

1st Year

Professional Experience Handbook

2018

Professional Experience Contacts

For all general correspondence related to Professional Experience, please email:
eduprofex@jcu.edu.au

Placement Advisors	Phone	Responsibilities
Trish Quayle	(07) 4232 1716	Cairns B.Ed & MTL
Jenny Gromkowski	(07) 4781 6549	Townsville B.Ed & MTL (Primary)
Kate Betridge	(07) 4781 4681	Townsville B.Ed & MTL (Secondary)
Scott Richardson	(07) 4781 5748	ECE External
Director of Professional Experience and Community Engagement	(07) 4781 5529	Professional Experience Program
Dr Lai Kuan Lim		

	Cairns	Townsville
Postal Address	Professional Experience Unit College of Arts, Society & Education James Cook University PO Box 6811 Cairns Qld 4870	Professional Experience Unit College of Arts, Society & Education James Cook University Townsville QLD 4811
Website	https://www.jcu.edu.au/college-of-arts-society-and-education/education/professional-experience/professional-experience-overview	

Professional Experience: At A Glance

April 16 – 20 (5 days)	
<ul style="list-style-type: none">- Observation/Walkthrough: 5 days- Support student learning: individual and small group of students• ECE placement: 3 to 5 years setting (5 hours <u>classroom</u> contact per day; to be negotiated with SBTE)• If your school is closed on April 16, please advise preservice teacher to make up for the day the following week.	
Reporting	
When	Within 7 days of practicum completion
What	ED1401 Professional Experience Report
Who*	To be completed by SBTE and returned to JCU Profex

IMPORTANT REMINDER

Attendance must be for complete school days and include school meetings and extra-curricular activities. Preservice teachers must notify the school immediately if they cannot attend for any reason and must negotiate make-up days. They must also notify the Professional Experience Unit of any changes negotiated.

Contents

Professional Experience Contacts	1
Professional Experience: At A Glance.....	2
Preface	4
Roles and Responsibilities: At A Glance	5
Concerns During Professional Experience: Outline of Procedure (At A Glance)	6
Checklist for Site Coordinator (SC)	7
Checklist for Site-Based Teacher Educator (SBTE)	8
Professional Experience: Our Purpose	9
Overview of Placement	10
Phase 1 Professional Learning Activities	11
What is the structure of this professional experience phase?	11
How does this professional experience phase fit in the B.Ed course?	11
What is the expected teaching load?	11
ED1401 Professional Learning Activities.....	12
What is a Professional Experience Portfolio?	14
Optional Paired Placement.....	16
Assessment Guide	17
Assessment Procedure.....	18
Preservice Teacher Intervention Notification – Guidelines for Use.....	19
At Risk Notification – Guidelines for Use (SBTE & Site Coordinator).....	21
At Risk Notification.....	23
Professional Experience Report	24

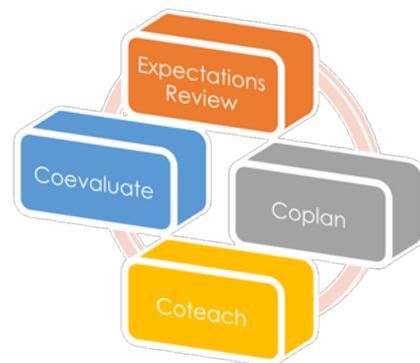
Preface

Thank you for being a part of this essential component of Initial Teacher Education. Professional experience is critical to the preparation of graduate teachers. Site based teacher educators are important contributors to the preparation of JCU teacher graduates. They contribute to the foundation for JCU preservice teachers' learning as educators, and provide experiences that support learning and change. The contributions of site-based teacher educators are also vital to professional renewal and reflect the goodwill and collegiality of our teacher communities.

This document realigns JCU Professional Experience Program to the new Queensland Professional Experience Reporting Framework. It also responds to feedback from school community and JCU preservice teachers. This handbook is informed by policy imperatives as well as best practice literature in initial teacher education. Further, to give effect to JCU's Strategic Intent and Goals, we seek to prepare graduate teachers who are committed and responsive to meeting the needs of people in the region.

Graduates of this program will engage 'open-eyed' and critically in the complex and creative work of teaching; they will contribute to the wealth of the community they serve. Furthermore, we seek to cultivate an ethic of care in JCU teacher graduates who, with dispositions of inquiry, support the aspirations and lives of students and their communities. A key goal of professional experience is to immerse preservice teachers in the exciting work of teaching to refine their theoretical understandings of, and sensitivities to student learning that inform their teaching.

This handbook provides the guiding policy for ensuring professional experience in Education at James Cook University optimises professional learning. As noted by the Australian Institute for Teaching and School Leadership (AITSL), "Supported, authentic professional experience is categorised by strong collegial interactions and focus on learning". This program is focussed on leadership, professional learning and engagement based on the Australian Professional Standards for Teachers (APST). It capitalizes on the potential of the rich professional learning relationship between preservice teachers (PSTs) and their Site-Based Teacher Educators (SBTEs). Its developmental approach systematically supports preservice teachers' success. Its coteaching¹ principles promote theory and practice alignment, improve pedagogical understanding and reflective practice. This framework involves PSTs and SBTEs learning through professional conversations, coplanning, coteaching and coevaluating the professional experience.



We welcome feedback to continue to improve the quality of learning and teaching that our communities expect of us.

¹Coteaching is a teacher preparation approach grounded in social constructivism. It is distinguished from the hyphenated term 'co-teaching' that is primarily associated with special education. (See Murphy & Martin, 2015) However, for the purpose of grammar clarity, the hyphenated form is used in this handbook.

Roles and Responsibilities: At A Glance

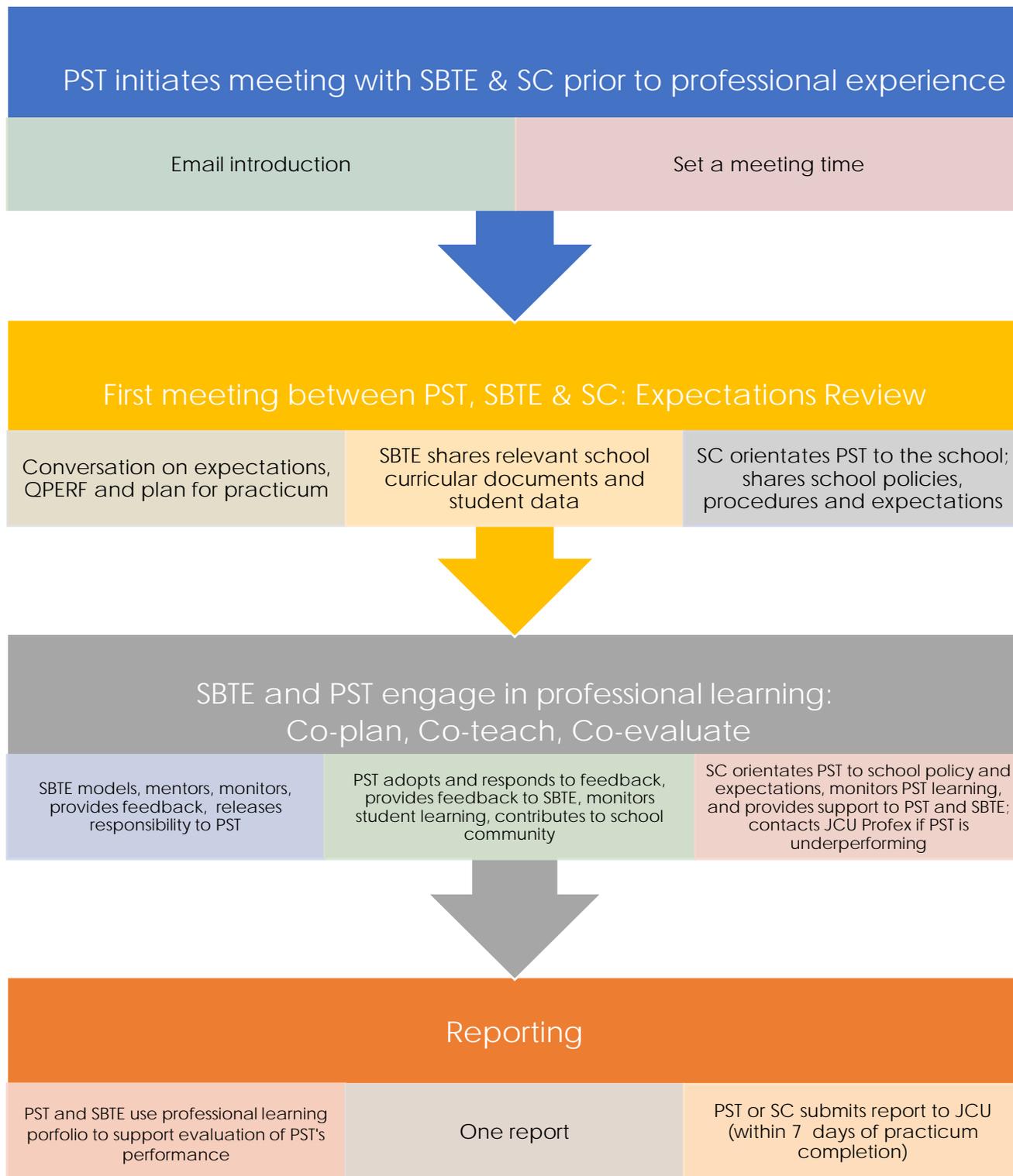
SBTE: Site-Based Teacher Educator

PST: Preservice Teacher

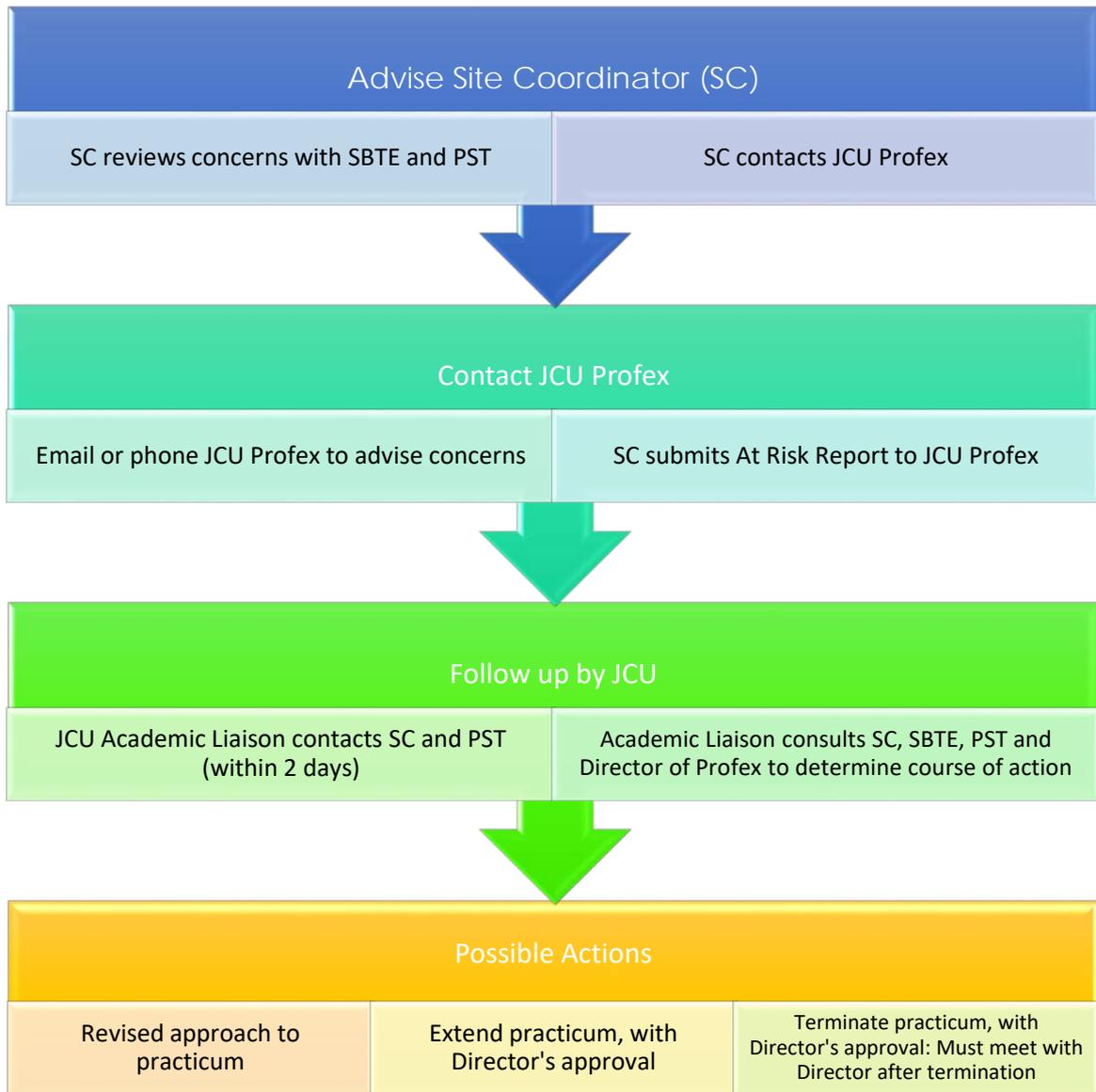
SC: Site Coordinator

AL: JCU Academic Liaison

QPERF: [Queensland Professional Experience Reporting Framework](#)



Concerns During Professional Experience: Outline of Procedure (At A Glance)



Checklist for Site Coordinator (SC)

Tasks	Tick
Have you read the handbook?	
Have you recorded PSTs' emergency contact details and sighted their Blue card?	
Have you oriented PSTs to the school's pedagogical framework, behaviour management, ethos, school policy and procedures that relate to workplace health and safety, and professional conduct?	
Have you advised PSTs on how they should contact you for support? And when you might check-in on them?	
Have you advised the SBTEs how you might support them in the assessment and reporting?	
Have you advised JCU Academic Liaison if PST is at-risk of not meeting requirements?	
Have you signed and stamped on QPERF before submitting to JCU? (or given them to PSTs to submit to JCU?) *NB: Secondary PST requires ONE report only	
Have you directed your colleagues to the JCU Professional Experience Resource site (pay forms; reports and supporting resources)?	
Contact: eduprofex@jcu.edu.au if PST is at risk or if you require assistance	

Checklist for Site-Based Teacher Educator (SBTE)

Tasks	Tick
Have you read your PST's one-page introduction?	
Have you read the handbook?	
Have you provided PST your timetable?	
Have you provided PST with: <ul style="list-style-type: none"> o student information; o relevant management procedures and routines; o curricular resources and samples of plans? 	
Have you clarified your expectation with PST on: <ul style="list-style-type: none"> o Reporting time, punctuality, duties? o Observation: how and when they could do so? o Participation: how they support student learning? o Access to resources: what could they explore? 	
Have you discussed your assessment with SC?	
Have you signed on the report?	
Have you given the report to SC or PST to submit to JCU?	
Have you submitted your pay claims ?	

Professional Experience: Our Purpose

Objective

Upon successful completion of the professional experience program, preservice teachers will develop a demonstrated body of knowledge and a range of skills as prescribed in Australian Professional Standards of Teaching. JCU preservice teachers will also be consciously refining their beliefs and learning dispositions to construct a professional identity that resonates with their

Upon completion of the professional experience program, preservice teachers will have cultivated a habit of contributing to an image of teaching as a profession that cares, and that seeks to make a difference. Professional experience offers not only authentic learning opportunities for preservice teachers to develop the necessary skills and knowledge of teaching, but also their personal, interpersonal and emotional capabilities (Scott, 2014). In addition to developing graduate teachers who meet the prescribed Australian Professional Standards of Teaching (APST), our collective efforts also seek to develop graduate teachers who demonstrate characteristics of high calibre aspirant teachers as outlined in Queensland Schooling Sectors' Expectations of Graduate Teachers, and develop a learning disposition, "to continue to seek answers to difficult problems of teaching and learning and the skills to learn from practice as well as to learn for practice" (Darling-Hammond, 2006). Put simply, JCU graduate teachers are critically reflective and seek in their actions to be better teachers, colleagues, and community members.

With our professional learning schools, we work towards developing critically reflective JCU graduate teachers who demonstrate:

- a quality of teaching defined by APST at a Graduate level
- personal capabilities: self-awareness, decisiveness, commitment
- interpersonal capabilities: influencing, empathising
- cognitive capabilities: diagnosis, strategy, flexibility and responsiveness
- appreciation and understanding of the strengths and challenges of our region
- a professional identity that resonates with their commitment to student learning and wellbeing

"Teaching is a profession with certain moral and technical expectations—especially the expectation that teachers, working collaboratively, will acquire, use, and continue to develop shared knowledge on behalf of students" (Darling-Hammond, 2006)

Overview of Placement

April 16 - 20

Outline of Activities

Week	Primary & Secondary
1	Expectations Dialogue Observation: Class and Learner profile Professional conversation: Planning, teaching, assessing, creating a positive classroom, supporting student learning, expectations and demands of the profession

REMINDER: Attendance must be for complete school days and include school meetings and extra curricula activities. Preservice teachers must notify the school immediately if they cannot attend for any reason and **must negotiate make-up days**. They must also notify the Professional Experience Unit of any changes negotiated.

Phase 1 Professional Learning Activities

What is the structure of this professional experience phase?

1st year professional experience consists of 5 days, and serve as an induction to the profession by their SBTEs. Preservice teachers are required to observe the daily practices of a teacher, and contribute to student learning as directed by their SBTE and incidentally.

Over the first days, SBTEs provide a walk-through, and engage in professional conversations of teachers' work with their preservice teachers.

How does this professional experience phase fit in the B.Ed course?

This placement is embedded in the subject, Foundations of Education. The subject provides a foundational understanding of issues of equity and diversity through research, theory and policies. Preservice teachers draw on their understandings to observe and understand how these issues are played out in schools. They are required to complete a School Community Asset Map to identify the strengths of a school in responding to student diversity.

What is the expected teaching load?

Preservice teachers are not expected to engage in any whole class teaching. However, with close supervision and guidance, SBTEs could provide opportunities for preservice teachers to work with small groups and individual learners.

The following tables outline the professional learning activities through each week of the placement. Each week is presented as a separate table. ***The number of lessons/days allocated for planning, teaching, assessing and reflecting for each week are stipulated as minimum requirements.*** At the bottom of each table is a blank row. It has been included for preservice teachers to include notes about potential artefacts from each week of their experience that they may include in their Professional Experience portfolio. A detailed explanation on the Professional Experience portfolio is provided as well.

ED1401 Professional Learning Activities

Week	Focus of Professional Learning			
Prior to practicum	Preparation			
	Review the QCT Code of ethics , QCT document Professional boundaries and the JCU Student Code of Conduct			
	Set up a structure for your reflective journal			
	Set up your Professional Experience portfolio structure by establishing one section for each of the headings on the ED1401 report			
	Review the assessment task in ED1401 that relates to your placement			
	Ensure that your Blue Card is current and will not expire before the completion of your program. Ensure your Blue Card and JCU Student ID card are attached to a lanyard, ready for you to wear at all times while on placement.			
	Ensure you have made contact with the site coordinator at your school, and set up a time to meet, either in person or by telephone, to discuss your upcoming placement and begin establishing expectations for your work whilst at the school.			
		Plan	Teach	Assess
Week 1	Engage in a professional expectations dialogue with SBTE	Provide incidental support to students	Observe how SBTE checks for understanding	Co-reflect with SBTE against the report
	Observe learners and identify presence or absence of class and learner profiles	Take initiative to know learners and contribute to their learning and engagement (individuals and small groups)	Observe how SBTE provides feedback to support student learning	Review the evidence of their professional learning; hear preservice teachers' reflection of their initial perspective of teaching
	Collect relevant school policies and annotate to show evidence of your observations of policy enactment in the classroom		Gather SBTE's reflection on the impact of assessment on student learning as well as their teaching	
	Observe, document and reflect on strategies used by			

	SBTE for planning, teaching, managing and assessing			
--	--	--	--	--

What is a Professional Experience Portfolio?

Throughout the professional degree program, preservice teachers will engage in a number of professional experience placement blocks. During each block, they are required to compile evidence of their professional capacities in what is referred to as a professional experience portfolio. This portfolio represents part of their work as a preservice teacher – it allows them to record the ‘invisible’ work of teaching – the planning, reflecting, and pedagogical decision-making that goes behind all successful teaching episodes.

SBTEs will discuss with preservice teachers the required artefacts for assessment prior, or on the first day of the professional experience phase. Table 2 provides a summary of suggested artefacts. Depending on context, some artefacts might not be relevant or appropriate.

On the final day of the placement, SBTEs will review the professional experience portfolio to inform their assessment of the preservice teachers’ performance over the professional experience phase.

Table 2 below summarises the suggested artefacts of the Professional Experience portfolio. This is not an exhaustive list – the table outlines suggested artefacts for inclusion in your portfolio. **The specific artefacts you choose to include** in each section of your portfolio should be carefully selected so that they **evidence your capacities** in relation to each of the relevant **Australian Professional Standards for Teachers (APST)** as outlined on the professional experience report.

Table 2: Professional Experience Portfolio

Requirements	Suggested Artefacts for inclusion
Personal statement	Written philosophy, professional experience goals, including scholarly references
1. Planning effectively	Understanding Learners <ul style="list-style-type: none"> records and observations of classroom talk and patterns of interactions ½ page reflection on planning for diverse learners
	Understanding Planning <ul style="list-style-type: none"> Two of your SBTEs lesson plans (if available) with post implementation annotations based on observations ½ page written reflection, evidencing the incorporation of SBTE strategies which include links to scholarly reference materials
2. Teaching effectively	Understanding Teaching <ul style="list-style-type: none"> Observation notes of differentiated learning activities, including resources customised or created by the SBTE, to facilitate student learning Examples of differentiated planning that your SBTE might have provided to you ½ page written reflection on teaching to diverse learners

3. Managing effectively	<p><i>Understanding Positive Learning Environments</i></p> <ul style="list-style-type: none"> • Read and annotate school's safe and supportive policies; • Document expectations of student learning and behavior that show care for individuals, as well as considerations of school policy; • ½ page written reflection on supporting a positive learning classroom
4. Assessing and Recording Learning	<p><i>Understanding feedback and checking for understanding.</i></p> <ul style="list-style-type: none"> • Observation notes of how feedback is provided to students • ½ page written reflection on the importance of feedback to support student learning
5. Professional Conduct	<p><i>Demonstrating professional conduct</i></p> <ul style="list-style-type: none"> ▪ ½ page reflection on the code of conduct expected of teachers

Optional Paired Placement

Note: First year PSTs have the option of a paired placement for the two-week practicum; as such PSTs may express a desire to be placed with another PST as a pair.

Schools that are able to accept the placement of the collaborative teaching pair with one SBTE in one classroom are asked to read this information page. The Professional Experience Unit will prepare PSTs for the paired placement through professional experience lectures.

Outcomes for the Paired Placement

- In pairs, complete 5 days of observations with SBTE
- Provide feedback as a critical friend to the paired PST.
- Continue to develop Professional Experience Portfolio relating to the activities outlined in this handbook.

At the beginning of the placement, it is expected that PSTs will collaboratively work with his/her teaching partner *and* the SBTE to plan the strategies to be employed to meet the outcomes of this practicum. The aim of this collaborative approach to learning is to encourage the PST to develop high quality communication, interpersonal skills, collaboration, and work towards the APST standards, particularly for professional practice.

Observations should be completed in collaborative ways.

Reporting – PSTs must develop their own Professional Learning Portfolio and map their performance over the Learning Cycle.

Assessment Guide

Professional experience is an opportunity for preservice teacher to learn within and through practice. Their learning is demonstrated through their contributions to student learning as well as their professional reflections on their contributions to the classroom and the wider school community.

On that basis, a key question guiding SBTEs' evaluation of a first year preservice teacher is:

- Has the preservice teacher shown sufficient evidence of a deep interest to learn and develop their professional knowledge and skills?

By the end of your first professional experience, they are expected to demonstrate through their practice and professional experience folder:

- an early developing knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics.
- a developing understanding of the principles of inclusion.
- a developing knowledge of how to identify appropriate types of feedback to improve student learning.
- a developing knowledge of strategies that support a positive learning environment
- exploring ways to identify support for students' wellbeing and safety, working within school and system curriculum and legislative requirements
- professional conduct that reflects QCT Code of Conduct and the school's code of conduct.

In making this formal evaluation, SBTEs will take into consideration:

- the evidence of pre-service teacher learning
- daily practices
- preservice teachers' reflection based on their portfolio of evidence
- consultation with Site Coordinator

Each placement is assessed using one report. At the end of this placement, PSTs must demonstrate a minimum of Developing Adequately level in all descriptors to pass this professional experience.

Assessment Ratings:

Well developed	Consistent evidence of knowledge, practice and engagement that demonstrate the APST descriptors at the Graduate Career Stage
Developing adequately towards graduate level	Awareness of the descriptors at the APST Graduate Career Stage but demonstrates inconsistent knowledge practice and engagement at this level
Not developing adequately	Little or no evidence of knowledge, practice and engagement of awareness that meet the descriptors at the APST Graduate Career Stage

Assessment Procedure

Prior to the last day of placement, preservice teacher should organize a time to discuss their practice with their SBTE.

By the last day of each placement, SBTE will discuss their evaluation with PST. The discussion includes:

- Evidence of practice using the Professional Experience Portfolio
- Key strengths, areas of concern and suggestions for improvement

The report may be completed in hard copy or via the fillable PDF version of the report, which is available here:

<https://www.jcu.edu.au/college-of-arts-society-and-education/education/professional-experience/professional-experience-overview/site-coordinators>

- Provide descriptive feedback to guide preservice teacher's professional development
- Sign the completed report digitally (if using PDF), or with a pen (if using hard copy).
- Make a copy of the completed report and retain this copy for their records
- Submit the signed and completed report to eduprofex@jcu.edu.au (if in PDF format) or to the College of Arts, Society and Education office within 7 days of the completion of placement

Preservice Teacher Intervention Notification – Guidelines for Use

The “*Intervention Notification*” is designed for use by **preservice teachers only**, to trigger a response from the Professional Experience Unit at JCU to the student submitting the notification. (Please refer to the “Preservice Teacher At Risk Notification” for use by the site coordinator or supervising teacher).

In the event of a problem or concern for a preservice teacher, the required process is summarised in the following:

Step 1: Preservice teacher raises concern with her/his SBTE.

Step 2: If issue is not resolved following discussion with supervising teacher, the preservice teacher raises concern with the school’s site coordinator as early as possible (the site coordinator is the main point of contact in schools for JCU).

Step 3: Preservice teacher requests the site coordinator set up a meeting involving all parties – the preservice teacher, SBTE and site coordinator – to discuss the issue of concern.

Step 4: If the concern remains, the preservice teacher completes and submits the Intervention Notification form (see next page) via email to the Professional Experience Unit. If the matter is urgent, please phone the Professional Experience Unit to alert us to the incoming email.

The “Intervention Notification” is a form designed for use by preservice teachers only, to trigger a response from the Professional Experience Unit at JCU to the student submitting the notification.

Upon receipt of the Intervention Notification, the Professional Experience Unit will notify the relevant Academic Liaison who will then make contact with the preservice teacher to discuss the matter of concern. If necessary, the Academic Liaison will visit the school to discuss the matter with the parties concerned – the preservice teacher, site coordinator and/or supervising teacher.

College of Arts, Society & Education Intervention Notification

This report is designed for use by **preservice teachers** to trigger a response from the Professional Experience Unit to an issue or concern. Many issues are swiftly resolved if raised early. It is critical that preservice teachers who are experiencing difficulty advise the Professional Experience Unit.

Submission of this form: eduprofex@jcu.edu.au

If the matter is urgent then also phone (07) 4781 5529

Preservice teacher:	Name: Signature: Date:
Contact details:	Mobile: Home Phone: Email:
Professional Experience School/Centre:	
Professional Experience Block:	ED1401: First Year Professional Experience
Brief summary of issue/concern:	
Brief summary of any action to date to address issue/concern:	

At Risk Notification – Guidelines for Use (SBTE & Site Coordinator)

PURPOSE

The “*Preservice Teacher At Risk Notification*” process during professional experience is designed to alert the preservice teacher and Education to areas of concern identified by the **SBTE and site coordinator**. The At Risk Notification process should be used in any of the following circumstances:

- Where the SBTE and site coordinator believe that the preservice teacher could, with additional effort and attention, work to demonstrate competence in all criteria required in the professional experience.
- Where the preservice teacher is failing to respond effectively to feedback provided by the SBTE and site coordinator.
- Where the SBTE and site coordinator believe that intervention from the Professional Experience Unit would assist the preservice teacher.

The “*Preservice Teacher At Risk Notification*” form should be **submitted as early as possible**. This allows time for intervention to occur.

The IDEAL process for submitting the “*Preservice Teacher At Risk Notification*” form is summarised in the following:

Step 1: SBTE raises concerns about progress directly with both the site coordinator in the school and with the preservice teacher.

Step 2: Site coordinator sets up a meeting with SBTE and the preservice teacher in the school to discuss concerns and completes the “*Preservice Teacher At Risk Notification*” form. The form is then emailed to JCU and the Coordinator phones the Professional Experience Unit to notify of lodgement. [email: eduprofex@jcu.edu.au]

Townsville 4781 6549 (*Primary, ECE, RATEP*)
 4781 4681 (*Secondary*)
Cairns 4781 5748 (*ECE, Primary, Secondary*)

Step 3: JCU Professional Experience Unit immediately notifies the Academic Liaison who:

- Makes contact with the school and the preservice teacher
- Organises to discuss concerns with the preservice teacher and the supervising teacher
- In collaboration, develops an action plan – this may include counselling etc. BUT will NOT include more time in the school

Step 4: All parties review progress to determine competency level.

If further action is required, the site coordinator should contact the Director of Professional Experience via email: laikuan.lim@jcu.edu.au or phone (07) 4781 5529

NB (1): Please note that while it is recommended that the “*at risk*” process be used when there are concerns about a preservice teacher, it is not an essential step and preservice teachers may still be deemed “*not competent*” even if an “*at risk*” notification has not been submitted.

NB (2): *This process should not be used if the preservice teacher is CLEARLY NOT COMPETENT to proceed. If a preservice teacher is deemed not competent to proceed at any stage during final year, the JCU Professional Experience Unit will work with the preservice teacher to develop an action plan to address concerns raised. The completion of appropriate intervention almost always allows for a repeat practicum period (in a different school location).*

At Risk Notification

In order to be judged 'Competent to Proceed' preservice teachers **must have met minimum requirements for each practicum phase as identified in the report**. Please email a summary of areas of concern as described by the report, indicating in which of the descriptors in the report the preservice teacher is experiencing difficulty.

Preservice teacher		
School		
Name of person completing form		Signature:
Professional Experience Block:		

Please indicate the areas of concern as linked to the report outcomes and email to: eduprofex@jcu.edu.au

If the matter is urgent then also phone (07) 4781 5529

REPORT AREA	Comments
Section 1: Planning Effectively	
Section 2: Teaching Effectively	
Section 3: Managing Effectively	
Section 4: Assessing and Reporting Effectively	
Section 5: Professional Conduct	

PLEASE PROVIDE THE PRESERVICE TEACHER WITH A COPY OF THIS ADVICE

Professional Experience Report

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

Preservice Teacher:			Student Id:	
School				
SBTE/s:				
ECE Or Primary	Age:	Secondary	Year Level & Subjects	
	Level:			

Preservice teachers are introduced to the APST at this stage of learning. The practicum focuses on preservice teachers' perspectives of learners, and how their perspectives can shape their practices.		Satisfactory		Not Developing	N/A
		Well Developed	Developing Adequately		
Planning effectively – Preparation for teaching (Relevant APST)					
Discuss observations of physical, social and intellectual development and characteristics of students and how these may affect learning.	APST 1.1				
Discuss observations 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				
Observe and note strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	APST 1.5				
<i>Comments:</i>					

Teaching effectively – enactment of teaching

Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	APST 6.3				
---	-------------	--	--	--	--

Comments:

Managing effectively – create safe and supportive learning environments

Observe and record strategies to support inclusive student participation and engagement in classroom activities	APST 4.1				
---	-------------	--	--	--	--

Observe and record strategies for classroom organisation	APST 4.2				
--	-------------	--	--	--	--

Comments:

Assessing and Recording

Demonstrate awareness of the purpose of providing timely and appropriate feedback to students about their learning.	APST 5.2				
---	-------------	--	--	--	--

Comments:

Professional Conduct

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	APST 7.1				
---	-------------	--	--	--	--

Comments:

Overall Comments:

Professional Experience Result			Requirements		
Developing adequately	Well developed		Unsatisfactory	Completed 5 Days	
				Completed professional portfolio recommendations	
Ready to proceed to next professional experience stage 			Not yet ready to proceed to next professional experience stage. 	Minimum of 'Developing Adequately' in all descriptors.	

Preservice teacher's name		Signature	
		Date	
Supervising teacher's name		Signature	
		Date	
Site coordinator's name		Signature	
		Date	