

EDU8821 Professional Experience Final Report

This document is for reference use only. You will receive the online final report 3 days prior to the end of placement, 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 Professional Experience placement relates.

USQ programs and courses	Number of days	Year Level/ Course
Master of Education	25	EDU8821

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	

Planning effectively - preparation for teaching	APST	D	A	E
Uses knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning (example: develop a class profile using existing data).	APST 1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds. (example: differentiation strategies are evident in unit/lesson plans)	APST 1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses knowledge of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities (example: strategies evident in planning and teaching)	APST 1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	APST 2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organises content into an effective learning and teaching sequence.	APST 2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses relevant curriculum and assessment documents and knowledge to design sequence of lessons/learning experiences.	APST 2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies literacy and numeracy teaching strategies and their application in lesson/unit plans	APST 2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans ICT teaching strategies to support learning opportunities for students.	APST 2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets learning goals for students of varying abilities and characteristics.	APST 3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans lesson sequences that incorporate a range of teaching and learning strategies that display content and pedagogical content knowledge and effective sequencing.	APST 3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Teaching effectively - enactment of teaching		D	A	E
Lessons consistently use a variety of strategies that are appropriate to the content being taught and/or skills being developed.	APST 3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a range of resources and ICTs that target students' interests and learning needs.	APST 3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses effective questioning, and scanning skills together with a range of vocal, facial expression and gestures to support student engagement.	APST 3.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses student assessment data and reflection on lessons taught to inform future planning.	APST 3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Managing effectively – create safe and supportive learning environments		D	A	E
Identifies a range of strategies to promote the participation of all students.	APST 4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses clear instructions, established rules, expectations and organised routines to support transitions and activities, including effective time scheduling.	APST 4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses knowledge of essential skills and other practical approaches to support on-task behaviour and prevent and correct off-task behaviours.	APST 4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements school-based strategies that demonstrate an understanding of requirements related to students' wellbeing.	APST 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses strategies which promote safe, responsible and ethical use of ICT's.	APST 4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Assessing and recording learning		D	A	E
Uses a planned assessment strategy to collect information on student learning progression.	APST 5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of corrective and affirmative feedback (oral and written) to students about their learning.	APST 5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses an understanding through observation notes and reflections of how assessment is moderated to ensure consistent and comparable judgements.	APST 5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses an ability to interpret planned assessment to evaluate student learning and modify teaching practices.	APST 5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discusses student achievement with the supervising teacher and is familiar with the school's reporting procedures and policies.	APST 5.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Professional conduct		D	A	E
Uses feedback from supervising teacher/s and other observers to reflect on learning progression and identify strengths and weaknesses and implement strategies to aid progress.	APST 4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies key principles of codes of conduct and ethics for teachers through a high level of personal presentation, professional communication and conduct and appropriate interactions with students.	APST 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes and applies school/system organisational processes and policies to own conduct and practice and understands mandatory reporting requirements.	APST 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a willingness to participate with school staff in a range of activities.	APST 7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Overall Comment