

SCHOOL OF EDUCATION
BACHELOR OF EDUCATION P-12
PROJECT PARTNERSHIPS
HGES MID YEAR PROGRESS REPORT



This report is an interim assessment of the progress for preservice teachers in the Graduate Diploma in Secondary Education. Mentor teachers are to complete the report in consultation with the preservice teacher and school partnership coordinator. The report is intended to summarise progress only. As Project Partnerships extends over the whole year, a detailed PP End of Year Report derived from the Victorian Institute of Teaching *Standards for Graduating Teachers* will be completed in September 2012.

21 May, 2012 - Preservice teachers must read and acknowledge that they have read this report by checking the tick box next to *Preservice Teacher* and entering their name under the *Compulsory Signatures* section. Mentor teachers required to do the same before the report can be sent to VU. Two copies of this report (one for the mentor and one for the preservice teacher) must be printed while sending the report to VU.

PRESERVICE TEACHER DETAILS

ID: **3916495** Family Name: **Drozdowski** Given Name: **Vicki** Campus: **F** Teaching Method: **LOTE** Year Level/Grade: **Other**

PARTNERSHIP SCHOOL DETAILS

School Name: **Overnewton Anglican College** Street: **2-30 Overnewton Road / 39-57 Robertsons Road** Suburb: **Keilor / Taylors Lak** Post code: **3036** Phone: **9334 0000**
 Mentor Teacher: **Pauline Rogan** School Partnership Coordinator: **Claudia Graham** University Colleague: **Philip Maynes**

COMMUNICATION PROTOCOL

Discussion of the Communication Protocol

Please confirm that you have discussed the PP Communication Protocol with your preservice teachers. The Communication Protocol is completed at the end of the first week of the first supervised teaching block in semesters one and two.

- I have discussed the Communication Protocol with my preservice teacher
Have you discussed any areas needing improvement with your preservice teacher?

I have discussed areas needing improvement

MID YEAR ASSESSMENT OF PROFESSIONAL PRACTICE

The Mentor teacher is asked to complete the following in consultation with the Preservice teacher. In the following table, please note the practical achievements of and/or challenges for the preservice teacher. Please make brief comments in response to the standards, most of which are derived from the Victorian Institute of Teaching *Standards for Graduating Teachers*. A copy of the Standards can be found on the PP Web site at <http://education.vu.edu.au/partnerships> under *Reports* in folder *PP Mid Year and End of Year Reports*. Care should be taken that assessments are appropriate to the practice and understanding normally expected of the Graduate Diploma preservice teachers at this stage of their practicum.

At a level of practice and understanding expected in the Graduate Diploma, the preservice teacher is exploring and developing their professional knowledge. Please comment on the following characteristics.

Please complete the form using these symbols - **A**: above expectation **B**: at expectation **C**: below expectation **N**: not applicable

PROFESSIONAL KNOWLEDGE

| Preservice teachers in the Graduate Diploma will explore and develop their understanding of: | | |
|--|---|---|
| K1.1 | how students learn and how to teach effectively | A |
| K1.2 | the content they teach | A |
| K1.3 | how teachers know their students | A |

PROFESSIONAL PRACTICE

| Preservice teachers in the Graduate Diploma will explore and develop their understanding of: | | |
|--|---|---|
| P1.1 | how teachers plan and assess for effective learning | A |
| P1.2 | how teachers create and maintain safe and challenging learning environments | A |
| P1.3 | how teachers use a range of teaching practices & resources to engage students in effective learning | A |

PROFESSIONAL ENGAGEMENT

| Preservice teachers in the Graduate Diploma will explore and develop their understanding of: | | |
|--|---|---|
| E1.1 | how teachers reflect on, evaluate and improve their professional knowledge and practice | A |
| E1.2 | how teachers are active members of their profession | A |

ADDITIONAL CRITERIA ADDED BY THE SCHOOL OF EDUCATION

| | | |
|------|---|---|
| A1.1 | Preservice teachers are making progress towards completing the relevant number of lesson plans as stated in <i>The Essentials</i> | A |
| A1.2 | Preservice teachers are punctual and attend on all days | B |
| A1.3 | Preservice teachers are developing professional relationships | A |

OVERALL MID-YEAR INTERIM ASSESSMENT

This feedback is particularly important for preservice teachers that have made unsatisfactory progress. Additional support will be made available to preservice teachers who are identified as having made unsatisfactory progress in Semester 1.

OVERALL PROGRESS:

S

Note: S= Satisfactory; N= Unsatisfactory Progress at this stage

MENTOR TEACHER'S COMMENTS

Please comment on the preservice teacher's strengths and areas for improvement in relation to the above selected VIT *Standards for Graduating Teachers* taking into account the criteria for the Graduate Diploma preservice teachers outlined at the top of the report:

Vicki has very good German language skills including a thorough knowledge of grammar, enabling her to sustain use of the target language and discuss advanced ideas such as the structure of fairytales. She has a highly developed understanding of the importance of scaffolding students' learning and detailed planning of lesson sequences. All lessons have been well structured and meticulously prepared, including learning materials. In her series of lessons on fairytales with Year 11, Vicki employed a variety of teaching and learning strategies to introduce, develop and reinforce the key concepts and language, and to assess students' learning. In teaching German classes from Year 5 to Year 11, Vicki was challenged by a range of student behaviour and is developing a number of effective classroom management strategies to engage and maintain students' interest.

SIGNATURES

Preservice Teacher: I have read this report Vicki Drozdowski Date: May 15, 2012

Mentor Teacher: I have read this report Pauline Rogan Date: May 15, 2012