

Modified Professional Experience Final Report

This report is to be completed at the end of the supervised placement. The purpose of this report is to measure the standard that has been achieved by the preservice teacher in relation to the APSTS graduate level relevant for the learning for the year and professional experience course that this placement relates. **This final report is only to be used in conjunction with students completing a varied placement utilising a modified placement guide due to COVID impacts.*

UniSQ Student Name:	
UniSQ Student Number:	
UniSQ Student Teaching Areas Assessed:	
Professional Experience Site:	
Supervising Teachers Name:	

UniSQ programs and courses	Number of days	Year Level/ Course

ASSESSMENT SCORES	EVIDENCE FOR THE APST DESCRIPTORS
D	Developing skills and knowledge
A	Achieving skills and knowledge
E	Exceeding skills and knowledge
Please use the expectations of skills and knowledge as a criterion to inform decision making	

Signatures
Each of the signatories should retain a copy of this report for their records. Please note the preservice teacher's signature indicates that they have sighted this completed report.
Number of Days Completed: _____ Overall Pass/Fail: _____
Preservice Teacher's name: Signature: Date:
Supervising Teacher's name: Signature: Date:
Other Supervising Teacher's name:

Signature: _____

Date: _____

Planning effectively - preparation for teaching	APST	D	A	E
Writes plans for an individual lesson/learning experience that demonstrates an early understanding of how content should be best organised to aid optimal student learning (example whole class learning experience or small group learning experiences).	APST 2.2			

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Teaching effectively - enactment of teaching	APST	D	A	E
Demonstrates awareness of the role of curriculum in lesson planning.	APST 2.1			
Writes clear learning objectives for each learning experience/ lesson using the Australian Curriculum.	APST 3.1			
Trials the use of a small range of teaching strategies that support student learning and skill development (example gradual release of responsibility model).	APST 3.3			
Demonstrates an awareness of resources that support student learning (example identifies resources to support learning goals within a lesson plan).	APST 3.4			
Trials the use of some verbal and non-verbal communication strategies (example questioning for higher order thinking)	APST 3.5			

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Managing effectively – create safe and supportive learning environments	APST	D	A	E
Observes others' teaching practices and records strategies used to actively engage students in their learning (example identifying various methods of grouping to support learning needs)	APST 4.1			
Trials the use of various grouping methods and clear instructions and explanations within short learning experiences/transitions.	APST 4.2			

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Assessing and recording learning		APST	D	A	E
Demonstrates an awareness of assessment practices to identify learning needs.		APST 5.4			

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Professional conduct		APST	D	A	E
Receives constructive feedback in a positive and professional manner.		APST 6.3			
Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and awareness of duty of care.		APST 7.1			
Acts appropriately according to school/system organisational policies and processes.		APST 7.2			

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

Overall Comment