

**Purpose:** Report satisfactory/unsatisfactory progress toward successful completion of student teaching (to be completed when necessary and useful during the student teaching placement)

Name of Teacher Candidate \_\_\_\_\_ Date: \_\_\_\_\_

Check the boxes that most accurately describe the above candidate in relation to QTS standards for **teachers at this stage in their professional development** that are described on the back of this form. In the space provided, present detailed explanation and identify what the student should do during the placement to improve. Copies to student, cooperating teacher, faculty supervisor

**Unsatisfactory**  
(does not meet  
standard)

**Basic**  
(meets standard  
at minimum level)

**Proficient**  
(meets and  
sometimes  
exceeds standard)

**Distinguished**  
(consistently  
exceeds the  
standard)

	Unsatisfactory (does not meet standard)	Basic (meets standard at minimum level)	Proficient (meets and sometimes exceeds standard)	Distinguished (consistently exceeds the standard)
Professional Attributes				
Professional Knowledge and Understanding				
Professional Skills				

**Check one:** A) Satisfactory progress  B) Specific goals must be met if the placement is to continue

Compliments and/or Concerns:

Suggestions and/or Required Actions:

Expectations and/or Consequences:

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Cooperating teacher or EA Supervisor \_\_\_\_\_ Date \_\_\_\_\_

# STUDENT TEACHING ASSESSMENT CRITERIA – United Kingdom

Training and Development Agency for Schools - Professional Standards for Qualified Teacher Status

The professional attributes, knowledge and understanding, and skills deemed essential for all teachers regardless of the subject or grade level being taught

The levels of achievement (Unsatisfactory, Basic, Proficient, or Distinguished) and written comments that form this recommendation are based on an assessment of the individual's performance in relation to the following thirty-three TDA QTS standards. Those recommended for the award of QTS should:

## **1. Professional attributes**

### **Relationships with children and young people**

Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

### **Frameworks**

Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.

(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

### **Communicating and working with others**

Q4 Communicate effectively with children, young people, colleagues, parents and carers.

Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

Q6 Have a commitment to collaboration and co-operative working.

### **Personal professional development**

Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.

(b) Identify priorities for their early professional development in the context of induction.

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

Q9 Act upon advice and feedback and be open to coaching and mentoring.

## **2. Professional knowledge and understanding**

### **Teaching and learning**

Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

### **Assessment and monitoring**

Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.

Q12 Know a range of approaches to assessment, including the importance of formative assessment.

Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

### **Subjects and curriculum**

Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

### **Literacy, numeracy and ICT**

Q16 Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT).

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

### **Achievement and diversity**

Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Q19 Know how to make effective personalized provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

### **Health and well-being**

Q21 (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

## **3. Professional skills**

### **Planning**

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

### **Teaching**

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

(a) Use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion

(b) Build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives

(c) Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

(d) Demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

### **Assessing, monitoring and giving back feedback**

Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.

(b) Assess the learning needs of those they teach in order to set challenging learning objectives.

Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

### **Reviewing teaching and learning**

Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

### **Learning environment**

Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self control and independence.

### **Team working and collaboration**

Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.