

WIL004

PE2 Interim Report



DETAILS

(Circle the appropriate areas)

Student Name		Student ID	
School		Program	
Subject(s) Taught			
Placement Dates		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 before the liaison visit (Week 4-6) then returned to the TES when all parties have signed. The TES must upload this report to the course Moodle no later than the end of Week 6.

	MinimumStandard	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		

	MinimumStandard	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 provides 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
Provides feedback		
Makes consistent and comparable teacher judgments		Unsatisfactory
REFLECTING		
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
Identifies professional learning needs		Unsatisfactory

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.

SIGNATURES

Supervising Teacher's name			
Signature		Date	
UNSW Liaison name			
Signature		Date	
Teacher Education Student			
Signature		Date	