# Appraisal Guide
for Student Teachers

PME Year 2

APPRAISAL GUIDE FOR STUDENT TEACHERS

The school placement module is assessed under four key areas namely, Planning and Preparation; Teaching, Learning and Assessment; Classroom Environment and Professional Responsibilities. Each area includes a range of sub-areas that are outlined in the table below. This Appraisal Guide provides an overall description of the expectations for PME Year 2 in each area. A description of every indicator of achievement for every category (along a five point rubric from excellent to unsatisfactory) is then provided. This is designed to support placement visits and inform the post observation conversations you have with your tutors.

OVERVIEW OF APPRAISAL GUIDE FOR STUDENT TEACHERS

Area 1 Planning and Preparation	Area 2 Teaching, Learning and Assessment
• Lesson Planning • Organisation • Unit of learning plans	• Teaching • Learning • Assessment

Area 3 Classroom Environment	Area 4 Professional Responsibilities
• Positive relationships • Learning Environment • Learner Engagement • Teacher Presence	• Record Keeping • Critical Reflection • Professional Engagement • Professional Conduct
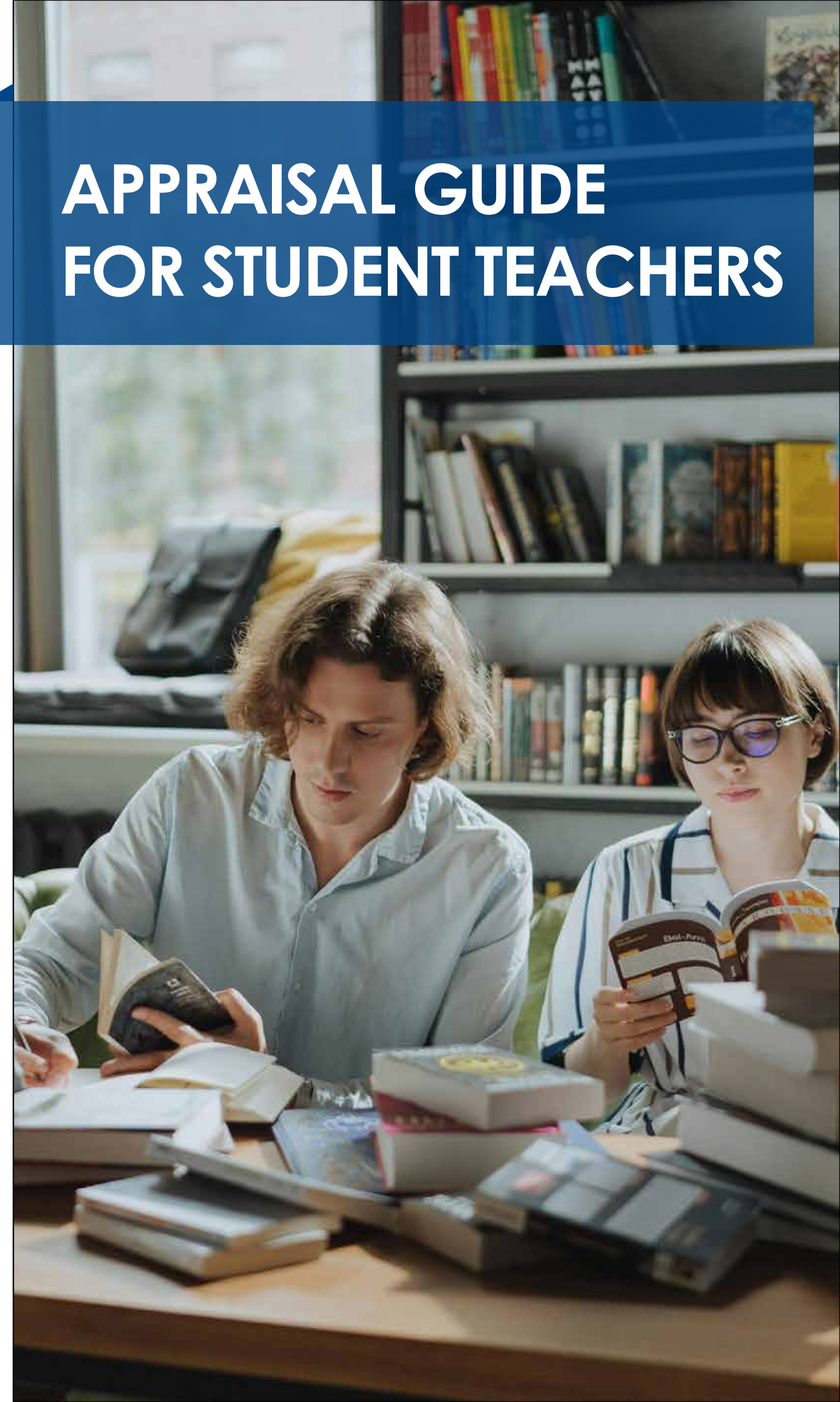
AREA 1: PLANNING AND PREPARATION

The area of Planning and Preparation refers to the actions a student teacher must take to map out their goals for each lesson and each unit of learning over the longer term. It encompasses the specific steps required to accomplish these goals.

Planning and Preparation includes appropriate structuring of lessons and content to meet the learning and well-being needs of all learners. The student teacher must demonstrate suitable organisational skills.

1. Lesson Planning
This includes all elements relevant to planning a lesson, including appropriate learning outcomes and intentions, evidence of clear structure and the use of innovative and relevant approaches to teaching, learning and assessment.

2. Organisation
Evidence of appropriate preparation for lessons which can include considerations for the classroom layout and the development of relevant resources, materials and equipment for students.

3. Unit of Learning Plans (ULPs)
In PME2 lesson plans are underpinned by Unit of Learning Plans (ULPs). Student teachers must demonstrate careful, longer-term planning that considers the range of inclusive teaching, learning and assessment strategies and measures that will support student learning and well-being. The ULP should be complemented with appropriate summary lesson plans for each lesson with every class group.

AREA 2:
TEACHING, LEARNING AND ASSESSMENT

Teaching, Learning and Assessment refers to the specific capabilities student teachers demonstrate and utilise as part of their teaching to enhance the quality of student learning and effectively monitor this learning through appropriate assessment strategies.

These capabilities are quite extensive and include, but are not limited to: understanding of subject matter, communication skills, reflection in action, the design of purposeful and engaging activities and resources at an appropriate level for the age and capacities of students, the advancement of their learning and the integration of a variety of appropriate assessment strategies.

1. Teaching
In the context of teaching, student teachers should demonstrate an understanding of their subject matter such that they can discuss, explain and address student questions effectively. A key element of this is developing effective communication skills.

In responding to individual classes, student teachers should adjust their approach as necessary through reflection. Students should be engaged with purposeful activities and resources and enable students to engage in discussion and, where possible, explore multiple perspectives. Strategies to develop students' literacy and numeracy skills should be demonstrated.

2. Learning
A range of active learning strategies should be utilised, taking cognisance of the learning intentions and success criteria for individual lessons. Learning tasks should be designed at an appropriate level for students that include multiple forms of knowledge.. There should be evidence that students are progressing in their learning and are provided with opportunities to take responsibility for their own learning.

3. Assessment
Within assessment, student teachers should employ a range of strategies to monitor and assess learning. This is inclusive of assessment for/of/as learning. Questioning strategies will be assessed here. In supporting student learning, appropriate and meaningful feedback should be provided to students.
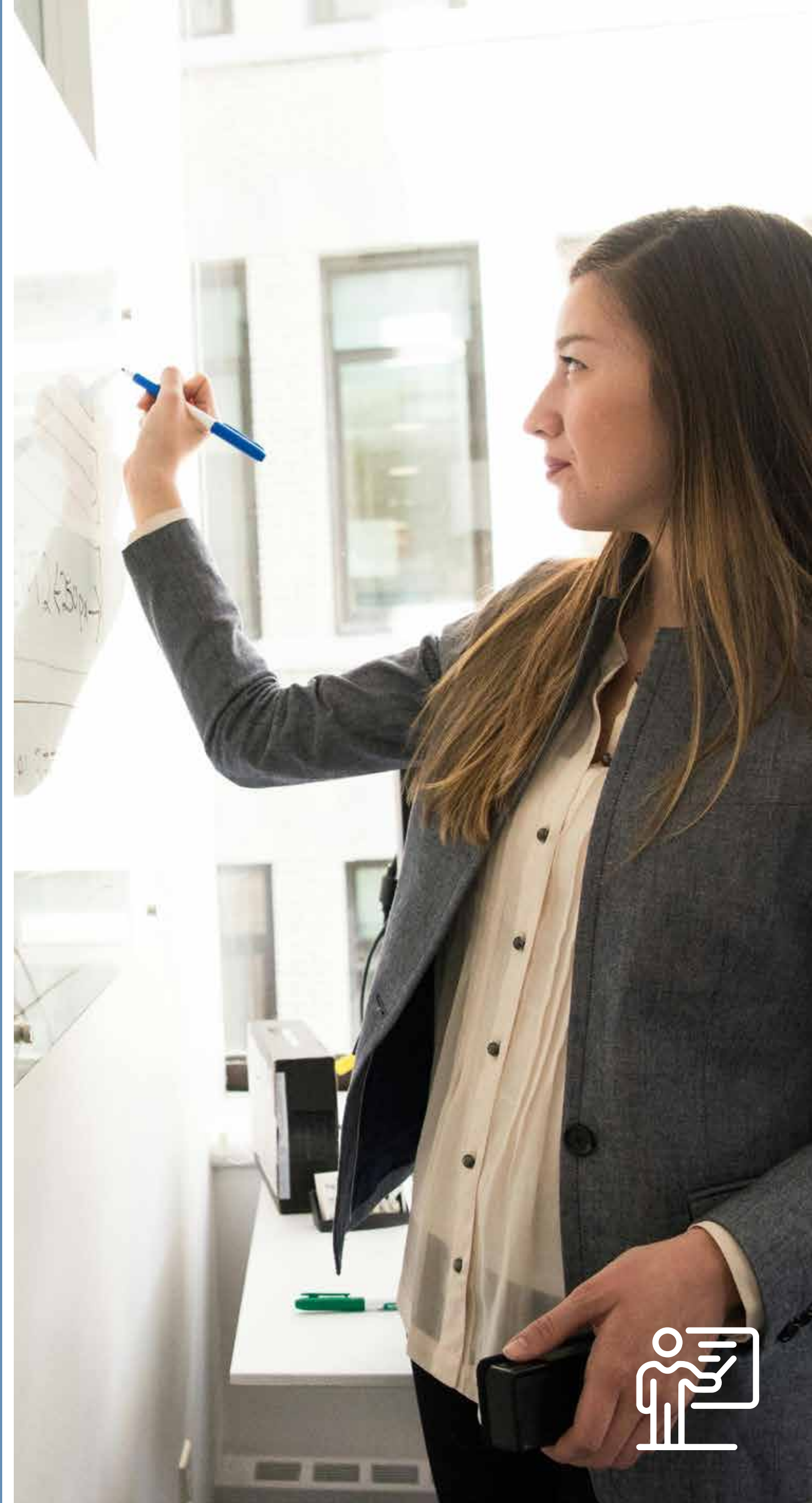
AREA 3: CLASSROOM ENVIRONMENT

Classroom Environment refers to how a positive, supportive and inclusive classroom environment is created that is promotes the learning and well-being of all students.

This includes the development of positive relationships with and between students showing cultural sensitivity and respect for equality, diversity and inclusion.. It focuses on the use of specific strategies to enhance the learning environment and student engagement in the activities in the lesson. It also concerns student teachers' awareness of their own presence in the classroom when managing learning and responding to student behaviour.

1. Positive Relationships
This area refers to the creation of positive, relationships within the classroom that are based on respect for equality, diversity, inclusion and show awareness and cultural sensitivity. Student teachers should learn and use their students names and foster positive, equitable and respectful peer relationships with and among their students.

2. Learning Environment
This refers to class-level efforts to create positive and vibrant and inclusive learning environments for students. Student teachers should welcome, utilise and affirm student contributions to lessons. In creating a positive learning environment for all learners, the use of inclusive educational strategies should be evident.

3. Learner Engagement
Learner engagement refers to strategies used by the student teacher to maximise engagement in any given lesson. There should be evidence of appropriate motivational strategies, alongside structured and purposeful activities for students to engage in during lesson.

4. Teacher Presence
Teacher presence refers to explicit actions undertaken by the student teacher to engage the class and ensure a positive environment is created. This can include where and when to stand, move or circulate in the classroom. It may include setting up and directing classbased activities, using questioning and redirection strategies. It also entails fostering positive relationships, responding to students' needs and supporting their well-being. There should be clear awareness of what is happening in the class at all times from a health and safety perspective.

AREA 4: PROFESSIONAL RESPONSIBILITIES

Professional responsibilities encompass additional elements to the professional role of the student teacher. These include cultivating positive and professional relationships within both the school and the university. They include evidence of good record-keeping, engagement with colleagues on practical and pedagogical matters as well as the ability to reflect critically on one's own practice and respond appropriately to advice.

1. Record Keeping
School placement folders should be kept up to date with materials available for tutors. Appropriate and secure records should be kept of student attendance in class as well as their progress and attainment.
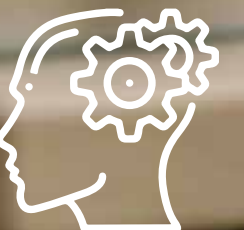
2. Critical Re lection
Critical reflection refers to a student teacher's willingness and capacity to engage in critically reflective dialogue that demonstrates progress/development of practice. This goes beyond day-to-day practice to understand and situate issues in the wider educational research and policy landscape.

3. Professional Engagement
Evidence of engagement with colleagues/treoraithe (co-operating teachers)/school staff and contribution to events and activities within the school.

4. Professional Conduct
This includes all school placement administrative aspects (timely completion of forms/vetting in a timely manner), attendance, punctuality and professional communication with relevant school and university personnel as well as adherence to school and university policies and procedures.

LESSON PLANNING

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Articulates clear, challenging and achievable learning intentions.	Articulates clear and achievable learning intentions but may not be challenging enough.	Articulates clear and achievable learning intentions that are not challenging.	Articulates clear learning intentions that are unachievable.	Contains vague learning intentions.
Has a clear pedagogical beginning, a main body of the lesson that includes appropriate methodological strategies and closure that consolidates learning and involves the students.	Has a clear pedagogical beginning, a main body of the lesson that includes appropriate methodological strategies and closure that consolidates learning.	Has 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.	Has 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 does not consolidate learning and is generally teacher-led.	Has little structure in relation to pedagogical beginning, main body of lesson and closure.
Is cognisant of and effectively utilises the students' prior knowledge within the subject area and through crosscurricular links, including knowledge from everyday life and common misconceptions where appropriate.	Is cognisant of and utilises the students' prior knowledge within the subject area, including knowledge from everyday life and common misconceptions where appropriate.	Is cognisant of and utilises the students' prior knowledge within the subject area and of common misconceptions where appropriate.	Is cognisant of the students' prior knowledge within the subject area but makes little use of it.	Is unaware of the students' prior knowledge and makes no use of it.
Describes several modes of assessment of the learning intentions and appropriate criteria for success. Utilises innovative assessment approaches that are appropriate to the age and learning needs of the students and to the subject matter being taught.	Describes the modes of assessment of the learning intentions and some criteria for success. Utilises a range of assessment approaches that are generally appropriate to the age and learning needs of the students and to the subject matter being taught.	Describes the modes of assessment of the learning intentions. Utilises a range of assessment approaches that are appropriate to the age and learning needs of the students or to the subject matter being taught.	Indicates some assessment of the learning intentions. Utilises a limited number of assessment approaches that are somewhat appropriate to the age and learning needs of some students or to the subject matter being taught.	Does not address either the modes of assessment or criteria for success. Utilises a single assessment approach irrespective of the age and learning needs of the students or to the subject matter being taught.

AREA 1: PLANNING & PREPARATION

ORGANISATION

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Demonstrates excellent organisational skills in the context of lesson preparation.	Demonstrates very good organisational skills in the context of lesson preparation.	Demonstrates good organisational skills in the context of lesson preparation, but with some inconsistencies.	Organisational skills in the context of lesson preparation are often inconsistent.	Demonstrates little organisational skills.
Has a well-informed understanding of classroom layout and can identify and activate multiple strategies to support student learning.	Has a very good understanding of classroom layout and can activate some strategies to support student learning.	Has a good understanding of classroom layout and activates some strategies to support student learning.	Has a limited understanding of classroom layout and its impact on student learning.	Has no understanding of classroom layout and its impact on student learning.
Curates innovative, purposeful resources and materials for students which are underpinned by a very well-informed understanding of inclusive practice, evidence of student progress and are cognisant of students' learning needs.	Curates purposeful resources and materials for students which are underpinned by an understanding of inclusive practice and are cognisant of students' learning needs	Curates resources and materials for students with some awareness of inclusive practice and student learning needs.	Curates resources and materials for students, though there is minimal awareness of inclusive practice and student learning needs.	Evidence that resources and materials are not prepared in advance for students with insufficient awareness of inclusive practice and student learning needs.
Shows strong awareness of organisation and readiness of equipment to enhance student learning.	Shows strong awareness of organisation and readiness of equipment.	Shows an awareness of the necessary equipment but with inconsistencies in availability.	Shows some awareness of necessary equipment but is not always fully prepared.	Lacks consideration of the necessary equipment for students to complete activities

AREA 1: PLANNING & PREPARATION

ULP

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
The ULP indicates the sequence of topics to be taught, exhibits exceptional coherence, with clear, logical progression and seamless alignment of content, outcomes, and strategies to curricular frameworks,, promoting inclusivity and student engagement. The student has an informed and nuanced rationale for this.	The ULP indicates the sequence of topics to be taught, shows strong coherence, with well-structured content and outcomes aligned closely with curricular frameworks and effective pedagogical and inclusive strategies, promoting consistent student engagement. The student has an informed rationale for this.	The ULP indicates the sequence of topics to be taught, is coherent, with content, outcomes, and strategies generally aligned with curriculuar frameworks and. It includes effective pedagogical approaches and attempts inclusivity, though minor improvements could enhance coherence. The student has a rationale for this.	The ULP indicates the sequence of topics to be taught with links to curricular frameworks, shows basic coherence, but the alignment between content, outcomes, and strategies is somewhat disjointed. Inclusive and pedagogical practices are present but not fully integrated. The student shows little evidence of a rationale for this sequence.	The ULP reflects a scheme of work that can inform individual lesson plans but the scheme lacks coherence, with poor alignment and structure. It fails to integrate content, outcomes, and strategies effectively, with little evidence of inclusivity or pedagogical consideration toward long term curricular goals.
The ULP is dynamically updated, reflecting deep, insightful revisions based on classroom experiences, showcasing adaptive strategies and a commitment to continuous improvement and student success.	The ULP demonstrates thoughtful revisions informed by reflective practice, indicating a proactive approach to adapting content and strategies to meet evolving classroom needs effectively.	The ULP includes evidence of reflection and adjustments based on classroom feedback, showing an awareness of the need for adaptation, though further refinement could enhance responsiveness to classroom experiences.	The ULP shows some reflection and minor adjustments, but changes are sporadic and not fully responsive to classroom dynamics, indicating a need for more consistent reflective practice.	The ULP lacks evidence of reflective practice or meaningful adjustments, remaining static despite classroom experiences, missing opportunities for improvement and student engagement enhancement.

AREA 2: TEACHING, LEARNING AND ASSESSMENT

TEACHING

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Demonstrates expertise in subject matter at factual and conceptual levels through awareness of how the topics of the lesson link to key concepts in the subject.	Demonstrates high level of competence of subject matter, with evident understanding of key concepts of the lesson.	Demonstrates competence in subject matter and a good understanding of the key concepts of the lesson.	Demonstrates an adequate knowledge of subject matter but with some shortcomings in understanding and fluency.	Demonstrates poor understanding of and competence in subject matter.
Demonstrates expertise in implementing the lesson plan and adjusting the lesson where necessary with an excellent capacity for reflection in action.	Demonstrates high level of competence in implementing the lesson plan and adjusting the lesson where necessary with a high capacity for reflection in action.	Demonstrates competence in implementing the lesson as planned and shows some capability in adjusting the lesson where necessary with some capacity for reflection in action.	Demonstrates competence in implementing the lesson as planned but shows limited capability in adjusting the lesson.	Does not demonstrate competence in implementing the lesson plan
Consistently engages students in meaningful learning activities using appropriate and sufficient resources.	Engages students in meaningful learning activities using appropriate and sufficient resources.	Engages students in learning activities using appropriate and sufficient resources.	Engages students in learning activities, using limited resources.	Does not engage students in learning activities.
Clearly and accurately communicates with the students at a level that is age and ability appropriate.	Clearly communicates with the students at a level that is age and ability appropriate.	Clearly communicates with the students at a level that is generally age and ability appropriate.	Communicates with the students at a level that is sometimes age and ability appropriate.	Communicates with the students at a level that is not age or ability appropriate.

TEACHING

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Uses a variety of question types to clarify and explore student understanding and increase engagement with lesson content and activities. Questions often invite students to take an evaluative stance and/or make a personal connection. Regularly, invites and incorporates student questions into the lesson sequence.	Uses a variety of question types to clarify and explore student understanding and increase engagement with lesson content and activities. Questions often invite students to take an evaluative stance and/or make a personal connection. May invite students to contribute questions.	Uses a variety of question types to clarify and explore student understanding and increase engagement with lesson content and activities.	Uses a variety of question types to clarify and explore student understanding.	Rarely uses questions to clarify or explore student understanding.
Provides thoughtful and detailed feedback to the students that advances their understanding and addresses misconceptions.	Provides detailed feedback to the students that contributes to their understanding and addresses misconceptions.	Provides feedback to the students that contributes somewhat to their understanding and partially addresses misconceptions.	Provides inconsistent feedback that contributes somewhat to students' understanding.	Provides little or no feedback to the students.
Regularly creates opportunities for students to offer, discuss and/or challenge viewpoints in relation to lesson content or activities. Students offer elaborated contributions that are typically directed to peers. Contributions are treated as authentic points of reference within the lesson. Students are tasked with key roles within the discussion including managing turns, assessing the work of the group and suggesting strategies for improvement.	Regularly creates opportunities for students to offer, discuss and/or challenge viewpoints in relation to lesson content or activities. Students offer elaborated contributions that are directed to the teacher and/or peers. Contributions are treated as authentic points of reference within the lesson.	Often creates opportunities for students to offer or discuss viewpoints in relation to lesson content or activities. Student contributions are directed to the teacher and/or peers. Contributions are treated as authentic points of reference within the lesson.	Rarely creates opportunities for students to offer or discuss viewpoints in relation to lesson content or activities. Student contributions are directed to the teacher and typically evaluated for accuracy or relevance.	Does not create opportunities for students to offer or discuss viewpoints in relation to lesson content or activities.

TEACHING

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Thoughtfully and regularly employs gesture, expression, movement and voice variation to promote student understanding and enhance the learning experience.	Regularly employs gesture, expression, movement and voice variation to promote student understanding and enhance the learning experience.	Employs gesture, expression, movement and/or voice variation in a general manner to enhance the learning experience.	Employs some gesture, expression, movement and/or voice variation in an effort to enhance the learning experience.	Rarely employs gesture, expression, movement and voice variation as a strategy to enhance the learning experience.
Demonstrates expertise in using strategies that develop the literacy and numeracy skills of the students so as to increase their fluency in the subject.	Demonstrates a high level of competence in developing the literacy and numeracy skills of the students as appropriate to the subject.	Demonstrates competence in developing the literacy and numeracy skills of the students as appropriate to the subject.	Demonstrates some degree of competence in developing literacy and numeracy skills of the students as appropriate to the subject.	Does not pay adequate attention to the development of literacy and numeracy skills of the students as appropriate to the subject.

LEARNING

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Consistently communicates and ensures students have a good understanding of the learning intentions. Revisits these at as part of lesson closure.	Communicates and ensures students have a good understanding of the learning intentions. Revisits these at as part of lesson closure.	Communicates the learning intentions. Revisits these at as part of lesson closure.	Inconsistently refers to the learning intentions.	Does not make reference to the learning intentions.
Consistently engages students in active purposeful learner centered work that is linked to the learning intentions.	Regularly engages students in active purposeful learner centered work that is linked to the learning intentions.	Engages students in active learner centered work that is linked to the learning intentions.	Engages students in work that may or may not be linked to the learning intentions.	Rarely engages students in work that is linked to the learning intentions.
Consistently employs activities that promote student learning and engage with multiple forms of knowledge (e.g. factual, conceptual, procedural and metacognitive). Encourages recall, explanation, application and analysis. Supports students to develop novel or creative interpretations or new forms of knowledge.	Often employs activities that promote student learning and engage with several forms of knowledge (e.g. factual, conceptual and procedural). Encourages recall, explanation, application and analysis.	Sometimes employs activities that promote student learning and engage with several forms of knowledge (e.g. factual, conceptual and procedural). Encourages recall and explanation.	Sometimes employs activities that promote student learning and engage with limited forms of knowledge (e.g. factual and conceptual). Encourages recall and/or explanation.	Rarely employs activities aimed at promoting student learning. Supports only limited forms of factual knowledge eliciting simple recall and promoting memorisation.
Provides students with meaningful opportunities to actively participate and take responsibility for their own learning.	Provides students with some opportunities to actively participate and take responsibility for their own learning.	Sometimes provides students with opportunities to actively participate in their own learning.	Rarely provides students with opportunities to actively participate in their own learning.	Does not provide students with opportunities to actively participate in their own learning.

ASSESSMENT

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Regularly and creatively employs a range of strategies to generate and collect evidence of student learning, engagement and understanding. This includes diagnostic evidence and is collected across multiple lessons to help provide a more accurate picture of student development.	Regularly employs a range of strategies to generate and collect evidence of student learning, engagement and understanding. This includes diagnostic evidence and is collected across multiple lessons to help provide a more accurate picture of student development.	Employs a range of strategies to generate and collect evidence of student learning, engagement or understanding. Evidence is collected across multiple lessons to help provide a more accurate picture of student development.	Employs some strategies to collect evidence of student learning, engagement and understanding. Evidence is often restricted to a given lesson, rather than providing evidence of learning over time.	Rarely collects evidence to understand student learning, engagement or understanding.
Consistently and creatively uses assessment to inform adjustments to the planned lesson and determine all students' readiness to transition to the next area. Adjustments extend across a unit of learning.	Consistently uses assessment to inform adjustments to the planned lesson and determine all students' readiness to transition to the next area. Adjustments extend across a unit of learning.	Often uses assessment to inform adjustments to the planned lesson and determine the students' readiness to transition to the next area.	Sometimes uses assessment to inform adjustments to the planned lesson.	Rarely uses assessment to inform adjustments to the planned lesson

POSITIVE RELATIONSHIPS

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Consistently demonstrates an awareness of and respect for student diversity while exhibiting cultural awareness and sensitivity. Embeds diverse representation into activities and engagements.	Often demonstrates an awareness of and respect for student diversity while exhibiting cultural awareness and sensitivity. Attempts to embed diverse representation into activities and engagements.	Demonstrates an awareness of and respect for student diversity with some attempts to exhibit cultural awareness and sensitivity.	Inconsistently demonstrates an awareness of and respect for student diversity.	Rarely demonstrates an awareness of and respect for student diversity.
Routinely builds rapport with students by learning about their individual interests and lived experiences while also using this knowledge to inform their interactions and the development of lesson content.	Frequently attempts to build rapport with students by learning about their individuals interests while also using this knowledge to inform their interactions and the development of lesson content.	Attempts to build rapport with students by learning about their individuals interests while also using this knowledge to inform the development of lesson content.	Attempts to build rapport with students by learning about their individuals' interests.	Rarely attempts to build rapport with students.
Consistently takes actions to build and foster meaningful and positive relationships with and between students.	Often takes actions to build and foster positive relationships with and between students.	Takes some actions to build and foster positive relationships with students.	Inconsistently takes actions to build positive relationships with students.	Rarely takes actions to build positive relationships with students.

LEARNING ENVIRONMENT

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Creates and supports (or co-creates with students) a highly positive and vibrant learning environment, which consistently welcomes, affirms, and utilises student contributions to the class.	Creates and supports a positive and vibrant learning environment, which usually welcomes, affirms, and utilises student contributions to the class.	Creates and supports a somewhat positive and vibrant learning environment, which occasionally welcomes, affirms, and utilises student contributions to the class.	Creates a somewhat negative and dull learning environment, which inconsistently welcomes, affirms, and utilises student contributions to the class.	Creates a dull learning environment, which consistently fails to welcome, affirm, and utilise student contributions to the class.
Consistently provides recognition, encouragement and is inclusive of all students, in ways that significantly enhance student engagement, confidence, and enthusiasm for learning.	Frequently offers recognition, encouragement and is inclusive of all students, in ways that significantly enhance student engagement, confidence, and enthusiasm for learning.	Occasionally gives recognition and encouragement, maintaining, for some students, an adequate level of student engagement, confidence, and enthusiasm for learning.	Rarely or overly selectively offers recognition or encouragement, to students resulting in a somewhat diminished student engagement, confidence, and enthusiasm for learning.	Almost never provides recognition or encouragement, to students leading to a significantly reduced level of student engagement, confidence, and enthusiasm for learning.

LEARNER ENGAGEMENT

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Demonstrates excellent competence in developing student engagement and curiosity using structured, purposeful activities that leverage intrinsic motivators which encourage students to connect meaningfully with the lesson content.	Demonstrates a high level of competence in developing student engagement and curiosity using structured, purposeful activities that leverage intrinsic motivators which encourage students to connect with the lesson content.	Demonstrates competence in developing student engagement using structured, purposeful activities and extrinsic motivators.	Demonstrates some competence in developing student engagement using structured activities and extrinsic motivators with limited success.	Rarely demonstrates competence in improving student engagement using structured activities, showing little attention to student motivation.

TEACHER PRESENCE

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Consistently demonstrates a high level of presence and engagement with the class and uses a variety of explicit actions to ensure a positive learning environment.	Demonstrates a very good level of presence and engagement with the class and uses explicit actions to create a positive learning environment.	Demonstrates some level of presence and engagement with the class and uses some explicit actions to create a positive learning environment.	Demonstrates a limited level of presence and engagement with the class and may not use sufficient explicit actions to create a positive learning environment.	Consistently demonstrates a lack of presence and engagement with the class and does not use explicit actions to create a positive learning environment.
Uses highly effective positioning, questioning, redirection strategies, and responds to student behavior to create a safe and engaging class.	Uses effective positioning, questioning, redirection strategies, and responds to student behavior to create a safe and engaging class.	Uses somewhat effective positioning, questioning, redirection strategies, and responds to student behavior to create a safe and engaging class.	Uses positioning, questioning, redirection strategies, and responds to student behavior in ways that are not always effective.	Does not use positioning, questioning, redirection strategies effectively, and responds to student behavior ineffectively and/or may even contribute to an unsafe or negative class environment.
Maintains a clear awareness of what is happening in the class at all times from a health and safety perspective.	Maintains a good level of awareness of what is happening in the class at all times from a health and safety perspective.	Maintains some level of awareness of what is happening in the class at all times from a health and safety perspective.	May not maintain a consistent awareness of what is happening in the class at all times from a health and safety perspective.	Does not maintain awareness of what is happening in the class at all times from a health and safety perspective.

RECORD KEEPING

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Demonstrates excellent record-keeping skills and keeps school placement folders up-to-date with all relevant materials.	Demonstrates very good record-keeping skills and keeps school placement folders up-to-date with relevant materials.	Demonstrates good record-keeping skills and keeps school placement folders up-to-date with some relevant materials.	Demonstrates some record-keeping skills but has difficulties in keeping school placement folders up-to-date with relevant materials.	Demonstrates poor record-keeping skills and fails to keep school placement folders up-to-date with relevant materials.
Consistently maintains student records, attendance progress and needs.	Maintains student records, attendance progress and needs.	Maintains some records of student progress.	Rarely maintains records of student progress.	Does not maintain records of student progress.
Consistently adheres to the record-keeping policies of the school.	Adheres to the record-keeping policies of the school.	Inconsistently adheres to the record-keeping policies of the school.	Rarely adheres to the record-keeping policies of the school.	Does not adhere to the record-keeping policies of the school.

CRITICAL REFLECTION

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Demonstrates consistent ability to analyse and self-assess their teaching and planning and to respond with strategies for improvement. Reponses draw upon and advance feedback to creatively address the nuances of their students and practice in the specific context of engagement. Curricular and cross-curricular objectives help enhance reflections.	Demonstrates consistent ability to analyse and self-assess their teaching and planning and to respond with strategies for improvement. Reponses draw upon and advance feedback to effectively address the nuances of their students and practice in the specific context of engagement. Curricular and crosscurricular objectives help frame reflections.	Demonstrates frequent ability to analyse and self-assess their teaching and planning and to respond with strategies for improvement. Reponses draw upon feedback and begin to address the nuances of their students and practice in the specific context of engagement. Curricular objectives help frame reflections.	Demonstrates some ability to self-assess their teaching and planning and to respond with strategies for improvement. Responses make limited use of feedback and typically fail to effectively address the nuances of the group and/or context of relevance. Curricular objectives are not an evident frame of reflection.	Does not demonstrate a willingness or ability to incorporate previous feedback or selfassessment into future teaching and planning. Self-assessment may be mechanical and does not reflect the nuance of the group and/or context of relevance. Curricular objectives are not an evident frame of reflection.
Engages in reflective practice beyond day-to-day activities and demonstrates a deep understanding of the wider educational and curricular landscape.	Engages in reflective practice beyond day-to-day activities and demonstrates a very good understanding of the wider educational and curricular landscape.	Engages in some reflective practice beyond day-to-day activities and demonstrates a good understanding of the wider educational and curricular landscape.	Engages in limited reflective practice beyond day-to-day activities and demonstrates an adequate understanding of the wider educational and curricular landscape.	Fails to engage in reflective practice beyond day-to-day activities and demonstrates a lack of understanding of the wider educational and curricular landscape.
Utilises reflection to identify strengths and weaknesses, sets goals for growth, applies actionable steps and proactively seeks out opportunities for professional development.	Utilises reflection to identify strengths and weaknesses, sets goals for growth and applies actionable steps.	Utilises reflection to identify some strengths and weaknesses, sets goals for growth.	Utilises reflection to identify some strengths and weaknesses but with limited goal-setting for growth.	Does not utilise reflection to identify strengths and weaknesses or set goals for growth.

PROFESSIONAL ENGAGEMENT

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Demonstrates excellent professional engagement with colleagues/treoraithe/ school leaders and staff around the development and implementation of practice.	Demonstrates very good professional engagement with colleagues/treoraithe/ school leaders and staff around the development and implementation of practice.	Demonstrates good professional engagement with colleagues/treoraithe/ school leaders and staff around the development and implementation of practice.	Demonstrates some professional engagement with colleagues/ treoraithe/school leaders and staff around the development and implementation of practice.	Demonstrates poor professional engagement with colleagues/treoraithe/ school leaders and staff around the development and implementation of practice.
Proactively seeks out opportunities to collaborate with others and contributes effectively to team meetings and discussions.	Actively engages in team meetings and discussions and contributes to collaborative efforts.	Participates in team meetings and discussions and contributes to collaborative efforts.	Participates in team meetings and discussions but with limited contributions to collaborative efforts.	Fails to participate in team meetings and discussions or contribute to collaborative efforts.

PROFESSIONAL CONDUCT

EXCELLENT	VERY GOOD	GOOD	FAIR	UNSATISFACTORY
Consistently demonstrates outstanding professional conduct aligned with the TC Professional Code of Conduct and builds positive relationships with school staff and tutors.	Demonstrates very good professional conduct aligned with the TC Professional Code of Conduct and establishes positive relationships with school staff and tutors.	Demonstrates good professional conduct aligned with the TC Professional Code of Conduct and establishes positive relationships with school staff and tutors.	Demonstrates some professional conduct aligned with the TC Professional Code of Conduct but has difficulties in establishing positive relationships with school staff and tutors.	Demonstrates poor professional conduct aligned with the TC Professional Code of Conduct and fails to establish positive relationships with school staff and tutors.
Completes administrative requirements in a timely manner, is punctual in attendance, and demonstrates excellent and timely communication skills, including with tutors.	Completes administrative requirements in a timely manner, is punctual in attendance, and demonstrates very good communication skills, including with tutors.	Completes administrative requirements in a timely manner, is mostly punctual in attendance, and demonstrates good communication skills, including with tutors.	Completes administrative requirements with some delay, occasionally has punctuality issues, and needs to improve communication skills, including with tutors.	Fails to complete administrative requirements, has frequent punctuality issues, and demonstrates inadequate communication skills with tutors.
Adheres to school and programme policies with high levels of initiative, independence and professionalism.	Adheres to school and programme policies with very good initiative, independence and professionalism.	Adheres to school and programme policies with good initiative, independence and professionalism.	Adheres to school and programme policies with limited initiative, independence and professionalism.	Does not adhere to school and programme policies, shows no initiative or independence, and is generally unprofessional.