Associate Teacher’s overall comments
It has been a pleasure to have Emma at our school. She has been friendly and confident and was respected by the students in our classroom. Emma showed initiative in various situations and was willing to complete any task she was asked to do. Emma cope very well in a challenging classroom at a very busy time of the year.

Any recommendations for the pre-service teacher in regard to ongoing development of teaching skills:
Continue to ask questions, make sure you are prepared for each lesson and have everything you need before you begin. Be firm with challenging children but try to find opportunities to be positive with them also.

Recommended Grade for this EDFX213 placement *

- PASS  [ ] FAIL

* This grade WAS WAS NOT arrived at by consensus between the Associate Teacher and the Student Teacher Coordinator.

As this is the pre-service teacher’s second supervised teaching experience, how would you rate this pre-service teacher’s performance on a scale of 1 – 7 at the completion of this teaching experience? A score of 3.5 or less on the scale of 1 – 7 constitutes a FAIL (NF) grade. (Please circle)

[ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 (High)

Signed: Cathy Walsh  (Associate Teacher) Date: 6/12/13
Signed: [Signature]  (Pre-service Teacher) Date: 6/12/13

No. of days PRESENT: 15  No. of days ABSENT: 0 (Not including public holidays)

It is the responsibility of the Pre-service Teacher to return this Form to the Professional and Community Experience Office on the appropriate campus immediately after the teaching round.

Principal’s Or Student Teacher Coordinator’s Comment
Emmy, well done on your time at Our Lady’s. You have shown that you can relate to your students and that you understand what their learning needs. We remember to always ask questions and prepare well. Thank you for all the work you have given our school. All the best for your teaching future.

Signed: [Signature]  (Principal/Student Teacher Coordinator) Date: 6/11/13

This report is a diagnostic instrument used to assist the pre-service teacher’s professional development. It has not been written as a reference.
PROGRESS REPORT - FORMATIVE EVALUATION

Please help the pre-service teacher gain maximum benefit from this round by reinforcing observed strengths and setting specific and realistic goals:

Strengths: Emma has developed a good rapport with the children but has also remained firm when the behaviour is inappropriate. She is aware of the different needs in the class and makes sure she cater(s) for them in her lessons. Emma is confident when working with the children.

Areas to be focussed on during the rest of the round:

Make sure you finish & correct tasks you have set & give individual feedback. Keep being positive - it has worked well.

As this is the pre-service teacher's second supervised teaching experience, how would you rate this pre-service teacher's performance on a scale of 1 - 7 at the conclusion of this Progress Review? A score of 3.5 or less on the scale of 1 - 7 constitutes a FAIL (NO grade) (Please circle)

(Low) 1 2 3 4 5 6 7 (High)

Signed: ________________________________
(Associate Teacher) Date: 1/1 & (Pre-service teacher) Date: 1/1

END-OF-ROUND REPORT - SUMMATIVE EVALUATION

Development of Teaching and Organisational Skills

Planning and preparation
Lessons planned in advance with adequate detail, and links to curriculum documentation; clarity of expectations for learning; preparation of lesson resources; lesson outcomes clearly linked to assessment strategy; evidence of mastery of subject matter and pedagogical content knowledge.

Most lessons were planned with adequate detail and links with previous. As the term progressed, Emma's knowledge of the subject matter improved.

Presentation of the lesson
Use of voice and speech; introduction; explanations; questioning; content presentation; recapitulation and rounding off the lesson; use of praise/reprimand; use of resources; sequencing of teaching/learning activities.

Emma spoke clearly and confidently to the children. She handled a challenging grade very well, with positive reinforcement & reprimands when necessary. Emma's use of resources was limited and her sequencing of lessons is relatively weak.

Sensitivity to children's learning
Recognition of inappropriate student behaviour; awareness of students who are not engaged, not contributing; awareness of students' group behaviour; awareness to move onto another task or change lesson direction; constructive reaction to students' responses.

Emma's rapport with the children was very good. Her awareness of the different needs of the children was good - she often had a small group working with her. Emma was firm with the children and followed through with her expectations with regard to behaviour.

Classroom organisation and management
Promptness in beginning lessons; distributing/collecting materials; supervision of whole class while working with individuals; clarity of directions; extension activities for early finishers; level of student co-operation; effectiveness of behaviour management strategies.

Emma worked well with managing the whole class while working with individuals. Her management of materials improved as the placement moved on as did her clarity with giving directions. Behaviour management strategies were good.

Interaction between pre-service teacher and pupils
Mutual respect between pre-service teacher and students; confidence in dealing with students; appropriate use of humour, evidence of warmth and approachability; interaction with students outside the classroom.

Emma had a lovely rapport with the children often engaging in conversations before or after school. She developed good relationships with the children in the short time she was with us.

Development of pre-service teacher's self-image as a teacher
Rapport with staff members; projection of self-dealing with students in and out of class; suitability of professional dress, appearance, behaviour, punctuality; command of language; ability to accept and respond constructively to advice; interest and involvement in general school matters; level of vitality and enthusiasm.

Emma presented herself professionally, was punctual and accepted advice well. She contributed to staff meetings, professional learning Team meetings, Parent/Teacher interviews and general conversations at recess & lunch.