

Monitoring and Assessment of Students on Practicums... the Victoria Way

- Our process during Teaching Experience
- Review of Teaching Experience
- Issues and challenges

Context

- 400 students in early childhood, primary and secondary sectors across New Zealand
- Teaching Experience Office manages the process:
 - continuous assessment
 - support including managing visiting
 - reporting
 - troubleshooting
 - reporting outcomes

Summary of Progress

- Form emailed to Associate end of Week 1
- Student emailed interim report at same time
- Reports compared to see if there are any conflicting stories



Faculty of Education

2013.A.A.2

Summary of Progress: Weeks 1–2

Completed by Associate teacher:

Please complete this form electronically and email to sally.selwood@vuw.ac.nz by

Student teacher:

Associate Teacher:

School:

Excellent

Satisfactory

Concerns

Comments:

(Outline successes or if there are concerns please detail actions taken so far)

Interim Report

- Progress during first 2 weeks:
- Areas of strength
- Areas for development
- Indicate any concerns

Weekly Assessment

- Form designed to be quick to complete
- Students complete one each week in each subject area
- Give student ready feedback regularly
- Staff are asked to discuss the forms at their weekly meeting for more indepth feedback

S=Strong C=Competent F=Further development required U=Urgent action required

Standard 1 – know what to Teach

Identifies aspects to strengthen own content knowledge				
Identifies important/key aspects of content	S	C	F	U
Content taught is at an appropriate level for learners				
Planning includes appropriate learning intentions and success criteria				
Planning links learning to curriculum documents				

Standard 2 – know about learners and how they learn

Plans learning experiences to suit the individual needs of learners including those with English as an additional language				
Teaching strategies motivate and involve learners for most of the lesson	S	C	F	U
Uses a range of questioning strategies				
Responds appropriately to learners' answers				
Sets expectations for learning				
Applies learning theories to planning and delivery				

Areas of Strength including but not exclusively relating to the selected GTS/s: Feedback / Comments

Key things to focus on in future:

Areas for Development including but not exclusively relating to the selected GTS/s: Feedback / Comments

including when the Student Teacher will next be given feedback on their progress on these areas.

Key things to focus on in future:

Overall assessment of THIS LESSON (please circle one)

Strong Competent Further development required Urgent action required

Overall assessment of Teaching Experience progress for week 1 2 3 4 5 6 7 (Please circle ranking and week)

Strong Competent Further development required Urgent action required

Monitoring

- Students and / or Associates have phone support at all times...
- Academic staff member or contractor visits the student
- If there are concerns (3 or more FDR's) another visit is arranged

Summative Report

Standard 5: use evidence to promote learning

<p>□</p>	<p>□</p>	<p> 1 2 3 4 5 </p>
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- Indicators

Standard 5 – use evidence to promote learning

<p>Uses assessment information to plan appropriate learning experiences</p>	<p>Records, analyses, and uses assessment information to inform teaching and student learning pathways</p>
<p>Chooses appropriate assessment strategies</p>	<p>Chooses assessment strategies appropriate to both learners and content</p>
<p>Verbal and written feedback to learners is descriptive and aligned to learning focus</p>	<p>Involves learners in constructing appropriate success criteria</p>
<p>Constructs clear success criteria and shares them with learners</p>	<p>Learners can articulate and explain what they have learnt and their next learning steps</p>
<p>Monitors the learning that is occurring during learning experiences</p>	<p></p>

After completion

- Students submit their weekly and summative assessments
- Reports reviewed... any with 3 or more FDR's or any UAR referred to panel

Teaching Experience Panel

- Made up of 3 Programme Directors, Associate Dean and Manager Teaching Experience Office
- Decision made:
 - Pass
 - Pass with concern
 - Fail

Result from panel

- Pass with concern allows the student to progress to next teaching experience but are monitored closely and must achieve competency in next round
- Failing students can make submission to Panel before fail is confirmed

Why have a Panel

- Allows Associates to be honest in their report but maintains relationship
- Concern about Associate consistency
- Allows the University to take into account mitigating circumstances
- Allows for some moderation

Challenges

- finding repeat teaching experiences for students who have failed...
- how much to tell a school yet keeping integrity with them and natural justice for student
- Consistency of practice between Associates and Visiting lecturers