



**APPENDIX A**

**Criteria for assessing pre-service teacher performance during Professional Experience ce (Bachelor Of Teaching Program)**

	1. Using and developing professional knowledge, practice, and values	2. Communicating, interacting and working with students and others	3. Planning and managing the teaching and learning process	4. Monitoring and assessing student progress and learning outcomes	5. Reflecting, evaluating and planning for continuous development
	1.1	2.1	3.1	4.1	5.1
Professional Experience 1	<p>Complies with professional standards in relation to hours of attendance and personal presentation</p> <p>Demonstrates an awareness of school structures and policies</p> <p>Demonstrates a willingness to listen and learn</p> <p>Demonstrates and awareness of the diversity in a school community</p> <p>Work is well presented and prepared in a timely manner</p>	<p>Communicates confidently with peers, colleagues and students</p> <p>Gives clear, simple directions to students and makes sure they are understood</p> <p>Demonstrates an awareness of effective use of voice</p> <p>Learns student names</p> <p>Uses ICT appropriately to communicate with peers and colleagues</p> <p>Supports students' use of basic ICT</p> <p>Is aware of school and/or teacher's approach to providing a positive learning environment</p>	<p>Shows an interest in teaching to promote student learning</p> <p>Identifies the teacher skills needed to introduce, monitor and conclude a learning activity</p> <p>Demonstrates an awareness of external factors which may influence a class and their learning</p> <p>Prepares a lesson plan, in negotiation with colleague teacher, that:</p> <p>addresses an identified learning outcome</p> <p>demonstrates an awareness of lesson structure</p> <p>demonstrates an awareness of resources etc. that are needed for the planned lesson</p> <p>considers safe classroom practice</p>	<p>Maintains records of observations of students' learning and teachers' teaching</p> <p>Identifies intended learning outcomes of a particular lesson</p> <p>Identifies opportunities for formative assessment of student work</p> <p>Gives informal verbal feedback to students on their work</p>	<p>Demonstrates the ability to look thoughtfully at a single teaching performance and break down individual teaching components, identify strengths and limitations</p> <p>Reflects on factors that have impacted on teaching and learning activities</p> <p>Begins to identify areas of improvement in own practice through self assessment</p>



	1.2	2.2	3.2	4.2	5.2
Professional Experience 2	Demonstrates care and concern for all learners	Uses appropriate pitch, pace and projection of voice	Prepares learning experiences and uses resources at appropriate level for students	Recognises opportunities for evaluation of student learning in lesson planning	Identifies successes in own teaching performance
	Recognises the need to maintain confidentiality	Uses grammatically correct language and accurate written expression	Structures teaching tasks effectively	Plans assessment activities to support learning	Articulates areas for improvement in own teaching activity
	Demonstrates an awareness of responsibilities of teachers	Articulates a personal philosophy on creating a positive learning environment	Identifies opportunities for achieving learning outcomes through the use of ICT	Provides students with constructive written and oral feedback on their progress in learning tasks	Seeks advice, where necessary, to identify and address areas for improvement
	Works co-operatively with teachers and ancillary staff	Communicates behavioural expectations clearly and in a consistent manner	Submits plans at an agreed time and maintains a planning file	Begins to formally assess the impact of activities on students and their learning	Shows capacity to use feedback provided to make adjustments to teaching practice
	Shows familiarity with appropriate curriculum documents or guidelines	Listens & responds to student questions, comments, interests and silences	Explores a range of questioning strategies	Maintains appropriate records of student learning	Identifies areas for further development in professional knowledge
	Shows familiarity with, and ability to source, appropriate content for lessons		Explores a range of organizational strategies		Identifies areas of ICT where further personal professional development is necessary
	Creates learning materials using ICT where appropriate		Considers the need to design lesson to motivate and engage students		



	1.3	2.3	3.3	4.3	5.3
Professional Experience 3	Participates in collegial activity and professional learning opportunities	Communicates effectively with students, colleague teachers, support staff	Plans teaching sequences to meet stated outcomes	Articulates the role/s of assessment in teaching	Uses evaluations of student learning to plan and sequence future learning activities
	Is aware of the guidelines for professional ethics and conduct	Demonstrates knowledge and respect of social, cultural and/or religious background of students	Plans to include a variety of teaching and learning styles	Knows and uses a range of assessment strategies to build up a holistic picture of student learning	Demonstrates appropriate adjustment in the teaching-learning process through reflection
	Demonstrates an understanding that students learn in different ways	Encourages positive student behaviours	Plans to incorporate ICT into teaching and learning	Involves students in the assessment process by being explicit about outcomes	Articulates the reasons for adjustments
	Knows and can source appropriate content related to educational goals	Develops democratic classroom practices	Allows for flexibility in lesson planning	Maintains thorough records of students' progress consistent with school policies	Utilises relevant policies and documents to inform further planning and teaching
	Shows familiarity with typical stages of physical, social and intellectual development of students	Articulates a personal plan for creating a positive learning environment consistent with school policy	Draws on a depth of subject matter	Is well organized in terms of resources and extension material if necessary	Is aware of how ICT can be used for evaluative purposes
		Locates, evaluates and uses appropriate software packages for presenting learning materials/resources	Uses a range of questioning and organizational strategies including group and individual tasks		



	1.4	2.4	3.4	4.4	5.4
Professional Experience 4	<p>Interacts positively with the wider school community</p> <p>Shows an understanding of how curriculum framework documents are applied to teaching and learning</p> <p>Shares ideas for teaching with colleagues</p> <p>Contributes to resource development</p> <p>Demonstrates knowledge of concepts and modes of inquiry that are appropriate to content</p>	<p>Communicates effectively with all school personnel and parents (where appropriate)</p> <p>Identifies and fosters students' learning strengths and interests</p> <p>Assists students overcome individual learning/school difficulties</p> <p>Negotiates and clarifies behavioural expectations, choices and logical consequences with students</p> <p>Uses students' cultural and social backgrounds to enrich learning and responds to diverse student needs</p>	<p>Uses relevant curriculum documents to assist in planning units of work</p> <p>Prepares learning experiences to cater for individual differences</p> <p>Uses a range of appropriate pedagogies</p> <p>Selects and uses a range of resources</p> <p>Effectively uses educational technologies in teaching and learning activities</p> <p>Anticipates and plans for possible barriers to learning</p> <p>Adjusts pace, direction or emphasis of lessons/units to respond to student learning</p>	<p>Plans assessment which takes into account students working at different levels and having different learning styles</p> <p>Clearly articulates assessment requirements and where possible negotiates these with students</p> <p>Encourages student self assessment</p> <p>Uses monitoring and assessment to enhance the self esteem of students</p> <p>Uses ICT appropriately to record student progress and/or assessment</p>	<p>Reflects critically on a regular basis to improve the quality of teaching and learning</p> <p>Systematically collects information on student learning</p> <p>Seeks advice and uses feedback in order to direct self improvement</p> <p>Maintains a record of feedback and reflections to inform the on-going process of self improvement</p>



1.5	2.5	3.5	4.5	5.5
Contributes collaboratively to all aspects of school life	Implements own behaviour management plan including responses to challenging behaviours consistent with school expectations	Effectively uses strategies to determine students' prior knowledge to plan future learning experiences	Uses standards documents in the assessment process	Explains own developing approach to teaching and learning
Confidently fulfils the varied roles of a teacher	Explains and negotiates student goals and expectations	Engages the students in actively developing knowledge and fosters independent and co-operative learning	Uses a range of assessment strategies, appropriate to standards and outcomes, that allow all students to show progress	Plans to meet longer term professional learning goals
Applies a professional knowledge base to the design of learning experiences	Acknowledges and encourages positive student behaviour in the broader school context	Explicitly teaches skills for developing social confidence to promote positive relationships	Provides for sufficient and appropriate opportunities for students to demonstrate understandings and skills	Engages with current research and practitioner research to inform practice
Demonstrates ongoing Professional Learning in application of educational technologies	Uses ICT to create, locate, modify and share information resources	Adapts activities/lessons/programs immediately if necessary to meet changing circumstances	Provides parents and/or caregivers with useful written and oral feedback on student progress in learning tasks enhancing student self esteem	Familiar with and capable of using Action Learning/Research principles to improve practice
Demonstrates a knowledge of appropriate professional standards frameworks with a view to an ongoing commitment to professional development		Plans for individual students to achieve differentiated learning outcomes		
Understands and demonstrates duty of care		Plans to meet content learning outcomes through the use of a range of educational technologies		

**Natalie Brown, 2006.**



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