

FORM A: EPR200 Teaching in Context

This form is used to assist the pre-service teacher (PST) and mentor teacher to identify and notate examples that demonstrate initial understanding and beginning competence against the AITSL Professional Standards for Teachers. Please complete twice: at the mid-point and again at the end of the professional experience.

Pre-Service Teacher	Anthony Rosetti		Student No.	255144	Unit Code: EPR200
School	St Joseph's Ottoway		State or Territory	SA	
First Date of Completion	01/09/2014		Second Date of Completion	22/09/2014	
Mentor Teacher	Matthew Pick		PLL (if applicable)	N/A	
DOMAIN		SELECTED STANDARDS		PERFORMANCE RATING	
Refer overleaf for AITSL Standards matrix		CDU relevant and recommended focus areas listed (add any others if applicable to this prac) <i>**Not applicable/required for this unit</i>		S = Satisfactory D = Developing Satisfactorily U = Unsatisfactory	
AITSL Standard 1	1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AITSL Standard 2	**		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AITSL Standard 3	3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.3	Include a range of teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.4	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.7	Describe a broad range of strategies for involving parents/carers in the educative process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AITSL Standard 4	4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AITSL Standard 5	5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.5	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Complete in full, sign electronically and send form to: InSchool@cdu.edu.au

Pre-service teachers are required to keep their own copies of assessment forms for use in final course portfolio

AITSL Standard 6	6.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	6.2	Understand the relevant and appropriate sources of professional learning for teachers.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
AITSL Standard 7	7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U
	7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers.	<input checked="" type="checkbox"/> S	<input type="checkbox"/> D	<input type="checkbox"/> U

Goal for next period of professional experience (developed by PST and mentor teacher)

Gain more experience with different age groups. Explore the planning, Teaching and Assessing cycle more thoroughly.

Mentor Teacher Comment:

Anthony has demonstrated a wonderful attitude during his time at St Joseph's Ottoway. One of the things that impressed me most during his time here was his desire to learn more about student learning and pedagogy. Anthony has been very inquisitive about the school environment and the reasons behind lesson structures and content. During his teaching block, Anthony excelled at delivering a very good introduction to each lesson. This explicit instruction at the beginning ensured that all students knew exactly what the task at hand was. Anthony demonstrated good time management skills and ensured that each lesson ended in a conclusion either by summarising the content of the lesson or by having the students share their work on the floor. Anthony was also mindful of ensuring the students played a big part in their own learning through brainstorming activities and lesson ideas that had the students thinking and creating new ideas on their own. Throughout the week Anthony also trialled different behavior management techniques that were quite successful with the students responding in a positive way.

Please send a copy to the Pre-service Teacher. Date sent: **03/10/2014**

Mentor teacher's signature



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FORM B: In-school Task Rubric, EPR200 Presentation of a Mini Portfolio.

Pre-Service Teacher		Student No.	Unit Code		
Anthony Roseffi		255144	EPR200		
School		State Or Territory	Date Of Completion		
St Joseph's Ottaway		SA	22/09/14		
Mentor Teacher		Professional Learning Leader (Where applicable)			
Matthew Pick		N/A			
PRESENTATION OF A MINI PORTFOLIO – focus on ASSESSMENT AND REPORTING					
	Highly comprehensive	Detailed evidence	Satisfactory evidence	Emerging evidence	More evidence required
REFLECTIVE PRACTICE	Presentation of evidence to school based panel demonstrated very clear understanding of the links between academic educational theory and Professional Practice <input type="checkbox"/>	Clearly communicated reflections. Evidence that the pre-service teacher is effectively and accurately applying related professional knowledge to teaching <input checked="" type="checkbox"/>	Pre-service teacher can accurately identify and is beginning to apply related professional knowledge about a particular area of teaching and learning <input type="checkbox"/>	There was scope for greater clarity, depth and/or breadth in some of them. <input type="checkbox"/>	More information was needed to identify relevant professional knowledge about the area or domain chosen <input type="checkbox"/>
PLANNING	The portfolio was well laid out, contained outstanding evidence demonstrating that the pre-service teacher understands the process planning, teaching and assessment. All evidence was electronically relevant samples. <input type="checkbox"/>	Quality evidence clearly linked to the Professional standards. The panel is satisfied the pre-service teacher understands the process of planning, teaching and assessment. <input checked="" type="checkbox"/>	Satisfactory evidence in the presentation that the Pre-service Teacher understands the process of planning, teaching and assessment. <input type="checkbox"/>	Some clear evidence in the presentation that the Pre-service Teacher understands the process of planning, teaching and assessment. <input type="checkbox"/>	More evidence was needed in the presentation to demonstrate that the pre-service Teacher had sufficient evidence to support their understanding of his domain <input type="checkbox"/>

<p>Mentor Teacher's Comments</p> <p>Anthony presented a portfolio of work that demonstrated a sound understanding of the Professional Standards. It was clear from the portfolio and his elaborations that he has a clear understanding of the planning, teaching and assessment cycle. Anthony's portfolio was well laid out and easy to follow. He was also able to provide concrete examples of his understandings by referencing occurrences throughout the Professional Experience.</p>	
<p>Please send a copy to the Preservice Teacher :</p> <div style="text-align: center;"> <input checked="" type="checkbox"/> </div>	<p>Date sent</p> <p>03/10/14</p>

Mentor teacher's signature



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FORM C Overall Professional Experience Record: EPR200 – Professional Experience 2

Return to the Professional Experience Office (inschool@cdu.edu.au) Sem1: by 15 June – Sem 2: by 2 November.

Pre-service teacher	Student no	Unit Code: EPR200			
Anthony Rosetti	255144				
School		State or Territory			
St Joseph's Ottoway		SA			
Class/year	Subject / teaching area				
1/2	General Classroom				
Mentor teacher	Professional Learning Leader (where applicable)				
Matthew Pick	N/A				
ASSESSMENT		DETAIL		PLEASE INDICATE	
FORM A Skill Development		Completed at the midpoint of the professional experience and at the end		Form A completed and submitted Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
FORM B: Presentation of Mini Portfolio		Mini portfolio presented to a panel in the school Rubric completed by mentor		Form B completed and submitted Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
A sequence of lessons, planned taught and assessed		Sighted by mentor teacher		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
The daily journal		Sighted by mentor teacher		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
"At risk" process				N/A <input checked="" type="checkbox"/>	
				Date initiated	
				Date completed	

Has the pre-service teacher completed the required number of days (20)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Indicate what and why there have been variations to the placement days: <input type="text"/>	N/A <input checked="" type="checkbox"/>	
OVERALL RATING: Each task must be satisfactory to Pass the professional experience placement		
Needs additional time (please suggest an amount) <input type="text"/>	Pass <input checked="" type="checkbox"/>	Fail <input type="checkbox"/>
Mentor Teacher Comment: <input type="text" value="Anthony has demonstrated an impressive attitude during his time at St Joseph's Ottoway. He has maintained a professional manner in dealings with students, staff and parents. Anthony has been engaging in both the content and delivery of his lessons and also in his interactions with students. Anthony has demonstrated that he is"/>		
Please send a copy to the PST: PST should keep a copy for final portfolio	Yes <input checked="" type="checkbox"/>	

Mentor teacher's signature



Date:

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