

## WPL6205 ASSESSMENT STRUCTURE – SEMESTER 2, 2019

WPL6205 is a graded practicum.

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

Mentor Teachers (MT) 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 practicum.

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 practicum, PsT must achieve a minimum of Competent level in each of the 7 AITSL standards 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

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University Supervisors (US)	<ul style="list-style-type: none"> <li>• Review documentation</li> <li>• Observe classroom practice</li> <li>• Monitor progress throughout the practicum</li> <li>• Provide written and verbal feedback to PsT</li> <li>• Liaise with MT and SPC</li> <li>• Remind MT to complete draft evaluation forms (<i>Interim and Final Evaluation Forms when due</i>)</li> <li>• Determine progress at the interim stage and consult with the MT</li> <li>• Complete an <i>Interim Report</i> and submit on SONIA. Remind the PsT to access form on SONIA.</li> <li>• Determine the final grade for the practicum and consult with the MT</li> <li>• Review <b>Draft Evaluation</b> from Mentor Teacher, complete and submit the <b>Final Evaluation Form</b> on SONIA and remind the PsT to access form on SONIA.</li> </ul>
Mentor Teachers	<ul style="list-style-type: none"> <li>• Model best practice and guide PsTs in achieving their potential in all criteria for assessment.</li> <li>• Meet regularly with PsTs to discuss assessment criteria using the <i>Monitoring Tool</i></li> <li>• Guide PsTs in setting realistic and achievable goals to meet criteria for assessment</li> <li>• Support PsTs in their practicum experience to ensure their health and well-being</li> <li>• Provide regular written and verbal feedback</li> <li>• During the Block practicum complete a <i>Mentor Teacher Checklist</i> to provide feedback for the University Supervisor and provide a copy to the PsT.</li> <li>• Complete <b>Draft Interim and Draft Final Evaluation Forms for feedback</b> on SONIA by due dates.</li> </ul>

**ASSESSMENT TIMELINE**

Distributed Days	Classroom Visit 1	US visits PsT and touches base with MT. May observe some teaching, but not required. There is no assessment of Distributed Days.
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 <b>Wednesday 31/10</b>	<b>Draft Interim Report</b> completed by the MT on SONIA prior to the University Supervisor completing the <b>Final Interim Form</b> and submitting on SONIA on the due date.
Weeks 4-5	Classroom Visit 3	US observes a lesson, provides written feedback to PsT, reviews all documentation, liaises with MT
	Final Evaluation Form <b>Friday 16/11</b>	<ul style="list-style-type: none"> <li>• MT completes a <b>Draft Final Evaluation Form</b> in week 5. US will review MT's comments/evaluation, complete <b>Final Evaluation Form</b> and submit on SONIA on due date.</li> <li>• US to remind PsT to access the form on SONIA.</li> </ul>

**GRADE DESCRIPTORS FOR WPL6205**

<b>FAIL</b>	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 Practice. In these instances, a final grade of Fail will be given.
<b>COMPETENT</b>	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.
<b>HIGHLY COMPETENT</b>	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.
<b>OUTSTANDING</b>	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.