WIL004

PE2 Interim Report

DETAILS

(Circle/highlight the appropriate areas)

|  |  |  |  |
| --- | --- | --- | --- |
| Student Name |  | Student ID |  |
| School |  | Program |  |
| Subject(s) Taught |  |
| Placement Dates & Total |  | Number of Days Attended |  |
| Supervising Teacher Name |  | Mentor Training Completed: |  **Yes** | **No** |
| Accreditation Level: **Lead** | **Highly Accomplished** |  | **Proficient Graduate** | **NA** |  |
| Supervising Teacher Years Teaching: |  **Less than 2** | **2-5** |  **6-10 11-20** | **20+** |  |

INSTRUCTIONS TO SUPERVISING TEACHER

This report is to be completed at the end of week 5 then returned to the TES who will upload it to the course Moodle no later than the end of Week 6.

|  |  |
| --- | --- |
|  | Minimum Standard Grade (circle/ highlight) |
| PLANNING |
| Knows content area | The TES creates lesson plans that focus on conceptual knowledge from the relevant syllabus that show knowledge of a range of teaching and assessment strategies to support students’ conceptual development. | **Satisfactory Unsatisfactory** |
| Selects and organises content |
| Incorporates literacy and numeracy strategies |
| TEACHING |
| Supports student participation | TES establishes an inclusive classroom environment where all students are acknowledged as individuals and models an enthusiastic and positive attitude towards teaching and learning. The TES gives clear instructions, checks understanding and establishes consistent classroom routines to maximise student learning. The TES can adapt their plan within the lesson in response to students’ learning. | **Satisfactory Unsatisfactory** |
| Manages classroom activities |
| Manages challenging behaviour |
| Uses effective classroom communication |
| Establishes learning goals |
| Structures and sequences lessons |
| Uses a range of teaching strategies |
| Differentiates teaching |

PLANNING

|  |  |
| --- | --- |
|  | Minimum Standard Grade (circle/ highlight) |
| ASSESSING |
| Assesses student learning | The TES employs a range of strategies for diagnostic, formative and summative assessment. The TES gives timely, balanced and targeted feedback to students that provide direction for future learning. The TES uses marking criteria and annotates student work samples according to the school or system policy for the moderation of assessment activities. | **Satisfactory Unsatisfactory** |
| Provides feedback |
| Makes consistent and comparable teacher judgments |
| TEACHING |
| Evaluate and improve teaching plans | The written critical reflection of lessons refers to student learning, relevant syllabus outcomes and teaching strategies. It uses the GROW model to critically analyse lessons and outline the next steps in their professional development. | **Satisfactory Unsatisfactory** |
| Identifies professional learning needs |

SUITABILITY TO UNDERTAKE INTERNSHIP

The Teacher Education Student has demonstrated satisfactory achievement and is eligible to progress from direct in-class supervision to an internship under the guidance of the Supervising Teacher.

**Satisfactory Unsatisfactory**

Please note: A Teacher Education Student who DOES NOT demonstrate achievement by the end of this period will continue to undertake teaching with direct in-class supervision and not progress to the internship phase of Professional Experience until he or she has demonstrated that requirements have been met.

|  |  |
| --- | --- |
| Supervising Teacher’s name |  |
| Signature |  | Date |  |
| UNSW Liaison name |  |
| Signature |  | Date |  |
| Teacher Education Student |  |
| Signature |  | Date |  |