

IPP3260 GUIDELINES FOR ASSESSMENT – SEMESTER 2, 2024

IPP3260 is a graded professional experience.

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 and Overall Results 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 University Supervisors throughout the professional experience.

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.

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 Teacher must achieve a minimum of Competent level in each of the seven (7) APST 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 (PST) 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

<p>University Supervisors</p>	<ul style="list-style-type: none"> • Complete the <i>Distributed Days Feedback form</i> and submit on SONIA. Remind PST to acknowledge form on SONIA. • Review documentation • Observe classroom practice • Monitor progress throughout the professional experience and refer to the Monitoring Tool • Provide written and verbal feedback to Pre-service teachers • Remind Mentor Teacher to complete evaluation forms when appropriate. • Liaise with Mentor Teacher and School Practice Coordinator • Determine progress at the interim stage and consult with the Mentor Teacher • Complete an <i>Interim Report</i> and submit on SONIA. Remind the PST to acknowledge and access form on SONIA. • Review <i>Final Evaluation Form</i> completed by MT, add comments and own evaluation. Collaborate and liaise with MT as needed. • Determine the final grade for the professional experience and submit the <i>Final Evaluation Form and Overall Results Form</i> on SONIA. Remind the PST to acknowledge and access form on SONIA. • If applicable, provide feedback to Unit Coordinator as stipulated on evaluation forms by the final day of the professional experience.
<p>Mentor Teachers</p>	<ul style="list-style-type: none"> • Model best practice and guide Pre-service Teachers in achieving their potential in all criteria for assessment. • Complete a <i>Distributed Days Feedback Form</i> on SONIA by the link provided to you by email. • Meet regularly with PSTs to discuss assessment criteria using the Monitoring Tool. • Guide Pre-service Teachers in setting realistic and achievable goals to meet criteria for assessment. • Support PSTs in their professional experience to ensure their health and well-being. • Provide regular written and verbal feedback.

	<ul style="list-style-type: none"> Complete a <i>Mentor Teacher Checklist</i> to provide feedback for the US at the Interim stage and provide a copy to the Pre-service Teacher. Complete the <i>Interim and Final Evaluation Forms for feedback</i> using the links provided to you by email at the commencement of the placement in the relevant weeks the forms are due.
ASSESSMENT TIMELINE	
Distributed Days	<p>Visit – Day 4 or 5</p> <p>Distributed Days Feedback Form due: MT: Wed 16th October US – Friday 18th October</p> <ul style="list-style-type: none"> MT completes the <i>Distributed Days Feedback Form</i> (Checklist section) and submits by due date on Wed 16th October US completes the <i>Distributed Days Feedback Form</i> and submits on SONIA on Friday 18th October. Expectations, Review Professional Experience file, process for assessment
Block PEx Week 1	<p>Visit – ONLY IF – there is no visit during Distributed Days</p> <ul style="list-style-type: none"> Expectations, Review Professional Experience file, process for assessment.
Week 2	<p>First Classroom Visit- before Interim Report due on Friday 8th November</p> <ul style="list-style-type: none"> Must be scheduled prior to the Interim report due date <i>Mentor Teacher Checklist</i> – completed by the MT in preparation for the US visit <i>Learning Experience Feedback form</i> – completed by US <i>Documentation Checklist</i> – completed by the US <i>Interim Report</i> completed by the MT prior to the US completing the form on SONIA on the due date.
End of week 3 or week 4	<p>Second Classroom Visit (week 4 preferred)</p> <p>Final Evaluation Form Overall Results Form Friday 22nd November</p> <ul style="list-style-type: none"> <i>Learning Experience Feedback form</i> – completed by US <i>Documentation Checklist</i> – completed by US MT completes the Final Evaluation Form in Week 4. US will review MT comments/evaluation and add their own comments and evaluation. US completes the Overall Results Form and submits both forms on SONIA on due date. Forms will be released to students on SONIA at 4.00pm on Wednesday 27th November

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. 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 *3rd Year 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.

IPP3260 is a Designated unit

This professional experience unit is deemed to be a fundamental course requirement and may only be attempted once unless otherwise determined by Progression Panel. Failure to pass these units may result in exclusion from the course.

GRADE DESCRIPTORS FOR IPP3260	
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) <u>at third year level</u> , will be deemed to have not met the requirements of the Professional Experience. 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 <u>at third year level</u> .
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 <u>at third year level</u> .
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 <u>at third year level</u> .