

ECE6180 ASSESSMENT STRUCTURE – SEMESTER 2, 2025

University Supervisors 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 have a pivotal role in supporting and guiding their Pre-Service Teachers and retain responsibility for providing feedback to the Pre-Service Teacher and the University Supervisor throughout the practicum. University Supervisor (US) and Mentor Teacher (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.

Pre-service Teachers will be evaluated against the Australian Professional Standards for Teachers in the areas of Professional Knowledge, Professional Practice and Professional Engagement.

Two separate grades are awarded to Pre-Service Teachers: One for *Teaching Skills* and one for *Professional Development*. To pass the Professional Experience, Pre-service Teachers (PsT) must achieve a minimum of Competent level in each of the 7 APST 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"> • Complete and submit a <i>Distributed Days Feedback Form</i> and remind the Pre-service Teacher to access form in SONIA. • Review documentation • Observe classroom practice • In collaboration with PsT and MT, use the Monitoring Tool to monitor progress throughout the professional experience • Provide written and verbal feedback to PsT • Liaise with MT and SPC • Remind MTs to complete evaluation forms (<i>Interim and Final Evaluation Forms when due</i>) • Determine progress at the interim stage and consult with the MT • Complete and submit an <i>Interim Report</i> and remind the PsT to access and acknowledge form in SONIA. • Determine the final grade for the professional experience and consult with the MT • Review draft evaluation from MT, complete and submit the <i>Final Evaluation Form and Overall Results Form</i> and remind the PsT to access and acknowledge form in SONIA.
Mentor Teachers	<ul style="list-style-type: none"> • Model best practice and guide PsTs in achieving their potential in all criteria for assessment. • Meet regularly with PsT to discuss assessment criteria • In collaboration with PsT and MT, use the Monitoring Tool to monitor progress throughout the professional experience • Guide PsT in setting realistic and achievable goals to meet criteria for assessment • Support PsT in their professional experience to ensure their health and well-being • Provide regular written and verbal feedback • Complete a <i>Distributed Days Feedback Form</i> via the link provided to you by email on the first day of the placement. • During the Block professional experience, complete a <i>Mentor Teacher Checklist</i> to provide feedback for the US and provide a copy to the PsT • Complete <i>Interim and Final Evaluation Forms</i> for feedback using the links provided to you by email at the commencement of the placement, by the due dates.

ASSESSMENT TIMELINE

Distributed Days Form Due Day 5	First Classroom Visit (on either 4 th or 5 th Distributed Day) Distributed Days Feedback Form (<i>US & MT</i>)	Distributed Days Feedback Form - relevant section to be completed and submitted by the Mentor Teacher (MT) to provide feedback for University Supervisor (US). University Supervisor to complete relevant section of same form and submit on due date.
Weeks 1-2	Second Classroom Visit	<ul style="list-style-type: none"> • Mentor Teacher Checklist – completed by the MT in preparation for the US visit/a copy provided for the Pre-service Teacher (PsT) • Learning Experience Feedback form – completed by the US • Documentation Checklist – completed by the US
Interim Report Due end of Week 2	Interim Report (<i>University Supervisor and Mentor Teacher</i>)	MT contributes to 'Comments/areas of concern to be addressed', and submits via the link provided. US completes form in consultation with MT and if required, the SPC and submits form on due date.
Weeks 3 - 4	Third Classroom Visit	<ul style="list-style-type: none"> • Mentor Teacher Checklist – Only complete if visit is <u>before</u> the final week otherwise Mentor Teacher will complete the Final Evaluation Form if US visit is in final week. • Learning Experience Feedback form – completed by the US • Documentation Checklist – completed by the US
Final Evaluation Form Due end of Week 4	Final Evaluation Form Overall Results Form	<p>MT to complete and submit the Final Evaluation Form using the link provided by email in collaboration with US and if required, SPC.</p> <p>US to complete the Overall Results Form and advise the MT it is available to view.</p> <p>US submits the Overall Results Form and the Final Evaluation Form on the final Friday.</p> <p>Forms will be released to students at 4pm on the following Wednesday.</p>

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.

The Distributed Days provide Pre-service Teachers with the opportunity to get to know their context and to begin to develop their skills as a beginning teacher.

To meet the requirements of the Professional Experience by the conclusion of the four week block, Pre-service Teachers are expected to:

- Meet the work and attendance requirements as specified for the Distributed Days and Block Professional Experience and
- Achieve a satisfactory level of performance in each of the 8 areas of competence on the Final Evaluation Form. A Pre-service Teacher can achieve a satisfactory level of performance while still needing to improve in some dot points.

A Pre-service Teacher who does not meet the overall requirements of the Professional Experience will be awarded a Fail grade.

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' box needs to be ticked against the criteria in the *Final Evaluation Form*.

EXCEPTIONAL CIRCUMSTANCES

Pre-service Teachers 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. Pre-service Teachers who are terminated from their school placement will receive a Fail grade for the professional experience. As ECE6180 is a designated unit a Fail grade can result in an exclusion from the course by the Board of Examiners in accordance with University Rule 26(6).

GRADE DESCRIPTORS FOR ECE6180	
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 professional experience.
COMPETENT	To be assessed at a Competent grade, 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 at a Highly Competent grade, 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 at an Outstanding grade, 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.