

WPL6215 (HAT) ASSESSMENT GUIDELINES – SEMESTER 2, 2026

This placement will follow the principles outlined in the ECU School of Education Paid Professional Experience Placements Document.

WPL6215 (HAT) is a graded professional experience.

University Supervisors (US), in collaboration with Mentor Teachers (MT), are responsible for monitoring the progress of Graduate Pre-service Teachers (PsT), determining the final grade for the professional experience and completing the *Final Evaluation Form*.

MTs have a pivotal role in supporting and guiding their PsT and retain responsibility for providing consistent feedback to the Graduate Pre-service Teachers and US throughout the professional experience.

US and MT, together with School Practice Coordinators (SPC) will collaborate to ensure that input from all stakeholders is valued and considered in the decision-making process.

Two separate grades are awarded to PsTs: One for *Teaching Skills* and one for *Professional Development*. To pass the professional experience, PsT must achieve a minimum of Competent level in each of the 7 professional standards for teachers, as well as ECU Professional Requirements. To be allocated a grade level in *Teaching Skills* and *Professional Development*, PsTs are required to demonstrate they have achieved the criteria for that grade level in each of the Standards according to the Final Evaluation Form. The final grade recorded is a combination of the levels achieved overall for *Teaching Skills* and *Professional Development*.

ROLES IN THE ASSESSMENT PROCESS

ROLES IN THE ASSESSMENT PROCESS	
University Supervisors	• Retain overall responsibility for assessment of the Professional Experience • Review documentation • Observe classroom practice • Monitor progress throughout the professional experience • Provide written and verbal feedback to PsT • Liaise with MT and SPC • Determine progress at the interim stage and consult with the MT • Complete the <i>Interim Report</i> and confirm that the PsT has received it • Determine the final grade for the professional experience • Complete the <i>Final Evaluation Form</i> and <i>Overall Results Form</i>
Mentor Teachers	• Model best practice and guide PsT in achieving their potential in all criteria for assessment. • Meet regularly with PsT to discuss assessment criteria using the <i>Monitoring Tool</i> • Guide PsT in setting realistic and achievable goals to meet criteria for assessment • Support PsT in their professional experience to ensure their health and well-being • /Provide regular written and verbal feedback • /Complete a <i>Mentor Teacher Checklist</i> to provide feedback for the University Supervisor • Complete the Final Evaluation Form to provide feedback to US

Note: Mentor Teachers will be provided with a link to the forms required at the start of the professional experience.

ASSESSMENT TIMELINE

Distributed Days 12/10 - 30/10	Classroom Visit 1	US visits PsT and touches base with MT. May observe some teaching, but not required. • MT completes Distributed Days Feedback Checklist by Thursday 29/10 • US completes Distributed Days Assessment on Friday 30/10
Weeks 1-2	Classroom Visit 2	US observes a lesson, provides written feedback to PsT, reviews all documentation, liaises with MT.
Week 3	Interim Report Wed 18/11	- US completes <i>Interim Report</i> in collaboration with MT - PsTs complete and submit the section on the form to acknowledge that they have read the feedback provided.
Weeks 4-5	Classroom Visit 3	US observes a lesson, provides written feedback to PsT, reviews all documentation, liaises with MT.
	Final Evaluation Form Friday 4/12	- MT to complete the Final Evaluation Form by Wednesday of the final week (2/12) - US to complete and submit the Overall Results Form by Thursday of the final week (3/12) and advise MT that it is available to view. - US submits Final Evaluation Form on the final Friday of the FTP (4/12). - Forms will be released to students at 4pm on Wednesday 09/12 - PsTs complete the section on the form to acknowledge that they have read the feedback provided and submit.

MEETING THE REQUIREMENTS

Pre-service Teachers need time to develop skills and to sustain their performance. Decisions concerning their final grades should not be predicted early in the Professional Experience. Only in exceptional circumstances, where it is necessary to withdraw a Pre-service Teacher from the school (e.g. the students' learning is at risk) should an early decision be reached. This decision is at the discretion of the school. Where concerns about a Pre-service Teacher's performance become evident, early communication with the University Supervisor is essential.

Mentor Teachers and Pre-service Teachers are advised to meet regularly (preferably on a weekly basis) to discuss the progress of the Pre-service Teacher against the criteria featured in the *Second Professional Experience Monitoring Tool Document*. It is recommended that each of the criteria is either ticked or highlighted and dated as it is demonstrated. These meetings are an opportunity to provide written and verbal feedback, discuss performance and provide guidance to the Pre-service Teacher on criteria which may still need to be demonstrated or refined. It is also recommended that Pre-service Teachers use the assessment criteria document for self-monitoring.

Please note: Because school contexts vary there will be instances where opportunities to address certain criteria will not be presented. In these situations, the Pre-service Teacher should not be penalised and the 'no opportunity' indicator should be selected or written in the comments.

The decision regarding the final grade is the responsibility of the ECU University Supervisor.

GRADE DESCRIPTORS FOR WPL6215 (HAT)	
FAIL	A Graduate Pre-service Teacher who does not achieve a pass level as measured against the Criteria for Assessment in an area of competence (the Standards), will be deemed to have not met the requirements of the Professional Experience. In these instances, a final grade of Fail will be given.
COMPETENT	A Graduate Pre-service Teacher who achieves a grade of Competent demonstrates achievement of all areas of competence (the Standards) and continues to develop their knowledge, skills and professional attitudes.
HIGHLY COMPETENT	A Graduate Pre-service Teacher who achieves a grade of Highly Competent possesses the requisite knowledge and skills to plan for, manage and assess learning programs that are responsive to student capabilities.
OUTSTANDING	A Graduate Pre-Service Teacher who achieves a grade of Outstanding consistently demonstrates high levels of achievement in all areas of competence (the Standards). This Pre-service Teacher demonstrates initiative and individual thinking and applies professional knowledge and skills to plan for and manage learning programs that are responsive to student needs, interests and abilities.