UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5118
Advanced Professional Practice In Special Education

Term 3 2020

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IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5118 Advanced Professional Practice in Special Education (6 units of credit)
Term 3 2020

2. STAFF CONTACT DETAILS

Course Coordinator:	Dr Joanne Danker
Office Location:	Morven Brown Building, G42
Email:	j.danker@unsw.edu.au
Availability:	Email for an appointment

3. COURSE DETAILS

Course Name	Advanced Professional Practice in Special Education
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html

SUMMARY OF COURSE

This course is a core requirement for qualified practicing teachers, who wish to gain a formal qualification in the area of special education and who already have the approved subject knowledge background in the field. This course comprises 25 days of advanced professional practice, including high-level teaching, observation and critical reflection in the area of special education, together with peer observations and school-based fieldwork. It provides a teaching method at a more advanced level of complexity and depth than that is offered in pre-service courses, ensuring all graduates of the program meet the Australian Professional Standards for Teachers. This professional practice course is usually undertaken in conjunction with the completion of the co-requisite courses EDST5106 Behaviour Management, EDST5129 Transitions, EDST 5113 Autism Spectrum Disorders: Educational Practices, EDST5111 Intellectual Disabilities, and EDST5138 Inclusive Education.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK*:*

- There is no formal feedback for this course, however, students should organise their practicum placement where possible for speed and convenience.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Plan, implement and critically evaluate challenging and original lessons and units of work using a range of different strategies to meet expected curriculum outcomes and varied student needs and interests;	2
2	Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in Special Education.	1, 2
3	Monitor, document and report on a range of students' development and implement appropriate feedback mechanisms to enhance learning and teaching;	1, 2
4	Reflect on, describe and critically evaluate one's own professional practice and take responsibility in collaboration with others to identify and address their own learning needs.	1, 2
5	Able to operate independently both within the classroom and within the wider school community and interact effectively with colleagues and members of the wider school community	1, 2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1	Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of inclusive education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	Research-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem-solving skills	1, 2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1
6	Ethical and responsible professional practice Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Field - based work is a critical component of effective teacher education, not only providing an essential forum for generating concrete problems and issues and applying new knowledge and skills, but also enabling the development of an integral link between theory and practice. The equivalent 25 days of teaching practice is also a mandated component of any specialist teaching method for schools and adult educational institutions nationally. **You must have current accreditation to teach in NSW schools to undertake this course.**

5. TEACHING STRATEGIES

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.

You will:

- engage in small group cooperative learning to address teaching and learning goals
- reflect critically on and improve teaching practice
- participate in small group dialogue and discussion, to demonstrate your capacity to communicate and liaise with the diverse members of an education community, and to demonstrate your knowledge and understanding of method content
- engage in online learning from readings and web links on the Moodle website and associated web-based resources.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

NOTE: This course is a responsive blended face to face and field-based course so reliable and easy access to the internet is essential. Students must be teaching in their area of specialisation.

Timeline	Module Focus	Post-workshop activities
Week 1 (14th Sept – 20th Sept) Mandatory Introductory meeting Date to be negotiated (1 hour)	Expectations What is an IEP? What should be in it and how do we select and write annual goals and objectives.	• Start developing Professional Practice portfolio to demonstrate competence on Practicum criteria • Complete activities as set by lecturer
Week 2 – 5 (21st Sept – 18th Oct) On-line training/discussion	Strategies for lesson observation and ongoing self-reflection	• Complete activities as set by lecturer • Arrange at least one peer observation of your teaching • Arrange visit by lecturer
Week 6 – 9 (19th Oct – 15th Nov) On-line training/discussion	Strategies for program participation and enhancement of teaching	• Complete activities as set by lecturer
Week 10 (16th Nov – 20th Nov) On-line training/discussion	Strategies for program participation and enhancement of teaching	• Complete teaching placement and all associated requirements, including self-evaluation and program evaluation • Complete portfolio and submit

7. RESOURCES

Required Readings

Disability Standards for Education (2005)

Further Readings

Caruana, V. (2015). Accessing the Common Core Standards for students with learning disabilities: Strategies for writing standards-based IEP goals. *Preventing School Failure, 59*, 237-243. doi: 10.1080/1045988X.2014.924088 link here

Konrad, M., Keesey, S., Ressa, V. A., Alexeeff, M., Chan, P. E., Peters, M. T. (2014) Setting clear learning targets to guide instruction for all students. *Intervention in School and Clinic, 50*, 76-85. doi: 10.1177/1053451214536042 link here

Twachtman-Culen, D., & Twachtman-Bassett, J. (2011). *The IEP from A to Z. How to create a meaningful and measurable goals and objectives.* San Francisco: Jossey-Bass, A Wiley Imprint. Link to ebook in library here

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
Assessment 1: IEP and Behavioural Plan	2,400 words	40%	2,3,4,5	1,2,3,4,6	Friday 9th Oct 2020 by 5pm
Assessment 2: Practicum Notebook	3,600 words	60%	1,2,3,4,5	1,3,6	Friday 20th Nov by 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment 1

A written IEP and Behaviour Plan for one student, to be completed by the (templates provided in Moodle).

Assessment 2

Assessment 2 requires you to demonstrate your successful classroom performance and your ability to operate independently both within the classroom and within the wider school community as judged by UNSW staff. This will be done by the satisfactory completion of:

(a) lesson plan logbooks that include three lesson plans of the best lessons THAT YOU HAVE TAUGHT along with three observations of classes THAT YOU HAVE OBSERVED. See Appendix A for the lesson observation templates. The templates are also provided on Moodle.

(b) 25 self-reflection (one for each day) at the end of each lesson. See Appendix B for the self-reflection template. The template is also provided on Moodle.

(c) AT LEAST one peer-evaluation. See Appendix C for the peer-evaluation template. The template is also provided on Moodle.

(d) a reflective problem-solving diary. You are expected to define one challenge that you are facing in the classroom. This challenge could be academic, behavioural, or institutional. You need to study the identified issue in the current professional literature (5 peer-reviewed journal articles minimum, published between 2011-2020) and prepare an action plan. You will then evaluate the success of your intervention in your reflective problem-solving diary. See Appendix D for the template. The template is also provided on Moodle.

You will also need to submit completed and signed copies (by your mentor) of the attendance record form (See Appendix E) and evidence of professionalism form (See Appendix F). The templates are also provided on Moodle.

The assessment should be written in APA 7th edition style.

* Please note all assessments must be passed in order to pass the course.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5118 ADVANCED PROFESSIONAL PRACTICE IN SPECIAL EDUCATION

Student Name: Student No.:
Assessment Task 1: **IEP and behavioural plan**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and practice • Clarity and accuracy in use of key terms and concepts					
Depth of analysis and/or critique in response to the task • Demonstration of knowledge, and respect for, the diverse social, ethnic, cultural, and religious background of students and the effects of these factors on learning					
Familiarity with and relevance of professional and/or research literature used to support response • Range of research and professional literature on education theory to support response • Reference specifically to material, research and ideas					
Structure and organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of section headings to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting paraphrasing, attributing sources to information, and listing references (APA style) • Clarity and consistency in presenting in tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5118 ADVANCED PROFESSIONAL PRACTICE IN SPECIAL EDUCATION

Student Name: Student No.:

Assessment Task 2: **Practicum notebook (teaching performance, lesson plans, logbook, self-reflection, attendance record form, evidence of professionalism form)**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and practice in special education • Clarity and accuracy in use of key terms and concepts in special education					
Depth of analysis and/or critique in response to the task • Demonstration of knowledge, and respect for, the diverse social, ethnic, cultural, and religious background of students and the effects of these factors on learning					
Familiarity with and relevance of professional and/or research literature used to support response • Evidence of having read and understood a range of research and professional literature on education theory to support performance • Demonstration of knowledge of evidence-based classroom practices and procedures					
Structure and organisation of response • Appropriateness of overall structure of response • Clarity and coherence of organisation, including use of notebook sections to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of conventions for quoting paraphrasing, attributing sources to information, and listing references (APA style) • Clarity and consistency in presenting in tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Appendix A: Lesson Observation Template (to be completed by student)

DIAGNOSTIC COMMENTS ON SPECIFIC TEACHING PERFORMANCE – 1st Lesson Observation

TEACHER: **DATE:**

TOPIC: **CLASS:**

STRENGTHS	POINTS TO CONSIDER
A. PLANNING FOR LEARNING	
B. USE AND DEVELOPMENT OF KNOWLEDGE	
C. TEACHING METHODOLOGY	

D. MONITORING AND ASSESSMENT	
GENERAL COMMENTS **NEXT TIME** **1.** **2.** **3.**	

DIAGNOSTIC COMMENTS ON SPECIFIC TEACHING PERFORMANCE – 2nd Lesson Observation

TEACHER: **DATE:**

TOPIC: **CLASS:**

STRENGTHS	POINTS TO CONSIDER
C. PLANNING FOR LEARNING	
D.USE AND DEVELOPMENT OF KNOWLEDGE	
C. TEACHING METHODOLOGY	

D. MONITORING AND ASSESSMENT	
GENERAL COMMENTS **NEXT TIME** **1.** **2.** **3.**	

DIAGNOSTIC COMMENTS ON SPECIFIC TEACHING PERFORMANCE – 3rd Lesson Observation

TEACHER: **DATE:**

TOPIC: **CLASS:**

STRENGTHS	POINTS TO CONSIDER
E. PLANNING FOR LEARNING	
F. USE AND DEVELOPMENT OF KNOWLEDGE	
C. TEACHING METHODOLOGY	

D. MONITORING AND ASSESSMENT	
GENERAL COMMENTS **NEXT TIME** **1.** **2.** **3.**	

Appendix B: MEd SPECIAL EDUCATION – 25 Day Self-Reflection Template (to be completed by student)

Instructions: ***For each of the 25 days, reflect and write a short paragraph on the following:***

- **Goal**: What was your goal for that lesson/day?
- **Reality**: What actually happened? Use data from student work samples, your observations or those of your peers.
- **Options**: Engage in critical reflection. Examine the student work samples and the evidence from the previous section. Did you achieve your goals? Cite evidence for this. If you taught this lesson again to this class what would you do differently and why. What were the key moments in the lesson when you might have adapted your practice in response to the student learning happening at the time?
- **What's Next**: Consider the next steps for these students in the next lesson. What do you need to focus on in your next lesson with this class?

Day 1

Goal:

Reality

Options:

What's Next:

Day 2

Goal:

Reality

Options:

What's Next:

Day 3

Goal:

Reality

Options:

What's Next:

Day 4

Goal:

Reality

Options:

What's Next:

Day 5

Goal:

Reality

Options:

What's Next:

Day 6

Goal:

Reality

Options:

What's Next:

Day 7

Goal:

Reality

Options:

What's Next:

Day 8

Goal:

Reality

Options:

What's Next:

Day 9

Goal:

Reality

Options:

What's Next:

Day 10

Goal:

Reality

Options:

What's Next:

Day 11

Goal:

Reality

Options:

What's Next:

Day 12

Goal:

Reality

Options:

What's Next:

Day 13

Goal:

Reality

Options:

What's Next:

Day 14

Goal:

Reality

Options:

What's Next:

Day 15

Goal:

Reality

Options:

What's Next:

Day 16

Goal:

Reality

Options:

What's Next:

Day 17

Goal:

Reality

Options:

What's Next:

Day 18

Goal:

Reality

Options:

What's Next:

Day 19

Goal:

Reality

Options:

What's Next:

Day 20

Goal:

Reality

Options:

What's Next:

Day 21

Goal:

Reality

Options:

What's Next:

Day 22

Goal:

Reality

Options:

What's Next:

Day 23

Goal:

Reality

Options:

What's Next:

Day 24

Goal:

Reality

Options:

What's Next:

Day 25

Goal:

Reality

Options:

What's Next:

Appendix C: Peer Evaluation Template (to be completed by mentor)

DIAGNOSTIC COMMENTS ON SPECIFIC TEACHING PERFORMANCE

TEACHER: **DATE:**

TOPIC: **CLASS:**

STRENGTHS	**POINTS TO CONSIDER**
A. PLANNING FOR LEARNING	
B. USE AND DEVELOPMENT OF KNOWLEDGE	
C. TEACHING METHODOLOGY	

D. MONITORING AND ASSESSMENT	
GENERAL COMMENTS **NEXT TIME** **1.** **2.** **3.**	

Appendix D: Reflective Problem-Solving Diary

Teaching as Inquiry Action Plan Template

Class: **Date:**

Instructions: ***Answer all of the questions in the template.***

Focusing Inquiry

What is important (and therefore worth spending time on) given where my students are at?

- What is not working well? What do I want to change?
- What is the evidence – achievement data, student learning dispositions, student engagement or behaviour, teacher practice?

Teaching Inquiry

What strategies (evidence-based) are most likely to help my students learn?

- Strategies for improvement
    - What does the research say?
    - Which strategies are known to have the greatest impact on student learning?
    - What can I do right now?
    - What do I need additional support with?
    - What will I choose to work on first?
    - What do the students think? How will I let them know we are trying something new?
    - Do I want to try out strategies with a group of students or the whole class?
- What goals do I want to set – teaching practice, student achievement?

Learning Inquiry/Evaluation

What has happened as a result of the changes in teaching, and what are the implications for future teaching?

- What evidence do I have that these strategies have been effective – achievement data, student learning dispositions, student engagement and behaviour, teacher practice?
- If the strategies have been effective, what are my next steps?
    - How will I sustain the effective practices?
    - What is my new inquiry focus? What new goals do I want to set?
- What can I do if things do not work?
    - What different approach to the problem could I try?
    - Should I ask the students?
    - Which other teachers can I talk to?
    - Who can I ask to peer observe in my classroom?
    - How can I organise to video my practice, so I can analyse it?
    - What other strategies might I use?

WIL001

Attendance Record

INSTRUCTIONS

This report is to be uploaded to the Online Placement System portal (OPS) by no later than one week after the completion of your professional experience. http://placements.arts.unsw.edu.au

NOTE: Information can be entered into this PDF using your PC or Mac keyboard.

STUDENT DETAILS

Name			
Student ID		School	
Supervising Teacher		Program	

Please check appropriate boxes:

Professional Engagement	PE2/Internship	Advanced Professional Practice
☐ INSTEP MTS	☐ INSTEP MTP	☐ PE1
	☐	☐

Please note in the event that a public holiday falls within the scheduled placement dates, the public holiday does not count towards the total number of professional experience days for the Teacher Education Student. In this case, please include the public holiday on this form.

NOTE: Please sign and date this form on the final day of the placement.

TEACHING, OBSERVATION AND OTHER DUTIES

Day	Date	Time In	Time Out	Day	Date	Time in	Time Out	Day	Date	Time In	Time Out
Day 1				Day 18				Day 35			
Day 2				Day 19				Day 36			
Day 3				Day 20				Day 37			
Day 4				Day 21				Day 38			
Day 5				Day 22				Day 39			
Day 6				Day 23				Day 40			
Day 7				Day 24				Day 41			
Day 8				Day 25				Day 42			
Day 9				Day 26				Day 43			
Day 10				Day 27				Day 44			
Day 11				Day 28				Day 45			
Day 12				Day 29				Day 46			
Day 13				Day 30				Day 47			
Day 14				Day 31				Day 48			
Day 15				Day 32				Day 49			
Day 16				Day 33				Day 50			
Day 17				Day 34							

Total days ☐ Number of days absent ☐ Negotiated days of making up absence ☐

TES Signature		Date	
Supervising Teacher signature		Date	

Appendix E: Advanced Professional Practice Attendance Sheet

Advanced Professional Practice Attendance Sheet	UNSW THE UNIVERSITY OF NEW SOUTH WALES

Instructions to SUPERVISING TEACHER and Head of Department
This report is to be completed by all students as a record of daily activity and confirmation of the required attendance during the placement. **Please sign and date this form on the final day of the placement. Upon completion, this document is to be returned to the student who will forward it on to the Work Integrated Learning Office.**

Details of Teacher Education Student			
Name:			
Student ID:		School/Organisation:	

Attendance Record			
No	Date	Activity Summary	Supervising Teacher's Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			

10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

Student signature		Date	
Supervising Teacher or HOD name			
Signature		Date	

Appendix F: Evidence of Professionalism

Instructions to SUPERVISING TEACHER

This report is to be completed after the student has completed their 25 days of professional practice. Students are to be assessed for each Standard/requirement as either:

ND – Not Demonstrated; D – Demonstrated; E – Exceeds expectations (please tick)

Upon completion, this document is to be returned to the student who will forward it on to the Work Integrated Learning Office.

Details of Student

Name			
Student ID		School/Organisation:	
Supervising Teacher			
Date of Visit			

STANDARD 1 – KNOW STUDENTS AND HOW THEY LEARN	**ND**	**D**	**E**
1.1.2 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.			
1.2.3 Expand understanding of how students learn using research and workplace knowledge.			
1.3.3 Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			
1.4.3 Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.			
1.5.3 Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.			
1.6.3 Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.			
Comments:			

STANDARD 2 – KNOW THE CONTENT AND HOW TO TEACH IT	**ND**	**D**	**E**
2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.			
2.2.2 Organise content into coherent, well-sequenced learning and teaching programs.			
2.3.2 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements			
2.4.2 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			
2.5.2 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.			
2.6.2 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.			

Comments:

STANDARD 3 – PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	ND	D	E
3.1.2 Set explicit, challenging and achievable learning goals for all students.			
3.2.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.			
3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.			
3.4.2 Select and/or create and use a range of resources, including ICT, to engage students in their learning.			
3.5.2 Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.			
3.6.2 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.			
3.7.2 Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.			

Comments:

STANDARD 4 – CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	ND	D	E
4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.			
4.2.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.			
4.3.2 Manage challenging behaviour by establishing and negotiating clear expectations with students, and address discipline issues promptly, fairly and respectfully.			
4.4.2 Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.			
4.5.2 Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.			

Comments:

STANDARD 5 – ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING	ND	D	E
5.1.2 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.			
5.2.2 Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.			
5.3.2 Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.			
5.4.2 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.			
5.5.2 Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.			
Comments:			

STANDARD 6 – ENGAGE IN PROFESSIONAL LEARNING	ND	D	E
6.1.2 Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.			
6.2.2 Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities.			
6.3.2 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.			
6.4.2 Undertake professional learning programs designed to address identified student learning needs.			
Comments:			

STANDARD 7 – ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY	ND	D	E
7.1.2 Meet codes of ethics and conduct established by regulatory authorities, systems and schools.			
7.2.2 Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.			
7.3.2 Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.			
7.4.2 Participate in professional and community networks and forums to broaden knowledge and improve practice.			
Comments:			

PERSONAL LANGUAGE COMPETENCIES

The student can use the English language appropriately and accurately to communicate and manage interactions with students and colleagues effectively both inside and outside the classroom

Satisfactory ☐ **Unsatisfactory** ☐

Comments by Supervising Teacher

Please provide a comment on the degree of professional engagement that you observed in the ADVANCED student:

Supervising Teacher's name _____

Signature_____ **Date** _____

Student's name _____

Student's signature _____ **Date** _____