

Faculty of Humanities

Professional Experience Handbook

Bachelor of Education Secondary

Transition to the Teaching Profession

Guidelines for

Principals/Co-ordinators

Mentor Teachers

Interns

University Supervisors

SCHOOL OF EDUCATION



Curtin University

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PROFESSIONAL EXPERIENCE STAFF CONTACT DETAILS

Office of Professional Experience Administration

Fax: 9266 2547

Email: Professional.Experience@curtin.edu.au

Website: http://humanities.curtin.edu.au/schools/EDU/education/prof_exp.cfm

Professional Experience Placement Officer

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WELCOME TO PROFESSIONAL EXPERIENCE AT CURTIN UNIVERSITY

We would like to thank you for agreeing to participate in the Professional Experience component of our pre-service Teacher Education programs. We value your time, commitment and energy and appreciate your efforts to help our students embark on their professional preparation. We anticipate that pre-service teachers will find working with students in schools enjoyable and rewarding. Professional Experience placements provide opportunities for in-depth exploration of a chosen career, and the chance to trial, apply, reflect on and refine ideas that have been developing throughout each semester of the degree program.

The Professional Experience program is an integral part of the Teacher Education courses at Curtin University. The program is based on three major premises: gradual, varied and integrated experiences. Success in Professional Experience is essential for pre-service teachers' professional development and for continuation in the course. Pre-service teachers must satisfactorily complete each stage of the Professional Experience program. Some key points to note:

- It is expected that all pre-service teachers will prepare lesson plans and keep a log of detailed observations and reflections. A template is provided to guide these processes; alternatively the format may be negotiated with the mentor teacher.
- Absenteeism: Where absence is unavoidable pre-service teachers are required to notify both the School and Curtin University Professional Experience Office no later than 8.00am on the day concerned. Pre-service teachers are often expected to make up days lost through absenteeism. An Absentee form is provided later in this handbook.
- Please forward all completed forms to the relevant email/fax listed earlier in this handbook.
- Pre-service teachers must maintain a Teaching File as a comprehensive record of the activities and lessons undertaken during professional experience. It is also strongly suggested that a resource file be developed to organise the ideas and resources used during placements.

The information presented in this handbook should answer any questions you may have. Alternatively, please consult the contact list if you would prefer to speak to someone in person.

Once again, many thanks for your participation in the Professional Experience component of our pre-service teacher education programs.

The Professional Experience Team
School of Education
Curtin University

OVERVIEW OF THE INTERNSHIP

The Bachelor of Education Secondary Course has four Professional Experience placements which are essential components of the course and are planned to integrate the pre-service teachers' studies with practical learning experiences. The placements also provide opportunities for our pre-service teachers to gather evidence against each of the Australian Professional Standards for Teachers.

The fourth-year Professional Experience commitment allows increasing responsibility for the students' learning to be assigned to the Intern as the focus is on **transition to the profession, pedagogy** and **reflective practice**. This extended period of one school term is designed to provide teaching experiences culminating with major responsibility for a class of students.

Our fourth-year Interns are encouraged to work alongside experienced classroom teachers leading up to their one school term placement in the final year of their course. They then become part of the school workplace community whilst building their skills for their final school-term teaching placement. In addition to teaching lessons it is the intention that the Intern becomes familiar with all aspects of their Mentor Teacher's normal routine.

During the Internship, Interns are expected to maintain well organised and detailed records of planning and evaluation in their indexed and neatly organised teaching files. Please ensure that the files are up-to-date and readily accessible for review by University Supervisor(s) and Mentor Teacher(s).

The table below provides a summary of the timing, length of placement and the location within the program for each of the Professional Experience placements. The Professional Experience placement is situated within a unit of work, which has an overall theme or focus area. This information is to provide guidance on the expected range of skills, content knowledge and anticipated abilities of students.

Year 1	Year 2	Year 3	Year 4
<p>Unit: EDSC1001 Professional Practice in Secondary Education 1</p> <p>Focus area: Introduction to pedagogy, reflective practice</p> <p>Length of placement: 3 weeks</p>	<p>Unit: EDSC2001 Professional Practice in Secondary Education 2</p> <p>Focus area: Pedagogy, effective planning and classroom management, reflective practice</p> <p>Length of placement: 3 weeks</p>	<p>Unit: EDSC3001 Professional Practice in Secondary Education 3</p> <p>Focus area: Pedagogy, assessment practices, reflective practice</p> <p>Length of placement: 3 weeks</p>	<p>Unit: EDUC4006 Transition to the Teaching Profession</p> <p>Focus area: Pedagogy, transition into beginning teacher, reflective practice</p> <p>Length of placement: one school term</p>

ROLES & RESPONSIBILITIES

Person	Role	Major Responsibilities	Liaison	Notes
School principal or nominated school-based staff member	Professional Experience Coordinator	<ul style="list-style-type: none"> Welcome the Intern into the school community: introduce to staff & induct student into the school context. Ensure that Mentor Teachers are informed of the placement and have access to the Curtin Professional Experience Handbook. Mediate if necessary between the intern teacher and the mentor teacher. 	<ul style="list-style-type: none"> Mentor Teacher/s Curtin Professional Placement staff 	<ul style="list-style-type: none"> Interns do not have the legal responsibility to be solely in charge of the class: they are not to be used as relief teachers.
Mentor Teacher	Mentor	<ul style="list-style-type: none"> Induct the Intern into the class & articulate classroom practices and routines. Facilitate the placement as per the guidelines in the relevant Curtin Professional Experience Handbook. Review and provide feedback on lesson plans. Provide written post-lesson feedback that is constructive. Discuss the Intern's progress with the Curtin Supervisor during their visit. Alert the Curtin Supervisor if the Intern is At Risk of failing. Work with the Curtin Supervisor and the Intern to complete the At Risk Form. Complete the assessment forms; sign and have the Intern sight and sign, and give a copy to the Intern and email/fax the final report and grade to Curtin University. 	<ul style="list-style-type: none"> Professional Experience Coordinator Curtin Supervisor 	<ul style="list-style-type: none"> Interns do not have the legal responsibility to be solely in charge of the class. They must be supervised at all times.
Curtin Supervisor	Confirmation of satisfactory progress OR At-Risk	<ul style="list-style-type: none"> Formally visit the Intern at least three times and observe them teaching. Provide written and verbal feedback on the lesson to the Intern. Provide a copy of the written feedback to the Intern. Discuss the Intern's progress with the Mentor Teacher. Examine and provide feedback to the Intern's Professional Experience files. 	<ul style="list-style-type: none"> Mentor Teacher Intern Professional Placement Officers 	<ul style="list-style-type: none"> Please ensure that the Intern has indicated their preferred lessons for observation. Interns At Risk may require an additional visit. You may contact the Unit Coordinator if there are significant issues in regards

Person	Role	Major Responsibilities	Liaison	Notes
		<ul style="list-style-type: none"> • Complete the Assessment Form: provide a copy (on the day if possible) to the Intern and email/fax a copy to the Professional Placement Office at Curtin. Please retain the original for your records. • Contact the Professional Experience Office at Curtin if an Intern is deemed At Risk. • Work with the Mentor Teacher and the Intern to complete the At-Risk form if applicable. 		to an Intern placement/experience.
Intern	Temporary member of staff	<ul style="list-style-type: none"> • Contact the school prior to your placement. • Undertake the recommended number of pre-visits. • Contact your University Supervisor as soon as possible, and ensure you send them a copy of your teaching timetable and preferred lesson for observation. Then maintain contact with your Supervisor. • Thoroughly read through the relevant Professional Experience Handbook: in particular, your observation & teaching requirements AND the assessment forms against which you will be graded. • Make time to plan with your Mentor Teacher. • Provide your mentor teacher with a hard copy of your lessons plans at least 24 hours PRIOR to teaching the lesson. • Attend and participate in as many extra-curricular activities as possible AND staff meetings and professional development opportunities. • Seek and LISTEN to feedback and advice. • Ensure that you have a copy of the Curtin Supervisor's written feedback AND their assessment form. • Ensure that you SIGN and receive a copy of your final report from your mentor teacher. 	<ul style="list-style-type: none"> • Professional Experience Coordinator • Mentor Teacher • Curtin Supervisor 	<ul style="list-style-type: none"> • Interns do not have the legal responsibility to be solely in charge of the class: they are not to be used as relief teachers. • Do NOT use social networking sites (e.g. Facebook) to discuss matters pertaining to the school, teachers or students. Do NOT use children's photos in any online forums.

Professional Placement Officers	Placement & monitoring	<ul style="list-style-type: none"> • Distribute and collect all necessary student documentation, including the Professional Placement information forms. • Initial contact with schools via the Professional Experience Coordinator, and subsequent placement of students. • Inform Interns of their placements as soon as possible. • Inform Interns of their Curtin Supervisor as soon as possible. • Monitoring the returning of Curtin Supervisor and Mentor Teacher paperwork. • Inform the Unit Coordinator of any students reaching At Risk status. 	<ul style="list-style-type: none"> • Professional Experience Coordinators • Interns • Unit Coordinators 	
Unit Coordinator	Unit management	<ul style="list-style-type: none"> • Ensure that all Interns are well-aware of the expectations Curtin University has of them during their placement. • Ensure that all Interns have access to the relevant Professional Experience Handbook, and understand the requirements of their particular placement. • Work with the Curtin Supervisor and Mentor Teacher to monitor At Risk students. • Enter all results into Blackboard. 	<ul style="list-style-type: none"> • Professional Placement Officers • Curtin Supervisors 	

INTERNSHIP GUIDELINES

PRE-INTERNSHIP VISITS

Interns are expected to visit their placement school and classrooms as much as possible before they commence their formal placement. Pre-internship contact time is to be arranged between the Intern and the Mentor Teacher. In general, the requirement is for five visits, so the Intern is able to observe and begin to learn about and discuss:

- Classroom organisation and procedures, including management plans
- Students' names and learning needs
- Teaching strategies
- Assessment procedures
- Practical aspects such as parking, morning tea provision, location of rooms and resources, school opening and closing times, times of staff meetings, etc.

Interns should specifically discuss requirements for lessons for the first two weeks of the Internship.

TEACHING LOAD

There are University expectations regarding the amount of teaching done during the Internship. These are **guidelines** rather than requirements, as it is recognised that different schools have different period lengths. Some Interns may do more than these hours and others slightly less.

If teaching in the Interns minor is not available, the amount of teaching in the major should be increased or the Mentor Teacher may approve an alternative in an area of interest.

WEEK 1

In week one, Intern's should:

- Become familiar with all aspects of the classroom routines
- Plan, teach and evaluate approximately **2 to 3 lessons per day** in their **major teaching area**, or 10 to 12 hours teaching per week
- Write full lesson plans for week 1 (see Lesson Plan Template as a suggested format)
- Plan with the classroom Mentor Teacher and have an approved teaching program for all classes taught for weeks 2-3
- Reflect on their teaching practice
- Assist the Mentor Teacher when not engaged in other duties

WEEK 2

In week two, Interns should:

- Plan, teach and evaluate approximately **3 to 4 lessons per day** of their **major teaching area** or 12 – 16 hours teaching per week
- In collaboration with the classroom mentor teacher prepare the lesson plans for each day during week 2
- Plan with the classroom mentor teacher and have an approved teaching program for all classes taught for weeks 3 onwards
- Reflect on their teaching practice
- Assist the Mentor Teacher when not engaged in other duties

WEEK 3 ONWARDS

In weeks three onwards, Interns should:

- Plan, teach and evaluate approximately 20 hours each week, or a 100% teaching load
- This is made up of approximately 16 hours in the major teaching area and approximately **1 lesson per day** or 4 hours teaching per week in their **minor teaching area**
- Take full responsibility for class programs and lessons
- In collaboration with the Mentor Teacher prepare lesson plans for each lesson taught
- Student records must be regularly updated to monitor progress
- Reflect on their teaching practice
- Assist the Mentor Teacher when not engaged in other duties

PLEASE NOTE:

The Mentor Teacher Retains Duty of Care

As the Internship progresses it is anticipated that lesson planning preparation should be adjusted to realistically reflect the Intern's ability and the increased demands made on his/her time by the teaching load.

In the final week of the internship, please permit the Intern time to finalise all matters for the Internship e.g. administrative procedures, program evaluations, completion of the resource file and conferences with the Mentor Teacher(s).

In the final week of the Internship, all formal assessment documents need to be completed and returned to Curtin University.

ASSESSMENT FORMS FOR MENTOR TEACHERS

Three separate forms are combined to comprehensively evaluate the Intern:

Part 1: Internship Progress Report. The Mentor Teacher is asked to discuss this report with the Intern in their class and indicate **Continues** or **At Risk**, with substantiating comments if appropriate. Please provide this feedback to the Intern **by week 5**, before emailing/faxing it to the Curtin Professional Experience office. If possible, the form should be discussed with the Curtin Supervisor. The Intern should be provided with his/her own copy of this report.

Part 2 & 3: Internship Final Assessment Report and Internship Final Assessment Grade. The Mentor Teacher and the Curtin Supervisor each complete a copy of the report, and award a grade out of 10. **Note: It is acceptable to award a 10/10 to an Intern exhibiting outstanding teaching skills as a final year student.**

The pre-service teacher is required to sight and sign both reports. Please provide the pre-service teacher with copies of the Internship Progress Report and Internship Final Report upon completion of the Internship, **please do not provide a copy of the Final Grade**, as the final grade is an average of the marks awarded by the Mentor Teacher and the University Supervisor, and is only confirmed at a special Board of Examiners' meeting at the university.

The University Supervisor and Mentor Teacher will email or fax the reports to the Professional Experience Office upon completion of the Internship.

INTERNSHIP PROGRESS REPORT COMPLETED BY THE MENTOR TEACHER

(The Intern and the University to be given a copy by the end of Week 5)

Bachelor of Education - Secondary

Intern: _____
(Print Last Name) (Print Given Names)

School: _____ **Class:** _____

Professional Experience Dates: _____

This progress report integrates the Curtin University Internship Unit Outcomes and the Australian Professional Standards for Teachers.

<i>Unit Outcome 1. Successful students in this unit establish and maintain effective relationships and environments for learning. NPST - STANDARD 1: Know students and how they learn</i>	Well Developed	Developing	Needs Attention
Uses teaching strategies that are effective for students who learn at different rates and in different ways			
Establishes rapport with students. Diverse cultures and backgrounds are respected			
Engages and maintains students' interest and enthusiasm in planned learning experiences			

Overall strengths

Areas for improvement

Unit Outcome 2. Successful students in this unit implement and modify appropriate teaching and learning programs. NPST - STANDARD 2: Know the content and how to teach it NPST - STANDARD 3: Plan for and implement effective teaching and learning	Well Developed	Developing	Needs Attention
Links planning to curriculum / syllabus documents / outcomes			
Demonstrates appropriate knowledge of central concepts of content / subject area			
Plans and implements specific objectives appropriate to students' development			
Uses resources effectively, including ICT, to support achievement of lesson objectives			
Provides written evidence of thorough preparation for teaching			
Plans and implements lesson sequence with clear beginning, middle and ending			
Makes aims of learning experiences explicit to students, linking new concepts to prior knowledge			
Uses a range of instructional strategies to meet objectives and engage students			
Gives clear and explicit directions and explanations and checks regularly for understanding			
Provides feedback effectively to students, individually and collectively			
Uses a voice appropriately in and out of the classroom			
Uses a variety of questioning techniques promoting student involvement and thinking			
Makes appropriate adjustments for students with varying needs			
Plans effective transitions			
Maximises opportunities for families to be engaged in learning activities			
Uses effective strategies to teach literacy and numeracy			

Overall strengths

Areas for improvement

Unit Outcome 3. Successful students in this unit assess and evaluate students' learning and maintain purposeful records of student progress NPST - STANDARD 5: Assess, provide feedback and report on student learning	Well Developed	Developing	Needs Attention
Prepares explicit lesson objectives and assessments linked to them			
Uses a variety of well-planned assessment strategies to assess student learning			
Identifies gaps in student knowledge when reviewing student work			
Uses the students' work to provide relevant feedback that is constructive and purposeful			
Assesses and records student learning outcomes to provide the basis for ongoing planning and reporting			
Uses suitable techniques to maintain accurate, reliable student records			
Works appropriately with school colleagues to moderate student work			
Effectively uses appropriate strategies and tools to report to parents/ carers			
Evaluates student learning and progress, including reflection on teaching approaches and ways to improve future outcomes			

Overall strengths

Areas for improvement

Unit Outcome 4. Successful students in this unit implement effective classroom management strategies. NPST - STANDARD 4: Create and maintain supportive and safe learning environments	Well Developed	Developing	Needs Attention
Creates an environment to optimise learning			
Uses positive techniques to create and maintain a productive learning environment			
Establishes and maintains class routines			
Establishes clear expectations for standards of behaviour			
Demonstrates awareness of individual behaviours and progress while maintaining overall supervision			
Offers encouragement to all students to enhance learning experiences and build self-confidence			
Refocuses and redirects inappropriate behaviours in a respectful, consistent and fair manner			
Anticipates and prepares for challenges			
Remains calm and confident while dealing with difficult situations			
Follows school policies and practices to manage challenging behaviour			

Overall strengths

Areas for improvement

Unit Outcome 5. Successful students in this unit engage professionally and collaboratively with students, colleagues, parents and the wider community. NPST - STANDARD 6: Engage in professional learning NPST - STANDARD 7: Engage professionally with colleagues, parents/carers and the community	Well Developed	Developing	Needs Attention
Demonstrates enthusiasm for teaching and takes responsibility for own professional learning			
Reflects daily on lessons and teaching challenges and seeks support for new approaches			
Seeks and responds positively to advice and support from Mentor Teacher/coach/supervisor			
Approaches all aspects of the Internship in a professional manner			
Maintains a high standard of documentation e.g. planning, resource files			
Shows initiative in engaging with new ideas and directions within the limits of responsibilities			
Adheres to relevant ethical, legislative, administrative and organisational policies and processes			
Works effectively, sensitively and confidentially with parents/carers			
Provides opportunities for families to be engaged in learning activities			
Participates confidently in the school community and works cooperatively with school staff			

Overall strengths

Areas for improvement

RECOMMENDATIONS:

COMMENDATIONS:

At this stage of the placement it is recommended that the:

- Intern continues the placement**

- At Risk process is applied**

Mentor Teacher: _____
Print Name Signature Date

Intern: _____
Print Name Signature Date

Please email or fax the completed document to:

Email: Professional.Experience@curtin.edu.au
Fax: 9266 2547

Please provide a copy to the Intern and retain a copy for your records

INTERNSHIP FINAL ASSESSMENT REPORT COMPLETED BY THE MENTOR TEACHER

Intern: _____ Student ID: _____
(Print Last Name) (Print Given Name/s)

Bachelor of Education Secondary

School: _____ Class: _____

Please comment on the extent to which the Intern has achieved the outcomes below. You may wish to refer to the mid-internship progress report for examples of how these outcomes and standards may be demonstrated.

Curtin University Internship Unit Outcome 1. Successful students in this unit establish and maintain effective relationships and environments for learning.

STANDARD 1: Know Students and How They Learn

Curtin University Internship Unit Outcome 2. Successful students in this unit implement and modify appropriate teaching and learning programs.

STANDARD 2: Know the Content and How to Teach It

STANDARD 3: Plan For and Implement Effective Teaching and Learning

Curtin University Internship Outcome 3. Successful students in this unit assess and evaluate students' learning and maintain purposeful records of student progress.

STANDARD 5: Assess, Provide Feedback and Report on Student Learning

Curtin University Internship Outcome 4. Successful students in this unit implement effective classroom management strategies.

STANDARD 4: Create and Maintain Supportive and Safe Learning Environments

Curtin University Internship Outcome 5. Successful students in this unit engage professionally and collaboratively with students, colleagues, parents and the wider community.

STANDARD 6: Engage in Professional Learning

STANDARD 7: Engage professionally with colleagues, parents/carers and the community

Final Comments:

Please email or fax the completed document to:

<p>Email: Professional.Experience@curtin.edu.au Fax: 9266 2547</p>

Please provide a copy to the Intern and retain a copy for your records



INTERNSHIP FINAL ASSESSMENT GRADE COMPLETED BY THE MENTOR TEACHER

Intern: _____ Student ID: _____
(Print Last Name) (Print Given Name/s)

Bachelor of Education Secondary

Dates of Teaching Period: From: _____ To: _____

School: _____ Class: _____

Please check one box only									
10	9	8	7	6	5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outstanding		Highly Competent		Competent		Failing Grades		Unsuitable for Teaching	

NOTE: This is NOT the final mark. The final mark will be ratified and released by the School of Education Board of Examiners.

Mentor Teacher: _____
Print Name Signature Date

Please email or fax the completed document to:

<p>Email: Professional.Experience@curtin.edu.au Fax: 9266 2547</p>
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Original to the University

NB: No copies are to be issued to the Intern

ABSENTEE FORM

Intern: _____
(Print Last Name) (Print Given Name/s)

School: _____

Dates of Placement: From _____ To _____

Dates of Absence: _____
(Interns must make up absent days *immediately* following the official placement dates)

Medical Certificate Provided No Yes
(Doctor's certificate/s to be sent with this form if absent 2 days or more)

Date/s Attended for Make-up Days: _____

Mentor Teacher : _____
(Print Name) (Signature) (Date)

Please email or fax the completed form with Doctor's certificate (if applicable) to:

Email: Professional.Experience@curtin.edu.au

Fax: 9266 2547

MENTOR TEACHER'S LESSON OBSERVATION TEMPLATE

(for Mentor Teacher use during lesson observations to assist in writing reports and giving feedback to the Intern)

Intern:	
Date:	Observation time:
Class:	Lesson:
School:	

Intern Teaching File: content, organisation, presentation

Planning & Preparation: Professional Knowledge and Practice

Teaching & Learning: Professional Knowledge and Engagement

Communication: Professional Practice

Relationships with children/students and colleagues: Professional Engagement

Classroom Management: Professional Practice

Professionalism: Professional Engagement

Conclusion

Mentor Teacher: _____

Signature: _____ **Date:** _____

Intern: _____ (Print Name) _____ (Signature) _____ (Date)

MENTOR TEACHER'S LESSON OBSERVATION TEMPLATE

(for Mentor Teacher use during lesson observations to assist in writing reports and giving feedback to the Intern)

Intern:	
Date:	Observation time:
Class:	Lesson:
School:	

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

Mentor Teacher: _____

Signature: _____ **Date:** _____

Intern: _____ (Print Name) _____ (Signature) _____ (Date)

ASSESSMENT FORMS FOR CURTIN SUPERVISORS

Thank you for supporting our interns during their final Professional Experience placement. Your role includes assisting with formative and summative assessments of the Interns as they progress through and complete their Internship. This can be a rewarding yet challenging task. Your assessment is combined with the Mentor Teachers to form a picture of the development and achievements of each student. We appreciate the time you take to undertake this assessment and we would be pleased to discuss any queries or concerns you may have with the process.

Three separate forms are combined to comprehensively evaluate the Intern:

Part 1: **COMMENTS AND SUGGESTIONS FORM** is designed to record your observations about the intern's achievement and development during your early visits. Please photocopy and use according to your preferences and needs. Please email or fax a copy of your comments and suggestions upon completion.

Part 2 & 3: Internship Final Assessment Report and Internship Final Assessment Grade. The Mentor Teacher and the Curtin Supervisor each complete a copy of the report, and award a grade out of 10. **Note: It is acceptable to award a 10/10 to an Intern exhibiting outstanding teaching skills as a final year student.**

The pre-service teacher is required to sight and sign both reports. Please provide the pre-service teacher with copies of the Internship Progress Report and Internship Final Report upon completion of the Internship, **please do not provide a copy of the Final Grade**, as the final grade is an average of the marks awarded by the Mentor Teacher and the University Supervisor, and is only confirmed at a special Board of Examiners' meeting at the university.

The University Supervisor and Mentor Teacher will email or fax the reports to the Professional Experience Office upon completion of the Internship.

Although you will have been communicating with the Mentor Teacher about the Intern's progress, it is expected that your final assessment is somewhat independent so another viewpoint is used for the final assessment of the internship.

FEEDBACK COMMENTS & SUGGESTIONS FORM COMPLETED BY THE CURTIN SUPERVISOR

(for use during lesson observations to assist in writing reports and giving feedback to the Intern)

Intern:	
Date:	Observation time:
Class:	Lesson/activity:
School:	

Commendations – areas of strength

Recommendations – areas still needing development

Conclusions

Supervisor: _____
(Print Name) Signature Date

Intern: _____
(Print Name) Signature Date

Please email or fax the completed document to:

Email: Professional.Experience@curtin.edu.au Fax: 9266 2547
--

Please provide a copy to the Intern and retain a copy for your records

INTERNSHIP FINAL ASSESSMENT REPORT COMPLETED BY THE CURTIN SUPERVISOR

Intern: _____ Student ID: _____
(Print Last Name) (Print Given Name/s)

Bachelor of Education - Secondary

School: _____ Class: _____

Please comment on the extent to which the Intern has achieved the outcomes below. You may wish to refer to the mid-internship progress report for examples of how these outcomes and standards may be demonstrated.

Curtin University Internship Unit Outcome 1. Successful students in this unit establish and maintain effective relationships and environments for learning.

NPST - STANDARD 1: Know Students and How They Learn

Curtin University Internship Unit Outcome 2. Successful students in this unit implement and modify appropriate teaching and learning programs.

NPST - STANDARD 2: Know the Content and How to Teach It

NPST - STANDARD 3: Plan For and Implement Effective Teaching and Learning

Curtin University Internship Outcome 3. Successful students in this unit assess and evaluate students' learning and maintain purposeful records of student progress.

NPST - STANDARD 5: Assess, Provide Feedback and Report on Student Learning

Curtin University Internship Outcome 4. Successful students in this unit implement effective classroom management strategies.

NPST - STANDARD 4: Create and Maintain Supportive and Safe Learning Environments

Curtin University Internship Outcome 5. Successful students in this unit engage professionally and collaboratively with students, colleagues, parents and the wider community.

NPST - STANDARD 6: Engage in Professional Learning

NPST - STANDARD 7: Engage professionally with colleagues, parents/carers and the community

Final Comments:

Please email or fax the completed document to:

Email: Professional.Experience@curtin.edu.au

Fax: 9266 2547

Please provide a copy to the Intern and retain a copy for your records

**INTERNSHIP FINAL ASSESSMENT GRADE
COMPLETED BY THE CURTIN SUPERVISOR**

Intern: _____ **Student ID:** _____
(Print Last Name) (Print Given Name/s)

Bachelor of Education Secondary

Dates of Teaching Period: From: _____ To: _____

School: _____ **Class:** _____

Please check one box only									
10	9	8	7	6	5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outstanding	Highly Competent		Competent		Failing Grades		Unsuitable for Teaching		

NOTE: This is NOT the final mark. The final mark will be ratified and released by the School of Education Board of Examiners.

Supervisor: _____
Print Name Signature Date

Please email or fax the completed document to:

Email: Professional.Experience@curtin.edu.au Fax: 9266 2547

Original to the University

NB: No copies are to be issued to the Intern

STUDENTS 'AT RISK'

Most Interns continue to develop and progress satisfactorily during the course of their internship. Occasionally a Mentor Teacher will have serious concerns.

At Risk is the term used to signify that the Intern is failing to make progress towards meeting the competencies and the required professional behaviour and skills at a level normally expected of an Intern at their stage of professional learning.

The At Risk process is not an automatic fail, it is a process to help the Intern, Mentor and Supervisor identify aspects that need improving and provide the student with an opportunity to improve their practices in order to pass their placement.

Please note that the At Risk process can be commenced at any time during the placement. Ideally, this should begin immediately following the Progress Report.

If you have an Intern whom you consider is at risk of failing then please be guided by the following steps:

- Contact the Professional Experience Office for guidance upon initiating the At Risk procedure. The contact details are at the front of this handbook.
- The At Risk process is an opportunity for the Intern, Mentor Teacher and Supervisor to discuss progress, identify areas for improvement and to set out aspects that need to be improved if the placement is to be completed successfully. Please use the At Risk form to guide this process.
- The completed At Risk form should be signed by the Intern, Mentor Teacher and Supervisor. Everyone should keep a copy of this form, and a completed copy should be forwarded to the Professional Experience Team.
- A week after the At Risk has been administered, a meeting should be scheduled between the Mentor Teacher, Curtin Supervisor and Intern, to evaluate the At Risk status.

Or

Under Section 7.7 (7.7.2) of the Curtin Fieldwork Education Policy, if a student is terminated by the School or terminates themselves from their placement, they will be deemed as failing the unit.

‘AT RISK’ RECORD FORM

Name of Intern: _____ Student ID: _____

School: _____ Date: ____/____/____

Mentor Teacher: _____

Curtin Supervisor: _____

Key reasons for At Risk status: (these elements are considered developmental goals):

- 1.
- 2.
- 3.
- 4.
- 5.

Developmental strategy: (List strategies to be used to support the student in achieving the above developmental goals.

Developmental goals	Developmental strategy
1.	
2.	
3.	
4.	
5.	

Curtin Supervisor: _____

Date: _____

Mentor Teacher: _____

Date: _____

Intern: _____

Date: _____

Please email or fax the completed document to:

Email: Professional.Experience@curtin.edu.au

Fax: 9266 2547

Please provide a copy to the Pre-service Teacher and retain a copy for your records

PLANNING

It is expected that Interns will complete appropriate planning documentation to ensure successful and engaging lessons. It is of considerable value if the Mentor Teacher is able to guide pre-service teachers through this development process. It is requested that Interns are assisted in making links to relevant curriculum documents and share their own planning processes and documents.

Please Note: The following documents are electronically available on the Bachelor of Education Secondary Blackboard site

LESSON PLAN TEMPLATE EXAMPLE

Day & date: _____ Lesson: _____

Curriculum area & Content	Content descriptions from the AC + specific content		
Objectives	<i>By the end of this lesson, students will be able to:</i>		
Overall duration (time)			
Student prior knowledge	Assumed or expected		
Materials	•	Resources	•
Learning strategies & activities: introductory	•		
Learning strategies & activities: developmental	•		
Learning strategies & activities: concluding			
Modifications	Classroom management / learning needs		
Assessment of student learning	Related to the stated objectives		
Evaluation	What worked well, what did not work well, possible changes & follow up		

Note: The cells in this table will expand as text is added. If you are using a hard copy, ensure that the cells are sufficiently large to write the required detail.

LESSON PLAN REFLECTION EXAMPLE

Date/Day: _____

Proposed follow up

Students' Learning:

Learning Experiences - To what extent were the outcomes/objectives achieved?

Reflect on Students' Progress (focus students?)

Individual

Whole Group

Small Group

Proposed follow up

Teaching:

How effective were my teaching strategies?

Next time I will:

Next time I will not:

How could I address the Learning & Teaching Principles in a more effective manner?

How could I address the Assessment Principles in a more effective manner?

How effective were the teaching resources?

Evaluation Guide

	OUTSTANDING	HIGHLY COMPETENT	COMPETENT	FAILING GRADES	UNSUITABLE FOR TEACHING
PREPARATION AND PLANNING	1) Very wide ranging knowledge of lesson content.	1) A sound knowledge of lesson content and concepts.	1) A reasonable knowledge of lesson content and concepts.	1) Limited knowledge of lesson content and concepts.	1) Very poor knowledge of lesson content and concepts.
	2) Objectives clear, precise and comprehensive.	2) Objectives clear, precise and structure sound.	2) Objectives limited, precise. Satisfactory structure.	2) Objectives not clear and precise, limited structure.	2) Objectives poorly stated, lacking structure.
	3) Excellent depth in research.	3) Very good depth in research.	3) Evidence of research in planning.	3) More depth in research in some respects required.	3) Lack of depth in research.
	4) Daily and long range planning are effectively linked.	4) Daily and long range planning are linked carefully.	4) Attempts to link daily and long range planning in the context of a sequence.	4) Needs more direction in linking daily and long range planning in the context of a sequence.	4) Daily and long range planning fails to link carefully the context of a sequence.
	5) Learning sequence planned into clear logical stages.	5) Learning sequence planned into clear logical stages.	5) Learning sequence shows evidence of logical stages.	5) Learning sequence suffers from not planning clear, logical stages.	5) Lack of clear logical stages in planned learning sequence.
	6) Learning experiences and concepts are integrated.	6) Learning experiences and concepts are closely related.	6) Learning experiences are generally related to concepts.	6) Learning experiences and concepts are not closely related.	6) Learning experiences planned are not related to concepts.
	7) Measurement techniques well devised and used.	7) Measurement techniques appropriate.	7) Use of measurement techniques evident.	7) Measurement techniques not always applicable.	7) Measurement techniques poorly devised.
LEARNING AND TEACHING	1) Learning experiences maintain a very high standard of student: a) input b) participation c) attention & interest	1) Learning experiences maintain a very sound standard of student: a) input b) participation c) attention & interest	1) Learning experiences maintain satisfactory standard of student: a) input b) participation c) attention & interest	1) Learning experiences don't always maintain satisfactory standards of student: a) input b) participation c) attention & interest	1) Learning experiences produce a poor standard of student: a) input b) participation c) attention & interest
	2) Clarity and precision with explanations, directions, a feature of learning activities.	2) All explanations, directions clearly and precisely made.	2) Explanations, directions generally clearly and precisely made.	2) Explanations, directions are not always made clearly and precisely.	2) Explanations, directions are unclear and imprecisely made
	3) Constantly varies strategies in order to foster interaction.	3) Sound variation in strategies to foster interaction.	3) Variations used at times to foster interaction.	3) Learning experiences often suffered due to a lack of variation in strategies.	3) Lack of variation in strategies in order to foster interaction
	4) Questions clear, logically sequenced, well distributed and highly effective.	4) Questions clear, logically - sequenced, well distributed and effective.	4) Questioning techniques satisfactory and usually clear, sequenced and well distributed. Attempts to use both factual and thought provoking levels.	4) Questioning techniques have a tendency to be unclear, unsequenced and poorly distributed.	4) Questions unclear, poorly sequenced and distributed and mostly only at a factual level.

	OUTSTANDING	HIGHLY COMPETENT	COMPETENT	FAILING GRADES	UNSUITABLE FOR TEACHING
COMMUNICATION SKILLS	1) Excellent standards in letter formation, clarity of presentation and arrangement with all written work and charts etc. viewed by students. 2) Speech is clearly audible to all students in the classroom. 3) All concepts and ideas explicit. 4) Excellent modulation of voice. 5) Voice qualities effective when working with whole class, groups or individual children.	1) High standards set in letter formation, clarity of presentation and arrangement with all written work and charts etc. viewed by students. 2) Speech audible to all students in the classroom. 3) Explanations of concepts, ideas clear. 4) Voice modulation is effective. 5) Very good voice qualities when working with whole class, group or individual children.	1) Satisfactory standard in letter formation clarity of presentation and arrangement with all written work and charts etc. viewed by students. 2) Speech generally audible to all students in the classroom. 3) Explanations of concepts and ideas usually clear. 4) Voice modulation is appropriate. 5) Voice qualities satisfactory when working with whole class, group or individual children.	1) Guidance required in letter formation, clarity of presentation and arrangement with all written work and charts etc. viewed by students. 2) Speech generally audible to all students in the classroom. 3) Some concerns in explaining concepts and ideas. 4) Care needed in modulating voice. 5) Voice qualities often poor when working with whole class, groups or individual children.	1) Poor standards in letter formation, clarity of presentation and arrangement with all written work and charts etc. viewed by students. 2) Speech not clearly audible to students in the classroom. 3) Concepts and ideas are poorly explained. 4) Poor modulation of voice. 5) Voice qualities poor when working with whole class, groups or individual children.
RELATIONSHIP WITH STUDENTS	Rapport with students is at an excellent level and demonstrates: 1) A class tone which enables students to freely raise concerns. 2) The use of praise and encouragement which is appropriate and aids motivation. 3) A well-developed mutual respect. 4) A high degree of enthusiasm by the class to participate in lessons.	Rapport with students is at a very sound level and demonstrates: 1) A class tone which enables students to raise concerns. 2) The use of praise and encouragement which is appropriate and aids in motivation. 3) A sound mutual respect developing. 4) Enthusiasm by the class, to participate in lessons.	Rapport with students is at a satisfactory level and demonstrates: 1) A class tone in which students' concerns need consideration. 2) The use of praise and encouragement in order to motivate. 3) A satisfactory mutual respect. 4) Class participates with interest in lessons.	Rapport with students is at a dampened level and demonstrates: 1) A class tone in which students' concerns need more consideration. 2) The use of praise and encouragement not always appropriate and adding little motivation. 3) A need to develop more mutual respect. 4) More enthusiasm needed by the class to participate in lessons.	Rapport with students is at a poor standard and demonstrates: 1) Restrictions which prevent pupils freely raising concerns. 2) Praise and encouragement inappropriately used and no aid in motivation. 3) A lack of mutual respect. 4) A lack of eagerness by the class to participate.

	OUTSTANDING	HIGHLY COMPETENT	COMPETENT	FAILING GRADES	UNSUITABLE FOR TEACHING
CLASSROOM MANAGEMENT	1) Initiates routines which enable the efficient organisation of daily tasks.	1) Routines enable the efficient organisation of daily tasks.	1) Routines contribute to the organisation of daily tasks.	1) Routines do not always maintain the organisation of daily tasks.	1) A lack of routines affects the efficient organisation of daily tasks.
	2) Establishes a disciplinary tone which enables the teacher and students to work in a cooperative environment.	2) Maintains disciplinary tone which enables the teacher and students to work in a cooperative environment.	2) Contributes to a disciplinary tone which enables the teacher and students to work in a cooperative environment.	2) Some direction in order to establish a disciplinary tone.	2) Poor disciplinary tone.
	3) Effective and appropriate strategies.	3) Appropriate Strategies.	3) Uses suitable strategies.	3) Strategies are not always appropriate.	3) Lacks suitable strategies.
	4) High degree of flexibility in impromptu situations.	4) Flexibility in impromptu situations.	4) Adjusts to impromptu situations.	4) Difficulty in adjusting to impromptu situations.	4) Unable to adjust to impromptu situations.
	5) Considers all factors that affect student concentration and adjusts accordingly.	5) Considers factors which affect student concentration and adjusts accordingly.	5) Considers factors affecting student concentration.	5) More consideration needed for factors affecting student concentration.	5) Fails to consider factors which affect student concentration and does not adjust accordingly.
	6) Time schedules always met.	6) Time schedules met.	6) Time schedules considered.	6) Time schedules not always met.	6) Time schedules poor.
PROFESSIONALISM	1) A high degree of resourcefulness in all aspects of school life.	1) Resourcefulness shows in all aspects of school life.	1) A satisfactory degree of resourcefulness in all aspects of school life.	1) More resourcefulness in aspects of school life needed.	1) A lack of resourcefulness in all aspects of school life.
	2) Opportunities used to undertake extra responsibilities.	2) Acceptance of extra responsibilities allocated.	2) Carries out any responsibilities allocated.	2) Barely carries out any responsibilities allocated.	2) Fails to carry out assigned requirements.
	3) Uses discretion in decision making situations.	3) Little dependence on directions needed in decision making situations.	3) Some need to be directed in decision making situations.	3) Lacks initiative in decision making situations.	3) A dependence on directions.
	4) Innovative in handling unforeseen problems.	4) Capable of handling unforeseen problems.	4) Attempts to handle unforeseen problems.	4) Has difficulty in handling unforeseen situations.	4) Unable to handle unforeseen situations.
	5) Profits from suggestions made.	5) Applies any suggestions made.	5) Some application of suggestions made.	5) Considers and attempts to apply suggestions made.	5) Fails to consider and act upon suggestions.
	6) Has a very good understanding of the various duties of a staff member and own position as a staff member.	6) Understands the various duties of a staff member and own position within that staff.	6) Some understanding of the roles of staff. Seeks to understand own position as a staff member.	6) Understanding of the roles of staff lacking. Requires directions as to own position as a staff member.	6) Little interest in the role of a staff member. Shows little consideration for others.