

Faculty of Humanities

Professional Experience Handbook

Bachelor of Education Early Childhood and Primary

Transition to the Teaching Profession

Bentley and Regional

Guidelines for

Principals/Co-ordinators

Mentor Teachers

Interns

Supervisors

Partnership Coaches

SCHOOL OF EDUCATION



Curtin University

CONTENTS

	Page
General Information	
Professional Experience Staff Contact Details	3
Welcome to Professional Experience at Curtin University	4
Overview of Practical Experience Placements in the Early Childhood Program	5
Overview of the Practical Experience Placements in the Primary Program	6
Outline of the Internship	7
Roles and Responsibilities	
Role of the Principal/School Professional Experience Coordinator	8
Role of the Mentor Teacher	8
Role of the Curtin Supervisor	9
Role of the Intern	9
Role of the Professional Placement Officers	10
Roles of the Unit Co-ordinator	10
Internship Guidelines	
Internship	11
Lesson Preparation	11
Pre-Internship Visits	11
Teaching Loads for Internship	11
Week 1	11
Week 2	12
Week 3 and 4	12
Week 5 Onwards	12
Assessment Forms for Mentor Teachers	13
Internship Progress Report	14-19
Internship Final Assessment Report	20-21
Internship Final Assessment Grade	22
Absentee Form	23
Assessment Forms for Curtin Supervisors/Coaches	24
Feedback Comments & Suggestions Form	25
Internship Final Assessment Report	26-27
Internship Final Assessment Grade	28

CONTENTS

	Page
Students 'At Risk'	29
At Risk Record Form	30
Resources	
Lesson Planning Key Points	33
Which Strategies to Use in Your Lessons?	34
Detailed Lesson Plan Template	35
Daily Work Pad Format Suggestion	36
Daily Work Pad Example	37
Daily Work Pad Reflection Suggestion	38
Guidelines for Programs	39
Example of Planning Framework	40
Evaluation Guide	41-44

PROFESSIONAL EXPERIENCE STAFF CONTACT DETAILS

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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 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 our pre-service teachers will find working with children 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 course 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 professional development and for continuation in the course. Interns must satisfactorily complete each stage of the Professional Experience program. Some key points to note:

- It is expected that all Interns 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 Interns are required to notify both the School and the Curtin University Professional Experience Office no later than 8.00am on the day concerned. Interns 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 fax or email address listed earlier in this handbook.
- Interns 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.
- In order to pass the Internship, Interns must receive a pass from **both** the Mentor Teacher and the Curtin University Supervisor.

The information presented in this handbook should answer any questions. Alternatively, please consult the contact list to speak to someone in person.

Once again, many thanks for your participation in the Professional Experience component in our Intern education programs.

The Professional Experience Team
School of Education
Curtin University

OVERVIEW OF THE PRACTICAL EXPERIENCE PLACEMENTS IN THE BACHELOR OF EDUCATION (EARLY CHILDHOOD) PROGRAM

The table below provides you with a summary of the timing, length of placement and the location within the program for each of the practical experience placements. You will see that the practical 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
Semester 1		<p>Unit: Professional Studies in Teaching and Assessment in Junior Primary</p> <p>Focus areas: Pedagogy, planning, assessment practices, reflective practice</p> <p>Length of placement: 3 weeks</p>	<p>Unit: Professional Studies in Supportive Learning Environments with Three to Five Year Olds</p> <p>Focus areas: Pedagogy, classroom management, inclusive practices, differentiation, reflective practice</p> <p>Length of placement: 3 weeks</p>	<p>Mid-Year Intake</p> <p>Unit: Education Internship</p> <p>Focus areas: Pedagogy, transition to beginning teacher, reflective practice</p> <p>Length of placement: 1 term</p>
Semester 2			<p>Unit: Professional Studies with Early Learning Quality Frameworks in the First Five Years of Life</p> <p>Focus areas: Pedagogy, assessment practices, reflective practice</p> <p>Length of placement: 5 weeks</p>	<p>Unit: Education Internship</p> <p>Focus areas: Pedagogy, transition into beginning teacher, reflective practice</p> <p>Length of placement: 1 term</p>

OVERVIEW OF PRACTICAL EXPERIENCE PLACEMENTS IN THE BACHELOR OF EDUCATION (PRIMARY) PROGRAM

The table below provides you with a summary of the timing, length of placement and the location within the program for each of the practical experience placements. You will see that the practical 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
Semester 1		<p>Unit: Professional Studies and Planning for Teaching</p> <p>Focus areas: Pedagogy, planning, reflective practice</p> <p>Length of placement: 2 weeks</p>		<p>Mid-Year Intake</p> <p>Unit: Transition to the Teaching Profession</p> <p>Focus areas: Pedagogy, transition into beginning teacher, reflective practice</p> <p>Length of placement: 1 term</p>
Semester 2		<p>Unit: Professional Studies in Managing Learning Environments</p> <p>Focus areas: Pedagogy, classroom management, reflective practice</p> <p>Length of placement: 3 weeks</p>	<p>Unit: Professional Studies and Evaluating Learning</p> <p>Focus areas: Pedagogy, assessment practices, reflective practice</p> <p>Length of placement: 4 weeks</p>	<p>Unit: Transition to the Teaching Profession</p> <p>Focus areas: Pedagogy, transition into beginning teacher, reflective practice</p> <p>Length of placement: 1 Term</p>

OUTLINE OF THE INTERNSHIP

The Bachelor of Education Early Childhood and Primary Courses each have **four** Professional Experience placements which are essential components of the course and are planned to integrate the Interns' studies with practical learning experiences. The placements also provide opportunities for our Interns to gather evidence to support each of the Australian Professional Standards.

Our fourth-year Interns are encouraged to work alongside experienced classroom teachers leading up to their 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 one school term teaching placement.

The fourth-year Professional Experience commitment allows increasing responsibility for the children's learning to be assigned to the Interns as the focus is on **transition to the profession**. This extended period of one school term (or sometimes across two terms), is designed to provide teaching experiences culminating with major responsibility for a class of children. Some choice of context is available.

ROLES & RESPONSIBILITIES

Person	Role	Major Responsibilities	Liaison	Notes
School Principal and/or Professional Experience Co-ordinator	Professional Experience Coordinator Coach	<p><i>The Principal and the Coach/Co-ordinator share the following responsibilities:</i></p> <ul style="list-style-type: none"> • Liaise between the university and school • Appoint all Mentor Teachers • Ensure Mentor Teachers have access to all relevant documentation – in particular the Curtin Professional Experience Handbook. • Welcome and induct Interns into the school community • Conduct additional meetings as appropriate with Mentors and interns • Provide in-service opportunities regarding intern-mentoring to school staff • Arrange for interns to observe a range of teachers besides their Mentor Teacher • Observe Interns in action (if there is no external Supervisor) • Monitor the effectiveness of the Mentor and Intern relationship and assist in the resolution of any misunderstanding or conflict • Finalise/ approve final assessment to be submitted to the university 	<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 and 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 <i>At-Risk Form</i>. • Complete the assessment forms; sign and have the Intern read 	<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.

Person	Role	Major Responsibilities	Liaison	Notes
		and sign, and give a copy to the Intern to take with them.		
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 the Intern's Professional Experience folder and provide feedback. Complete the Assessment Form: provide a copy (on the day if possible) to the Intern and fax or email a copy to the Professional Placement Office at Curtin. Contact the Professional Placement Office at Curtin if an Intern is deemed At Risk. Work with the Mentor Teacher and the Intern to complete the At Risk Form. 	<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 to an Intern's 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 Curtin Supervisor as soon as possible, and ensure you send them a copy of your teaching timetable. 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 lesson plans at least 24 hour 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 final report. Ensure that you SIGN and receive a copy of your final report 	<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.

Person	Role	Major Responsibilities	Liaison	Notes
		<p>from your Mentor Teacher. You must take this with you on your last day and submit it to the Professional Placement office immediately.</p>		
Professional Placement Officers	Placement & monitoring	<ul style="list-style-type: none"> • Distribute and collect all necessary student documentation, including the Professional Placement information forms. • Make contact with schools via the Professional Experience Coordinator, and arrange subsequent placement of students. • Inform Interns of their placements as soon as possible. • Inform Interns of their Curtin Supervisor as soon as possible. • Monitor the return 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

INTERNSHIP

During the Internship, Interns will be required to compile programs in **all learning areas** usually taught by the classroom teacher and to keep an up to date Daily Work Pad.

LESSON PREPARATION

All Interns are expected to maintain well organised and detailed records of planning and evaluation and a **Daily Work Pad** in their indexed and well organised Teaching File. Please ensure that they are up-to-date and readily accessible.

PRE-INTERNSHIP VISITS

Interns are expected to visit their placement school and classroom as much as possible **before** they commence their one school term 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 resources, school opening and closing times, times of staff meetings and so on.

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

TEACHING LOADS FOR THE INTERNSHIP

There are Curtin University expectations of the amount of teaching done during the Internship. Interns **will increase their teaching load each week** of the internship. In addition to teaching lessons it is the intention that the Intern participates in all aspects of the Mentor Teacher's normal routine.

WEEK 1

Write lesson plans in Week 1 to consolidate planning skills. All lesson preparation notes are to be written in a **Lesson Plan**, *not* a Daily Work Pad format. Evaluate daily.

During this period it is anticipated that the Intern will:

- Become familiar with all aspects of the classroom routines
- Plan, teach and evaluate lessons for a minimum of 40% of a full teaching load.
- Plan with the Mentor Teacher and have an approved teaching program for all learning areas taught for week 2
- Assist the Mentor Teacher when not engaged in other duties

WEEK 2

In collaboration with the Mentor Teacher **prepare the Daily Work Pad** for each day during Week 2. The Intern will teach a minimum of 60% of the teaching load.

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

Lessons may be prepared in a modified form using headings similar to the following:

- **Objectives** - Specific learning outcomes [these must match assessment exactly]
- **Key Organisational and Teaching Points** - steps in lesson/s, which should highlight any particular aspects of organisation planned and any key facts which the students should be expected to learn during the lesson
- **Time Schedule** – Indicate times for each section of the lesson
- **Assessment** – How will the outcomes be assessed?
- **Evaluation** - Did you reach your objectives? Interns should be aware of the importance of immediate evaluation of lessons and make notes, tabulated results, examples, etc. of how well the objectives were achieved, including aspects which need to be re-taught. Follow-up planning should also be recorded on programs
- **Transition** - No one format is specified, but the Daily Work Pad should be neatly set out and easily understood by the Coach or Supervisor and Mentor Teacher. Suggested formats appear later in this handbook.

Interns will prepare a program for weeks 3 and 4 with their Mentor Teacher.

WEEKS 3 and 4

The Intern refines and implements the program using the DWP format, for Learning Areas to be taught in a **two-week block**.

This will outline the relevant overarching learning area and domain focus for the period, the focus (or foci) for the period, the skills, dispositions and content for the period. Progress maps may be used as a means of monitoring. Resources will be noted. The Intern will reflect on the two-week program before programming for the next block of lessons (week 5 onwards).

The Intern will teach **at least 60%** of the teaching load.

The children's records must be regularly updated to monitor progress.

During this time, Interns will also prepare a six-week program overview for weeks 5 onwards.

WEEK 5 ONWARDS

The Intern will assume **100% teaching at this time and take full responsibility for the class program and lessons**. It is still expected that the Mentor Teacher will provide assistance and feedback and, as already stated, the Mentor Teacher retains duty of care.

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 posting/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/Coach 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 Intern is required to sight and sign both reports. Please provide the Intern 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/Coach, and is only confirmed at a special Board of Examiners' meeting at the university.

The University Supervisor/Coach and Mentor Teacher will email or fax the reports to the Professional Experience Office upon completion of the 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	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 own records

INTERNSHIP FINAL ASSESSMENT REPORT COMPLETED BY THE MENTOR TEACHER

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

Please tick appropriate degree

Bachelor of Education - Early Childhood Bachelor of Education - Primary

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 the original to the Intern and retain a copy for your records

**INTERNSHIP FINAL ASSESSMENT GRADE
COMPLETED BY THE MENTOR TEACHER**

Intern: _____
(Print Surname) (Print Given Names)

PROGRAM Bachelor of Education - Early Childhood Bachelor of Education - Primary

Dates of Teaching Period: From: _____ To: _____

School: _____ Group/Class/Year: _____

<u>Please check one box only</u>									
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 at the School of
Education Board of Examiners**

Mentor Teacher: _____
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

ABSENTEE FORM

Intern: _____ (Print Last Name)	_____	_____
School: _____		
Dates of Placement: From _____ To _____		
Dates of Absence: _____ (Interns must make up absent days <i>immediately</i> following the official placement dates)		
Medical Certificate Provided No <input type="checkbox"/> Yes <input type="checkbox"/> (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

ASSESSMENT FORMS FOR CURTIN SUPERVISORS/COACHES

Thank you for supporting our interns during their final Professional Experience practicum 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/Coach 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 Intern is required to sight and sign both reports. Please provide the Intern 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/Coach, and is only confirmed at a special Board of Examiners' meeting at the university.

The University Supervisor/Coach 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/COACH**

(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/Coach: _____
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/COACH**

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

Please tick appropriate degree

Bachelor of Education - Early Childhood Bachelor of Education - Primary

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:

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

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

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

Intern: _____
(Print Surname) (Print Given Names)

PROGRAM Bachelor of Education - Early Childhood Bachelor of Education - Primary

Dates of Teaching Period: From: _____ To: _____

School: _____ Group/Class/Year: _____

<u>Please check one box only</u>									
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 at the School of Education Board of Examiners

Supervisor/Coach: _____
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 student 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 student, 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 a student 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 an At Risk procedure. The contact details are at the front of this handbook.
- The At Risk process is an opportunity for the student, 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: _____

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RESOURCES

LESSON PLANNING KEY POINTS

Curriculum /Syllabus documents	<ul style="list-style-type: none"> Record key pointers and connection/link to planning documents
Objectives/Learning Goals	<ul style="list-style-type: none"> Specifically in this lesson <ul style="list-style-type: none"> WHAT will the students learn? HOW will the students demonstrate learning? State relevant, realistic, observable and measurable objectives Use descriptions of observable student behaviour or performance that will be used to make judgments about learning Objectives <i>are about the evidence of learning</i>; they specify what behaviour a student must demonstrate or perform in order for a teacher to infer that learning took place. You must have a behavioural verb and the criteria (a statement that specifies how well the student must perform the behaviour) in each objective.
Children’s Prior Knowledge/Experiences	<ul style="list-style-type: none"> Details of previous lessons, excursions, incursions, assessed knowledge and understandings.
Learning Environment	<ul style="list-style-type: none"> Physical classroom environment - things you need to do to prepare the classroom or learning area.
Resources	<ul style="list-style-type: none"> Equipment, materials, human resources.
Introduction/Motivation	<ul style="list-style-type: none"> What you will do to engage the students in the learning? How you will make links to past experiences? How you will set the tone for the lesson?
Stated Objectives And Purpose	<ul style="list-style-type: none"> Use plain language to state what the lesson will cover and why.
Main Body Of The Lesson	<ul style="list-style-type: none"> A sequential overview of your lesson. The stages involved in the lesson/activity.
Conclusion/Review And Reflection/Transition	<ul style="list-style-type: none"> Conclusion/Review – How will you conclude the lesson? How will you include all students? How will you clarify what the pupils have learnt? (Ask questions/work sample/whole class reflection/ small group then whole class sharing) Transition - state specifically how will you move the students to the next activity/lesson? Who will be moved and to where?
Extension/Follow-Up	<ul style="list-style-type: none"> What do you have planned for more able students? State your plans for a related follow up activity. How do you see the pupils’ learning progressing in the future?
Focus Questions/Checks For Understanding	<ul style="list-style-type: none"> Specific planned questions directly related to your lesson objectives. These questions help you to evaluate learning throughout the lesson and assist in knowing how/where to proceed or plan future lessons.
Modelling/Demonstration	<ul style="list-style-type: none"> Visual representations of what is being learned. Demonstrations by the teacher or selected students.
Tactics/Grouping	<ul style="list-style-type: none"> What sort of strategies could you use to enhance learning? How will you group the students?
Multiple Intelligences/ Learning styles	<ul style="list-style-type: none"> Which of the intelligences or learning style does your lesson address?
Learning & Teaching Adjustments	<ul style="list-style-type: none"> Are there some individuals who require learning or teaching adjustments? Who are they? What type of differentiation is required?
Assessment	<ul style="list-style-type: none"> Close links to objectives and indications of competence. How will this be monitored? Reflect on Principles of Assessment from the Curriculum Framework.

WHICH STRATEGIES TO USE IN YOUR LESSONS?

TACTICS/GROUPING	MULTIPLE INTELLIGENCES	LEARNING & TEACHING ADJUSTMENTS	ASSESSMENT
<ul style="list-style-type: none"> ○ Think, pair, share ○ Placement ○ Y-chart ○ Brainstorm ○ Mind Map ○ Modelled read/write ○ Shared read/write ○ Guided read/write ○ Independent ○ Collaborative ○ Small group 	<ul style="list-style-type: none"> ○ Verbal/linguistic ○ Logical-mathematical ○ Musical ○ Bodily – Kinaesthetic ○ Visual/Spatial ○ Interpersonal ○ Intrapersonal ○ Naturalist 	<ul style="list-style-type: none"> ○ Who? Names of the pupils. ○ Kind of Assignment ○ Breadth ○ Depth ○ Pace ○ Grouping ○ Time ○ Place 	<ul style="list-style-type: none"> ○ Self-evaluation ○ Group evaluation ○ Teacher evaluation ○ Observation ○ Anecdotal notes ○ Quiz/test ○ Checklist ○ Rubric ○ Interview ○ Learning Journal

DETAILED LESSON PLAN TEMPLATE

Learning Area	Year	Time/Session	Date

Topic/Lesson Title:

PREPARATION

Rationale:

Children's prior knowledge/experience

Objectives:

Preparation/Resources:

PROCEDURE

Introduction/Motivation:

Minutes

Main body of lesson:

Assessment:

Conclusion:

Transition:

Extension/Follow-Up

Review and Reflect in terms of: space, time, people, learning experiences and resources.

DAILY WORK PAD FORMAT SUGGESTION

Objectives	Learning Experiences & Resources Steps in Lesson	Assessment	Link to Curriculum documents

DAILY WORK PAD REFLECTION SUGGESTION

Date/Day: _____

Children's' Learning:

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

Reflect on Children's Progress (focus students)

Proposed follow up

Teaching:

How effective were my teaching strategies?

How effective were the teaching resources?

GUIDELINES FOR PROGRAMS

Whilst no format for programming is specified, it is anticipated that the programs developed will include the following components:

General Information	Information About the School and Class
Overview of Current Documents	Overview of current and appropriate departmental documents e.g. Australian Curriculum, Early Years Learning Framework.
Expected Outcomes	A broad description of student competencies reflecting long-term learning across integrated learning areas.
	A description of the reasons for planning a particular topic (including students' prior knowledge and developmental levels)
Learning Objectives/earning Goals	The program objectives/goals cover an extended period of time.
Organisation	A description of planning details which may include timetabling, seating arrangements, sequencing, group organization, resources, program overview or background information about the children.
Content	A description of the content to be covered. Content is usually organised in weekly blocks and includes details or activities planned for each subject.
Evaluation / Record Keeping	A description of the purposes, focus and techniques for evaluation and record keeping. Evaluation should be on-going.

EXAMPLE OF PLANNING FRAMEWORK

Timetable				
Year 1, 2 & 3 Pre-primary				(T) Teacher (A) Aide
Monday	Tuesday	Wednesday	Thursday	Friday
← Singing games, action rhymes, songs →				
News, class calendar, weather, modelled writing (News)				
Shared Reading Familiar stories and rhymes Introduce new text e.g. Big Book	Shared Reading (whole group) Re read text, dramatise story	Shared Reading (whole group) Re read text, close sequencing activity etc.	Shared Reading (whole group) Read class made Big Book or new text	Shared Reading (whole group) Familiar stories or rhymes
Discussion: Morning timetable to ensure that children know what they will be doing during language block				
Activity Time (T) (A)	→	·Guided reading groups ·Independent reading ·Responding (various activities including writing, reading and craft)	→	Activities may be rotated over a number of days and adapted to suit the ability levels of the children
Closing Session (T) (A)	→	Clean up Sharing (in pairs, small group, whole class)	→	Focus on children's oral language development. If necessary, model how to describe or explain activity
RECESS				
Indoor/Outdoor Physical activity (T) (A)				
Silent reading	→	Independent		
Literature	→	Read aloud: Relate to content area, e.g. maths, social studies		
Discussion: Remainder of morning's agenda				
Activity Time - Language experience (T) (A)	→	Reading Shared reading Independent reading Writing Art and Crafts	→	Activities or themes may relate to science, social studies, health etc.
Closing Session		Clean up Sharing, modelled writing, e.g. display cards		
LUNCH				
Music, Indoor/Outdoor physical activity				
Discussion: Afternoon's timetable				
Shared Reading Maths story, rhymes, jingles, songs				
Activity Time (T) (A)	→	Maths Activities: include small groups, independent activities	→	Include reading, writing, talking.
Clean Up				
Sharing		May include shared reading, describing, explaining activity		Focus on vocabulary and language necessary to develop the particular maths concept

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:	Rapport with students is at a very sound level and demonstrates:	Rapport with students is at a satisfactory level and demonstrates:	Rapport with students is at a dampened level and demonstrates:	Rapport with students is at a poor standard and demonstrates:
	1) A class tone which enables students to freely raise concerns.	1) A class tone which enables students to raise concerns.	1) A class tone in which students' concerns need consideration.	1) A class tone in which students' concerns need more consideration.	1) Restrictions which prevent pupils freely raising concerns.
	2) The use of praise and encouragement which is appropriate and aids motivation.	2) The use of praise and encouragement which is appropriate and aids in motivation.	2) The use of praise and encouragement in order to motivate.	2) The use of praise and encouragement not always appropriate and adding little motivation.	2) Praise and encouragement inappropriately used and no aid in motivation.
	3) A well-developed mutual respect.	3) A sound mutual respect developing.	3) A satisfactory mutual respect.	3) A need to develop more mutual respect.	3) A lack of mutual respect.
	4) A high degree of enthusiasm by the class to participate in lessons.	4) Enthusiasm by the class, to participate in lessons.	4) Class participates with interest in lessons.	4) More enthusiasm needed by the class to participate in lessons.	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.