

Return report to JCU Profex within 7 days of completion of practicum. Retain a copy before submitting original.

Preservice Teacher:		Student Id:
School:		Year/s:
SBTE/s:		

Preservice teachers in this phase will focus on creating positive learning environments and designing learning experiences for diverse learners. By the end of this phase, the preservice teacher demonstrates the Australian Professional Standards for Teachers at an introduced and developing level.	Satisfactory			Comments
	Not Developing Adequately (Unsatisfactory)	Developing Adequately	Well developed	
Planning effectively – Preparation for teaching				
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1			
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	APST 1.3			
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	APST 1.5			
Organise content into an effective learning and teaching sequence.	APST 2.2			
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	APST 2.3			
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	APST 3.1			
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	APST 3.2			
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability (Leave blank if unable to assess in the school context)	APST 1.6			
Overall assessment of this standard		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching effectively – enactment of teaching				
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	APST 2.1			
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	APST 2.6			
Include a range of teaching strategies.	APST 3.3			
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning	APST 3.4			
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	APST 3.5			
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	APST 3.6			
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3			
Overall assessment of this standard		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing effectively – create safe and supportive learning environments				
Identify strategies to support inclusive student participation and engagement in classroom activities	APST 4.1			
Demonstrate the capacity to organise classroom activities and provide clear directions.	APST 4.2			
Demonstrate knowledge of practical approaches to manage challenging behaviour.	APST 4.3			
Overall assessment of this standard		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing and recording learning				
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	APST 5.1			
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2			
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	APST 5.3			
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	APST 5.4			
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	APST 5.5			
Overall assessment of this standard		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Conduct					
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	APST 4.4				
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	APST 4.5				
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1				
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	APST 7.2				
Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	APST 7.4				
Please leave blank if unable to assess in the school context Understand strategies for working effectively, sensitively and confidentially with parents/carers.	APST 7.3				
Overall assessment of this standard		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Professional Experience Result							
<table border="0"> <tr> <td style="text-align: center;"> Unsatisfactory <input type="checkbox"/> Not yet ready to proceed to next professional experience stage. </td> <td style="text-align: center;"> Developing adequately <input type="checkbox"/> Ready to proceed to next professional experience stage </td> <td style="text-align: center;"> Well developed <input type="checkbox"/> </td> </tr> <tr> <td style="text-align: center;">←</td> <td style="text-align: center;">→</td> <td></td> </tr> </table>	Unsatisfactory <input type="checkbox"/> Not yet ready to proceed to next professional experience stage.	Developing adequately <input type="checkbox"/> Ready to proceed to next professional experience stage	Well developed <input type="checkbox"/>	←	→		Attended for 15 days/required number of days <input type="checkbox"/> Completed professional portfolio tasks <input type="checkbox"/> Minimum of 'Developing Adequately' level in ALL descriptors <input type="checkbox"/>
Unsatisfactory <input type="checkbox"/> Not yet ready to proceed to next professional experience stage.	Developing adequately <input type="checkbox"/> Ready to proceed to next professional experience stage	Well developed <input type="checkbox"/>					
←	→						

Preservice teacher: (name) _____

Signature: _____ Date: _____

Site based teacher educator (name) _____

Signature: _____ Date: _____

Site Coordinator: (name) _____

Signature: _____ Date: _____

School Stamp:	University Stamp:
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