

STUDENT PLACEMENT EVALUATION REPORT

This evaluation report forms part of the formal assessment of ACY3005. Student to complete and return to: alison.whan@vu.edu.au and to submit as per assignment requirements (refer to Unit Guide).

Student:	Semester:	Year:
Course or Major specialisation:		
Host organisation:		

Take this opportunity to reflect on your placement experience and provide some feedback about your learning. Your feedback is used to assist with the suitability of this placement for future VU students.

Please tick the appropriate box	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
My workplace induction was informative					
I was provided with appropriate supervision and guidance					
My supervisor spent sufficient time with me					
Staff took time to explain/show me how to do things					
I was provided with the opportunity to meet the agreed learning objectives (refer to the L/MVC contract)					
Staff were friendly and made me feel comfortable					
My questions were answered in ways that made sense					
If I had a problem or concern I was able to talk to someone about it and resolve it					
I was given ongoing, helpful feedback					
The placement was relevant to my studies					
I have a better understanding of the industry as a result of the placement					
I learnt new skills on the placement					
My studies properly prepared me for the placement					
I would recommend this placement to future students					
I was able to undertake a variety of tasks					

List the main activities undertaken while on placement, and rate their usefulness in relation to your chosen career:

Main activities undertaken	Very useful	Useful	Not sure	Not useful	Approx % of time

Primary Student Evaluation Template

Peggy Kelly, M. G. Kelly, Jon Haber



Primary Student Evaluation Template:

Resources for Student Assessment Peggy Kelly, M. G. Kelly, Jon Haber, 2006 Detailed guidelines for creating and choosing reliable tests of technology literacy for various grades as well as case studies and best practices at the site district and state levels School Library Journal **Resources in Education** ,2001-04 The Schoolwide Enrichment Model Joseph S. Renzulli, Sally M. Reis, 2021-10-10 The Schoolwide Enrichment Model A How to Guide for Talent Development 3rd ed presents a common sense approach for helping students achieve and engage in joyful learning Based on years of research the Schoolwide Enrichment Model SEM is founded on highly successful practices originally developed for programs for gifted students The SEM promotes a rising tide lifts all ships approach to school improvement by applying general enrichment strategies to all students and opportunities for advanced level follow up opportunities for superior learners and highly motivated students This guidebook shows educators step by step how to develop their own SEM program based on their own local resources student population and faculty strengths and interests Instead of offering students a one size fits all curriculum the model helps educators look at each student s strengths interests learning styles and preferred modes of expression and capitalize on these assets The book highlights the model s fundamentals and underlying research and provides information about organizational components service delivery options and resources for implementation The book suggests methods for engaging and challenging identified gifted students and provides practical resources for teachers using the SEM with all students *The Elementary / Middle School Counselor's Survival Guide* John J. Schmidt, 2010-07-23 An expanded edition filled with ideas strategies and tools for school counselors This Survival Guide helps counselors plan and implement an effective counseling program tailored to the needs of all students Step by step the book walks readers through every aspect of the school counselor job including designing a comprehensive counseling program communicating with students and fellow staff facilitating groups promoting positive school discipline integrating a guidance curriculum intervening in times of crisis and taking personal and professional care of oneself Discusses how to reach out to diverse student and parent populations Shows how to integrate the American School Counselor Association s National Model for designing delivering and evaluating a school s counseling program Reveals how new technology can improve services to students and parents Other titles by Wiggins I O U S A Demise of the Dollar and Financial Reckoning Day This comprehensive resource also includes a wealth of reproducible worksheets letters checklists and forms designed to save time and effort for busy school counselors Resources in Vocational Education ,1977 **Research in Education** ,1974 *Management and Administration for the OTA* Karen Jacobs, 2024-06-01 Comprehensive skills in management administration and leadership are essential for occupational therapy assistants OTA in their daily interactions with their clients in various health care environments Inside Management and Administration for the OTA Leadership and Application Skills Dr Karen Jacobs has gathered an expert team of 11 contributors of clinicians academicians administrators managers and graduate students to

address each of the ACOTE Standards with a focus on evidence based literature and examples of the leadership and management skills needed as an OTA What you will learn from Management and Administration for the OTA Contexts and Health Care the potential impact of policy issues as they relate to the practice of occupational therapy Leadership and Advocacy two important roles that OTAs need to assume to be agents of change Credentialing introduces the national requirements for credentialing and for licensure certification or registration under state laws Reimbursement the various reimbursement systems requirements that affect the practice of occupational therapy Marketing and Promoting The role of the OTA to promote the distinct value of occupational therapy to the public as well as other professionals service providers consumers third party payers and regulatory bodies Documentation and Quality Improvement to ensure the OTA provides the highest quality of occupational therapy services Supervision to understand the important relationship between the OTA the OT and nonprofessional personnel Fieldwork to understand the role criteria and components of the OTA in fieldwork education Communication Skills define health literacy and discuss how to use this concept to better understand the client the client s health environment and the client s occupations and health activities Ethics explore the components of ethics that impact the delivery of occupational therapy and the foundational skills and knowledge needed by the OTA to maintain high standards of responsible ethical practice Scholarship and Scholarly Practice assists the OTA with how to articulate the importance of how scholarly activities and the evidence based literature contribute to the distinct value and advancement of occupational therapy The chapters of Management and Administration for the OTA Leadership and Application Skills also includes 5 key vocabulary terms and their definitions case examples relevant to the content website resources and multiple choice review questions Included with the text are online supplemental materials for faculty use in the classroom Straightforward comprehensive and user friendly Management and Administration for the OTA Leadership and Application Skills will provide OTA students and clinicians with an essential resource for their future success

cover Towards the implementation of formal formative assessment in inquiry-based science education in Switzerland Regula Grob,2016-06-29 Inquiry has been an important part of educational theory and practice for the last decades As in other competence oriented approaches to teaching and learning the appropriate support and assessment of the students competences has been much debated in the context of inquiry based science education One way to support and assess students in their learning is formative assessment The concept is also known as assessment for learning which means that the information on the students levels of achievement is not used for grading but for planning the next steps in teaching and learning The use of formative assessment methods as a means of support for students learning is promoted in national and international position papers and reports However in the Swiss teaching practice formative assessment particularly formal formative assessment methods which involve a certain degree of pre definition planning and formality are not widely used nor researched Therefore the focus of this study is on exploring possibilities and challenges for the implementation of formal

formative assessment methods in the context of inquiry based science education in Switzerland The emphasis of the study will be on the teacher perspective *Empowered Educators* Linda Darling-Hammond,Dion Burns,Carol Campbell,A. Lin Goodwin,Karen Hammerness,Ee-Ling Low,Ann McIntyre,Mistilina Sato,Ken Zeichner,2017-04-03 Discover how high performing systems shape teaching quality around the world Producing highly skilled and committed teachers is not the work of a single innovative school or the aggregation of heroic individuals who succeed against the odds In high performing countries the opportunities for teachers to learn sophisticated practices and continue to improve are embedded systemically in education policies and practices Empowered Educators describes how this seemingly magical work is done how a number of forward thinking educational systems create a coherent set of policies designed to ensure quality teaching in all communities and how the results are manifested in practice Spanning three continents and five countries Empowered Educators examines seven jurisdictions that have worked to develop comprehensive teaching policy systems Singapore and Finland the states of New South Wales and Victoria in Australia the provinces of Alberta and Ontario in Canada and the province of Shanghai in China Renowned education expert Linda Darling Hammond and a team of esteemed scholars offer lessons learned in a number of areas that shape the teaching force and the work of teachers shedding unprecedented light on areas such as teacher recruitment preparation induction and mentoring professional learning career and leadership development and more Find out how quality teaching is developed and conducted across the globe Discover a common set of strategies for developing supporting and sustaining the ongoing learning and development of teachers and school leaders See how high performing countries successfully recruit and train educators Understand why the sharing of expertise among teachers and administrators within and across schools is beneficial A fascinating read for researchers policymakers administrators teacher educators pre service teachers and leaders and anyone with an interest in education this book offers a rare glimpse into the systems that are shaping quality teaching around the world *Funding Public Schools* Kenneth K. Wong,1999 This book examines the fundamental role of politics in funding our public schools and fills a conceptual imbalance in the current literature in school finance and educational policy Unlike those who are primarily concerned about cost efficiency Kenneth Wong specifies how resources are allocated for what purposes at different levels of the government In contrast to those who focus on litigation as a way to reduce funding gaps he underscores institutional stalemate and the lack of political will to act as important factors that affect legislative deadlock in school finance reform Wong defines how politics has sustained various types of rules that affect the allocation of resources at the federal state and local level While these rules have been remarkably stable over the past twenty to thirty years they have often worked at cross purposes by fragmenting policy and constraining the education process at schools with the greatest needs Wong s examination is shaped by several questions How do these rules come about What role does politics play in retention of the rules Do the federal state and local governments espouse different policies In what ways do these policies operate at cross purposes How do they affect

educational opportunities Do the policies cohere in ways that promote better and more equitable student outcomes Wong concludes that the five types of entrenched rules for resource allocation are rooted in existing governance arrangements and seemingly impervious to partisan shifts interest group pressures and constitutional challenge And because these rules foster policy fragmentation and embody initiatives out of step with the performance based reform agenda of the 1990s the outlook for positive change in public education is uncertain unless fairly radical approaches are employed Wong also analyzes four allocative reform models two based on the assumption that existing political structures are unlikely to change and two that seek to empower actors at the school level The two models for systemwide restructuring aimed at intergovernmental coordination and or integrated governance would seek to clarify responsibilities for public education among federal state and local authorities above all integrating political and educational accountability The other two models identified by Wong shift control from state and district to the school one based on local leadership and the other based on market forces In discussing the guiding principles of the four models Wong takes care to identify both the potential and limitations of each Written with a broad policy audience in mind Wong s book should appeal to professionals interested in the politics of educational reform and to teachers of courses dealing with educational policy and administration and intergovernmental relations

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