TEACHING PERFORMANCE ASSESSMENT

COMPONENT ONE
FINAL YEAR PROFESSIONAL EXPERIENCE

Primary R-7, Middle School and Secondary Programs

2020
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INTRODUCTION

This document contains the guidelines for successfully completing Component One of the Flinders University Teaching Performance Assessment (TPA). This is the major assessment task for your final professional experience placement. The activities that comprise the assessment are designed to authentically assess your readiness for beginning teaching. The evidence that you gather from the six TPA assessment activities will be used towards your assessment in the final capstone topic.

By completing the six TPA assessment tasks you will generate evidence to:

- Demonstrate teaching proficiency in relation to the Australian Professional Standards for teachers at the Graduate Level;
- Identify the important features of the learning context that influence your planning, teaching and assessment;
- Draw on students’ prior learning when planning and teaching lessons;
- Work with students to build their knowledge in a particular Curriculum area;
- Engage students in meaningful learning and monitor their understanding;
- Critically reflect on your professional practice and its impact on students’ learning;
- Assess student learning and determine patterns in whole class learning as well as individual learning needs; and,
- Use student assessment to inform your professional practice.
OVERVIEW

Component One of the Flinders University TPA requires you to complete six activities to demonstrate your proficiency to:

- Self-assess and plan your professional learning
- Investigate the context for learning
- Plan for learning and assessment
- Teach and manage student learning effectively
- Assess, provide feedback and report student learning
- Reflect and communicate what you have learned about your own teaching practice and your impact on students’ learning.

The following table shows the timing of the six assessment activities and examples of evidence to be collected.
**TPA OVERVIEW**

Overview of the six assessment activities and evidence to be collected (see Topic FLO site for submission deadlines).

<table>
<thead>
<tr>
<th>Activities 1 &amp; 2 are to be completed during the professional experience planning days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1. Self-assess and plan your professional learning using the Australian Professional Standards for Teachers at the Graduate level.</td>
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<tr>
<td>Commencement of journal</td>
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<table>
<thead>
<tr>
<th>Activities 3-6 are to be completed during the final professional experience teaching block</th>
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<tbody>
<tr>
<td>These activities have connections to other academic topic requirements such as The Professional Educator, English and Differentiation for Diverse Learners.</td>
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<tbody>
<tr>
<td>Plan for teaching and assessment</td>
<td>Teach and manage student learning</td>
<td>Assess, provide feedback and report on student learning</td>
<td>Presentation: reflect on and communicate your impact on students’ learning</td>
</tr>
</tbody>
</table>

**Examples of possible evidence to be collected**

<table>
<thead>
<tr>
<th>Unit and sequenced lesson plans</th>
<th>Video clip (short term use only – not for portfolio or FLO submission)</th>
<th>Analysis of whole class achievement</th>
<th>Daily journal reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated tasks</td>
<td>Liaison and mentor feedback</td>
<td>Student work</td>
<td>Oral presentation video recording, presentation file and speaker’s notes</td>
</tr>
<tr>
<td>Student assessment data</td>
<td>Self and peer analysis and feedback</td>
<td>Analysis of learning for two students and assessment commentary in journal</td>
<td>Mentor and colleague feedback</td>
</tr>
<tr>
<td>Individual student learning plans</td>
<td>Student engagement and involvement scales</td>
<td>Student feedback</td>
<td></td>
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</table>
JOURNAL

You are required to keep a reflective journal. You are to begin using this journal at the start of your placement when you first visit the school. The journal can be in any form: digital or hard copy. There are discussion prompts for each TPA Activity which require Journal responses. After teaching each lesson you can also use your Journal to reflect on:

- What did you plan to do and why?
- What worked? What did not work? For whom? Why?
- What evidence supports your perceptions?
- What feedback did you receive and how will you respond to this feedback?
- How will you change or adapt your next lesson based on feedback and your reflections?

Share your journal with your Mentor Teacher at least on a weekly basis and with your University Liaison when they visit.

ASSESSMENT

All activities need to be submitted via FLO by the due dates indicated on your topic FLO site. The evidence that you collect will be used for your ePortfolio and assessed in the Capstone topic EDUC 9401/4820.

To pass your final placement you must receive a satisfactory grade or higher and submit all six TPA activities by the due dates.
EVIDENCE

Evidence assists teachers to:

• Evaluate their impact on student learning and engagement

• Identify their strengths

• Seek feedback about their practice

• Collaborate with colleagues to improve on practice; and

• Plan for and engage in effective professional learning that is relevant to their needs.

You are required to systematically gather and manage evidence about the effectiveness of your practice throughout the professional experience. Evidence is authentic, reliable and valid information that can be used to support a particular idea, conclusion, claim or decision. Evidence must be directly observable. It is not evidence if you cannot see, touch or hear it. Artefacts of practice, observable actions and the products of learning are all sources of evidence.

Evidence must therefore be drawn directly from your practice and demonstrate how you impact positively on and improve outcomes for students, and how you collaborate with colleagues. In doing so, the evidence should clearly show:

• What you want students to learn

• How you will facilitate this learning

• How you will know when students have achieved this learning.

Evidence may be stand-alone artefacts or pieces collected into ‘evidence sets’. One piece of strong evidence may demonstrate achievement of multiple Standards' Focus Areas. Think quality over quantity.
Table 2 - What evidence could I draw upon from my practice?

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning programs</td>
<td>Unit and lesson plans (including learning goals, strategies, activities); evaluation of teaching and learning programs; individual student learning programs.</td>
</tr>
<tr>
<td>Resources</td>
<td>Resources (including ICT) developed and/or used; classroom displays.</td>
</tr>
<tr>
<td>Classroom observations</td>
<td>Your lesson observation notes; video clips of practice; notes of observations of other teachers’ practice.</td>
</tr>
<tr>
<td>Reflection and feedback</td>
<td>Your reflections on your practice; notes and feedback received from students and parent/carers; student survey data; student conference notes; performance review feedback from peers and/or supervisors.</td>
</tr>
<tr>
<td>Student assessment and learning</td>
<td>Assessment plans; assessment strategies; assessment records, student self/ peer assessment feedback; samples of student work; feedback provided to students; assessment tasks and criteria; reflections on the use of data and assessment to inform practice.</td>
</tr>
<tr>
<td>Collaboration and communication</td>
<td>Records of professional conversations and meetings; resources co-constructed with colleagues; team meeting notes; records of engaging with parents/carers and the community.</td>
</tr>
<tr>
<td>Professional learning</td>
<td>Engagement in professional learning; evaluation of your professional learning; professional learning plan (with identified goal setting and strategies); action research; professional learning provided for colleagues.</td>
</tr>
<tr>
<td>Other</td>
<td>Annotated school policies; variations to school routines; risk assessments.</td>
</tr>
</tbody>
</table>

DETAILED ASSESSMENT ACTIVITIES

ACTIVITY 1. Self-assess and plan your professional learning

LINK TO THE GRADUATE TEACHER STANDARDS

6.1 Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.

PURPOSE

Activity 1 will help you to identify and plan your professional learning. The aim is for you to attain the Graduate level for all focus areas by the end of your final placement. You should continue to reflect on your progress throughout your placement.

ACTIVITY (1)

1. Self-assess and highlight your level of achievement for each focus area using the Australian Professional Standards for Teachers: Pre-service Teacher Developmental Continuum at the back of the Professional Experience Handbook.

2. Identify your strengths and consider how you will address your areas of challenge.

3. Create a professional learning plan which makes explicit:
   - Realistic goals that you can achieve by the end of the block placement;
   - Strategies and resources you will use to achieve your goals;
   - The evidence you will gather and how you will know if you are making progress.

4. Discuss your plan with your University Liaison.

DISCUSSION PROMPTS: Word count - 300 words minimum

Use these questions to guide your discussion with your University Liaison. Document your responses in your journal.

- What is the meaning of each Standard focus area?
- What types of actions could you take to achieve your goals?
- What opportunities exist for you to make a meaningful contribution to the school, classroom and individual students?
**ACTIVITY 2. Investigate the Context for Learning**

**LINKS TO THE GRADUATE TEACHER STANDARDS**

- **5.4** Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
- **7.1** Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
- **7.2** Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

**PURPOSE**

Activity 2 will help you to identify the classroom/school/community context. Understanding this context will influence your planning and teaching.

**ACTIVITY (2)**

Investigate and document in your journal: the school context in which you are teaching; the characteristics of the students in the class; the curriculum subject/key learning area/s you will teach, the sequence of lessons you will plan, and resources available.

**DISCUSSION PROMPTS: Word count - 500 words minimum**

Use these prompts as discussion starters with your Mentor Teacher and/or University Liaison. Document your responses in your journal.

**School Context**

- What do you know about the school community in which you will teach? This could include: location, socio economic status, cultural backgrounds and numbers of students, and school type. Investigate the My School Website and Site Plan.

**Policies and Principles**

- What are the codes of conduct relevant to teaching in your school?
- What might be some ethically challenging situations that teachers face in this context and what would be an ethical response?
- What are the policy and procedures related to Student Wellbeing, Behaviour Management, Child Protection, Assessment and Reporting?
- What mandatory reporting requirements are you required to follow?
Classroom Context

- How many students are in your class/classes?
- What is the ratio of boys/girls in your class? What is the cultural diversity of students in your class?
- What languages are spoken by students?
- What resources are available to support students to learn?

Students’ Development

- What are the physical, social and intellectual development and characteristics of students that may affect their learning?
- What have you observed about the students?
- What can students do and what are they still learning to do?
- How can you identify students’ prior knowledge and learning strengths and weaknesses?
- What student data is available and do any students have learning plans?
- Discuss the students’ abilities, how they interact with each other and express themselves

Planning your lessons

- Discuss and identify the subject/key learning area that you are going to teach and the sequence of lessons.
- What specific curriculum content will be assessed and reported and when?
- What teaching strategies will you use to meet the specific needs of students?

EVIDENCE

Keep a copy of your annotations on relevant school documents and record your discussions with your University Liaison in your Journal.
ACTIVITY 3. Plan for Learning and Assessment

LINKS TO THE GRADUATE TEACHER STANDARDS

1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

2.2 Organise content into an effective learning and teaching sequence.

2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

4.4 Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.

4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

PURPOSE

Activity 3 will enable you to demonstrate your ability to design and discuss unit and lesson plans, with specific and differentiated student learning outcomes.
ACTIVITY (3)

Develop, describe, and critically reflect on your teaching and assessment unit plan for your sequence of 3-5 lesson plans with your Mentor Teacher. Document your responses in your Journal. Ensure you receive and include professional feedback.

DISCUSSION PROMPTS: Word count - 300 words minimum

Use these prompts as discussion starters with your Mentor Teacher and/or School Coordinator. Document your responses in your journal.

- What is the central teaching focus of your planned lessons?
- Why is the content important for students to know?
- What concepts are you teaching?
- How will your teaching align with current curriculum documents (e.g. Early Years Framework, Australian Curriculum, International Baccalaureate, SACE)?

Theoretical and Pedagogical Framework

- What are the theoretical frameworks/learning theories/ pedagogical models and/or research/readings that inform your lesson planning? For example, The Teaching for Effective Learning Framework via https://www.decd.sa.gov.au/teaching/teaching-effective-learning

Learning Activities

- How will the design of your lessons develop students’ skills, knowledge and abilities?
- How will you challenge all students to learn?

Teaching Strategies

- How will your knowledge of students inform your lesson plans?
- How will your choice of teaching activities, strategies, and materials be inclusive of students’ backgrounds, developmental levels, interests and needs?

Student Assessment

- When and how you will assess student learning?
- How will student assessments help you understand if students have achieved the learning objectives?
- How will you provide students with feedback to progress and monitor their learning?
EVIDENCE

Keep copies of 3-5 of your lesson plans and all associated teaching resources such as class handouts, digital presentations, informal and formal assessment tools (including evaluation criteria and rubrics). If any of these materials are from a textbook, please keep a copy of the pages you used along with a list of references. Also include any resources you have designed or developed yourself. Discuss this evidence along with your journal reflections with your University Liaison and/or Mentor Teacher.
ACTIVITY 4. Teach and Manage Student Learning

LINKS TO THE GRADUATE TEACHER STANDARDS

2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.3 Include a range of teaching strategies.
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. 4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.
6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

Depending on teaching context:
1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
PURPOSE

This activity requires you to video at least one unedited 10-minute segment of your teaching and analyse this with your Mentor Teacher or University Liaison. Please use only a school recording device and delete your recording after it has been analyzed.

ACTIVITY (4)

1. Complete the Video Recording Permission Form for filming in the classroom with appropriate permission from the school/parents/carers of your students.

   Please see Appendix 1 (page 21)

2. Record a 10-minute continuous (no interruptions) unedited video recording of a lesson, that illustrates how you facilitate student engagement in learning. You can video record as much of the lesson as you wish, but then select a continuous 10 minute segment. The video can feature either the whole class or a small group of students, who have provided written consent to be filmed.

3. With your Mentor Teacher and/or University Liaison, reflect on the video segment of your teaching and students’ learning.

DISCUSSION PROMPTS: Word count - 300 words minimum

Use these prompts as discussion starters with your Mentor Teacher and/or University Liaison. Document your responses in your journal.

Self-assessment

- Having viewed the video segment what surprised you?

Student engagement in learning

- Does the video show that you extended students’ knowledge and skills and engaged them in learning relevant key concepts? How?

- In the video, what teaching strategies did you demonstrate that addressed the needs of the whole class and the specific needs of individual students? How did you manage challenging student behaviour?

- Discuss what you learned about your (a) planning and (b) teaching from viewing yourself in the clip. What worked well and what you might want to work on in the future?
• Explain why and how in your next lesson, you will build on the successful aspects of this lesson.

• What aspects of your teaching have you identified that need further development?

• How does this reflection on your practice assist you to identify your strengths, and areas for development as an emerging practitioner?

EVIDENCE

Keep a copy of your 10-minute video segment of your teaching to share and discuss with your University Liaison and/or Mentor Teacher. Delete the video after the discussion. The notes and feedback from the analysis of your video can be used as evidence.
**ACTIVITY 5. Assess, Provide Feedback and Report Student Learning**

**LINKS TO THE GRADUATE TEACHER STANDARDS**

3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.

5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

**PURPOSE**

Activity 5 requires you to demonstrate how you assess, provide feedback and report student learning needs through the analysis of work samples.

**ACTIVITY (5)**

This activity requires you to:

1. Select or design an assessment tool and criteria aligned with curriculum/big idea and learning objectives;

2. Identify and analyse patterns in relation to the learning outcomes for the whole class.

3. Provide assessment examples from two students whose work demonstrates a range of learning outcomes. Both examples need to include the feedback that you provided.

4. Analyse the students’ work samples to identify successful learning and future learning needs.

DISCUSSION PROMPTS: Word count - 300 words minimum

Use the following prompts, to discuss with your Mentor Teacher, your proficiency to assess, provide feedback and report on student learning teaching. Record your responses in your Journal.

Assessment task

- How did the selected criteria assist in assessing student learning?
- How did your assessment tool indicate what a student does and does not understand?

Whole Class Assessment

- How would you summarise the whole class results?
- How do you know that your assessment tool is reliable and valid?
- Have you identified gaps in student learning?
- How would you know if the assessment was appropriate?
- What patterns have you identified in students’ learning? For example, what do most students appear to understand? Are there any misconceptions, confusions, or needs that became apparent for any students? Is the level of challenge appropriate?

Sample Student Assessment

- Analyse two student work samples to provide specific evidence to support your analysis of student learning.
- For the two students whose work samples were selected, describe their prior knowledge of the content and their individual learning strengths and challenges. Cite specific evidence from the work assessment and from other classroom assessments relevant to the same criteria.

Feedback

- What feedback did you provide to individual students and/or the group as a whole?
- Explain how and why your approach to feedback supports students’ learning?
- In what ways does your feedback address individual student’s needs and learning goals? Cite specific examples and reference evidence to support your analysis.
Assessment for Learning

• Based on students’ performance, explain how you would make improvements to your teaching and assessment plan?

• For those who achieved the learning goals, what new challenges would you consider for this group of students? These next steps may include a specific teaching activity or other forms of re-teaching to support or extend their continued learning. Document how these next steps will improve student performance.

Conclusion: Assessment for Teaching

• Reflect on how you could have improved the task and your teaching. Use and cite relevant theoretical assessment literature in your reflection.

EVIDENCE

Keep a copy of the following items:

• The assessment tool (e.g., rubric) and criteria that was used to assess the students’ work.

• A summary of student learning in the assessment task.

• Two student work samples. These should represent what students generally understood in the class as well as those areas that students were still struggling to understand. Label these “Work Sample 1” and “Work Sample 2”

• Include a copy of any written or oral feedback that you provided to students.

Share this evidence along with your Journal reflections with your University Liaison and/or Mentor Teacher.
ACTIVITY 6. Reflect and Communicate your Learning and your Impact on Students’ Learning

LINKS TO THE GRADUATE TEACHER STANDARDS

3.7 Describe a broad range of strategies for involving parents/carers in the educative process
6.2 Understand the relevant and appropriate sources of professional learning for teachers.
6.4 Demonstrate understanding of the rationale for continued professional learning and the implications for improved student learning.
7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.
7.4 Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.

PURPOSE

Activity 6 requires you to demonstrate how you have integrated knowledge from your academic topics with your teaching practice during your placement and to present evidence of your impact on students’ learning. Before you leave the school you need to give a presentation to, and facilitate a short group discussion with, a small group of experienced teachers.

ACTIVITY (6)

1. Reflect on your achievement of your professional development goals aligned with the Australian Professional Standards for Teachers identified at the start of your professional experience; how have you engaged in professional learning during the placement, and how might you continue your professional growth?

2. Prepare and deliver a short oral presentation (of approximately 10-minutes duration) to a small group (2-3) of experienced teachers in the school, this could include your Mentor Teacher, School Coordinator or University Liaison.
In your presentation you need to:

- Explain how you have integrated the knowledge gained from the different topics in your course, with your practice during your professional experience.
- Present evidence of your positive impact on students’ learning.
- Review your professional development goals and strategies.
- Discuss the strategies you used to involve and communicate with parents and care givers.

**DISCUSSION PROMPTS: Word count - 300 words minimum**

After the oral presentation, lead a short discussion to ask for feedback and suggestions regarding relevant professional learning to further develop your teaching practice.

Record the discussion and feedback in your Journal. What have you learnt? What will you follow up?

**EVIDENCE**

Keep a copy of your presentation feedback.
APPENDIX 1: Video Recording Permission Form

Flinders University
College of Education, Psychology and Social Work

Principal of ..............................................................................................................................................
(address): ..............................................................................................................................................
give consent to allow Flinders University initial teacher education preservice teachers to video record their own teaching while on professional experience in my school.

I understand that:

• The purpose of the video recording is to allow the preservice teachers to capture 10 minutes of their teaching for the purpose of reflection and improvement on their practice.

• The video recording will be used as part of their assessment task, will not be seen by anyone other than their assessor and after their assessment task has been completed the video file of their teaching will be destroyed.

• Pre-service teachers are ONLY to use a site device to video record their practice. They must not use a personal device.

• Students will be de-identified.

Signature: ........................................................ Date: ........................................................

PLEASE RETURN SIGNED FORM TO: ...

[please identify the person at the school who will receive this form. This will most likely be the School Coordinator of Professional Experience].

FOR MORE INFORMATION OR IF YOU HAVE QUESTIONS, PLEASE CONTACT YOUR ACADEMIC COORDINATOR

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Acknowledgement

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References


