

PPA4311 ASSESSMENT REQUIREMENTS – SEMESTER 1, 2025

University Supervisors (US) are responsible for monitoring the progress of Assistant Teachers (AT), 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 Assistant Teachers and retain responsibility for providing consistent feedback to the Assistant Teachers and University Supervisor throughout the Professional Experience. University Supervisors and Mentor Teachers, together with School Practice Coordinators (SPC) will collaborate to ensure that input from all stakeholders is valued and considered in the decision-making process.

Assistant Teachers will be evaluated against the National Professional Standards for Teachers in the areas of Professional Knowledge, Professional Practice and Professional Engagement. The assessment criteria for the ATP 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 Assistant Teachers: One for *Teaching Skills* and one for *Professional Development*. To pass the ATP, Assistant 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*, Assistant 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 grades 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 AT • Liaise with MT and SPC • Complete an <i>Interim Report</i> • Identify students requiring a confirmatory visit • Determine the final grade for the Professional Experience • Complete and submit the <i>Final Evaluation Form</i>
Mentor Teachers	<ul style="list-style-type: none"> • Mentor AT • Provide support and guidance to the AT • Provide regular written and verbal feedback of lessons to the AT • Complete 2-3 <i>Mentor Teacher Checklists</i> to provide feedback for the US • Meet regularly with AT to discuss assessment criteria using the <i>Monitoring Tool</i> • Guide AT in setting realistic and achievable goals to meet criteria for assessment • Liaise with US to determine final grade • Provide oral and written feedback to US to assist in preparing the <i>Interim Report</i> and <i>Final Evaluation Form</i>. Complete written contribution via links provided <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

Week 2	Combined Seminar and Classroom Visit 1 <i>(This applies to schools with one student or the first student at one school with multiple students.)</i>	US meets with all the AT's in the school, reviews documentation and expectations. US then observes individual lessons, provides written feedback to ATs, reviews all documentation to date, liaises with MT and collects <i>Mentor Teacher Checklist</i> .
Weeks 4-6	Classroom Visit 2	US observes a lesson, provides written feedback to ATs, reviews all documentation, liaises with MT and collects the <i>Mentor Teacher Checklist</i> .
	Interim Report due Week 4: Friday 23 May	Completed by MT via the link provided at the commencement of the Professional Experience. US finalises and submits via SONIA.
	Request for Confirmatory Process from end of Week 6	US requests the confirmatory process when AT is determined to be at risk of failing the Professional Experience. US is no longer involved in the ATP assessment process.
Weeks 7-8	Classroom Visit 3	US observes a lesson, provides written feedback to ATs, reviews all documentation, liaises with MT and SPC and collects the <i>Mentor Teacher Checklist</i> .
	Final Evaluation Form due Final day of PEx: Friday 20 June <i>(not applicable for ATs undergoing the confirmatory process)</i>	US and MT determine the final grade for the Professional Experience and each complete the <i>Final Evaluation Form</i> and submit, as per the Interim Report process above. FEF available to students, close of business, Monday 23 June.

GRADE DESCRIPTORS

FAIL	To be assessed at a Fail grade, the Assistant 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 Assistant Teacher Program.
GRADUATE	To be assessed at Graduate level, the Assistant Teacher demonstrates achievement in each of the Standards and possesses the requisite knowledge and skills to plan for and manage learning programs for students. A competent Assistant 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 Assistant 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 Assistant Teacher independently designs engaging and meaningful programs to provide enrichment in the classroom.
OUTSTANDING GRADUATE	To be assessed as an Outstanding Graduate, the Assistant 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 Assistant 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.