

WPL6335 ASSESSMENT GUIDELINES – SEMESTER 1, 2025

University Supervisors (US) are responsible for monitoring the progress of Pre-service Teachers (PsT), determining the final grade for the Professional Experience and completing the *Overall Results Form* and *Final Evaluation Form*.

Mentor Teachers (MT) have a pivotal role in supporting and guiding their PsTs and retain responsibility for providing consistent feedback to the PsT and US throughout the Professional Experience.

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

PsTs will be evaluated against the Australian Professional Standards for Teachers (APST) according to the Australian Institute of Teaching and School Leadership (AITSL) in the areas of Professional Knowledge, Professional Experience and Professional Engagement. The assessment criteria for the FTP reflect the Graduate career stage. Monitoring tools are provided to support Mentor Teachers in ensuring that criteria for assessment are clearly addressed throughout the Professional Experience.

Two separate grades are awarded to PSTs: One for *Teaching Skills* and one for *Professional Development*. To pass the FTP, Pre-service Teachers must achieve a minimum of Graduate level in each of the 7 APSTs as well as ECU Professional Requirements. To be allocated a grade level in *Teaching Skills* and *Professional Development*, Assistant Teachers are required to demonstrate they have achieved the criteria for that grade level in each of the APSTs. The final grade recorded is a combination of the grades achieved overall for *Teaching Skills* and *Professional Development* respectively.

If an Assistant Teacher is at risk of failing the Professional Experience a confirmatory visit will be required. The Confirmatory Panel Member will determine the outcome of the ATP following a review of Teaching Skills and Professionalism.

EXCEPTIONAL CIRCUMSTANCES

PsTs can be withdrawn from the school/centre and the Professional Experience terminated at the request of the host school Principal after consultation with the University Supervisor and the Professional Experience Unit Coordinator. PsTs who are terminated from their school placement will receive a Fail grade for the Professional Experience. WPL6335 is a designated unit and a Fail grade can result in an exclusion from the course by the Progression Panel in accordance with University Rules. Pre-service Teachers can be withdrawn from their placement at the discretion of the Associate Dean (Primary) and this will result in a fail grade.

ROLES in the ASSESSMENT PROCESS	
University Supervisors	<ul style="list-style-type: none"> Review documentation Observe classroom practice Monitor progress throughout Provide written and verbal feedback to PsT Liaise with MTs and SPCs Complete an <i>Interim Report</i>, submit via SONIA and confirm that PST has received it Identify PsTs requiring a confirmatory visit and complete the relevant documentation

		<ul style="list-style-type: none"> Determine the final grade for the Professional Experience Complete the <i>Final Evaluation Form</i> and <i>Overall Results Form</i>, submit via SONIA and confirm that the PsT has received it.
Mentor Teachers		<ul style="list-style-type: none"> Model best practice and guide PsTs in achieving their potential in all criteria for assessment Support PsTs 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 to US for <i>Interim Report</i> Meet regularly with PsTs to discuss assessment criteria Guide PsTs in setting goals Complete the <i>Final Evaluation form</i> to provide feedback to US. <p><i>Note: Mentor Teachers will be provided with a link to the forms required at the start of the Professional Experience.</i></p>
ASSESSMENT TIMELINE		
Weeks 1-2	Classroom Visit 1	<ul style="list-style-type: none"> US observes an individual learning experience, provides written feedback to PsTs, reviews all documentation, liaises with MT and reviews MT Checklist.
Weeks 3-4	Classroom Visit 2	<ul style="list-style-type: none"> US observes a learning experience provides written feedback to PsTs, reviews all documentation, including Monitoring Tool, liaises with MT and revisits MT Checklist.
	Interim Report due to ECU Friday May 30	<ul style="list-style-type: none"> US completes <i>Interim Report</i> via SONIA. US confirms that PsT has received their Interim Report
By the end of week 4	Confirmatory request due	<ul style="list-style-type: none"> If the PsT is at risk of not meeting the APSTs required to achieve the Graduate level in either <i>Teaching Skills</i> or <i>Professional Development</i> by the end of Week 4 of the FTP, then the US, in consultation with the Mentor Teacher and School Practice Coordinator will request a Confirmatory Visit.
Weeks 5-6	Classroom visit 3	<ul style="list-style-type: none"> US observes a learning experience provides written feedback to PsTs, reviews all documentation, including Monitoring Tool, liaises with MT and revisits MT Checklist.

Week 6	Final Evaluation form Overall Results form (<i>not applicable for PSTs undergoing a confirmatory process</i>)	<ul style="list-style-type: none"> • Mentor Teachers complete the <i>Final Evaluation Form</i> by Monday of the final week (June 16) • Supervisors complete the <i>Overall Results Form</i> by Wednesday of the final week (June 18) and advise Mentor Teachers that it is available to view. • Supervisors submit the <i>Overall Results form</i> and <i>Final Evaluation form</i> on the final Friday of the FTP (June 20) • Forms will be released to students at 4pm on Wednesday June 25
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GRADE DESCRIPTORS	
FAIL	To be assessed at a Fail grade, the Pre-service Teacher has been assessed as Unsatisfactory in at least one of the criteria within the Standards and therefore does not meet the requirements of the Final Teaching Practice.
GRADUATE	To be assessed at Graduate level, the Pre-service Teacher demonstrates achievement in each if the Standards and possesses the requisite knowledge and skills to plan for and manage learning programs for students. A competent Pre-service Teacher is able to engage students in sequential, purposeful and appropriate experiences to promote learning.
HIGHLY COMPETENT GRADUATE	To be assessed as a Highly Competent Graduate, the Pre-service Teacher demonstrates a high standard of achievement in each of the Standards and possesses the requisite knowledge and skills to plan and manage learning programs for students. A highly competent Pre-service Teacher independently designs engaging and meaningful programs to provide enrichment in the classroom.
OUTSTANDING GRADUATE	To be assessed as an Outstanding Graduate, the Pre-service Teacher demonstrates an exceptional standard of achievement in each of the Standards and possesses the requisite knowledge and skills to plan for and manage learning programs and students. An outstanding Pre-service Teacher should demonstrate high level decision making and be able to independently deliver an inclusive curriculum with differentiated teaching that is designed to meet the learning needs of students across the full range of abilities.