APPENDIX 9 - APPRAISAL GUIDE FOR STUDENT TEACHERS

There are four main areas and a range of sub-areas assessed as part of the school placement element of the PME programme through the Appraisal Guide. These are summarised in Table 4 below. A five-point scale is used by Placement Tutors and University Tutors to grade student teachers in each of the four areas, ranging from Excellent to Unsatisfactory. Please see Table 1 in this Handbook for a summary of the marks, grades and corresponding language. The descriptive indicators used for each of the four areas under the five grades are detailed in the following pages in the Appraisal Guide.

TABLE 4: OVERVIEW OF APPRAISAL GUIDE FOR STUDENT TEACHERS

Area 1 - Planning and Preparation	Area 2 - Teaching, Learning and Assessment
- Scheme of Work - Class Plans - Subject Knowledge - Organisation - Reflection	- Teaching - Learning - Assessment
Area 3 - Classroom Environment	**Area 4 - Professional Responsibilities**
- Respect and Rapport - Learning Environment - Management of Behaviour and Environment	- Recording - Critical Reflection - Professional Engagement with Colleagues - Contribution to Placement School - Professional Behaviour in School and University

Area 1 - Planning and Preparation	Excellent	Very Good	Good	Fair	Unsatisfactory
Curriculum Plans / Schemes of Work	Schemes of work/ curriculum plan indicate the sequence of topics to be taught, demonstrating alignment of content, teaching, learning and assessment to the syllabus and the curriculum. The student has a rationale for this sequence and is able to articulate it clearly.	Schemes of work/ curriculum plan indicate the sequence of topics to be taught, demonstrating some alignment of content, teaching, learning and assessment to the syllabus and the curriculum. The student has a rationale for this sequence but does not articulate it clearly.	Schemes of work/ curriculum plan indicate the sequence of topics to be taught, demonstrating some alignment of content, teaching, learning and assessment to the syllabus and the curriculum. The student has a basic rationale for this sequence but articulates it at a basic level.	Schemes of work/ curriculum plan indicate the sequence of topics to be taught where the sequencing has been determined by the syllabus or by the textbook. The student shows little evidence of a rationale for this sequence.	Schemes of work/ curriculum plan indicate the sequence of topics based on the textbook structure. Alternatively there is no Curriculum Plan available.
Lesson Planning	Articulates clear, challenging and achievable learning outcomes. Describes the modes of assessment of those learning outcomes and appropriate criteria for success. Utilises a range of methodologies that are appropriate to the age and learning needs of the students and to the subject matter that is to be learned.	Articulates clear and achievable learning outcomes but may not be challenging enough. Describes the modes of assessment of those learning outcomes and some criteria for success. Utilises a range of methodologies that are generally appropriate to the age and learning needs of the students and to the subject matter that is to be learned.	Articulates clear and achievable learning outcomes that are not challenging. Describes the modes of assessment of those learning outcomes. Utilises a range of methodologies that are appropriate to the age and learning needs of the students or to the subject matter that is to be learned.	Articulates clear learning outcomes that are unchallenging or unachievable. Indicates some assessment of those learning outcomes. Utilises a limited number of methodologies that are somewhat appropriate to the age and learning needs of some students or to the subject matter that is to be learned.	Contain vague learning outcomes. Does not address either the modes of assessment or criteria for success. Utilises a single methodology irrespective of the age and learning needs of the students or to the subject matter that is to be learned.

Area 1 - Planning and Preparation	Excellent	Very Good	Good	Fair	Unsatisfactory
Subject Knowledge	Demonstrates a conceptual mastery of the subject matter in a pedagogically appropriate manner. Are cognisant of and utilise the prior knowledge of the pupils, including knowledge from other subject areas, from everyday life and common misconceptions where appropriate.	Demonstrates a mastery of the subject matter in a pedagogically appropriate manner. Are cognisant of and utilise the prior knowledge of the pupils, including knowledge from other subject areas, from everyday life and common misconceptions where appropriate.	Demonstrates a knowledge of the subject matter in a pedagogically appropriate manner. Are cognisant of and utilise the prior knowledge of the pupils within the subject area and of common misconceptions where appropriate.	Demonstrates a basic knowledge of the subject matter in a somewhat pedagogically appropriate manner. Are cognisant of the prior knowledge of the pupils within the subject area but make little use of it.	Demonstrates a basic knowledge of the subject matter. Are unaware of the prior knowledge of the pupils and make no use of it.
Organisation	Have a clear pedagogical beginning that links to the topic and/or to the pupils' prior knowledge, a main body of the lesson that includes appropriate methodological strategies and closure that consolidates learning and involves the pupils.	Have a clear pedagogical beginning that links to the topic, a main body of the lesson that includes appropriate methodological strategies and closure that consolidates learning.	Have a pedagogical beginning that does not always link to the rest of the lesson, a main body of the lesson that includes appropriate methodological strategies and closure that consolidates learning but is generally teacher-led.	Have planned a beginning that is procedural with some attention to pedagogical beginning, a main body of the lesson that includes methodological strategies and closure that indicates the homework but does not consolidate learning.	Have little structure in relation to pedagogical beginning, main body of lesson and closure.

Area 1 - Planning and Preparation	Excellent	Very Good	Good	Fair	Unsatisfactory
Reflection	All resources and materials for the class are organised in advance	Most resources and materials for the class are organised in advance	Many resources and materials for the class are organised in advance	Some resources and materials for the class are organised in advance	Resources and materials for the class are not organised in advance
	Provides insightful personal reflections in determining and evaluating objectives	Provides personal reflections that demonstrate some insight in determining and evaluating objectives	Is narrative in the description of determining and/or evaluating objectives	Is narrative in the description of determining objectives	Gives little thought to the determination or evaluation of objectives

Area 2 - Teaching, Learning and Assessment	Excellent	Very Good	Good	Fair	Unsatisfactory
Teaching	Demonstrates mastery of subject matter at factual and conceptual levels through awareness of how the topics of the lesson link to key concepts in the subject

Is skilled in implementing and adjusting the lesson plan where necessary in response to the interaction of the pupils i.e. demonstrates an excellent capacity for reflection in action

Is highly skilled in engaging pupils in meaningful and engaging learning activities that demonstrate creativity, innovation, resourcefulness and originality | Demonstrates high level of competence of subject matter, with evident mastery of key concepts of the lesson

Is highly capable of implementing and adjusting the lesson plan where necessary in response to the interaction of the pupils i.e. demonstrates a high capacity for reflection in action

Is highly capable of engaging pupils in meaningful and engaging learning activities that demonstrate creativity, innovation and resourcefulness | Demonstrates competence in subject matter and a good understanding of the key concepts of the lesson

Is capable of implementing the lesson as planned and shows some capability in adjusting the lesson plan where necessary in response to the interaction of the pupils i.e. demonstrates some capacity for reflection in action

Is capable of engaging pupils in meaningful and engaging learning activities that demonstrate resourcefulness | Demonstrates an adequate knowledge of subject matter but with some shortcomings in understanding and fluency

Is capable of implementing the lesson as planned but finds it difficult to adjust the lesson plan where necessary in response to the interaction of the pupils i.e. demonstrates a limited capacity for reflection in action

Is capable of engaging pupils in learning activities that demonstrate resourcefulness | Poor understanding of and competence in subject matter

Is capable of implementing the lesson plan but is unable to appropriately adjust the plan in response to the interaction of the pupils i.e. demonstrates little or no capacity for reflection in action

Has difficulty in engaging pupils in learning activities |

Area 2 - Teaching, Learning and Assessment	Excellent	Very Good	Good	Fair	Unsatisfactory
Teaching	Skilfully uses a variety of question types, probing, redirection and discussion to develop the pupils' understanding and responds thoughtfully to those questions Uses a variety of resources that are highly appropriate to the multiplicity of needs and abilities of the pupils Provides thoughtful feedback to the pupils that contributes to their understanding and addresses misconceptions Clearly and accurately communicates with the pupils at a level that is age and ability appropriate	Uses a variety of question types, probing and discussion to develop the pupils' understanding. Responds in an encouraging way to the answers Uses a variety of resources that are appropriate to the range of pupils' needs and abilities Provides detailed feedback to the pupils that contributes to their understanding and addresses misconceptions Clearly and accurately communicates with the pupils at a level that is usually age and ability appropriate	Uses a variety of question types and discussion to develop the pupils' understanding. Responds in a factual way to the answers Uses a variety of resources that are somewhat appropriate to the pupils' needs and abilities Provides some feedback to the pupils that indicates their areas of difficulty and of misunderstandings Clearly communicates with the pupils at a level that is generally age and ability appropriate Employs gesture, expression, movement and voice variation to enhance the learning experience	Uses mainly lower order questions and discussion with limited effect to develop the pupils' understanding. Responds at a basic level to the answers Uses some resources that are limited in their appropriateness to the pupils' needs and abilities Provides some feedback to the pupils that indicates areas of error Communicates with the pupils at a level that is sometimes not age and/or ability appropriate	Uses lower order questions to check the pupils' understanding. Responds at a very basic level to the answers Uses limited resources that are not appropriate to the pupils' needs and abilities Provides little and unfocused feedback to the pupils Communicates with the pupils at a level that is neither age nor ability appropriate

Area 2 - Teaching, Learning and Assessment	Excellent	Very Good	Good	Fair	Unsatisfactory
Teaching	Employs gesture, expression, movement and voice variation in a thoughtful manner in order to enhance the learning experience Uses assessment analytically to assess understanding of key concepts, to make adjustments to the planned lesson and to determine the pupils' readiness to transition to the next area Is skilled in using strategies that develop the literacy and numeracy skills of the pupils so as to ncrease their fluency in the subject	Employs gesture, expression, movement and voice variation in a general manner to enhance the learning experience Uses assessment frequently to assess understanding of key concepts, to make adjustments to the planned lesson and to determine the pupils' readiness to transition to the next area Is highly capable of developing the literacy and numeracy skills of the pupils as appropriate to the subject	Uses assessment generally to assess understanding of key concepts and to make adjustments to the planned lesson and to determine the pupils' readiness to transition to the next area Is capable of developing the literacy and numeracy skills of the pupils as appropriate to the subject	Employs some gesture, expression, movement and voice variation in an unreflective manner Uses assessment sporadically to assess understanding of key concepts but rarely makes adjustments to the planned lesson Pays some attention to the literacy and numeracy skills of the pupils as appropriate to the subject	Rarely employs gesture, expression, movement and voice variation as a strategy for enhancing learning Makes little use of assessment during lessons and rarely makes adjustments to the planned lesson Pays little attention to literacy and numeracy skills of the pupils as appropriate to the subject

Area 2 - Teaching, Learning and Assessment	Excellent	Very Good	Good	Fair	Unsatisfactory
Learning	Pupils are actively engaged in work that is purposeful and are cognisant of the learning outcomes and the criteria for success The learning tasks and activities are appropriately challenging and move pupils towards mastery and fluency Pupils progress in their learning, taking responsibly for their own and others learning and are involved in planning, reflection and assessment	Pupils are actively engaged in work that is purposeful and are aware of the learning outcomes and the criteria for success The learning tasks and activities are appropriately challenging and move pupils towards mastery Pupils progress in their learning, taking responsibly for their own learning and take some role in planning, reflection and assessment	Pupils are engaged in work that is purposeful and have some knowledge of the learning outcomes The learning tasks and activities are usually appropriately challenging and move pupils towards deeper knowledge Pupils progress in their learning, taking some responsibly for their own learning and its assessment	Pupils are somewhat engaged in work but are not always clear about its purpose The learning tasks and activities are somewhat appropriate, challenging and move pupils towards knowledge and recall Pupils progress in their learning, taking some responsibly for their own learning	Pupils are engaged in work that does not always have a clear purpose The learning tasks and activities are not appropriately challenging and move pupils towards recall Pupils make some progress in their learning but are given little responsibility for their own learning

Area 2 - Teaching, Learning and Assessment	Excellent	Very Good	Good	Fair	Unsatisfactory
Assessment	Skilfully employs a range of strategies to support, monitor and assess pupil learning, including but not limited to Assessment for, of and as Learning, peer and self-assessment strategies Homework tasks are carefully chosen and differentiated in order to consolidate the learning outcomes in a way that is appropriate to the pupils' abilities	Capably employs a range of strategies to support, monitor and assess pupil learning, including but not limited to Assessment for, of and as Learning, peer and self-assessment strategies Homework tasks are carefully chosen with some differentiation in order to consolidate the learning outcomes in a way that is appropriate to the pupils' abilities	Employs a range of strategies are used to support, monitor and assess pupil learning, including but not limited to Assessment for, of and as Learning, peer and self-assessment strategies Homework tasks are chosen with limited differentiation that consolidate the learning outcomes in a generally appropriate manner	Uses a range of strategies to monitor and assess pupil learning, including but not limited to Assessment for and of Learning, with a tendency to favour teacher led assessment Homework tasks show some relationship to the learning outcomes but are not appropriately challenging or are too challenging of the abilities of some of the pupils	Uses a limited range of summative assessment strategies to monitor and assess pupil learning. Homework tasks bear little relationship to the learning outcomes, are undifferentiated and are inappropriate to the abilities of the majority of the pupils

Area 3 - Classroom Environment	Excellent	Very Good	Good	Fair	Unsatisfactory
Respect and Rapport	Develops respect and rapport with all pupils in the teacher-pupil relationship and pupil-pupil relationships	Develops respect and rapport with the majority of pupils in the teacher-pupil and pupil-pupil relationships	Develops respect in both the teacher-pupil and pupil-pupil relationships	Develops respect the teacher-pupil relationship. Is less aware of the development of pupil-pupil relationships	Requires respect in the teacher-pupil relationship. Pays little attention to the pupil-pupil relationships
Learning Environment	Creates a positive and vibrant learning environment through frequent appropriate affirmation and positively reinforcing learning with all learners Is welcoming of and utilises pupils' contributions and questions and exhibits courtesy with all learners Respectfully supports differentiated learning through the careful planned management of classroom procedures	Creates a positive and vibrant learning environment through frequent appropriate affirmation and positively reinforcing learning with the majority of learners Is welcoming of and makes some use of pupils' contributions and questions and exhibits courtesy with all learners Supports differentiated learning through the management of classroom procedures	Creates a positive classroom environment by frequent affirmation of the learners Is welcoming of pupils' contributions and questions and attempts to incorporate them into the lesson. Exhibits courtesy with the majority of learners Shows some capability to support differentiated learning through the management of classroom procedures	Creates a neutral classroom environment with occasional non-specific praise Is welcoming of pupils' contributions and questions but does not incorporate them into the lesson. Generally exhibits courtesy with the majority of learners Shows limited ability to support differentiated learning through the management of classroom procedures	Is unaware of the classroom environment and rarely uses praise or reinforcement Does not encourage or use pupils' contributions and questions and exhibits limited courtesy with all learners Tends to teach the whole class and demonstrates little ability to differentiate learning through the management of classroom procedures

Area 3 - Classroom Environment	Excellent	Very Good	Good	Fair	Unsatisfactory
Management of behaviour and environment	Manages pupil behaviour and environment in a calm and professional manner to provide productive learning opportunities. Is very spatially alert to potential problems and to issues of health and safety and responds decisively and appropriately Is creative in the organisation and re-organisation of the classroom structure to facilitate learning. Frequently employs pupil-led strategies such as co-operative learning and peer teaching when possible Frequently stimulates pupils' interest in the subject through a variety of creative strategies	Manages pupil behaviour and environment in a professional manner to provide productive learning opportunities. Is alert and responsive to potential problems and to issues of health and safety and responds quickly and appropriately Frequently reorganises the classroom to facilitate learning Employs pupil-led strategies such as co-operative learning and peer teaching when possible. Usually stimulates pupils' interest in the subject through some creative strategies	Manages pupil behaviour and environment well in order to provide learning opportunities. Is generally alert to potential problems and to issues of health and safety and responds quickly Occasionally reorganises the classroom to facilitate learning Occasionally employs pupil-led strategies such as co-operative learning and peer teaching when possible Generally stimulates pupils' interest in the subject through limited strategies	Manages pupil behaviour and environment with some inconsistency. Is not always aware of potential problems and of health and safety issues Rarely changes the classroom structure to facilitate learning Attempts to engage in activities such as co-operative learning and peer teaching Occasionally stimulates pupils' interest in the subject, generally in areas of interest to the teacher him/herself	Manages pupil behaviour and environment inconsistently. Is not aware or does not respond to potential problems and issues of health and safety Never changes the classroom structure and sees little need to do so Is unlikely to use co-operative learning and peer teaching Tends to be routine in teaching with little effort to stimulate pupils' interest in the subject

Area 4 - Professional Responsibilities	Excellent	Very Good	Good	Fair	Unsatisfactory
Recording	Maintains clear, systematic and accurate records of pupil attendance, schemes of work, classes taught, summative and formative assessments issued and the results of those assessments in a manner congruent with school policy and procedures. Analyses these to provide formative feedback to pupils, education personnel and to parents/guardians	Maintains accurate records of pupil attendance, schemes of work, classes taught, summative and formative assessments issued and the results of those assessments in a manner congruent with school policy and procedures. Engages in some analysis of these and uses this to provide feedback to pupils, education personnel and to parents/guardians	Maintains clear, systematic and accurate records of pupil attendance, schemes of work, classes taught, summative and formative assessments issued and the results of those assessments in a manner congruent with school policy and procedures. Analyses these to provide formative feedback to pupils, education personnel and to parents/guardians	Maintains accurate records of pupil attendance, schemes of work, classes taught, summative and formative assessments issued and the results of those assessments in a manner congruent with school policy and procedures. Engages in some analysis of these and uses this to provide feedback to pupils, education personnel and to parents/guardians	Maintains some records of pupil attendance, classes taught, assessments issued and the results of those assessments. Makes use of these to provide feedback to other education personnel and to parents/guardians

Area 4 - Professional Responsibilities	Excellent	Very Good	Good	Fair	Unsatisfactory
Critical Reflection	Demonstrates an ability to critically analyse and self-evaluate his/her own teaching and to develop appropriate strategies to address the areas to be improved, both individually and in consultation with others	Demonstrates an ability to critically analyse and self-evaluate his/her own teaching and to develop some strategies to address the areas to be improved, both individually and in consultation with others	Demonstrates an ability to self-evaluate his/her own teaching and to develop appropriate strategies to address the areas to be improved, both individually and in consultation with others	Demonstrates an ability to and self-evaluate his/her own teaching and to develop some strategies to address the areas to be improved, either individually or following the instructions of others	Demonstrates an inability to develop strategies to address the areas to be improved. Engages in very limited and repetitive self-evaluation of teaching Is reluctant or unable to act on the advice of others
Professional Engagement with Colleagues	Engages in and initiates professional interactions with the co-operating teacher and with mentor teachers in areas such as planning, reporting and collaboration	Engages in professional interactions with the co-operating teacher and with mentor teachers in areas such as planning, reporting and collaboration	Engages in some professional interactions with the co-operating teacher and with mentor teachers in areas such as planning, reporting and collaboration	Engages in limited professional interactions with the co-operating teacher and with mentor teachers in areas such as planning, reporting and collaboration	Engages poorly with the co-operating teacher and with mentor teachers in areas such as planning, reporting and collaboration

Area 4 - Professional Responsibilities	Excellent	Very Good	Good	Fair	Unsatisfactory
Contribution to Placement School	Contributes wherever reasonably possible to the activities of the school and demonstrates the capability to take initiative where possible	Contributes wherever reasonably possible to the activities of the school and takes some initiatives within the existing structure	Contributes wherever reasonably possible to the activities of the school upon request	Contributes to own work well, but reluctant to become involved in school activities beyond that	Contributes little to the activities of the school beyond his/her own teaching
Professional Behaviour in School and University	Demonstrates an internalised knowledge of and commitment to an ethical practice in relation to Respect, Care, Integrity and Trust, and to Professional Behaviour as indicated in the Teaching Council's Code of Professional Conduct Shows commitment to on-going development and learning through active participation in all aspects of the university component of the programme	Demonstrates a commitment to ethical practice in relation to Respect, Care, Integrity and Trust, and to Professional Behaviour as indicated in the Teaching Council's Code of Professional Conduct Shows commitment to on-going development and learning through active participation in most of the university component of the programme	Demonstrates an knowledge of ethical practice in relation to Respect, Care, Integrity and Trust, and to Professional Behaviour as indicated in the Teaching Council's Code of Professional Conduct Shows commitment to on-going development and learning through some participation in the university component of the programme	Shows an awareness of ethical practice in relation to Respect, Care, Integrity and Trust, and to Professional Behaviour as indicated in the Teaching Council's Code of Professional Conduct Shows some commitment to on-going development and learning through attendance at the university component of the programme	Shows little awareness of ethical practice in relation to Respect, Care, Integrity and Trust, and to Professional Behaviour as indicated in the Teaching Council's Code of Professional Conduct Shows little commitment to on-going development and learning through participation in the university component of the programme. Is frequently absent from lectures and seminars without explanation.