

HAT PPA6250 ASSESSMENT STRUCTURE – SEMESTER 2, 2025

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) play a pivotal role in supporting and guiding their Pre-service Teachers and retain responsibility for providing consistent feedback to the Pre-service Teachers and University Supervisor throughout the Professional Experience.

University Supervisors and Mentors, 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 second Professional Experience, Pre-service Teachers 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*, 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 Provide written and verbal feedback to the Pre-service Teacher Liaise with Mentor Teachers and School Practice Coordinator Complete and submit an Interim Report in SONIA and ensure that the Pre-service Teacher is advised to view it in SONIA Identify students at risk of not meeting requirements, to provide necessary support moving forward Determine the final grade for the Professional Experience Complete and submit the Final Evaluation Form in SONIA and ensure that the Pre-service Teacher is advised to view it in 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 using the <i>Monitoring Tool</i> Guide Pre-service Teachers in setting realistic and achievable goals to meet criteria for assessment Support Pre-service Teacher in their practicum 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 an Interim Report followed by the Final Evaluation Form by the due dates following the links provided by email at the commencement of the Professional Experience.

ASSESSMENT TIMELINE		
Week 1- 2	Classroom visit 1	University Supervisor observes individual lesson, completes a written Learning Experience Feedback form, reviews all documentation, liaises with Mentor Teacher and collects <i>Mentor Teacher Checklist</i> .
Week 3	Interim Report Wednesday 12 Nov	Completed by Mentor Teacher via the links provided at the commencement of the professional experience and University Supervisor via SONIA
Weeks 4-5	Classroom Visit 2	University Supervisor observes a lesson, completes a Learning Experience Feedback form, reviews all documentation, liaises with Mentor Teacher and School Practice Coordinator
	Final Evaluation Form Friday 28 Nov	University Supervisor and Mentor Teacher determine the final grade for the professional experience and each complete the Final Evaluation Form (as per the process for the Interim report). FEF available to students, by close of business, Monday (Dec 1).

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, dated 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.

GRADE DESCRIPTORS	
FAIL	To be assessed at a <i>Fail</i> 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 Second Professional Experience.
COMPETENT	To be assessed as <i>Competent</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.
HIGHLY COMPETENT	To be assessed as <i>Highly Competent</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.
OUTSTANDING	To be assessed as <i>Outstanding</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.