



**EXTENDED PROFESSIONAL EXPERIENCE PROGRAM  
ASSIGNMENT  
for  
FINAL YEAR STUDENTS  
Stage 2: 2010**

**For students enrolled in the following unit codes:**

EDEP35100, EDPP37600, EDPP38600, EDSP37600, EDSP38600.

**Teaching Folder instructions:**

**Notes – Please read carefully**

- 1. All Diaries must be presented in a plastic covered folder with your name on the spine for identification.**
- 2. Do not put pages that will be marked into clear plastic sleeves. Use plastic dividers to separate the sections and subsections outlined in the following.**
- 3. Ensure that you collect what information you need from the school early in the placement and before you go on to a full teaching load.**
- 4. Work on your assignment while still on placement. You will be expected to hand the folder in on the due date which is the first week back at college.**
- 5. Make sure you collect your supervisor's assessment form and all other feedback from them while still on placement and submit it with your folder.**
- 6. Follow the directions exactly. As a practicing teacher you will need to be fastidious with paperwork. Not following directions will affect your grade.**
- 7. The folder will be marked on a rubric which is attached.**

## Task: Professional Experience Folder

Due date: Thursday, Week 5, Semester 2, 2010

Length: unspecified

Task Details:

### *Front cover*

***EPEP Folder Information – should be under the plastic cover on the front of the folder. This information should be presented in Arial 14 font and should have the school logo or a picture of you in front of the class. The following information should be on this page.***

- Pre-service teacher's name
- Lecturer's name
- Unit code
- Unit name
- Due date
- Teaching specialisation/s (where appropriate)
- Name and address of school
- Number of students in the school
- Years taught
- Class sizes
- Name of colleague teacher(s)
- Intellectual property statement

### **Section A: Professional Growth Plan**

1. Students are to review the Graduate Professional Teaching Standards found in the Professional Development and Experience Handbook. Student are to review the following aspects 1.1.1, 1.1.2, 1.1.4, 2.1.2, 2.1.3, 2.1.5, 2.1.6, 3.1.5, 3.1.7, 3.1.8, 3.1.9, 5.1.6, 7.1.1 A report is to be written at the end of stage 2 reflecting on progress/achievement of these competencies, however the following criteria must be observed:
  - A) Students need to use the **Elements Table** found at the end of this document to present their elements and their evidence.
  - B) Supporting evidence should also be included which has two components: written evidence from you describing situations in the school environment where you displayed progress and hard copy evidence such as samples of work, assessments, photos, supervisor comments etc. **Do not rely** on one type of evidence. A list of **Evidence Types** can be found at the end of this document. (These are the types of evidences you will be required to submit for Institute of Teacher Accreditation). Students can use the same evidence to support a number of aspects, however this needs to be clearly presented and not confusing (colour coding recommended).
2. Students need to review the quality teaching model from the NSW DET and in 800 words describe how they contributed to these qualities being evident in the classrooms they taught in. Students would need to reflect on most of the sub-elements of this model ie, deep knowledge, deep understanding, metalanguage, substantive communication etc. This would need to include anecdotal descriptive evidence but not hard copy evidence. (the Quality Teaching Model is attached)
3. Approach a school/centre administrator (eg. principal, deputy principal, director) to arrange a "practice" employment interview. Obtain constructive feedback, and write a summary report of the interview reflecting on your performance and what you learned.

### **Section B: Evidence of Professional Learning**

1. **Teaching** - Plan and teach an equivalent of a 50% teaching load for the beginning weeks of your placement. In the final two weeks of your placement, plan and teach an equivalent of a FULL time teaching load. (This is a minimum, but students who wish to enhance their experience in the classroom and their employability would be expected to go beyond the minimum and spend as much time in the classroom setting as possible). **Lesson resources are not required in this folder..** You are expected to supply a **copy of your daybook or lesson plans** of the lessons/learning experiences that you taught during each day. Students may only use a daybook if they have been given permission by the supervising teacher and should follow the outline provided in the EPEP Handbook for final year students.
2. **Feedback** - Obtain feedback and constructive comments from your Colleague Teacher, written on the focussed feedback form (**F3**). These are required twice per week. These are provided at the end of this assignment.
3. **Self Evaluations** - At the end of each day complete a self-evaluation. The self-evaluation should reflect the strengths and weaknesses of the lessons/sessions you taught during that day. A **proforma** of these is found at the end of this assignment.
4. **Unit/s of work**

Plan a unit of work in consultation with the classroom teacher. Wherever possible allow this unit to remain open to negotiation and emergence with children's strengths, needs and interests. A column needs to be left which can be used to keep track of and record instances of emergence, needs and interests.

  - A) After teaching your planned "unit(s) of work", complete a unit evaluation form and submit this with your unit plan.
  - B) Provide a spreadsheet of student assessment marks (names of students removed).
  - C) Provide one marked sample of student assessment and the marking grid/criteria you used to mark it.
  - D) (Early Childhood) - Digitally document your unit in such a way that the children's meaning making is made visible to the students and to visitors to their classroom.
5. **Behaviour Management** - Identify the strengths and weaknesses of your behaviour management practices, how this was reflected in the classroom and how you made progress in this area. – 500 words

### **Section C: Evidence of ongoing learning**

1. Implement and collect all data for your Practitioner-based research project. **No information about your PBR is due in this folder.**
2. List 4 professional activities that you, as a pre-service teacher, attended during stage two of your EPEP. These can include, staff worship, duty, staff meeting, parent teacher nights, carnivals and external professional development. Write a 100-word report on each type of activity by using the following headings: event, date, importance to teaching and what I learned. Use the **proforma** found at the end of this assignment.

### **Section D: Reflections on learning**

1. The EPEP final report (completed by your Colleague Teacher/s) should be placed in this section of your teaching folder. **It needs to return with you to Avondale. Do not get them to send it later. You need this for your interviews.**
2. Prepare a 300-400 word **Personal Response** to your EPEP. This is used as a basis for your final debriefing session.

## General reminders

Due Date: Teaching Folder will be due the first Thursday of the first week of your classes.

Assessment Weighting: The Professional Experience Assignment is worth 60% (Teaching Folder – 30% and Colleague Teacher's Report – 30%) of the Professional Development and Experience IVB Subject Assessment. The practitioner-based research is worth 20% of the Professional Development and Experience IVB Subject Assessment.

Fair Access: In line with College policy, the lecturer/co-ordinator reserves the right to photocopy pre-service teachers' teaching folders for purposes of cross marking and other assessment functions, external moderation, and detection of plagiarism.

EPEP Supervisor's Final Report - **must** come back with you from your placement as it will be needed for your employment interviews. Failure to do this will jeopardise your ability to be interviewed successfully.

Notes on marking – Your folder will be marked using the attached rubric. It is vital that you cover all aspects of this assignment and present it as instructed.

## Evidence Types

The following list is what will be the documentation typically required for the Accreditation Report.

Annotated excerpts of planning documents, lesson preparation and student learning, demonstrating reflection and analysis, which show:

1. Reference to the teaching and learning cycle and scope and sequence
2. A variety of teaching and learning activities (eg differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives
3. Differentiated tasks to meet the learning needs of individual students
4. Activities and content that are appropriate to learning stages
5. Activities that build on prior knowledge/learning of students
6. Teaching and learning strategies that take into account student background
7. Application of specific and appropriate literacy strategies
8. A range of assessment strategies relevant to the outcomes
9. Evidence of team teaching and collaborative planning; consultation with ESL teacher/Counsellor/Aboriginal Education Assistant etc
10. Evidence of implementation of mandatory policy documents
11. Evaluation of programs/lesson plans
12. Student work samples linked to excerpts from program or lesson plans, mentioning conditions of production (for example homework, group work, assessment task)
13. Annotated record of feedback given to students, evidence of record-keeping system
14. Behaviour management documentation
15. Written documentation eg. Lesson plans and programs.
16. Notes from the supervisor showing areas discussed (Signed and dated)
17. Identify student learning needs.
18. Correlation of adequate planning, documentation and the quality of teaching practice and student learning.
19. Indications that feedback from the student and parents/caregivers has been used.
20. Samples of an evaluation of the planning and delivery of lessons.
21. Examples of communication with students, parents and the community.

## Elements Table

### Instructions

The elements table below is intended for use by students to describe their progress towards achieving the elements and aspect of the elements. This proforma is provided in digital format on moodle for students to use. As an indication of the length of your discussion I am expecting here, I would envisage two aspects per printed page please.

Please ensure that your hard copy evidences are well highlighted/colour coded/numbered/sequenced so it is easy to identify where each evidence belongs.

<b>Element</b>	
<b>Aspect</b>	
<b>Progress</b>	
<b>Written Evidence / Examples</b>	
<b>Hard Copy Evidence / Examples</b>	

## F3 - FOCUSED FEEDBACK FORM - (2 per week required)

Student: \_\_\_\_\_ Supervising Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Lesson/session to be observed: \_\_\_\_\_

<p><b>Element 1: Students know their subject content and how to teach that content to their students</b></p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Curriculum requirements</li> <li>• Use of ICT</li> </ul>	<p><b>Comments:</b></p>
<p><b>Element 2: Teachers know their students and how they learn</b></p> <ul style="list-style-type: none"> <li>• Respects students from diverse backgrounds</li> <li>• Caters for individual differences</li> <li>• Variety of teaching strategies</li> </ul>	<p><b>Comments:</b></p>
<p><b>Element 3: Teachers plan, assess and report for effective learning</b></p> <ul style="list-style-type: none"> <li>• Links new knowledge with prior learning</li> <li>• Plans feasible learning activities</li> <li>• Gives helpful and timely oral feedback to students</li> </ul>	<p><b>Comments:</b></p>
<p><b>Element 4: Teachers communicate effectively with their students</b></p> <ul style="list-style-type: none"> <li>• Communicates clearly</li> <li>• Uses questioning skills effectively</li> <li>• Leads discussions effectively</li> <li>• Uses exemplary oral and written language</li> </ul>	<p><b>Comments:</b></p>
<p><b>Element 5: Teachers create and maintain safe and challenging learning environments through the use of classroom management skills</b></p> <ul style="list-style-type: none"> <li>• Promotes a positive class atmosphere</li> <li>• Maintains effective pacing</li> <li>• Gains pupil interest and attention</li> <li>• Uses non-verbal communication</li> <li>• Builds rapport with students</li> </ul>	<p><b>Comments:</b></p>
<p><b>Element 6: Teachers continually improve their professional knowledge and practice</b></p> <ul style="list-style-type: none"> <li>• Seeks and accepts advice</li> <li>• Reflects on own teaching</li> </ul>	<p><b>Comments:</b></p>
<p><b>Element 7: Teachers are actively engaged members of their profession and the wider community</b></p> <ul style="list-style-type: none"> <li>• Appropriate deportment and dress</li> </ul>	<p><b>Comments:</b></p>

<p><b>Element 8: Christian teachers perform their professional work within the framework of a Christian worldview</b></p> <ul style="list-style-type: none"><li>Effectively integrates Christian values with learning activities.</li></ul>	<p><b>Comments:</b> This section is not applicable for pre-service teachers in public schools.</p>
<p><b>Post Observation Conference:</b></p>	
<p><b>Strengths:</b></p>	<p><b>Areas for further development:</b></p>
<p><b>Supervising Teacher's Signature:</b></p>	
<p><b>Strategies for Improvement (to be completed by pre-service teacher)</b> Please list here the specific strategies you plan to adopt to deal with areas for further development)</p>	

***Daily Self Evaluations – only used in Stage 2 EPEP***

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Date..... Day .....

Classes/Subjects Taught

Weaknesses

Strengths

Reflections

Questions

Plans for Improvement

## ***Professional Activities Report – Stage 2 EPEP only***

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**Event 1** ..... **Date** .....

Importance to teaching!

What I learned!

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**Event 2** ..... **Date** .....

Importance to teaching!

What I learned!

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**Event 3** .....

**Date** .....

Importance to teaching!

What I learned!

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**Event 4** .....

**Date** .....

Importance to teaching!

What I learned!

## ***NSW Quality Teaching Model***

<b>Intellectual Quality</b>	<b>What does this mean?</b>	<b>How? CONNECT</b>
Deep knowledge	Focus on small things at a time	Be <b>CLEAR</b>
Deep understanding	Be specific about what you want –think deep	Be CLEAR
Problematic knowledge	Consider options and alternatives	Your <b>NEEDS</b>
Higher order thinking	Allow students to apply skills	<b>OBSERVE</b> students
Metalinguage	Use subject specific & positive language	<b>TALK</b> of praise
Substantive communication	Talk about what you are learning	<b>COMMIT</b> to listening
<b>Quality learning environment</b>		
Explicit quality criteria	Have a criteria of what you want	Be CLEAR
Engagement	Gain student interest – ask them	Commit to Listening
High expectations	Explain your expectations & acknowledge when they do it	TALK of praise & be Clear
Social support	Teach teamwork & conflict management	<b>ENFORCE</b> boundaries
Students self regulation	Self awareness	<b>ENFORCE</b> boundaries
Student direction	Ask students what they want	<b>COMMIT</b> to listening
<b>Significance</b>		
Background knowledge	Where are students now?	Their <b>NEEDS</b>
Cultural knowledge	What are others saying or doing	Commit to Listening
Knowledge integration	Create thematic units to build meaning across subjects	Their <b>NEEDS</b>
Inclusivity	Put yourself in the picture	Your <b>NEEDS</b>
Connectedness	Relate learning to real life	Their <b>NEEDS</b>
Narrative	Tell stories	Their <b>NEEDS</b>

**EDEP35100, EDPP37600, EDPP38600, EDSP37600, EDSP38600  
PROFESSIONAL EXPERIENCE FOLDER MARKING CRITERIA**

Name: \_\_\_\_\_

CRITERIA	GRADE
<ol style="list-style-type: none"> <li>1. Folder is organised exactly as required, and is neat and orderly</li> <li>2. Planning demonstrates all tactics covered to date in course</li> <li>3. Personal reflection against elements is deep, consistent and leads to improved practice. Personal progress is specifically referred to and evidences are varied, coded and of high quality.</li> <li>4. Student review of the quality teaching model shows insight and reflection. Most of the sub-elements have been commented on.</li> <li>5. Interview report is realistic, constructive and reflective</li> <li>6. Lesson planning/Day books are exemplary</li> <li>7. Daily self-evaluations are critically reflective and designed to improve practice.</li> <li>8. Unit of work is exemplary.</li> <li>9. Behaviour management section is thorough, reflective and practical</li> <li>10. All section C components are completed to a high standard with supporting documents where appropriate.</li> <li>11. Evidence of professional growth is well documented and clearly referenced to planning and supervising teacher comments</li> <li>12. Written language, grammar and any referencing is exemplary throughout.</li> </ol>	<p><b>High Distinction</b></p>
<ol style="list-style-type: none"> <li>1. Folder is organised as required and is neat and orderly</li> <li>2. Planning demonstrates most tactics covered to date in course</li> <li>3. Personal reflection against elements is honest and leads to improved practice. Personal progress is referred to and evidences are varied, coded and of high quality</li> <li>4. Student review of the quality teaching model is sound. Many of the sub-elements have been commented on.</li> <li>5. Interview report is constructive and reflective</li> <li>6. Lesson planning/Day book is thorough</li> <li>7. Daily self-evaluations are reflective and practical</li> <li>8. Unit of work is well-planned</li> <li>9. Behaviour management section is honest and reflective.</li> <li>10. All section C components are completed well with supporting documents where appropriate.</li> <li>11. Evidence of professional growth is well documented and linked to planning and supervising teacher comments.</li> <li>12. Written language is very good throughout.</li> </ol>	<p><b>Distinction</b></p>
<ol style="list-style-type: none"> <li>1. Folder is mostly organised as required</li> <li>2. Planning demonstrates a variety of teaching tactics</li> <li>3. Personal reflection against the elements is relevant and indicates areas of improvement. Evidences are varied and personal progress commented on.</li> <li>4. Student review of the quality teaching model is sound. Some of the sub-elements have been commented on.</li> <li>5. Interview report is constructive.</li> <li>6. Lesson planning/Day book is sound</li> <li>7. Daily evaluations are sound</li> <li>8. Unit of work is sound</li> <li>9. Behaviour management section is honest</li> <li>10. Section C is completed to a good standard</li> <li>11. Evidence of professional growth is linked to planning and supervising teacher comments</li> <li>12. Written language is good throughout.</li> </ol>	<p><b>Credit</b></p>

<ol style="list-style-type: none"> <li>1. Folder is mostly organised as required. One or two components missing or out of order.</li> <li>2. Planning demonstrates some variety of teaching tactics</li> <li>3. Personal reflection against the elements is limited and reflections do not specifically address personal progress.</li> <li>4. Student review of the quality teaching model is limited. Few of the sub-elements have been commented on.</li> <li>5. Interview report is adequate</li> <li>6. Lesson planning/Day book is adequate.</li> <li>7. Daily evaluations are basic and not really reflective</li> <li>8. Unit of work is basic with one or two elements missing</li> <li>9. Behaviour management section is scanty</li> <li>10. Section C is completed to a satisfactory standard</li> <li>11. Some evidence of professional growth is provided in report</li> <li>12. Written language is satisfactory throughout.</li> </ol>	<p><b>Pass</b></p>
<ol style="list-style-type: none"> <li>1. Folder is lacking organisation</li> <li>2. Planning demonstrates very limited variety of teaching tactics</li> <li>3. Personal reflection against the elements is superficial.</li> <li>4. Student review of the quality teaching model is unsatisfactory.</li> <li>5. Interview report is limited, trivial or fabricated.</li> <li>6. Lesson planning/Day book is poor</li> <li>7. Daily evaluations are basic and not really reflective</li> <li>8. Unit of work is unsatisfactory.</li> <li>9. Behaviour management section is not adequate</li> <li>10. Section C is incomplete</li> <li>11. Little evidence of professional growth is provided</li> <li>12. Written language lacks accuracy</li> </ol>	<p><b>Fail</b></p>

Report from school \_\_\_\_\_ Final Grade for Assignment: \_\_\_\_\_

Lecturer's signature: \_\_\_\_\_ Date: \_\_\_\_\_