

Faculty of Humanities

Professional Experience Handbook

Master of Teaching Primary/Secondary

**MTPS503 Professional Experience 3: Using Data to Inform
Teaching and Learning**

Guidelines for

Principals/Co-ordinators
Mentor Teachers
Pre-service Teachers
School-based Supervisors

SCHOOL OF EDUCATION



Curtin University

CRICOS Provider Code 00301J

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PROFESSIONAL EXPERIENCE STAFF CONTACT DETAILS

Professional Experience Administration

Ph: (08) 9266 3624 (Tues – Thur)

Fax: (08) 9266 2547

Email: hum-ed-ouaprac@curtin.edu.au

Course Co-ordinator

Dr Sharon Davies

Email: Sharon.davies@curtin.edu.au

WELCOME TO PROFESSIONAL EXPERIENCE AT CURTIN UNIVERSITY

We would like to thank you for agreeing to participate in the Professional Experience component of our pre-service teacher education programs. We value your time, commitment and energy and appreciate your efforts to help our students embark on their professional preparation. We anticipate that beginning teachers will find working with children in schools enjoyable and rewarding. Professional experience placements provide opportunities for in-depth exploration of a chosen career, and the chance to trial, apply, reflect on and refine ideas that have been developing throughout each semester of the degree program.

The Professional Experience program is an integral part of the Teacher Education course at Curtin University. The program is based on three major premises: gradual, varied and integrated experiences. Success in Professional Experience is essential for pre-service teachers' professional development and for continuation in the course. Pre-service teachers must satisfactorily complete each stage of the Professional Experience program. Some key points to note:

- It is expected that all pre-service teachers will prepare Lesson Plans and keep observations and reflections. A template is provided to guide these processes; alternatively the format may be negotiated with the Mentor Teacher.
- Absenteeism: Where absence is unavoidable pre-service teachers are required to notify both the School and Curtin University Professional Experience Office **no later than 8:00am on the day concerned**. Pre-service teachers are expected to make up days lost through absenteeism. An Absentee form is provided later in this handbook.
- Please forward all completed forms to the relevant emails listed earlier in this handbook.
- Pre-service teachers must maintain a **Teaching File** as a comprehensive record of the activities and lessons undertaken during professional experience. It is also strongly suggested that a resource file be developed to organise the ideas and resources used during placements.

The information presented in this handbook should answer any questions; alternatively please consult the contact list to speak to someone in person.

The Professional Experience Team
School of Education

SIGNIFICANCE OF PROFESSIONAL EXPERIENCE

Success in Professional Experience placements is a fundamental part of the pre-service teacher's professional development and is a **condition for graduation**.

Any pre-service teacher who fails to satisfactorily complete **two consecutive** Professional Experience placements is subject to course termination. Supplementary placements may be provided at the discretion of the School of Education Board of Examiners.

ABSENTEEISM

It is expected that pre-service teachers will at all times assume the professional aspects of the role of a teacher, accepting the constraints of punctuality, co-operation with staff, and concern for the welfare of students. **Where absence is unavoidable, pre-service teachers are required to notify both the School and the Curtin University Professional Experience Office no later than 8.00am on the day concerned.**

Pre-service teachers are expected to make up days lost through absenteeism. An Absentee form is provided in this handbook.

The release of pre-service teachers to deal with outside work or family issues (except unforeseen illness or emergencies) should *not* be granted as pre-service teachers should have made alternative arrangements. However, there *may* be instances where pre-service teachers may need to take a day of leave from the placement. Pre-service teachers should notify their mentor teachers as soon as possible should this occur.

PRE-SERVICE TEACHING FILE

Pre-service teachers must maintain a Teaching File as a comprehensive record of the activities and lessons undertaken during professional experience. **Pre-service teachers should always have their Teaching File up-to-date and accessible for the Mentor Teacher, Principal and School-based Supervisor.** It does not have to be submitted to Curtin. Lesson Plans should be indexed and prepared two or three days in advance. It should contain the following:

- Working with Children Card and any other State requirements
- Curtin Code of Conduct and Insurance Policy Forms
- Professional Experience Handbook
- Plans of lessons undertaken by the pre-service teacher. Plans should indicate the learning area, the group and the date, and be filed in the order in which they were undertaken even when categorised into learning areas.
- Teaching and Learning Resources which have been used.
- Self-reflective comments, together with written comments from the Mentor.

RESOURCE FILE

Pre-service teachers will accumulate many ideas and resources. In order to organise these, it is requested that each pre-service teacher creates a resource file. There is no prescribed format for this, however, it is expected that a system be developed to classify resources so that they are readily identifiable and accessible. This may be in hard copy or an electronic file and **should be available to a Mentor Teacher and School-based Supervisor on request** and include as much information as possible about resources such as the original source for future referencing.

The following list is a guide to the many types of resources which could be included.

- **Book Lists.** Children's books and reading schemes and the level for which they are suited,
- **Songs, dances, singing games and music. Poetry and stories,**
- **Curriculum experiences/ideas.** Energisers, self-esteem games. Ideas for all learning areas,
- **Other Resources.** Curriculum resources that may be purchased, such as sporting equipment and computer software. Ideas for charts, rosters, routines, rules, room arrangements and so on, that may be adapted for use in your own work place,
- **Administrative Resources.** Individual Education Plans (IEP). Bullying Policy/Excursion Policies, Sample Letters, Booklets (parent information/staff handbook),
- **Web sites and other electronic resources.**

OVERVIEW OF PROFESSIONAL EXPERIENCE PLACEMENTS

The Master of Teaching Course has four Professional Experience placements, which are essential components of the course and are planned to integrate the pre-service teachers' studies with practical learning experiences. The placements also provide opportunities for our pre-service teachers to gather evidence against each of the Australian Professional Standards for Teachers.

The number of days and position of the placement within the program is detailed in the table below. Each placement is focused on the development of the students professional practice plus identified specific focus areas. These have been developmentally planned to assist the students build a repertoire of professional practice skills. This culminates in their fourth placement, the internship, which has a focus on the **transition to the profession**. This period is designed to provide teaching experiences culminating with major responsibility for a class of students.

During the Professional Experience placement, pre-service teachers are expected to maintain well organised and detailed records of planning and evaluation in their indexed and neatly organised teaching files. Please ensure that the files are up-to-date and readily accessible for review by School-based Supervisor(s) and Mentor Teacher(s).

The table below provides a summary of the timing; length of placement and the location within the course for the four Professional Experience placements. The Professional Experience placement is situated within a unit of work, which has an overall theme or focus area. This information is to provide guidance on the expected range of skills, content knowledge and anticipated abilities of students.

Year 1	Professional Experience 1: Planning <i>Length of placement:</i> 2 weeks for Primary	Professional Experience 2: Assessment and Reporting <i>Length of placement:</i> 3 weeks
Year 2	Professional Experience 3: Using data to inform teaching and learning <i>Length of placement:</i> 3 weeks	Professional Experience 4: Transition in the Profession <i>Length of placement:</i> 5 weeks

ROLES & RESPONSIBILITIES

Person	Role	Major Responsibilities	Liaison	Notes
School Principal or nominated school-based staff member		<ul style="list-style-type: none"> Welcome the pre-service teacher into the school community: introduce to staff & induct student into the school context. Ensure that mentor teachers are informed of the placement and have access to the Curtin Professional Experience Handbook. Mediate if necessary between the pre-service teacher and the mentor teacher. 	<ul style="list-style-type: none"> Mentor Teacher/s 	<ul style="list-style-type: none"> Pre-service teachers do not have the legal responsibility to be solely in charge of the class: they are not to be used as relief teachers.
Mentor Teacher	Mentor	<ul style="list-style-type: none"> Induct the pre-service teacher into the class & articulate classroom practices and routines. Facilitate the placement as per the guidelines in the relevant Curtin Professional Experience Handbook. Review and provide feedback on lesson plans. Provide written post-lesson feedback that is constructive. Discuss the pre-service teacher's progress with the School-based Supervisor during their visit. Alert the School-based Supervisor if the pre-service teacher is At Risk of failing. Work with the School-based Supervisor and the pre-service teacher to complete the <i>At Risk Form</i>. Complete the assessment forms; sign and have the pre-service teacher pursue and sign, and give a copy to the pre-service teacher to take with them. 	<ul style="list-style-type: none"> School-based Supervisor 	<ul style="list-style-type: none"> Pre-service teachers do not have the legal responsibility to be solely in charge of the class. They must be supervised at all times.
School-based Supervisor	Confirmation of satisfactory progress OR At Risk	<ul style="list-style-type: none"> Formally visit the pre-service teacher and observe them teaching a lesson. Provide written and verbal feedback on the lesson to the pre-service teacher. Provide a copy of the written feedback to the pre-service teacher. Discuss the pre-service teacher's progress with the mentor teacher. 	<ul style="list-style-type: none"> Mentor Teacher Pre-service Teacher 	<ul style="list-style-type: none"> Please ensure that the pre-service teacher has indicated their preferred lessons for observation. Pre-service teachers At Risk may require an additional visit.

Person	Role	Major Responsibilities	Liaison	Notes
		<ul style="list-style-type: none"> • Scan the pre-service teacher's Professional Experience folder and comment on the quality &/or make suggestions of what could be added. • Complete the Assessment Form: provide a copy (on the day if possible) to the pre-service teacher, and email a copy to the Professional Experience Office at Curtin. • Contact the Professional Experience Office at Curtin if a pre-service teacher is deemed At Risk. • Work with the mentor teacher and the pre-service teacher to complete the At Risk Form. 		<ul style="list-style-type: none"> • You may contact the Unit Coordinator if there are significant issues in regards to a pre-service teacher's placement/experience.
Pre-service Teacher	Temporary member of staff	<ul style="list-style-type: none"> • Contact the school prior to your placement. • Undertake the recommended number of pre-visits. • Contact your School-based Supervisor as soon as possible, and ensure you send them a copy of your teaching timetable and preferred lesson for observation. Then maintain contact with your School-based Supervisor. • Thoroughly read through the relevant Professional Experience Handbook: in particular, your observation & teaching requirements AND the assessment forms against which you will be graded. • Make time to plan with your mentor teacher. • Provide your mentor teacher with a hard copy of your lessons plans at least 24 hour PRIOR to teaching the lesson. • Attend and participate in as many extra-curricular activities as possible AND staff meetings and professional development opportunities. • Seek and LISTEN to feedback and advice. • Ensure that you have a copy of the School-based Supervisor's written feedback AND their assessment form. • Ensure that you SIGN and receive a copy of your final report from your mentor teacher. You must take this with you on your last day and submit it to the Professional Placement office immediately. 	<ul style="list-style-type: none"> • Mentor Teacher • School-based Supervisor 	<ul style="list-style-type: none"> • Pre-service teachers do not have the legal responsibility to be solely in charge of the class: they are not to be used as relief teachers. • Do NOT use social networking sites (e.g. Facebook) to discuss matters pertaining to the school, teachers or students. Do NOT use children's photos in any online forums. • You must pass BOTH the theory and professional experience components of your unit to pass overall.

Person	Role	Major Responsibilities	Liaison	Notes
Professional Experience Officers	Placement & monitoring	<ul style="list-style-type: none"> • Distribute and collect all necessary student documentation, including the Professional Placement information forms. • Email Mentor Teacher and School-based Supervisor with placement documentation. • Monitoring the returning of School-based Supervisor and mentor Teacher paperwork. • Inform the Unit Coordinator of any students reaching At Risk status. 	<ul style="list-style-type: none"> • Professional Experience Officer • Pre-service teachers • Unit Coordinators 	Professional Experience Administration
Unit Coordinator	Unit management	<ul style="list-style-type: none"> • Ensure that all pre-service teachers are well-aware of the expectations Curtin University has of them during their placement. • Ensure that all pre-service teachers have access to the relevant Professional Experience Handbook, and understand the requirements of their particular placement. • Work with the School-based Supervisor and Mentor Teacher to monitor At Risk students. • Enter all results into Blackboard. 	<ul style="list-style-type: none"> • Professional Experience Officer • School-based Supervisors 	<ul style="list-style-type: none"> • Unit Coordinator

OUTLINE OF THE THIRD PROFESSIONAL EXPERIENCE

All placements are attached to a course work unit which has other assessable components. The third Professional Experience placement is associated with the unit:

MTPS503 Professional Experience 3: Using Data to Inform Teaching and Learning

The third professional experience for Master of Teaching pre-service teachers involves a three-week block placement. The focus for this professional experience is to consolidate planning and teaching skills.

At the completion of the placement, pre-service teachers will be able to:

- Articulate, examine, reflect and revise, if necessary, their teaching philosophy.
- Demonstrate the collection of evidence against several of the National Professional Standards for Teachers.
- Plan, implement and evaluate an integrated teaching plan reflecting good practice in assessments, using a range of technologies, teaching strategies and resources.
- Interpret the effect of different teaching styles and management practices on the establishment of a positive, engaging and empowering classroom environment.
- Demonstrate the ability to take responsibility for a teaching program within a classroom with gradual and increased complexity.

SUPERVISION AND CONTACT

A School-based Supervisor will formally visit the pre-service teacher **once** during the three week period and will also provide a report. **It is the pre-service teacher's responsibility to meet the School-based Supervisor to negotiate the day and time of the visit.**

Mentor Teachers, School-based Supervisors and/or Principals are asked to alert Curtin Professional Experience staff as soon as possible during the placement if they have any concerns that might indicate that a pre-service teacher is **At Risk** of not passing the Professional Experience.

ASSESSMENT

Pre-service teachers are assessed by both their Mentor Teacher and a School-based Supervisor. During the three week placement, the Mentor Teacher is asked to complete the relevant Assessment Forms.

Pre-service teachers at this level are graded as **Pass** for this level or **Fail**. The contents of this form should be discussed with and signed off by the pre-service teacher. Copies of the reports will be sent to mentor teachers or can be obtained electronically by contacting the Office of Professional Experience – see earlier in this handbook. It is not necessary for every descriptor in the assessment form to be fully achieved for an overall grade of Pass to be given.

Mentor teachers are asked to send **completed assessment forms and payment request forms** as soon as possible to the Office of Professional Experience via email or fax.

Email: hum-ed-ouaprac@curtin.edu.au

Fax: (08) 9266 2547

PLANNED TEACHING FOR THE THIRD PROFESSIONAL EXPERIENCE

Pre-service teachers may move to planning using Daily Work Pad for this Professional Experience placement. Full lesson plans should be prepared for Week 1, with a possible move to the Daily Work Pad if and when the Mentor Teacher and Pre-service Teacher agree they are confident with lesson planning. It is expected that there will be time for discussion with the Mentor Teacher before and after each lesson.

Pre-service teachers are asked to submit lessons plans (full or Daily Work Pad) to the Mentor Teacher no later than **the morning of the day before the lesson** to allow for discussions with the teacher and make modifications where necessary. By the third week, pre-service teachers should have experience in teaching across several learning areas using a variety of teaching strategies.

Mentor teachers are asked to discuss with students possible follow-up learning experiences, post-lesson evaluations and how to implement any feedback they have been given.

	Pre-service Teacher
Week 1	<p>Day 1: Observation, planning and discussions</p> <p>Days 2 & 3: Plan, teach and evaluate one lesson a day (plus routine assistance to the teacher)</p> <p>Days 4 & 5: Plan, teach and evaluate two lessons a day (plus routine assistance to the teacher)</p>
Week 2	<p>Days 1 - 3: Plan, teach and evaluate three lessons per day, if possible.</p> <p>Days 4 - 5: Plan, teach and evaluate four lessons per day, if possible, two of which should be sequential. (Maximum: half day loading)</p> <p>Day 5: Period of time for evaluating the week's lessons plans or Daily Work Pad, the program and any student assessment.</p>
Week 3	<p>Days 1-4: A minimum of a half-day's teaching (or its equivalent) each day, including full days, if the Mentor and Pre-service Teachers feel that this would be mutually beneficial.</p> <p>Final Day: Period of time for evaluating the weeks' lessons plans or Daily Work Pad and the program and completing all student and pre-service teacher assessments.</p>

ASSESSMENT INFORMATION FOR MENTOR TEACHERS

PROFESSIONAL EXPERIENCE 3: USING DATA TO INFORM TEACHING AND LEARNING

Third Professional Experience Placement

There are **two parts** to the assessment of this third Professional Experience and these are emailed directly to the respective teacher:

1. A **checklist** including some examples of what you can expect your pre-service teacher to demonstrate during the three week placement, based on the **Australian Graduate Teacher Standards**. Please talk through this assessment process with your pre-service teacher and identify the strengths that he/she has demonstrated in the classroom and the aspects that require attention, giving some ideas about how to improve these.

The focus in this placement is on Standards 1, 2 and 6 but it is expected that pre-service teachers will be able to show some progress in each of the standards. If the pre-service teacher does not have an opportunity to demonstrate the capabilities identified under that standard please indicate that this by writing “not observed” in the comments column. If you notice additional achievements, please note these in your final report.

2. A **final assessment** of **Pass** or **Fail** at the third-year level. It is not necessary that every item in the checklist is demonstrated in order for an overall Pass assessment. On balance you should be able to see most of the areas have been achieved or improved, and be confident that these will continue to develop in the next placement, which is their Internship.

RETURN OF FORMS

Please complete the assessments PRIOR to the conclusion of the 15 days, sign the forms and also have the Pre-service teacher sign and sign the forms.

It would be much appreciated if a copy of the assessment could be given to the pre-service teachers when they leave the school.

Please email or fax the Teaching Assessment Form to:

Email: hum-ed-ouaprac@curtin.edu.au

Fax: (08) 9266 2547

ASSESSMENT INFORMATION FOR SCHOOL-BASED SUPERVISORS

PROFESSIONAL EXPERIENCE 3: USING DATA TO INFORM TEACHING AND LEARNING

Third Professional Experience Placement

Thank you for supporting our Curtin pre-service teachers during their Professional Experience placement. We appreciate the time and effort that you give to them. Your expertise and feedback is valuable to us all. In particular a School-based Supervisor or another assessor **apart** from the Mentor Teacher provides an additional viewpoint on the pre-service teacher's progress. Rather than working closely with the pre-service teacher over time, as the Mentor Teacher does, the School-based Supervisor takes more of a "snapshot" of their progress by observing at least two lessons.

Please visit once **during the second week of the placement**, the pre-service teacher is expected to contact you to establish a mutually acceptable time for this visit. This visit gives the pre-service teacher time to work with the class.

The handbook has details of what is required by all parties, including the pre-service teacher, and the school-based supervisor. It is recommended that you follow the observation and feedback approach outlined in the handbook. You should also be able to view the Teaching File and Resources of the pre-service teacher.

It would be helpful if you take detailed notes during your visits and then summarise these into the following assessment form. **Please give a copy of this form to the pre-service teacher, retain a copy for your records and send one to the Professional Experience Office.**

The School-based Supervisor Assessment Form indicates some of the expectations of this placement although clearly you would not be expected to see all of these in one teaching session. These forms are emailed directly to the respective teacher.

RETURN OF FORMS

Please complete the assessments PRIOR to the conclusion of the 15 days, sign the forms, and also have the pre-service teacher sight and sign the forms.

It would be very much appreciated if a copy of the assessment could be given to the pre-service teachers when they leave the school.

Please email or fax the Assessment Report Form to:

Email: hum-ed-ouaprac@curtin.edu.au

Fax: (08) 9266 2547

ABSENTEE FORM

Pre-service Teacher: _____ (Print Last Name) (Print Given Name/s)
School: _____
Dates of Placement: From _____ To _____
Dates of Absence: _____ (Pre-service Teachers must make up absent days <i>immediately</i> following the official placement dates)
Medical Certificate Provided No <input type="checkbox"/> Yes <input type="checkbox"/> (Doctor's certificate/s to be sent with this form if absent 2 days or more)
Date/s Attended for Make-up Days: _____
Mentor Teacher : _____ (Print Name) (Signature) (Date)

Please email or fax the completed form with Doctor's certificate (if applicable) to:

Email: hum-ed-ouaprac@curtin.edu.au

Fax: (08) 9266 2547

STUDENTS 'AT RISK'

Most pre-service teachers continue to develop and progress satisfactorily during the course of their placement. Occasionally a mentor teacher will have serious concerns.

At Risk is the term used to signify that the pre-service teacher is failing to make progress towards meeting the competencies and the required professional behaviour and skills at a level normally expected of pre-service teacher at their stage of professional learning.

If you have a pre-service teacher who you consider is At Risk of failing then please be guided by the following steps:

- Please contact the Professional Experience Office 08 9266 3624 for guidance upon initiating an At Risk procedure. The contact details are at the front of this handbook.
- The At Risk procedures can be commenced at any point during a placement, with sufficient time for the pre-service teacher to demonstrate improvement in the specified areas.
- At Risk is an opportunity for the pre-service teacher, mentor teacher and supervisor to discuss progress, identify areas for improvement and to set out aspects that need to be improved if the placement is to be completed successfully. Please use the At Risk forms to guide this process.
- The completed At Risk forms should be signed by the pre-service teacher, mentor and supervisor. Everyone should keep a copy of this form, and a completed copy should be forwarded to the Professional Experience Office.
- After 5 working days, the Mentor Teacher, School-based Supervisor and the Pre-service Teacher meet to complete the second form and at this meeting a decision is made to continue the placement as the Pre-service Teacher has demonstrated sufficient improvement in the identified areas OR the placement is terminated and the student fails the placement. This form is also submitted to the Professional Experience Office.
- The At Risk process is not an automatic fail, it is a process to help the pre-service teacher, mentor and supervisor identify aspects that need improving and provide the pre-service teacher with an opportunity to improve their practices in order to pass their placement.

Or

Under Section 7.7 (7.7.2) of the Curtin Fieldwork Education Policy, if a student is terminated by the School or terminates themselves from their placement, they will be deemed as failing the unit.

AT RISK RECORD Part A

Pre-Service Teacher: _____ ID: _____

School/Centre: _____ Professional Studies Unit Code: _____

Mentor Teacher: _____

School-based Supervisor: _____

Key reasons for "At Risk" status: (These elements are considered developmental **goals**):

1. _____
2. _____
3. _____
4. _____
5. _____

Developmental strategy: (List strategies to be used to support the pre-service teacher in achieving the above developmental goals.)

Goals	Developmental strategy	Key support person
1.		
2.		
3.		
4.		
5.		

The Pre-service Teacher has **5 days** in which to demonstrate **significant improvement** in the areas noted above. After 5 days, the mentor teacher and supervisor complete Part B of the At Risk Record.

Signed Mentor Teacher: _____

Signed Pre-Service Teacher: _____

Signed School-based Supervisor: _____ Date: _____

Please send a copy of this form to the Professional Experience office, and provide a hard copy to the Pre-Service Teacher.

Please email the completed document to:

Email: hum-ed-ouaprac@curtin.edu.au

AT RISK RECORD Part B

Pre-Service Teacher: _____ ID: _____

School/Centre: _____ Professional Studies Unit Code: _____

Mentor Teacher: _____

School-based Supervisor: _____

Goals	Developmental strategy	Significant Improvement
1.		Yes No
2.		Yes No
3.		Yes No
4.		Yes No
5.		Yes No

Outcome of At Risk Process:

Pre-Service teacher is required to **discontinue** and will receive a **failing** grade for this unit.

OR

Pre-Service teacher is permitted to **continue** in this placement under the following conditions (if appropriate):

Signed Mentor Teacher: _____

Signed Pre-Service Teacher: _____

Signed School-based Supervisor: _____ Date: _____

Please send a copy of this form to the Professional Experience office, and provide a hard copy to the Pre-Service Teacher.

Please email the completed document to:

Email: hum-ed-ouaprac@curtin.edu.au

MENTOR TEACHER'S LESSON OBSERVATION TEMPLATE

(for Mentor Teacher use during lesson observations to assist in writing reports and giving feedback to the pre-service teacher)

Pre-service teacher:	
Date:	Observation time:
Class:	Lesson:
School:	

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

Mentor Teacher: _____

Signature: _____ **Date:** _____

Pre-service Teacher: _____

(Print Name)
(Signature)
(Date)

FEEDBACK COMMENTS & SUGGESTIONS FORM COMPLETED BY THE SCHOOL-BASED SUPERVISOR

(for use during lesson observations to assist in writing reports and giving feedback to the pre-service teacher)

The pre-service teacher is a Teacher Education student completing their **third** Professional Experience in a School.

Pre-service Teacher Name:		Student ID:	
Date of Observation:	Observation Time:		
Class/Year:	Lesson/Activity:		
School:			

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

School-based Supervisor: _____
(Print Name) (Signature)

Pre-service Teacher: _____
(Print Name) (Signature)

Date of Completion: _____

Please email or fax the completed document to:

Email: hum-ed-ouaprac@curtin.edu.au Fax: (08) 9266 2547
--

Please provide a copy to the Pre-service Teacher

LESSON PLAN TEMPLATE

(Note: These documents are available on Blackboard and the Canvas sites for these units)

Day & Date: _____ Session: _____

Curriculum area & Content	Content descriptions from the AC + specific content		
Objectives	<i>By the end of this lesson, students will be able to:</i>		
Overall duration (time)			
Student prior knowledge	Assumed or expected		
Materials	•	Resources	•
Learning strategies & activities: introductory	•		
Learning strategies & activities: developmental	•		
Learning strategies & activities: concluding			
Modifications	Behaviour management / learning needs		
Assessment of student learning	Related to the stated objectives		
Evaluation	What worked well, what did not work well, possible changes & follow up		

This is the same template used in the course work unit. Should your mentor teacher require you to use an alternative format; please do so.

OBSERVATION PROFORMA

Lesson: _____ Date: _____

1. The Physical Environment (e.g. use of spaces, arrangement of furniture and resources)

What do you notice? Why do you think these choices were made?

2. The Social Environment (e.g. the relationships in the classroom; student interaction; teacher communication with students; catering for inclusivity and difference)

What do you notice? Why do you think these choices were made?

3. Teaching Strategies/Skills (e.g. questioning; introductions & closures; group work)

What do you notice? Why do you think these choices were made?

4. Resources (e.g. what; how used; student access)

What do you notice? Why do you think these choices were made?

5. Assessment (e.g. formative; summative; techniques)

What do you notice? Why do you think these choices were made?

6. Management of Student Behaviour (e.g. strategies; routines; expectations)

What do you notice? Why do you think these choices were made?

DAILY WORK PAD FORMAT SUGGESTION

Objectives	Links to Curriculum Documents	Time	Learning Experiences and Resources (also list key focus questions)	Assessment
		<i>e.g.</i> 9 – 9:10 am	Resources: Lesson Introduction: Developmental Experience(s): Conclusion:	Formative: Summative: