment

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| **Preservice Teacher:**  | **Student No.:**  | **Unit Code EPE211****Semester enrolled\_\_\_\_\_\_\_\_\_\_\_\_** **Year enrolled\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  |
| **Name of Education Setting and Year Level:**  | **Placement days completed:**   | **Date of Report Completion:** |
| **Class/Year Level(s) and Ages:**  | **Specialist Subject Teaching Area(s):** |
| **Mentor Teacher:**  **Email address:**  **Phone number:**   | **Professional Learning Leader (Where Applicable):** **Email address:**  **Phone number:**  |
| **Placement Start Date:** Click here to enter a date | **Placement End Date:** Click here to enter a date |

Final Report: EPE211 Professional Experience – Planning for Learning and Assessment

This report is completed by the mentor(s) in discussion with the preservice teacher (PST) on completion of the **15-day placement.**

**To return this form:**

1. Preservice teacher uploads it to Learnline unit assignment submission point
2. Preservice teacher emails it to Unit Coordinator **nicolas.gromik@cdu.edu.au** and cc’s mentor teacher(s)

Performance Ratings

Performance ratings are determined by evidence observed and/or discussed of the PST’s knowledge, skills and practice at the Graduate Level of: Australian Professional Standards for Teachers (APST).

Whilst PSTs should strive to address and meet all APST focus areas, this unit’s academic and placement focus is on those indicated in **bold** below. PSTs need to be at a ‘satisfactory’, or ‘developing satisfactory’ performance level in all **bolded areas** to pass the placement.

Performance Rating Guide

* **Satisfactory:** PST has demonstrated clear evidence on several occasions.
* **Developing Satisfactory:** PST has demonstrated incomplete and/or occasional evidence.
* **Limited Opportunities:** PST has not had opportunity to demonstrate evidence. NB if this is a required focus area (bold below), opportunities need to be provided.
* **Unsatisfactory:** PST has not yet demonstrated evidence of the **bolded focus area** descriptor despite mentor feedback, scaffolding and **targeted support**.

Targeted Support

If one or more **bolded areas** is rated ‘unsatisfactory’ or ‘limited opportunities’ the CDU **targeted support plan** must be implemented **before the final report is completed** (located here: <https://www.cdu.edu.au/indigenous-futures-education-arts/inschool-education-placements>)

The **Unit Coordinator** can provide support in implementing the targeted support plan or respond to any questions or concerns of the PST or mentor teacher. Please contact **nicolas.gromik@cdu.edu.au** or **08 8946 6908**

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| **Assessment rubric** |
|  | **Detailed evidence** | **Satisfactory evidence** | **Emerging evidence** | **More evidence required** |
| **Lesson planning** | Lesson plan reflects a detailed discussion with mentor prior to delivery. Activities are sequential and interesting and relevant to age and ability level. Timings are realistic. Assessment of learning links with curriculum outcome. | Lesson plan reflects a discussion of details with mentor prior to delivery. Lesson template completed in detail, including: description of pupil prior knowledge related to curriculum outcome, learning sequence, timings, and assessment included. | Some detail provided in lesson plan template. Curriculum outcome identified, with links to assessment.Student cohort described in terms of learning goal. | More detail required on lesson plan template. Curriculum outcomes and assessment are vague and/or unrelated. Student cohort described insufficiently in terms of learning goal. |
| [ ]  | [ ]  | [ ]  | [ ]  |
| **Reflection****On planning** | Lesson reflection includes sections on what can be done better or different, less or more and reflection describes areas for success and improvement in detail. Lesson adaptions are justified. | Reflection considers the extent of learners’ achievements. Discussion of lesson delivery identifies areas of teaching success and areas to focus on how lesson could be changed for a better result for students | Discussion of students learning loosely based on assessment evidence. Reflection requires greater clarity, depth and/or breadth in some areas of the lesson plan. Few links to appropriate pedagogy are apparent. | The description of the learning experience is vague. More detailed information is needed to determine student achievement of curriculum outcomes. |
| [ ]  | [ ]  | [ ]  | [ ]  |
| **Professional Engagement** | PST has demonstrated readiness for teaching and is meeting ethical requirements and is attentive to the APSTs. | PST is open to learning the requirements for teaching and is beginning to understand the principles around quality teaching practices. | PST does not have clear ideas around the principles of teaching and requires further opportunity and scaffolding to prepare for the classroom | PST has vague or inappropriate aspirations for teaching and is yet to demonstrate a readiness in terms of meeting ethical requirements. |
| [ ]  | [ ]  | [ ]  | [ ]  |

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| **DOMAIN** |  **APST FOCUS AREAS (rate at graduate level)** | **PERFORMANCE RATING** |
| **Select from: *Developing Satisfactorily, Unsatisfactory, Limited Opportunities*** |
| **Standard 1**Know students and how they learn | **1.1** | Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | Choose an item. |
| **1.2** | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching | Choose an item. |
| 1.3 | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. | Choose an item. |
| 1.4 | Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. | Choose an item. |
| **1.5** | Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. | Choose an item. |
| **1.6** | **Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.** | Choose an item. |
| Standard 2Know the content and how to teach it | **2.1** | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. | Choose an item. |
| **2.2** | **Organise content into an effective learning and teaching sequence.** | Choose an item. |
| **2.3** | **Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.** | Choose an item. |
| **2.4** | **Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.** | Choose an item. |
| 2.5 | Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | Choose an item. |
| **2.6** | **Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.** | Choose an item. |
| **Standard 3**Plan for and implement effective teaching and learning | **3.1** | **Set learning goals that provide achievable challenges for students of varying abilities and characteristics.** | Choose an item. |
| **3.2** | Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | Choose an item. |
| **3.3** | **Include a range of teaching strategies.** | Choose an item. |
| **3.4** | **Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.** | Choose an item. |
| **3.5** | **Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.** | Choose an item. |
| **3.6** | **Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.** | Choose an item. |
| **3.7** | **Describe a broad range of strategies for involving parents/carers in the educative process.** | Choose an item. |
| **Standard 4**Create and maintain supportive and safe learning environments | **4.1** | Identify strategies to support inclusive student participation and engagement in classroom activities. | Choose an item. |
| **4.2** | Demonstrate the capacity to organise classroom activities and provide clear directions. | Choose an item. |
| 4.3 | Demonstrate knowledge of practical approaches to manage challenging behaviour. | Choose an item. |
| **4.4** | **Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.** | Choose an item. |
| **4.5** | **Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.** | Choose an item. |
| **Standard 5**Assess, provide feedback and report on student learning | **5.1** | **Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.** | Choose an item. |
| **5.2** | **Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.** | Choose an item. |
| **5.3** | **Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.** | Choose an item. |
| **5.4** | **Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.** | Choose an item. |
| **5.5** | **Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.** | Choose an item. |
| **Standard 6**Engage in professional learning | **6.1** | **Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.** | Choose an item. |
| 6.2 | Understand the relevant and appropriate sources of professional learning for teachers. | Choose an item. |
| **6.3** | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | Choose an item. |
| 6.4 | Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning. | Choose an item. |
| **Standard 7**Engage professionally with colleagues, parents/carers and the community | **7.1** | **Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.** | Choose an item. |
| **7.2** | **Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.** | Choose an item. |
| **7.3** | **Understand strategies for working effectively, sensitively and confidentially with parents/carers.** | Choose an item. |
| **7.4** | **Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.** | Choose an item. |

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| **Checklist** |
| Interim Report |  | Planning and Teaching(Assessment Rubric completed) |  |
| Journal Sighted  |  |
| Minimum of 5 sequenced lessons planned and taught in preservice teacher’s chosen specialist subject area |  | 15 days of placement completed in a primary school |  |
| Targeted Support Plan Implemented (If yes provide dates, initial and completion, in comments) |  |
| **Final Grade** |
| Overall Rating: *If ‘requires more time’ is selected, an updated Targeted Support Plan**should be submitted with this report* | Choose an item. |
| Mentor Teacher Comments Click or tap here to enter text. |
| ***Preservice teacher signature:*** | Shape  Description automatically generated with low confidence |
| ***Mentor teacher(s) signature:*** | Shape  Description automatically generated with low confidence |

**Please ensure that both the mentor and pre-service teacher have signed this report.**

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