

TEAC 3020 Professional Experience 2: Working with Assessment Data for Instruction

Prior Learning · Placement Requirements · Focus Teaching Standards

Placement: 3 weeks (15 days) + 1 campus day

Stage of degree: Year 3

Sequence: 2nd of 4 placements

WHERE PEX2 SITS IN THE DEGREE

Pre-service teachers are in **Year 3 of a four-year Bachelor of Education (Primary)**. They have completed one placement (PEX1), where they were assessed on classroom observation, lesson delivery and classroom management. They have now completed the **full early years and primary curriculum suite of subjects**. They have **not yet studied inclusive practices, EAL/D, STEM or HPGE** (Year 3 and Year 4).

Year 1
Foundation studies

Year 2
TEAC 2048
PEX1 — Working in Classrooms

Year 3
TEAC 3020
PEX2 — Assessment Data

Year 4
TEAC 3021 PEX3 — Diverse Learners
TEAC 4006 PEX4 — Transition

PRIOR KNOWLEDGE: SUBJECTS ALREADY COMPLETED

Stage	Subjects completed
Year 1	TEAC 1031 Sociology for Educators • TEAC 1038 Literacy and Numeracy for Educators • TEAC 2054 Scientific Discovery and Invention • TEAC 1037 Exploring Patterns and Relationships in Mathematics • TEAC 1039 Scientist, Artist, Teacher • TEAC 1011 Educational Psychology • TEAC 2024 Engaging with Children, Families, Colleagues and Communities • TEAC 2046 Pedagogy and Praxis in Aboriginal and Torres Strait Islander Education
Year 2	TEAC 3016 Language and Literacy in the Early Years • TEAC 2043 Numeracy and Mathematics in the Early Years • TEAC 2004 Being a Teacher • TEAC 2062 Teachers as Change Makers • TEAC 2063 History, Geography, Civics and Citizenship in the Primary Years • TEAC 2053 Science and Technology in the Primary Years • TEAC 3004 Creative Arts in the Primary Years • TEAC 2048 Professional Experience 1
<i>Currently studying</i>	<i>Alongside this placement pre-service teachers are concurrently studying TEAC 3019 Numeracy and Mathematics in Years 3–6 • TEAC 3015 Language and Literacy in Years 3–6 • TEAC 3046 Engaging Pedagogies</i>

**This is the recommended progression. Students may choose their own study path, enter mid-year, or study part-time, so subjects may be completed in a different order — but the overall progression through the degree is the same.*

What this means for the supervising teacher: At this stage, pre-service teachers have completed one placement and have studied primary curriculum and pedagogy. PEX2 is where pre-service teachers learn to **use student assessment data to drive their planning and teaching**. Access to class data (within school policy) is needed. **Supervising teacher guidance on how to use this data is very important**, as this is the core learning of the unit.

WHAT WE EXPECT ON THIS PLACEMENT

A **three-week (15 day)** placement plus one **professional learning day on campus**. This unit focuses on student data and assessment. Pre-service teachers develop the capacity to interpret student assessment data to inform their teaching and to use formal and informal assessment strategies to support programming and student learning.

Week 1 — Orientation to the class

Observe teaching and assessing practices and engage in teaching activities focusing on individuals, small groups and whole-class co-teaching.

Week 2 — Teaching with planning

Complete a minimum of **8 hours of teaching** involving assessing, planning, resource development and class organisation. **Full lesson plans to be written and checked.** Daily feedback from the supervising teacher.

Week 3 — Data-informed teaching

Complete at least **10 hours of teaching** involving planning, class organisation and consecutive lessons. Pre-service teachers **must use student assessment data** to plan lessons and modify teaching practices.

RECOMMENDED TEACHING SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Observation	Observation	Co-teaching	Co-teaching / small group	Co-teaching / small group
Week 2	Small group / co-teaching	One lesson	Two lessons	One session	One session
Week 3	One session	Two sessions	Whole day	Whole day	Two sessions

Observation – observing the supervising teacher and class. **Small group** – a group of 6–8 children. **Co-teaching** – teaching part of a lesson with the supervising teacher. **One lesson** – a scheduled whole-class lesson. **Session** – all lessons between breaks (may be one or several). **Whole day** – all lessons in the day. This is the suggested progression for PEX2; some modification may be required (for example, excursions, sport and assembly).

FOCUS GRADUATE TEACHING STANDARDS ASSESSED IN PEX2

Professional experience units are **sequential and cumulative**. In PEX2, pre-service teachers are assessed against **21 Graduate Standard descriptors** from the Australian Professional Standards for Teachers, including those achieved in PEX1 with additional descriptors that focus on **assessment and the use of student data**, reflecting their expected stage of progression in the course.

New at PEX2 — 7 additional descriptors

Standard 2 — Know the content & how to teach it

2.3.1 Curriculum, assessment & reporting

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

2.5.1 Literacy & numeracy strategies

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

Standard 3 — Plan for & implement effective teaching & learning

3.6.1 Evaluate & improve teaching programs

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

Standard 5 — Assess, provide feedback & report on student learning

5.1.1 Assess student learning

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

5.2.1 Provide feedback to students on their learning

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

5.3.1 Make consistent & comparable judgements

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

5.4.1 Interpret student data

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

Carried forward from PEX1 — 14 descriptors, still assessed

Standard 1	1.1.1 Physical, social & intellectual development & characteristics of students	1.2.1 Understand how students learn
Standard 2	2.1.1 Content & teaching strategies of the teaching area	2.2.1 Content selection & organisation
Standard 3	3.1.1 Establish challenging learning goals	3.3.1 Use teaching strategies
	3.4.1 Select & use resources	3.5.1 Use effective classroom communication
Standard 4	4.1.1 Support student participation	4.2.1 Manage classroom activities
Standard 6	6.1.1 Identify & plan professional learning needs	6.3.1 Engage with colleagues & improve practice
Standard 7	7.1.1 Meet professional ethics & responsibilities	7.2.1 Comply with legislative, administrative & organisational requirements

Rating each descriptor

D

Developed

WT

Working towards

N

Not developed

NA

Not applicable*

*Use only where the pre-service teacher has had no opportunity to engage with that descriptor. Please also provide **daily written and oral feedback**. If you have concerns, raise them early — see the *Requiring Additional Support* process in the PEX Handbook.