

WIL005

Final Report

INSTRUCTIONS TO SUPERVISING TEACHER

This Final Evaluation Report is to be completed at the end of that placement or placements identified by this institution as providing an opportunity for the full range of relevant National Teacher Standards for graduates to be demonstrated. The Professional Experience Overview contains advice on the purpose of this professional experience placement and where it fits with other placements in the Teacher Education Student program as well as information of the teaching demands of Teacher Education Student. Teacher Education Students are to be assessed for each Standard/requirement as either:

ND Not demonstrated **D** Demonstrated **E** Exceeded expectations (select one with an **X** below)

Please do NOT USE N/A. Using N/A in this report means students have not met requirements and will not be eligible for graduation. If a student has not had the opportunity to demonstrate any of the standards an assessment on their understanding of the standards will be sufficient. Please assess demonstration of understanding against the standard, when necessary.

If Standards are not able to be demonstrated, please provide an explanation in the appropriate comment section. The overall assessment is either Satisfactory or Unsatisfactory.

NOTE: A student cannot receive an overall grade of Satisfactory if they haven't demonstrated EVERY standard.

Upon completion, this document is to be returned to the Teacher Education Student who will upload it via our Learning Management System Moodle

DETAILS

Student Name				Student ID	
School				Program	
Subject(s) Taught					
Placement Dates & Total				Number of Days Attended	
Supervising Teacher Name					
Accreditation Level:	Lead	Highly accomplished	Proficient	Not accredited	
Supervising Teacher Years Teaching:	Less than 2	2 - 5	6-10	11-20	20+

PROFESSIONAL KNOWLEDGE

1. TEACHERS KNOW THEIR STUDENTS AND HOW THEY LEARN

	ND	D	E
1.1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.			
1.2.1 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.			
1.3.1 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.			
1.4.1 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.			
1.5.1 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet to specific learning needs of students across the full range of abilities.			

1.6.1 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.			
Comments:			

2. TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS

	ND	D	E
2.1.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.			
2.2.1 Organise content into an effective learning and teaching sequence.			
2.3.1 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.			
2.4.1 Demonstrate broad knowledge of and understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.			
2.5.1 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.			
2.6.1 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.			
Comments:			

PROFESSIONAL PRACTICE

3. TEACHERS PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

	ND	D	E
3.1.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.			
3.2.1 Plan lesson sequences using knowledge of student learning content and effective teaching strategies.			
3.3.1 Include a range of teaching strategies			
3.4.1 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.			
3.5.1 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.			
3.6.1 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.			
3.7.1 Describe a broad range of strategies for involving parents /carers in the educative process.			
Comments:			

4. TEACHERS CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

	ND	D	E
4.1.1 Identify strategies to support inclusive student participation and engagement in classroom activities.			
4.2.1 Demonstrate the capacity to organize classroom activities and provide clear directions.			
4.3.1 Demonstrate knowledge of practical approaches to manage challenging behaviour.			
4.4.1 Describe strategies that support students' well-being and safety working within school and/ or system, curriculum and legislative requirements.			
4.5.1 Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible, and ethical use of ICT in learning and teaching.			
Comments:			

5. TEACHERS ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

	ND	D	E
5.1.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.			
5.2.1 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.			
5.3.1 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.			
5.4.1 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.			
5.5.1 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.			
Comments:			

6. TEACHERS ENGAGE IN PROFESSIONAL LEARNING

	ND	D	E
6.1.1 Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.			
6.2.1 Understand the relevant and appropriate sources of professional learning for teachers.			
6.3.1 Seek and apply constructive feedback from supervisors and teachers and to improve teaching practices.			
6.4.1 Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.			
Comments:			

7. TEACHERS ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

	ND	D	E
7.1.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.			
7.2.1 Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.			
7.3.1 Understand strategies for working effectively, sensitively, and confidentially with parents/carers.			
7.4.1 Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.			
Comments:			

PERSONAL LANGUAGE, LITERACY AND NUMERACY COMPETENCIES

The Teacher Education 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

The Teacher Education Student demonstrates mastery of the full range of literacy and numeracy competencies required of a beginning teacher

Satisfactory

Unsatisfactory

IMPACT ON STUDENT LEARNING

The Teacher Education Student has had a positive impact on student learning on:

1. Understanding	Yes	No
2. Small groups	Yes	No
3. The whole class	Yes	No

SUMMARY COMMENTS

FINAL GRADE

Satisfactory

Unsatisfactory

DETAILS OF TEACHER EDUCATION STUDENT

Supervising Teacher's name			
Signature		Date	
Student's name			
Student's signature		Date	
Principal/Head of Faculty/Executive or Nominee's name			
Signature		Date	