



**University
of
Southern Queensland
Faculty of Education**

**TEA4204 The Professional Educator
Professional Experience Information Booklet**

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FOREWORD

Professional Experience forms an integral and significant component of the Senior & Middle Schooling preservice education program offered by the Faculty of Education at the University of Southern Queensland (USQ). Professional Experience provides Preservice Educators with the opportunities for purposeful supervised experiences to increase their understanding of themselves as professional educators, the students they will teach, and of the teaching/learning process. Preservice Educators are therefore expected to participate fully in the life of the school to enable an understanding of the broader aspects of the complex role of a teacher in today's secondary schools.

For many years educational settings in and around the Darling Downs and Fraser Coast have provided Professional Experience placements for Preservice Educators in USQ Senior/Middle programs and a profitable and professional partnership has developed between the Faculty of Education and the participating venues. This partnership has now been extended to other regions throughout Queensland. To maintain this invaluable partnership, the University staff in the Senior & Middle Schooling program will be seeking feedback from you on all aspects of the Professional Experience component of the Senior & Middle Schooling program, including liaison, as well as any other valuable comments you would like to make. This enables structured feedback to USQ staff from the group of participating schools.

We thank you sincerely for your trust in us by agreeing to look after our Preservice Educators undertaking a Senior & Middle Schooling program in your school during this Professional Experience. Your continuing commitment to the professional preparation of our future colleagues is greatly appreciated.

Should there be any issues or problems you wish to discuss please contact me on the number below.

Sincerely

Alison Mander

4631 2886 (direct)

Email: mandera@usq.edu.au

Professional Experience Support Office: profexpedu@usq.edu.au

Faculty of Education (Toowoomba) Fax:	4631 2808
Professional Experience Support Office (Toowoomba):	4631 2359
Professional Experience Support Office (Fraser Coast):	4194 3181; Fax: 4194 3188

1. INTRODUCTION

This final year experience is a 30-day block commencing on **Tuesday 27 April and concluding soon after Friday 4 June 2010 (due to public holidays)**. As this is their last year of preservice education, it is anticipated that this final professional experience will provide an extensive period of time where Preservice Educators can continue to develop essential skills and expertise through:

- involvement in the planning and implementation of units of work along with the daily administrative and professional requirements of a teacher, and
- playing an active role in the construction of their own practical theories.

This final in-school experience will enable them not only to gain the skills necessary to begin their careers, but will also encourage them to question, critique and reformulate their assumptions about the nature of teachers' work. The emphasis in this experience is the planning and teaching of a sequence of lessons and/or units, and the developing of confidence and expertise to build up to, by the end of the experience, a load approximating that of a first year beginning teacher.

Therefore a Preservice Educator's teaching load should build up to the equivalent of:

three to four teaching classes and one or two observation classes per week.

This booklet outlines the role expected of a Preservice Educator *as a beginning teacher* during this experience, as well as detailing their responsibilities, along with those of the Mentor, School Co-ordinator, and University Liaison.

2. OVERVIEW OF SENIOR/MIDDLE SCHOOL PROFESSIONAL EXPERIENCE

This placement is the fourth and final professional experience. An overview of the professional experience in the Senior & Middle Schooling program is included below:

TEA2204 The Emerging Practitioner (10 days)	TEA2205 Contemporary Learning Environments (15 days)	TEA3204 Exploring Professional Practice (25 days)	TEA4204 The Professional Educator (30 days)
<ul style="list-style-type: none"> • Becoming aware of the complex role of the teacher in the Secondary school • The Secondary (senior & middle school) classroom context • Beginning teaching skills • Current developments in middle school 	<ul style="list-style-type: none"> • Classroom culture in the Secondary (senior & middle school) context • Influences on curriculum • Developing teaching skills • Productive pedagogies • Introduction to the senior school • Developing curriculum plans 	<ul style="list-style-type: none"> • Developing unit plans and sequential teaching • Equity/ethical issues in diverse teaching contexts • Reflective practices • The educator as researcher • Developing classroom management plans • The myriad roles of the teacher • Advanced teaching skills in mainly one subject/discipline area 	<ul style="list-style-type: none"> • Continuous teaching, assessment and reporting • Current developments in Senior schooling and vocational education • The educator as a professional: working with the community • Involved in ICT, literacy/numeracy strategies • Working "differently" • Continued development of advanced teaching skills in both subject/discipline areas

- TEA2204: The first professional experience (10 days) centered on an *orientation to the school* and provided an opportunity for them to gain insights into the organisation, administration and culture of the school. It enabled Preservice Educators to familiarise themselves with the multi-faceted role of the teacher and the nature of students within today's secondary schools, in both traditional areas and emerging middle range of schooling.
- TEA2205: The second experience (15 days) enabled Preservice Educators to perform *focused observation, planning* and *teaching* in a variety of settings. The teaching sessions developed from short lesson segments often taught in tandem with their mentor teacher to longer segments taught independently.
- TEA3204: The third placement of twenty five (25) days enabled Preservice Educators to gain confidence in continuous teaching and beginning the planning and teaching of units of work at the senior or middle school area in mainly one subject/discipline areas. It not only provided an opportunity to build on basic skills in an appropriate authentic context, but enabled them to become immersed in the multi-faceted role of the senior/middle school teacher and the complexities of the daily operations of the school as an organisation.

It is anticipated that in this final placement of thirty (30) days, Preservice Educators will both reinforce these existing skills and expertise, and take every opportunity to extend and develop them further across both subject/discipline areas, leading to a deepening and broadening of their understanding of what it means to be a professional educator in a senior and middle school context.

3. OBJECTIVES

On completion of this Professional Experience, Preservice Educators will have been provided with an opportunity to:

- further develop the technical skills of good teaching practices and be able to demonstrate basic competence in a range of teaching tasks across both subject/discipline areas;
- develop a broader orientation to the classroom and the school in keeping with their role and responsibility as Preservice Educators;
- further develop an awareness of the subject/year level learning program in the school curriculum;
- perform effectively, planning and preparation tasks involving planning for longer sequences of instruction;
- apply basic techniques for classroom management and control as well as developing an awareness of a variety of classroom management models relevant to a varied teaching and learning context;
- further develop an ability to reflect on and learn from their teaching practice through teacher researcher skills within the classroom and reflective practice;
- further develop a deeper awareness of the differing social, emotional, intellectual and physical needs of students as an extension of the inquiry/observation skills experienced previous studies;
- demonstrate a positive attitude and commitment to the teaching profession.

4. SUBJECT AREAS AND TEACHING TASKS

It is desirable that Preservice Educators are given the opportunity to teach in both of their subject/discipline areas (and associated areas) in the middle and senior school. Whilst this may not be possible, given the circumstances of the placement, as an alternative experience, it would be greatly appreciated if arrangements could be made to allow structured observations in the appropriate subject areas and grades.

Since this is their final experience, it is anticipated that their teaching responsibilities should be developed in the timeframe to reflect, as closely as possible a beginning teacher's load with three to four teaching classes and one to two observation classes per week.

As part of this experience, Preservice Educators will be required to perform the following tasks:

(i) Focused Observation. Pre-service teachers are required to observe **specific techniques** that will assist them to reflect on the act of teaching and relate these to their own experiences. The purpose is to find out why teachers plan the way they do, why teachers use specific teaching strategies and what management techniques are effective. At this stage, the experience should focus on communication skills, basic skills of teaching, planning and classroom management, and catering for diversity.

(ii) Planning. Pre-service teachers are asked to plan both individual lessons and a sequence of lessons, leading to a unit plan utilizing a comprehensive planning guide.

PLEASE NOTE: No teaching is to take place if written plans are not presented or if planning is not deemed to be appropriate.

(iii) Teaching. This will involve teaching the planned lessons. This enables the development and practice of particular skills related to learning and classroom management.

5. THE IMPORTANCE OF FEEDBACK FOR PRE-SERVICE TEACHERS

Feedback is important and ideally should be in both verbal and written form. Preservice Educators are encouraged to spend time with and their Mentor/s reflecting on this experience and building strategies into these reflective moments to improve their future performance. A feedback sheet is included as Appendix C.

6 DURATION OF THE EXPERIENCE

This experience begins on Tuesday 27 April and concludes on Friday 4 June 2010 (plus make up days for public holidays). This 30-day block must be successfully completed in order to fulfill the requirements for the mandatory number of supervised days for QCT registration. All absences must be made up.

Please Note: For any absences of more than two (2) days duration, the Professional Experience Support Office/Course examiner must be notified and a medical certificate must be forwarded.

7. THE ROLE OF THE PRESERVICE EDUCATOR

This role covers four areas:

1 General Interactive Tasks

Preservice Educators should be encouraged to be actively involved within the classroom. Opportunities should be given for the Preservice Educators to interact with individuals and groups of students. No prior written preparation should be necessary for these tasks.

The following are a guide to the kinds of interactive tasks expected:

- assisting an individual student with their work
- assisting small groups with their work
- responding to a student's written work
- assisting with practical work - where appropriate
- researching topics, locating resources

Since Preservice Educators have already completed three Professional Experience placements, it is expected that they will develop deeper insights into what individual students are achieving and be capable of taking more initiative in such interactive tasks.

2 Focused Observation

Preservice Educators are to record in written format their observations of significant classroom events. This should include some whole lesson observation and a number of observations focusing on a variety of aspects of classroom life. The selection of focused observation should:

- develop their understanding of how students learn;
- develop their understanding of the complexity of the teaching/learning process
- gain insights into the many skills and strategies employed by experienced teachers
- give the opportunity to ask how, what, and why a lesson is taught or a strategy/activity/resource is used.
- assist Preservice Educators in areas that need improvement

It would be appropriate that the Mentor/s nominate the aspects of classroom life to be observed and to outline some specific features that Preservice Educators might attend to in particular. **These should be discussed with their Mentor Teacher/s.**

Some Focused Observations might include:

(i) Classroom Teaching:

Sequence of the Lesson - whole lesson observation covering all planning aspects and classroom management strategies

Teaching Skills - could include:

- introductory procedures and closures
- basic questioning
- variability
- reinforcement

Management

- effective use of time
- maintain control
- desist techniques
- handling disputes among students
- effective use of groups
- monitoring performance, behaviour of individual students, groups
- maintain flow of lessons
- management of student discussion
- keeping students on task

Planning

- unit planning
- ways of catering for diverse student needs
- assessment and evaluating student learning
- using student inputs when planning
- cooperative planning

Instruction

- praise
- using student ideas
- reacting to students' answers, demonstrating initiative
- explaining and presenting skills
- use of audio-visual aids
- different lesson types appropriate to subject areas
- use of feedback
- ways of individualising instruction

Classroom Organisation

This includes:

- classroom layout
- seating plan
- timetable
- resource and teaching aids
- teacher movement about the room
- teacher duties in the classroom
- use and management of space and time
- how school and classroom architecture affects management

(ii) Students as Learners

- how do students demonstrate what they have learned

The *Observation Records* should then be analysed and discussed with the Mentor. These should be included in the **Professional Experience Folder**. A possible format for observations appears in Appendix A.

Post-observation discussion might focus on:

- meaning of events recorded
- what Preservice Educators did not observe
- events that were significant in the context of the lesson
- reasons why teacher chose to respond in a particular way
- The main purpose of these discussions is to reveal to Preservice Educators the complexities of teaching, the specialised knowledge that Mentors use to guide their teaching and the thinking skills needed for effective teaching.

3 Specific Teaching Tasks

The emphasis in this professional experience is the planning and teaching of a sequence of lessons and/or a unit. Therefore a Preservice Educator's teaching load should be equivalent to

three to four teaching classes and one or two observation classes per week.

These guidelines for the teaching load should be considered the minimum desirable. The Preservice Educator and Mentor may negotiate an increased load if both are satisfied of the capability of the Preservice Educator to do so. There should, however, be a gradual increase in teaching tasks.

As this is their final block, it is important that Preservice Educators be given adequate time to both prepare and teach an extended sequence of lessons and, or a unit of work. Benefit can also be gained in the observation of classes in a variety of contexts over a period of time.

(i) Planning:

No teaching is to take place if written plans are not presented or deemed appropriate.

Preservice Educators are required to be adequately prepared to teach the lessons. This requires Pre-service teachers to:

- plan an overview of the unit or lesson sequence, as prescribed by the lecturer/Mentor
- plan each individual lesson in detail using a lesson plan format approved by their Mentors. A suggested format appears in Appendix B but this does not have to be adhered to. The Preservice Educator should confer with their Mentor/s about their preferred format. The format adopted should show detailed and comprehensive planning of all aspects of the lesson.
- submit each plan to their Mentor/s for approval before teaching. As part of the approval process, Preservice Educators may be asked to provide further detail or change segments.

(ii) Self Evaluation/Reflection:

This must be completed after each lesson and included in the Professional Experience folder.

(iii) Post-Lesson Conferencing

Where feasible, conferencing between Preservice Educators and Mentor/s (or other supervisor, school Professional Experience Co-ordinator, University Liaison, Principal)

should be take place after each lesson taught. At these conferences, the Preservice Educator and the Mentor/s should collaborate to identify teaching strengths and areas for improvement and develop plans for effecting improvements. Feedback should be both oral and written. A suggested format for feedback is included in Appendix C. Preservice Educators are encouraged to be self-evaluative and reflective.

4 Assisting in the Broader Role of Teacher

Some time each day should be devoted to assisting a Mentor with their daily tasks. These required tasks include:

- assisting the classroom teacher with general administrative tasks,
- marking rolls, assisting in a “home room” class,
- compiling and recording results of student assessment,
- completing forms, checking homework books,
- assisting in playground duty, sports supervision,
- attending meetings - staff, curriculum and planning meetings.

Preservice Educators should keep a record of these additional duties and place them in their Professional Experience folder.

Other Activities

(i) Collecting data and resources

Preservice Educators will need to collect data and resources in preparation for on-campus related studies and add to their own resource base. Preservice Educators will have collected, from earlier experiences a substantial amount of data on school policy issues. The focus of this experience is the collection of resources used in planning. They should also liaise with the Teacher-Librarian in terms of resources available. These resources should be placed in the Professional Experience Folder. It may be valuable to liaise with Special Needs teachers and note “special resources” that may be available through these units within the school.

(ii) The Professional Experience Folder

This folder must be completed by Preservice Educators and include:

- observation records
- class details
- unit and lesson plans
- lesson review comments including Mentors’ feedback and self-evaluations of lessons taught
- details of other activities
- any other relevant documents
- resources appropriate to the Preservice Educator’s subject areas

This folder must be available to the Mentor/s and the University Liaison for appraisal during the Professional Experience. Successful completion of the folder is a component considered for successful completion of professional experience. The criteria for appraisal of this item appear in Area 1 Planning and Development for Teaching and Learning. Preservice Educators should be advised at the Formative appraisal time (the end of the third week) if the Professional Experience Folder is likely to be assessed as ‘Less than Satisfactory’.

This material can be of great use when preparing for an employment related interview.

8. THE RESPONSIBILITIES OF THE PRESERVICE EDUCATOR

Preservice Educators are expected to behave in a **professional manner at all times** whilst undertaking this experience. This includes adherence to dress/conduct codes required by the school, use of appropriate language, complying with instructions, confidentiality, attendance, punctuality, the completion of designated tasks including the professional experience, and the maintenance of professional conduct towards all school/site personnel, students, parents and University personnel.

Preservice Educators are required specifically to:

- attend staff meetings, group planning sessions, meetings on student assessment
- take every opportunity to share in as many other facets of school life as possible extra-curricular activities, professional trips, professional development activities and school presentations
- assist on playground supervision (and if required with bus duty) as an essential part of the Professional Experience.
- become attached to a Mentor's home class and assist the Mentor in the administration duties of the home class
- ensure they are **ALWAYS** in the company of a Mentor (or other registered teacher) whether in the classroom, playground, sports area or any other location during school hours or where students are under their care

Absences

Absences will be excused only in the case of illness or other significant situations. A medical certificate **MUST** be obtained after **two days**, and the original lodged in the Preservice Educator's Professional Experience file. The Preservice Educator **MUST** contact the school as early as possible regarding absence. Where a Preservice Educator misses one or two days, a make-up time can be arranged for the day/s missed at a time convenient to the school, Preservice Educator and the University. At no time must this be done when there are on-campus commitments. However, when the absence is for more than two (2) days the Professional Experience Support Office/Course Examiner must be informed in order to negotiate the make-up sessions. Absences for reasons other than illness must be discussed with the Professional Experience Support Office and Course Examiner. The final evaluation forms for this professional experience cannot be finalised until all 30 days are completed.

9. THE ROLE AND RESPONSIBILITIES OF THE MENTOR TEACHER

1. General Responsibilities

As Mentors work most closely with Preservice Educators, they are asked to:

- arrange to be observed in the process of teaching,
- provide opportunities for varied teaching experiences,
- demonstrate and model a range of particular teaching strategies and principles,
- collaborate with the Preservice Educator in the teaching of specific lessons,
- give guidance and feedback on planning and lesson presentation,
- advise on classroom management and organisation,
- supervise the Preservice Educator's performance and confer on a regular basis,
- supply written assessments of a Preservice Educator's progress, as required by USQ.

2. Specific Responsibilities

Area	Responsibilities
Preparation	<ul style="list-style-type: none"> • Provide relevant documents and information to enable satisfactory completion of teaching tasks in their subject/discipline area
Observation by Preservice Educators	<ul style="list-style-type: none"> • Identify, in consultation with the Preservice Educator, what aspects of the Mentor's lessons are to be observed • Confer with the Preservice Educator about what took place.
Planning and teaching by Preservice Educators	<ul style="list-style-type: none"> • Induct, gradually, into the role of a Senior/Middle School teacher • Assign planning and teaching tasks involving a variety of lesson types • Review the Preservice Educator's plans before each lesson/ session • Confer with School Professional Experience Co-ordinator, and University Liaison regarding progress of the Preservice Educator
Review of lessons taught by Preservice Educators	<ul style="list-style-type: none"> • Observe Preservice Educator's lessons and conduct daily conferences to review lessons, provide constructive feedback, advise on how the Preservice Educator may improve and how to effect the improvements and encourage self-evaluation • Provide oral and written feedback - a feedback sheet appears in Appendix C.
Preservice Educators assist in the classroom	<ul style="list-style-type: none"> • Assign instructional, management and administrative tasks to be performed by the Preservice Educator
Professional Experience Folder	<ul style="list-style-type: none"> • Advise, as appropriate, suitable documents for inclusion in folder • Review folder and assess this as part of the Formative and Summative evaluation
Evaluation of Preservice Educators – Formative Evaluation	<ul style="list-style-type: none"> • Complete Lesson Feedback Forms (Appendix C) on a regular basis. • Complete a photocopy of the Formative Report form (Copy in Appendix E) by the end of Week 3 (Friday 14 May 2010). • Discuss the form with the Preservice Educator and give them a copy. It is intended to be of a diagnostic nature and is NOT to be submitted to USQ.
The 'At Risk' Procedure	<ul style="list-style-type: none"> • HOWEVER, if at the time the Formative Report form is being completed, the Preservice Educator is considered 'At Risk', then once the Formative Evaluation form has been completed, a separate <u>AT RISK Statement form must also be completed.</u> (See Appendix F) • Notify School Co-ordinator who will immediately contact the University Liaison/Professional Experience Support Office of any Preservice Educator who is likely to be 'At Risk' of obtaining a rating of 'Less than Satisfactory Performance' • An 'At Risk' form must be completed and copies forwarded to USQ.
Final Evaluation of Pre-Service Teachers	<ul style="list-style-type: none"> • At the end of the 6-week block (4 June 2010), complete the coloured Professional Experience Report form found in the centre of this booklet. • Please provide extensive comments on each area and indicate a final rating. • Discuss the final evaluation form with the Preservice Educator, invite written comments in the appropriate section, and forward to School Co-ordinator. • Complete the one page triplicate Professional Experience Assessment

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10. THE ROLE AND RESPONSIBILITIES OF THE SCHOOL CO-ORDINATOR

The School Professional Experience Co-ordinator performs a vital role through

- ensuring Preservice Educators are placed in suitable classes and monitoring the effectiveness of these placements
- allocating a suitable work space for Preservice Educators
- introducing Preservice Educators to colleagues
- organising the orientation phase for Preservice Educators and advising them of any requirements the school may have in regards to dress, starting time, rules and policies of the school, etc
- acting as the school-based liaison between the school and the university.
- conferring with the University Liaison during their visits
- advising the University Liaison of suitable times for visits
- observing Preservice Educators teach, especially if a Preservice Educator is considered to be 'At Risk' of failing
- advising the University Liaison/Course Examiner of any concerns
- providing support to the Mentors in the evaluation of Preservice Educators and provide assistance to Preservice Educators.
- organising a series of school-based discussions with the Preservice Educators' group (e.g. 1/2 hour per week) focusing on school and system related issues, policies, procedures, priorities, teachers and the law, workplace health and safety, etc
- forward, at the end of professional experience, **both** the coloured Professional Experience Report forms and the one-page Professional Experience Assessment Record forms to:

(Toowoomba based Preservice Educators)

Professional Experience Support Office
Faculty of Education
University of Southern Queensland
TOOWOOMBA 4350.

(Fraser Coast based Preservice Educators)

Professional Experience Support Office
USQ Fraser Coast Campus
PO Box 910
HERVEY BAY 4655

11. THE ROLE AND RESPONSIBILITIES OF THE UNIVERSITY LIAISON

The University Liaison works in conjunction with the school personnel to provide the best possible learning experience for Preservice Educators. The role of the University has changed substantially over time and it is no longer deemed appropriate, unless requested to do so by the Preservice Educator, Mentor or School Co-ordinator, to observe and comment on a Preservice Educator's teaching performance. It is expected that the University Liaison will

- make weekly contact with the school, and the Preservice Educators
- organize with School Co-ordinator/Mentors to visit the school on a regular basis to discuss the school experience with Preservice Educator and Mentor as necessary
- confer/negotiate with designated Mentor/s and the School Co-ordinator about tasks

- consult with school personnel about the final evaluation forms
- monitor the Professional Experience folder
- keep in contact with the Course Examiner and advise, at the earliest possible date the circumstances surrounding a Preservice Educator who is likely to be placed ‘**At Risk**’
- complete the ‘USQ Liaison’ section of the Professional Experience Report form either during the final visit or on return to USQ
 - monitor any Preservice Educators identified as ‘**At Risk**’, making additional school visits as required or as directed by the Course Examiner
 - confer with the School Co-ordinator and Mentor about the final grading of ‘**At Risk**’ Preservice Educators

12. EVALUATION REQUIREMENTS

Full details on the evaluation policy are set out in the Professional Experience Handbook and a description of the indicative criteria can be found in Appendix D.

One of the key tasks to be performed by a Mentor during professional experience is the evaluation of the performance on Preservice Educators. This is often a relatively straightforward task, especially in cases where the Preservice Educator has clearly met the requirements of the experience at a standard appropriate for a Preservice Educator in their final professional experience. In other cases, where the requirements have not all been met or when the Preservice Educator’s standard of performance has been below expectations in some areas, the evaluation process is difficult for all concerned.

Normally, Mentors will undertake a number of written evaluations on a regular basis (See Appendix C for a copy of the Lesson/Session Feedback) and also undertake **two** (2) formal written evaluations of the performance of Preservice Educators: the formative and summative evaluations. The formative evaluation should be finalised and recorded on a photocopy of the Formative Report form around the mid-point of the placement (See Appendix E for the copy of the Formative Report form), although more than one formative report may be undertaken if necessary. The summative evaluation should only be finalised and recorded on the coloured Professional Experience Report form (included in the centre of this booklet) once all 30 days of the experience have been completed.

As professional experience is a developmental process of professional learning, it is important that Mentors apply their professional judgement as objectively as possible in their evaluation of Preservice Educators. There are clear areas in which Preservice Educators are evaluated by their Mentors (in collaboration with the School Co-ordinator where appropriate). Nevertheless, there is often some doubt in the minds of Mentors as to the precise standards expected of Preservice Educators’ performance, both in these criterion areas and overall. There are no simple answers to these questions, but Mentors are encouraged to use their professional judgement in determining whether or not the Preservice Educator’s performance is satisfactory in terms of what might be expected of a Preservice Educator at this stage of preparation. These judgements should be made based on the designated criteria in each of the specified areas. (Appendix D contains descriptions of indicative criteria).

Faculty of Education staff believe that the Mentor is the person best placed to evaluate the Preservice Educator’s performance, as it is the Mentor who understands the specific context

and who has had most opportunity to observe the Preservice Educator in action. Except in very unusual circumstances the Faculty will concur with, and support the Mentor's evaluation of the Preservice Educator's performance. Where the Mentor is in doubt about issues related to the evaluation of the Preservice Educator, or where the Mentor wants a second opinion, the University Liaison should be consulted.

The four levels of evaluation used in this Professional Experience are:

Level 1	<input type="checkbox"/>	Outstanding Performance
Level 2	<input type="checkbox"/>	Quality Performance
Level 3	<input type="checkbox"/>	Satisfactory Performance
Level 4	<input type="checkbox"/>	Less than Satisfactory Performance

1. Formative Evaluation Form (Copy in Appendix E)

The Formative Report form is included as Appendix E and is to be photocopied and completed by the Mentor/s by the end of Week 3 (14 May 2010). This evaluation will indicate to the Preservice Educator the extent of their success with the competencies to date. This form is not included in the Preservice Educator's file at USQ. This file only holds copies of the one-page Assessment Reports for each school experience. The Formative Report form should be used for conference and discussions between the Mentor and Preservice Educator.

2. Summative Evaluation Form: Professional Experience Report (Coloured Form)

The coloured Professional Experience Report form located in the centre of this booklet is to be used to report on the Preservice Educator's performance at the conclusion of the 30 days Professional Experience around 4 June 2010. At this time the Preservice Educator will be judged to be at a level appropriate for their development at the conclusion of this experience. The criteria are stated as competencies, which should have developed and have been demonstrated throughout the professional experience. The Mentor/s should complete and then discuss the Professional Experience Report form with the School Co-ordinator, the Preservice Educator and, if possible, with the University Liaison. The Preservice Educator and University Liaison have the opportunity to include comments. Please forward the coloured Final Evaluation form **DIRECTLY** to the University where the rating will be recorded. The University will return the coloured Final Evaluation form to the Preservice Educator.

This experience is evaluated on a Level 1- Level 4 Performance rating across four (4) areas:

Area 1	Planning and Development for Teaching and Learning
Area 2	Applying Effective Teaching Approaches including Communication
Area 3	Establishing and Managing Supportive Environments for Learning
Area 4	Collaborating in the Professional Community.

3. Professional Experience Assessment Record (PEAR Triplicate Form)

The triplicate one-page Professional Experience Record (PEAR) form (See Appendix G) must also be completed at the conclusion of the in-schools experience on 4 June 2010. The triplicate Professional Experience Assessment Record (PEAR) form is an official record of

the level the Preservice Educator has achieved as indicated on the coloured Professional Experience Report form and is to be completed and signed by the Mentor Teacher and School Co-ordinator. The Preservice Educator is also required to sign this form. The Professional Experience Assessment Record must be forwarded to USQ at the conclusion of the professional experience.

NB. All absences are to be made up prior to the completion of the Assessment Form.

4. 'At Risk'

Discussion of the Formative Evaluation Form to be completed by the end of Week 3 (**Friday 14 May 2010**) will indicate to the Preservice Educator their progress and provide the basis for indicating any possibility of being '**At Risk**' of being graded '**Level 4 Less than Satisfactory Performance**' in this Professional Experience. (See Appendix F for a copy of the 'At Risk' Form). The purpose for designating a Preservice Educator 'At Risk' at an early stage of their experience is to ensure they are aware that considerable improvement is needed if failure is to be avoided and to provide adequate opportunity for improvement in those areas of concern. Whilst it is possible to place a Preservice Educator 'At Risk' during the last couple of days of their school experience, there would only be limited opportunity for improvement. Therefore the Preservice Educator should be advised of the Mentor's concerns early in the experience and informed that a rating of 'Less than satisfactory performance' may result.

Evaluation is most difficult for all concerned when the Mentor Teacher's judgement is that the Preservice Educator has not met either the requirements or the standards expected and the performance will be indicated as a **Level 4 Less than Satisfactory Performance** on the Formative Report. Where this is the case, the Mentor Teacher should articulate clearly to the Preservice Educator that they are '**At Risk**' and indicate on the Formative Form the area/s in which substantial improvement is required. Specific written suggestions on how such improvement might be attained must also be included. The University Liaison, having informed the Course Examiner, will be available to offer any assistance to the Preservice Educator and the Mentor to enable the Preservice Educator to develop the necessary skills required in each of these areas.

However, if at the end of the experience, the Mentor Teacher and the School Co-ordinator still feel that the Preservice Educator's performance is '**Level 4 Less than Satisfactory Performance**', this will be followed up by the Course Examiner with the Preservice Educator. Throughout the placement, however, Mentor Teachers should take every opportunity to specify areas of both strength and weakness in the Preservice Educator's performance so that the Preservice Educator is well aware of the continuing nature of the Mentor's evaluation.

5. The 'At Risk' Procedure:

- a) Mentors should relay any concerns they have about a Preservice Educator to the School Co-ordinator and University Liaison. These concerns should be documented in regular written feedback with copies to the Preservice Educator, the Mentor and University Liaison. The Formative Form will indicate these concerns.
- b) The Mentor Teacher in consultation with the University Liaison and the School Co-ordinator should make a decision to place the Preservice Educator 'At Risk' using the 'At Risk' form. The Professional Experience Support Office will also be informed of the 'At Risk' status.

- c) The 'At Risk' Form must indicate clearly what areas are of concern, so that the Preservice Educator has guidance on what action to take to improve their performance.
- d) An 'At Risk' Preservice Educator **has not** been failed. It is a signal to the Preservice Educator that they could receive a rating of 'Less than Satisfactory Performance' if no improvement is shown before the end of the experience.
- e) Being 'At Risk' means that:
 - improvement has to be made before a '**Satisfactory Performance**' can be given

Many 'At Risk' Preservice Educators successfully complete the Professional Experience as a result of improvements suggested at this early stage.

- f) Because satisfactory performance is necessary for the entire duration of the school experience, it is still possible for the Preservice Educator to be graded '**Level 4 Less than Satisfactory Performance**' on the final Professional Experience Report even if their performance on the Formative Form may have been recorded as a 'Satisfactory Performance' if subsequent problem areas developed.

The "At Risk" procedures are contained in the Professional Experience Handbook.

Feedback

Feedback on the content and conduct of this experience is greatly appreciated and valued. All participants in this experience will be contacted by the Professional Experience Support Office and requested to complete an evaluation once the experience is finished.

APPENDICES

Appendix A: Observation Sheet

Lesson/Event/Aspect of Classroom

Description of Lesson/Event/Aspect of Classroom Observed

Subject _____ Class: _____ Year: _____ Size: _____

(Fill in sections as applicable)

Management	Comments
Planning	Comment
Instruction	Comment
Special Event/Aspect	Comment

Feedback and Discussion with Mentor:

Appendix B: Lesson Planning

Included is a lesson plan format. Preservice Educators may elect to use this or any other appropriate format. **PLEASE NOTE:** Preservice Educators will **NOT** be allowed to teach a lesson without having prepared a **comprehensive written plan**. Whichever format is used, the following components should be included:

Planning Element	Information
General information on lesson	- year level, curriculum, topic, duration
Aim	- general focus of the lesson
Students' Prior Knowledge	- identify significant behaviours, abilities, skills, knowledge and attitudes that students must possess to begin lesson with a high probability of success.
Outcomes/Objectives	- should contain statements about the anticipated outcomes of the lesson. Remember that objectives are written in behavioural terms in terms of the learner and are able to be measured.
Content	- detail what you are going to cover in the lesson including skills - detail what examples you are going to use and what questions you intend to ask
Resources/Teacher Preparation	- specify all resources, including media required, teacher preparation, things that must be done, collected, photocopied, etc
Teaching Strategies	- detail the means by which you expect to assist students to achieve objectives including the <i>Introduction:</i> or how you hope to arouse interest <i>Body:</i> detail how you intend to teach various aspects of the lesson <i>Conclusion:</i> Detail the closure - revise content, homework, foreshadow following lessons
Assessment of Student Learning	- specify how learning will be assessed, that is the degree to which the outcomes have been reached or objectives have been achieved. The assessment should directly relate to the outcomes/objectives.
Time	- indicate the approximate amount of time for each phase of the lesson
Self-Evaluation of Teaching	- should be completed after each lesson has been taught and discussed with the Mentor. This should include <ul style="list-style-type: none"> • success of lesson as a whole • strengths and weaknesses of both planning and teaching • suggestions for alterations and/or improvements • strengths and weaknesses of the students

Lesson Plan: ANOTHER POSSIBLE FORMAT. You could use this format for a lesson plan as a guide (others were included in previous booklets – and different schools often provide templates). Whichever you use, please include:

* Clearly stated outcomes (or objectives) *Materials/resources/equipment you need to take *Assessment (which must be related to the teaching-learning process!)

LESSON INFORMATION				
GENERAL AIM:				
PRIOR KNOWLEDGE:				
OUTCOMES/OBJECTIVES	CONTENT/STUDENT LEARNING	TEACHING STRATEGIES/CLASS ORGANISATION	RESOURCES/TEACHER PREPARATION	ASSESSMENT
	Includes knowledge, skills, attitudes	Introduction		
1. 2. 3. 4.		Body Include list of questions		
		Conclusion		
EVALUATION				

Appendix C: Lesson/Session Feedback

Preservice Educator:	Date:
School:	Subject:
Mentor	Class Observed

Teaching Context: general description covering number of students, their attentiveness, and physical environment

Style of Lesson	<input type="checkbox"/> expository <input type="checkbox"/> group work	<input type="checkbox"/> inquiry <input type="checkbox"/> laboratory	<input type="checkbox"/> supervised study <input type="checkbox"/> outdoor <input type="checkbox"/> other
Special Features of the Lesson			
Dimension	Descriptors	Comments	
Preparation _____ RUA Ad G VG KEY: RUA = Requires Urgent Attention Ad = Adequate G = Good VG = Very Good	<ul style="list-style-type: none"> effective preparation objectives clearly articulated ability to design effective learning sequences imagination and variety of approaches and use of resources other 		
Subject Knowledge _____ RUA Ad G VG	<ul style="list-style-type: none"> demonstrates knowledge and understanding of the subject matter understands key concepts other 		
Communication _____ RUA Ad G VG	<ul style="list-style-type: none"> uses effective communication skills in classroom effective use of own physical resources (especially voice and gesture) clarity of instructions, questions, and explanations able to offer sound advice and guide effective learning 		
Interaction _____ RUA Ad G VG	<ul style="list-style-type: none"> able to develop rapport with students shows confidence in front of a class 		

<p>Presentation</p> <p> _____ </p> <p>RUA Ad G VG</p>	<ul style="list-style-type: none"> • appropriate teaching strategies • appropriate introductory and closure techniques • effective use of explanation, questioning, reinforcement • satisfactory pacing of lesson • able to engage students in the learning process 	
<p>Classroom Management- Organising students for learning</p> <p> _____ </p> <p>RUA Ad G VG</p>	<ul style="list-style-type: none"> • maintains awareness and control over the whole group • effective use of a variety of materials • able to modify planned events as need for more effective teaching • clarity of directions and guidelines • monitor and supervise • able to design environment and activity to engage student learning • other 	
<p>General Comments:</p>		

Appendix D: The Evaluation Criteria/Descriptors

The following sections provide interpretive comments and descriptors for the evaluative criteria listed on the formative and summative evaluation forms in the 4 areas. Please use them to guide your assessment of the Preservice Educator in relation to their stage of professional development.

Area 1: Planning and Development for Teaching and Learning

A sound knowledge of subject content and of curriculum, policy and school documents, which are translated into effective work programs to reflect a sound understanding of child/human development in curriculum planning. Demonstration of an understanding of the scope and sequence of curriculum knowledge in program development activities e.g. long term planning, weekly and daily plans. Appropriate planning shows consideration for students' pre-existing knowledge skills and backgrounds. Specific indicators include:

- **Prepares effective long term, weekly and daily planning documents:** includes the curriculum elements of objectives, content, strategies and evaluation in general curriculum plans; articulates clear and appropriate objectives; selects instructional strategies that are appropriate to the objectives and for the learners; sequences learning experiences in order to optimise student learning; demonstrates ability to translate general plans into weekly plans and daily teaching.
- **Understands current educational trends:** demonstrates knowledge of recently developed curriculum documents and associated educational practices relating to the various curriculum areas.
- **Planning engages all students in the learning process:** planning ensures active student involvement in classroom activities; supports and builds on students' efforts; makes learning relevant for students; recognises differences; motivates and maintains student interest; checks for understanding, plans for a diverse range of abilities.
- **Completes Professional Experience folder to a satisfactory standard:** the Professional Experience folder includes observation records, class details, unit and lesson plans, lesson review comments including Mentors' feedback and self-evaluations of lessons taught, details of other activities, any other relevant documents and resources appropriate to the Preservice Educator's subject areas.
- **Planning considers inclusive curriculum:** bases curriculum planning on students' prior knowledge and interests; caters for whole class, subgroups and individuals as is necessary; demonstrates effective planning for variations in ability/performance levels; develops curriculum to reflect an understanding and appreciation of social justice/equity principles.
- **Assessment 'of' and 'for' learning is considered:** plans suitable assessment of student learning outcomes; selects an appropriate design for evaluating the developed curriculum plan; adjusts planning in accordance with assessment and evaluation outcomes; is able to justify planning choices and changes; effectively utilises assessment and evaluation when reporting to parents.
- **Uses appropriate media, resources and technology:** plans display the utilisation of a variety of media, teaching aids and examples; utilises resource personnel in planning; uses a variety of instructional materials skillfully.
- **Implements curriculum evaluation program:** monitors students' development; assesses student learning; evaluates learning episodes; modifies learning episodes as necessary.

Area 2: Applying Effective Teaching Approaches including Communication

This includes a sound knowledge of and the ability to apply principles of effective learning and teaching. Specific indicators include:

- **Demonstrates a wide range of teaching strategies:** utilises a variety of teaching strategies based on the needs of the learners and the intended outcomes of the learning episode; uses whole group, small group, or individualised approaches as appropriate and necessary; uses appropriate techniques for informing (explanations, demonstrations), direct teaching, discussion (whole group, small group, individual), developing cooperative work habits, supervising, guiding discovery learning, and fostering creativity; is able to cope with unexpected situations, can restructure a strategy when necessary engages students for learning.
- **Demonstrates effective questioning techniques:** uses an appropriate range of questioning techniques; a variety of levels; appropriate sequence; well structured; wide distribution; probes; prompts; uses wait time; responds appropriately to student answers.
- **Demonstrates appropriate introductory and closure techniques:** introductions arouse interest; motivates and stimulates student interest; presents an organising framework; focuses attention; makes links to prior learning, previous lessons. Closure techniques including reviews, summaries and consolidation of learning.
- **Paces lessons effectively:** develops and sequences lessons in a logical and interesting way; paces lessons for optimum learning outcomes; paces lessons to meet students' needs.

Communication includes using voice to good advantage, with sufficient volume and clarity, variation in pitch, power, tone, and inflection to gain student interest. Uses clear unambiguous language suitable to students and subject. Actively listens. Uses effective non-verbal communication techniques such as eye contact, and physical and facial gestures. Uses effective written forms of communication with students: whiteboard, overhead transparencies, worksheets, PowerPoint etc and charts. Uses effective forms of written communication with parents/ community members.

Specific indicators include:

- **Uses effective written forms of communication:** with students, parents/community members
- **Uses appropriate and inclusive language:** both orally and in writing
- **Uses voice effectively:** tone, volume, inflection
- **Speaks clearly and correctly:** with students, parents/carers, colleagues and the community
- **Uses effective non-verbal communication techniques:** with students, parents/carers, colleagues and the community

Area 3: Establishing and Managing Supportive Environments for Learning

This area includes strategies to enhance student responsibility and resolve inappropriate behaviour. Specific indicators include:

- **Communicates clear expectations and guidelines:** provides clear guidelines and expectations communicated for each part of the lesson and gives reasons as to why the desired behaviour is important; gives feedback to promote self responsibility

- **Effective organisation of physical and human resources:** prior to and during teaching, gives attention to areas such as time, space, materials, special equipment and human resources.
- **Follows an appropriate behaviour management plan and uses appropriate strategies:** interventions will follow a behaviour management plan prepared beforehand in collaboration with the Mentor. The Preservice Educators normally begins with the least intrusive forms of intervention (e.g. eye contact, restating rules) and moves when necessary to more stringent sanctions (e.g. consequences). At each step endeavours are made to have the disruptive students accept responsibility for their own behaviour and make a commitment to change.
- **Uses appropriate group organisation:** gives attention to group size and composition related to learning purpose.
- **Able to form relationships with students to facilitate inquiry based learning:** develops trust with students to facilitate risk-taking within a safe environment.
- **Continuously monitors student behaviour:** demonstrates an awareness of what is happening in the class and an ability to recognise potentially serious disruptions and attend to them early.

Area 4: Collaborating in the Professional Community

A professional commitment to teaching evidenced throughout each facet of the Preservice Educator's competencies. This is demonstrated by a professional approach combined with personal qualities, which enhance both teaching performance and student learning. Specific indicators include:

- **Accepts responsibility for professional self-improvement:** observes; discusses with colleagues; willing to accept and act upon advice of Mentor; considers other points of view; self evaluates and critically reflects on their own teaching.
- **Accepts responsibility for their teacher role:** willingly participates in the range of school activities; works well with colleagues; takes responsibility for the welfare and well being of the students; builds rapport with the students; demonstrates flexibility; shows initiative; demonstrates sensitivity to individual needs of students.
- **Personal presentation and commitment indicative of a mature, professional educator:** shows enthusiasm for teaching; is punctual; demonstrates an ability to meet deadlines; is well organised and well prepared; presents themselves (dress and manner) in an appropriate manner for the role of teaching; is dependable; is confident; demonstrates a responsible attitude towards students; confronts problems.
- **Demonstrates appropriate personal qualities:** selection and use of such attributes as sensitivity, empathy, rapport, tact, caring, responsiveness, valuing and assertiveness; and skills of negotiation, consultation and collaboration with students, with parents/community members and with school staff.
- **Demonstrates appropriate teaching behaviours:** selects and uses appropriate behaviours with students, school staff and parents and community members. These include the use of non-discriminatory language, practices and behaviour, recognising and valuing diverse needs and catering for individual differences.
- **Willingness to commit to further school activities and to the professional community:** commitment to staff meetings, co-curricular activities beyond core hours, and a willingness to share knowledge with colleagues.

Appendix E: The Formative Evaluation Form

To be copied and completed by the end of Week 3 (Friday 14 May 2010)



THE UNIVERSITY OF
**SOUTHERN
QUEENSLAND**

**Bachelor of Education
(Senior and Middle Schooling)**

Formative Report

This Formative Evaluation Report is a working document between the Mentor Teacher and the Preservice Educator.

Course Number: TEA4204: The Professional Educator

Preservice Educator: _____

School or Setting: _____

Year Level(s) Taught: _____

Mentor Teacher/s: _____

RATING

There are four formal supervised professional experience placements undertaken by Preservice Educators in the Bachelor of Senior and Middle Schooling program. This is the final experience.

Relevant to the place of this professional experience in the program, the pre-service educator has been assessed as demonstrating an overall level of performance, as indicated below:

- | | | |
|---------|--------------------------|------------------------------------|
| Level 1 | <input type="checkbox"/> | Outstanding Performance |
| Level 2 | <input type="checkbox"/> | Quality Performance |
| Level 3 | <input type="checkbox"/> | Satisfactory Performance |
| Level 4 | <input type="checkbox"/> | Less than Satisfactory Performance |

Guidelines

Mentors are asked to provide comments specific to each area of practice in each section. The indicative criteria listed in each case are supported by further detail in Appendix D in the Professional Experience booklet. Please consider the material in the Professional Experience booklet for guidance before completing this report.

Area 1: Planning and Development for Teaching and Learning

Indicators:

- Prepares effective long-term, weekly and daily planning documents
- Understand current educational trends
- Planning engages all students in the learning process
- Completes PE Folder to satisfactory standard
- Planning considers inclusive curriculum
- Assessment 'of' & 'for' learning is considered
- Uses appropriate media, resources & technology
- Implements curriculum evaluation program
-

Please comment on areas of strength, areas that require further work and areas not yet apparent

Area 2: Applying Effective Teaching Approaches including Communication

Indicators:

- Demonstrates a variety of teaching strategies
- Demonstrates effective questioning techniques
- Demonstrates effective introductory & closure techniques
- Paces lessons effectively
- Uses effective written forms of communication with students and parents
- Uses appropriate & inclusive language
- Uses voice effectively - range, tone, volume
- Speaks clearly and correctly
- Uses effective non-verbal techniques

Please comment on areas of strength, areas that require further work and areas not yet apparent

OVERALL COMMENTS/SUMMARY

Mentor Teacher

Signature **Date** / /

Preservice Educator

Signature **Date** / /

'AT RISK' STATEMENT FORM



THE UNIVERSITY OF
**SOUTHERN
QUEENSLAND**
Faculty of Education
School Experience

Preservice Educator: _____

School: _____

Mentor Teacher: _____

COURSE INFORMATION:

Course Number: TEA _____ Course Name: _____ Course _____

This Preservice Educator has been placed 'At risk' of being graded 'Unsuccessful' for this professional experience. The following statement outlines the key areas in which significant progress is required in order to meet the standards and competencies for success in this professional experience.

SAMPLE ONLY

Mentor Teacher's signature/Date:.....

Preservice Educator's signature/Date.....

This evaluation form may be used to provide information to various Course Examiners or their nominees.

Office Use Only

Date: __/__/__ Year: _____ Semester: _____ Program: _____

**Appendix G: Professional Experience Assessment Record (PEAR) Form
(Triplicate) to be completed at the end of the professional experience**



UNIVERSITY OF
**SOUTHERN
QUEENSLAND**

Faculty of Education

Professional Experience Assessment Record

DETAILS OF EXPERIENCE:

Preservice Educator: _____
 Mentor(s): _____ Co-ordinator: _____
 School/College/Centre: _____
 Year Level(s)/Grouping(s) taught: _____
 Subjects Taught (Secondary only): _____

Course Number: _____ Course Name: _____ Number of Days Completed _____

DETAILS OF ASSESSMENT:

Relevant to the place of this professional experience in the program, the Pre-service educator has demonstrated the level of performance indicated below: (Please tick one box)

Level 1	<input type="checkbox"/>	Outstanding Performance
Level 2	<input type="checkbox"/>	Quality Performance
Level 3	<input type="checkbox"/>	Satisfactory Performance
Level 4	<input type="checkbox"/>	Less than Satisfactory Performance (Please attach details to assist the Course Examiner to determine the most appropriate course of action)

(Mentor Teacher)

(Co-ordinator)

(Preservice Educator)

This assessment record may be used to provide information to Course Examiners or other USQ personnel

Office Use Only		
USQ Rating	Signature	Date ___ / ___ / ___
Successful / Result Withheld * / Unsuccessful *		
Professional Experience Administration Date ___ / ___ / ___ Year:		Semester:

