

PPA3260 ASSESSMENT STRUCTURE – SEMESTER 2, 2019

PPA3260 is a graded practicum.

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

Mentor Teachers have a pivotal role in supporting and guiding their Pre-service Teacher and retain responsibility for providing consistent feedback to the Pre-service Teachers and US throughout the practicum.

University Supervisor and Mentor Teacher, together with School Practice Coordinators will collaborate to ensure that input from all stakeholders is valued and considered in the decision making process.

Two separate grades are awarded to Pre-service Teachers: One for *Teaching Skills* and one for *Professional Development*. To pass the practicum, Pre-service Teacher must achieve a minimum of Competent level in each of the 7 AITSL standards as well as ECU Professional Requirements at third year level. To be allocated a grade level in *Teaching Skills* and *Professional Development*, Pre-service Teachers are required to demonstrate they have achieved the criteria for that grade level in each of the Standards. The final grade recorded is a combination of the levels achieved overall for *Teaching Skills* and *Professional Development*.

ROLES IN THE ASSESSMENT PROCESS	
University Supervisors	<ul style="list-style-type: none"> • Review documentation • Observe classroom practice • Monitor progress throughout the practicum • Provide written and verbal feedback to Pre-service Teachers • Liaise with Mentor Teacher and School Practicum Coordinator • Determine progress at the interim stage and consult with the Mentor Teacher • Complete an <i>Interim Report</i> on SONIA • Determine the final grade for the practicum and consult with the Mentor Teacher • Review <i>Draft Evaluation</i> from Mentor Teacher, complete and submit the Final Evaluation Form on SONIA and remind the Pre-service Teacher to access form on SONIA.
Mentor Teachers	<ul style="list-style-type: none"> • Model best practice and guide Pre-service Teachers in achieving their potential in all criteria for assessment • Meet regularly with Pre-service Teachers to discuss assessment criteria • Guide Pre-service Teachers in setting realistic and achievable goals to meet criteria for assessment • Support Pre-service Teachers in their practicum experience to ensure their health and well-being • Provide regular written and verbal feedback • Complete <i>Draft Interim and Draft Final Evaluation Forms for feedback</i> on SONIA by due dates.

ASSESSMENT TIMELINE

Week 1	Planning Visit	University Supervisor meets with Pre-service Teacher in the school, reviews documentation, expectations and classroom visit schedule
Weeks 2-3	Classroom Visit 1 Interim Report Wednesday 6 November	University Supervisor observes a lesson, provides written feedback to Pre-service Teacher, reviews all documentation, liaises with Mentor Teacher <i>Draft Interim Report</i> completed by the Mentor Teacher on SONIA prior to the University Supervisor completing the <i>Final Interim Form</i> and submitting on SONIA on the due date.
Weeks 4-5	Classroom Visit 2	University Supervisor observes a lesson, provides written feedback to Pre-service Teacher, reviews all documentation, liaises with Mentor Teacher
	Final Evaluation Form Friday 22 November	Mentor Teacher completes a <i>Draft Final Evaluation Form</i> in week 5. University Supervisor will review Mentor Teachers' comments/evaluation, complete <i>Final Evaluation Form</i> and submit on SONIA on due date. University Supervisor to remind Pre-service Teacher to access the form on SONIA.

GRADE DESCRIPTORS FOR PPA3260

FAIL	A Pre-service Teacher who does not achieve a pass level as measured against the Criteria for Assessment in an area of competence (the Standards) at third year level, will be deemed to have not met the requirements of the Professional Practice. In these instances, a final grade of Fail will be given.
COMPETENT	A 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 at third year level.
HIGHLY COMPETENT	A 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 at third year level.
OUTSTANDING	A 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 at third year level.