

PROFESSIONAL EXPERIENCE

At RMIT, all placements are attached to a course work unit which has other assessable components. This professional experience placement is associated with the course work unit:

TCHE2623 – Using Assessment, Data and Reporting

The professional experience involves a 15-day placement.

In this course the preservice teacher will deepen be introduced to the purposes and roles of assessment, examining assessment and reporting practices nationally, internationally and within the school and classroom contexts. They will explore the purposes and roles of a wide range of assessment and feedback strategies, including formal and informal, diagnostic, formative and summative and their impact on student learning, curriculum and pedagogy. Preservice teachers will learn how to assess student learning, record and represent students' assessment data, interpret and analyse data, evaluate and plan learning programs. They will develop their skills in using assessment and learning data to develop effective learning sequences and lesson plans. They will also learn how to make consistent and comparable judgements of students' learning and make use of accurate and reliable records to clearly, accurately and respectfully report to learners and parents/careers about achievement. During their professional experience they will continue to develop their teaching practice more generally and participate as a professional teacher in the day-to-day activities of the school. They will also apply knowledge and understanding of assessment and reporting practices to their own practice.

Preservice teachers are also expected to accompany the supervising teacher throughout the day and involve themselves as much as possible in all school activities and administrative duties. Preservice teachers are to continue to develop their understanding through discussion and observation of the varied nature of the teacher's role. Emphasis continues to be on supporting preservice teachers to relate successfully with children in whole class settings, small groups and on an individual basis and to integrate the preservice teachers' studies with practical learning experiences. During this period, preservice teachers are given the opportunity to plan, prepare, and teach lessons to the whole class.

At the completion of the professional experience placement, it is expected that preservice teachers will be able to:

- Critically analyse, synthesise and reflect on the role and purpose of assessment strategies including informal and formal, diagnostic, formative and summative approaches to assess student learning.
- Collect, interpret, analyse and apply assessment data to plan, structure and sequence a lesson series that includes challenging and differentiated learning goals.
- Develop and apply theoretical and practical knowledge and skills related to assessment moderation and making consistent and comparable judgements.
- Demonstrate knowledge of a range of strategies for reporting to students and parents/carers.
- Know the importance of providing timely feedback to students about their learning.

ASSESSMENT

During the 15-day placement, the supervising teacher is required to complete the relevant End of Placement form. Further assessment information, assessment guidelines, support and 'At Risk' processes are provided in the Professional Experience handbook (see pages 18-21).

Preservice teachers at this level are graded as **Pass** or **Fail**. In order to pass the professional experience placement, a pass must be awarded by both the supervising teacher and the RMIT staff member. The assessment form includes a number of areas that the preservice teacher is expected to demonstrate during the placement. Still requiring development in a few areas does not preclude an overall grade of Pass.

Supervising teachers, Student Teacher Coordinators and/or Principals are asked to alert the RMIT Professional Experience Office as soon as possible during the placement if they have any concerns that might indicate that a preservice teacher is **At Risk** of not passing the professional experience placement.

Electronic Forms

RMIT assessment forms are electronic with the aim of making the assessment process easier and more convenient. Supervising teachers and RMIT staff visitors will have received an email with a Link (<https://sites.rmit.edu.au/educationplacements/>) to the assessment form directly, this should be completed and a **read only copy** given to the preservice teacher for uploading onto Inplace and the course Canvas site.

If experiencing difficulty with the link, please contact the Professional Experience Office education.placements@rmit.edu.au.

PLANNED TEACHING FOR THIS PROFESSIONAL EXPERIENCE

Preservice teachers will observe the many roles of the teacher and continue to have opportunities to experience success in their initial teaching efforts. It would be appreciated if supervising teachers could take every opportunity to discuss with the preservice teachers the preparation, organisation, and presentation of learning experiences appropriate to the primary setting. The preservice teacher is expected to continue to observe, reflect and evaluate a variety of teaching and learning processes. It would be appreciated if supervising teachers could offer opportunities for preservice teachers to observe children in a variety of classroom settings. During this professional experience, preservice teachers should plan, prepare, and teach lessons to the whole class. If possible, a broad outline of the lessons/topics should be given to the preservice teachers so that planning can begin. As much as possible lessons taught by a preservice teacher should be linked to allow for purposeful reflection, as opposed to single lessons with a wide range of learning areas. Supervising teachers are asked to discuss with preservice teachers' possible follow-up learning experiences, post-lesson evaluations and how to implement any feedback they have been given. The preservice teacher is required to submit lesson plans at least 24 hours in advance to the supervising teacher. Plans should be professionally presented in a teaching file in chronological order and be available for the supervising teacher, school principal/coordinator and RMIT staff at all times. The lesson plan template provided in this Professional Experience handbook should be used or an alternative format at the request of the supervising teacher.

Organisational Plan for: Pre-service teachers, coaches and mentors

Gradual Release of Responsibility	Week 1 I DO (<i>mentor models, PST observes and documents</i>)	Week 2 WE DO (teaching together and then reflecting)	Week 3 YOU DO (PST teaching lessons)
Observations	<p><i>Days 1 & 2 settling in-</i> learn names & routines; make connections & start building teacher-student relationships</p> <p><i>Establish your co-teaching position</i> Decide with your mentor where will you sit/stand for whole class instructions</p> <p><i>Written Observations</i> use the observation plan template. Include English and Math observations as well as focused observations on other areas of interest.</p> <p><i>Note specific approaches</i> needed for specific students and observe and document these.</p>	<p>Complete at least 3 formal observations.</p> <p>Focus: lessons and student learning related to your focused week 2 teaching, your assessment lesson sequence and/or your goals</p>	<p>Complete at least 2 formal observations</p> <p>Focus: Writing reflective observations of your teaching and the student learning related to your assessment learning sequence</p>
Plan and Teach	<p>Mentor and PST meet to map what and when the PST will teach over the three weeks, including an assessed sequence of 3 whole class planned lessons.</p> <p><i>Days 1-2 focus:</i> Support your mentor (use your initiative to actively participate in everyday teaching and learning tasks)</p> <p><i>Days 3-5 focus:</i> Aim to teach small groups or take components of lessons (take attendance, read a book, small group teaching etc). Most of this teaching will be planned by the mentor.</p> <p>Use the Lesson Plan template on Canvas or use a planning template used by the school.</p>	<p><i>Teach small components</i> of whole lesson together. Start small: this may include a tuning-in, explicit modelling, introduction, success criteria...</p> <p><i>Teach a variety</i> of small group lessons (different subjects, different students and levels)</p> <p><i>Build-up</i> to taking components on whole class lessons on your own</p> <p><i>Lesson plans</i> must be provided to the day before you teach the lesson</p> <p><i>Feedback</i> Reflect together after teaching. Gain feedback from mentor with the mid-placement review. Ask, "How do you think I'm going? What areas do I need to focus on next week?"</p> <p><i>Mid placement review</i> If you are not meeting the course expectations your coach and/or a RMIT representative will meet with you to set a plan of action</p>	<p><i>Teach your sequence of three lessons</i> The written plan should be done without your mentor teacher's support. However, your coach will scaffold this.</p> <p>Feedback for your teaching sequence is welcome, but this lesson sequence must be your work.</p> <p>Your lesson sequence is only part of what you do this week. Continue to actively engage and participate in all facets of teaching within your classroom</p> <p>If you are feeling capable aim to teach at least one lesson per day</p>

Gradual Release of Responsibility	<p style="text-align: center;">Week 1</p> <p style="text-align: center;">I DO (<i>mentor models, PST observes and documents</i>)</p>	<p style="text-align: center;">Week 2</p> <p style="text-align: center;">WE DO (teaching together and then reflecting)</p>	<p style="text-align: center;">Week 3</p> <p style="text-align: center;">YOU DO (PST teaching lessons)</p>
<p>School based learning</p>	<p>PST attends yard duty, PLC and staff meetings</p> <p>All specialist lessons this week only (in weeks two and three use this time to plan). This week observe your students in different contexts (if the specialist lessons conflicts with a PLC meeting attend the PLC)</p>	<p>In addition, your mentor or coach may also initiate that you visit another classroom or program within the school to build upon your learning or link to your learning goal (Stephanie Alexander kitchen, breakfast program, STEM room etc)</p>	<p>Check that you have a full understanding of the data, assessment and reporting processes at the school. If not, who shall you ask?</p> <p>Is there a component/ program of the school you are interested in and initiate a visit.</p>
<p>Mentoring</p>	<p>Welcome the PST</p> <p>Establish the mentoring relationship and your expectations</p> <p>Position the PST for whole group teaching beside you (set up their chair/ position for the 3 weeks)</p> <p>Set a meeting time to share current planning documents & relevant student data (for the 3 weeks). Address confidentiality particularly of written observations and documentation.</p> <p>Greatest outcomes are shown when mentor and PST meet this week to map what and when the PST will teach over the three weeks, including their assessed sequence of 3 whole lessons. This creates a team approach.</p> <p>If needed scaffold what using initiative looks like or what professionalism is. Email / speak to the school-based coach to indicate you are supporting the PST in this area</p> <p>Start by using a “I do” approach which involves explicitly modelling how you teach and reflect. PSTs need time to watch you teach and to learn to be reflective.</p> <p>Provide ongoing informative verbal feedback to help guide the PST’s practice (remember to also catch them doing the right thing)</p> <p>Briefly check the PST’s written observations and any lesson plans</p>	<p>Move to a “we do” approach = start team teaching</p> <p>Plan what their role in lessons will look like (start small).</p> <p>Break down the key components of a lesson (introduction, body of the lesson, conclusion). Scaffold the PST to teach components of the lesson that involve the whole class</p> <p>Explicitly teach and model how you get the children’s attention, introduce a concept, use learning intentions, success criteria, and manage behaviour</p> <p>The course focus is using assessment and data to make evidence-based decisions. Please make your PLC available to the PST and explicitly explain how you are targeting your teaching to meet student needs</p> <p>Check that the PST’s written observations are focused.</p> <p>Check lesson plans are informed and detailed</p> <p>The mid-placement review is due towards the end of this week (around day 7 or 8). If a concern is noted a representative from RMIT & or the school-coach will respond</p> <p>The PST will be assessed on their teaching sequence next week (the coach will come into your room and observe this). Only one lesson in a sequence of 3 will be observed. Planning of the sequenced must be informed by evidence (PSTs don’t necessarily have to collect the evidence, they may use existing work samples, data, observations or tests)</p>	<p>“You do”. The final week is the PST opportunity to independently take a sequence of three lessons. By this stage they should have co-taught all parts of a lesson with you.</p> <p>The lesson sequence is only one part of the PST’s learning. Continue to challenge them to try new things and to be fully engaged in the classroom, teaching and learning (at all times ie. they should not be planning or doing assessment tasks during class time)</p> <p>If the PST has demonstrated they are capable they should be teaching one lesson per day during this final week</p> <p>This final week is a great time to teach the way you use data in your evidence-based teaching practice (how you collect, store, moderate, report etc)</p> <p>Complete the End of Placement form. The PST and the Mentor must both sign this form. To maximise the PST’s learning, it is recommended that you discuss this form with them</p>

Gradual Release of Responsibility	Week 1 I DO (<i>mentor models, PST observes and documents</i>)	Week 2 WE DO (teaching together and then reflecting)	Week 3 YOU DO (PST teaching lessons)
Coaching	<p>Conduct an orientation session for new PST's and mentors in a manner that works for you and your school</p> <p>Communicate by distributing information to mentors and PST about placement expectations</p> <p>First Coaching session for PST focused on learning goal/s.</p> <p>Participate in a coaching cycle (this may include one or more of the following; observation of teaching, planning together, feedback, professional conversations). Focus on strengths and weaknesses, worries and excitement.</p> <p>This coaching session may include a discussion based on the mentor's perceptions of PST's use of initiative and professionalism</p>	<p>Second coaching session (this may include one or a combination of the following: observation of teaching, scaffolding planning, feedback, participate in professional conversation)</p> <p>It must include a discussion re their lesson sequence, written lesson planning (please conference at least one lesson plan and one written observation)</p> <p>If the coach is a classroom teacher, they may invite a PST into their class to observe something connected to a goal or take them to another teacher's class for an observation</p> <p>Liaise with each mentor to target your coaching support. You may need to collaboratively discuss the mid-placement review that is due mid-week.</p> <p>Follow-up with any mentors who have indicated that the PST was not meeting the required standard at the mid-placement review</p>	<p>Final coaching session and this will take the form of observing one of the PST's sequence of lessons. Feedback will be focused on the lesson (rubric points) and the PST goals.</p> <p>Assess one of the three Teaching Episodes (mark the first half of the rubric)</p> <p>Liaise with the Teacher Mentors to complete the End of Placement form. The PST and the Mentor must sign this form.</p>
Workshops	<p>Workshop 6 focus: professionalism, standardised testing, data including work samples, moderation processes across the school</p>	<p>Workshop 7 focus: lesson plan writing, craft of sequencing lessons, and something of interest/ specific to the school (may be hosted by your coach or another school staff member)</p> <p>PST to complete the lotus planning template before the workshop. Coaches and PST will need a Lesson Plan Template (blank and with prompts) & Sequencing Diagram</p>	<p>Workshop 8 focus: developing reflective practices</p> <p>PST to complete the pre-workshop 8 task (a Y chart)</p>

