

## PPA6460 HAT@ECU ASSESSMENT STRUCTURE – SEMESTER 1, 2026

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

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

University Supervisors and Mentors, (and where appropriate 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 FTP, Pre-service Teachers must achieve a minimum of **Graduate 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*, 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"> <li>• Review documentation</li> <li>• Observe classroom practice</li> <li>• Monitor progress throughout</li> <li>• Provide written and verbal feedback to the Pre-service Teacher</li> <li>• Liaise with Mentor Teachers and School Practice Coordinator</li> <li>• Complete and submit an Interim Report</li> <li>• Identify students requiring a confirmatory visit</li> <li>• Determine the final grade for the Professional Experience</li> <li>• Complete and submit the Final Evaluation Form</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 once weekly (minimum) 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 professional experience to ensure their health and well-being</li> <li>• Provide regular written and verbal feedback</li> <li>• Complete a <i>Mentor Teacher Checklist</i> to provide feedback for the University Supervisor</li> <li>• Complete an Interim Report</li> <li>• Complete the Final Evaluation Form</li> </ul>
ASSESSMENT TIMELINE		
Weeks 1-2	Classroom Visit 1	US observes an individual learning experience, provides written feedback to PsT, reviews all documentation, liaises with MT and reviews MT Checklist.
Week 3	Interim Report due to ECU <b>week 3 – Wednesday 27 May</b>	MT completes the <i>Interim Report</i> using the link provided at the commencement of the Professional Experience. US completes <i>Interim Report</i> via SONIA. US confirms that PsT has access to their <i>Interim Report</i>
	Confirmatory request due <b>week 4</b>	If the PsT is at risk of not meeting the standards required to achieve the Pass in either <i>Teaching Skills</i> or <i>Professional Development</i> by week 4 of the FTP, then the US, in consultation with the Mentor

		Teacher and School Practice Coordinator will request a Confirmatory Visit.
Weeks 4-5	Classroom Visit 2	US observes an individual learning experience, provides written feedback to PsT, reviews all documentation, liaises with MT and reviews MT Checklist.
Week 5	Final Evaluation form due <b>Friday 12 June</b> <i>(not applicable for PsT undergoing a confirmatory process)</i>	Mentor Teachers complete the <i>Final Evaluation Form</i> by <b>Wednesday of the final week</b> using the link provided at the commencement of the Professional Experience. Supervisors submit the <i>Final Evaluation form</i> on the <b>final Friday of the FTP</b> in SONIA Forms will be released to students at <b>4pm on Monday 15 June</b>

### 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 FTP. 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 *FTP Monitoring Tool Document*. It is recommended that each of the criteria is either ticked, dated or highlighted 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.

GRADE DESCRIPTORS	
<b>FAIL</b>	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.
<b>GRADUATE</b>	To be assessed as <i>Graduate</i> , the Pre-service Teacher demonstrates achievement in all 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.
<b>HIGHLY COMPETENT GRADUATE</b>	To be assessed as <i>Highly Competent Graduate</i> , the Pre-service Teacher demonstrates a high standard of achievement in all 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.
<b>OUTSTANDING GRADUATE</b>	To be assessed as <i>Outstanding Graduate</i> , the Pre-service Teacher demonstrates an exceptional standard of achievement in all 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.
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