

Professional Experience Placement 2 – Interim Report



THE UNIVERSITY
of ADELAIDE

SCHOOL OF EDUCATION

Introduction

The purpose of this template is to guide reflective discussions between the Mentor Teacher and the Pre-Service Teacher early in the Professional Experience Placement to establish initial performance against the APST. These discussions will inform actions for improvement and setting shared understandings of the expectations of the Pre-Service Teacher's performance at our School.

Where a standard has not been met because there has not been an opportunity to demonstrate capabilities or knowledge in that area, this should be noted explicitly in the rubric.

If the Mentor Teacher believes that the Pre-Service Teacher reflected the tenor of the rating, but their attributes are not reflected in the examples given, they should give the rating that they think best reflects the Pre-Service teacher's standards and provide supportive evidence in their qualitative feedback.

Clarifying comments can be added.

Pre-Service Teacher:

Pre-Service Teacher Name: Jeremy Hughes	Pre-Service Teacher ID: 1646624
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<p>Classroom Practice</p> <p>APST 1: Know the students and how they learn</p>	<p>How would you grade this pre-service teacher against APST 1?</p> <p><input type="radio"/> Below Graduate Standard: Insufficient willingness to engage with the needs of individual students and with the school as a place of learning</p> <p><input checked="" type="radio"/> Meets Graduate Standard: Clear evidence of initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning</p> <p><input type="radio"/> Exceeds Graduate Standard: Strong initiative and willingness to engage positively with the needs of individual students and with the school as a place of learning</p>	<p>Optional Comments:</p> <p>Jeremy has shown willingness to familiarise himself with the needs of individual students and given thought to their conceptual development.</p>
<p>Knowledge of Content and Curricula</p> <p>APST 2: Know the content and how to teach it</p>	<p>How would you grade this pre-service teacher against APST 2?</p> <p><input type="radio"/> Below Graduate Standard: Insufficient or erroneous knowledge of content and curricula</p> <p><input type="radio"/> Meets Graduate Standard: Sound knowledge of content; clear understanding of curricular needs</p> <p><input checked="" type="radio"/> Exceeds Graduate Standard: Strong and self-reliant knowledge of content; imaginative application of curricula</p>	<p>Optional Comments:</p> <p>Jeremy has demonstrated a thorough and detailed understanding of all content knowledge. He has used his content knowledge to produce imaginative applications in algebra, trigonometry and geometry</p>

<p>Planning and Preparation</p> <p>APST 3: Plan for and implement effective teaching and learning</p>	<p>How would you grade this pre-service teacher against APST 3?</p> <p><input type="radio"/> Below Graduate Standard: Insufficient evidence of planning or preparation for teaching</p> <p><input checked="" type="radio"/> Meets Graduate Standard: Clear evidence of planning and preparation for teaching</p> <p><input type="radio"/> Exceeds Graduate Standard: Planning and/or preparation for teaching that extends beyond the student's own class</p>	<p>Optional Comments:</p> <p>Jeremy has thoughtfully planned all lessons and included some imaginative methods (for example a successful lesson in games-based algebra learning). He is cognisant of areas where refinement and adaption are required (for example in lesson starting and clarity of intentions)</p>
<p>Classroom Management and Discipline</p> <p>APST 4: Create and maintain supportive and safe learning environments</p>	<p>How would you grade this pre-service teacher against APST 4?</p> <p><input type="radio"/> Below Graduate Standard: Insufficient, poor or unethical classroom management skills</p> <p><input checked="" type="radio"/> Meets Graduate Standard: Effective classroom management skills</p> <p><input type="radio"/> Exceeds Graduate Standard: Confident classroom management skills</p>	<p>Optional Comments:</p> <p>Upon encountering challenging classes, Jeremy has responded by implementing strategies to manage the students</p>

<p>Assessment and Feedback</p> <p>APST 5: Assess, provide feedback and report on student learning</p>	<p>How would you grade this pre-service teacher against APST 5?</p> <p><input type="radio"/> Below Graduate Standard: Insufficient evidence of the use of assessment as a tool to understand student achievement and the effectiveness of teaching. No, limited or late feedback. Insufficient differentiation in assessment processes</p> <p><input checked="" type="radio"/> Meets Graduate Standard: Competent and considered assessment. Useful and timely feedback. Evidence of differentiation in assessment processes</p> <p><input type="radio"/> Exceeds Graduate Standard: Proficient and reflective assessment. Timely and useful feedback linked to strengths and weaknesses of individual school students. Creativity in assessment processes</p>	<p>Optional Comments:</p> <p>Jeremy is aware of the benefits of feedback and has already put in place various methods of providing feedback</p>
<p>Professional Relationships</p> <p>APST 6: Engage with Professional Learning</p> <p>APST 7: Engage professionally with colleagues, parents/carers and the community</p>	<p>How would you grade this pre-service teacher against APST 6 & 7?</p> <p><input type="radio"/> Below Graduate Standard: Little or no commitment to the school, professional colleagues and students</p> <p><input checked="" type="radio"/> Meets Graduate Standard: Sound commitment to the school, professional colleagues and students</p> <p><input type="radio"/> Exceeds Graduate Standard: Strong commitment to the school, professional colleagues and students</p>	<p>Optional Comments:</p> <p>Jeremy has engaged with professional learning through attendance at staff/faculty meetings and cocurricular activities</p>

Mentor Teacher Verification:

Once you have completed the interim report, please click on the Mentor Teacher Verification below and the form will be sent to me electronically.

Actioned by Ian Thomson on 2/08/2018 10:13:42 AM