



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 (Secondary)** and have completed one placement (PEX1). They have now finished **all six content subjects in each of their two majors**, and are studying their **Curriculum 7–10** subjects — where the NESA syllabus documents are worked with — at the same time as this placement. Curriculum 11–12 comes in Year 4.

Year 1 Foundation studies + major content	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
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PRIOR KNOWLEDGE: SUBJECTS ALREADY COMPLETED

Stage	Subjects completed
Years 1 & 2	TEAC 1031 Sociology for Educators • TEAC 1042 Developing Literacy & Numeracy • TEAC 1011 Educational Psychology • TEAC 1043 Information & Communications Technologies for Teaching & Learning • TEAC 2004 Being a Teacher • TEAC 2046 Pedagogy & Praxis in Aboriginal & Torres Strait Islander Education • TEAC 2048 Professional Experience 1 Content subjects in the teaching areas: Major 1 — 4 of 6 • Major 2 — 5 of 6
Year 3 (to date)	TEAC 3046 Engaging Pedagogies Content subjects in the teaching areas: Major 1 — 6 of 6 • Major 2 — 6 of 6 — all content subjects in both majors are now complete.
<i>Currently studying</i>	<i>Alongside this placement pre-service teachers are concurrently studying TEAC 3013 Inclusive Practices • Major 1 Curriculum 7–10 • Major 2 Curriculum 7–10</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.

Two teaching areas (majors). Secondary pre-service teachers qualify to teach **two majors** — e.g. English and History, or Science and Mathematics. Each major requires **six content subjects taught by discipline specialists outside the School of Education** (a Science major is taught through the School of Science). **Core** and **curriculum** subjects are Education subjects. The NESA syllabus documents are studied in the **Curriculum 7–10** (Year 3) and **Curriculum 11–12** (Year 4) subjects.

What this means for the supervising teacher: At this stage, pre-service teachers have completed one placement, have **full content knowledge in both teaching areas**, and are meeting the syllabus documents for the first time, concurrently with this placement. 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 in relation to the pre-service teacher's curriculum specialisation. They 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, assuming responsibility for **50% of the supervising teacher's program**. Pre-service teachers **must use student assessment data** to plan lessons and modify their teaching.

RECOMMENDED TEACHING SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Observation	Observation	Co-teaching	Co-teaching / small group	Co-teaching / small group
Week 2	Co-teaching / small group	One lesson	One lesson	One lesson	One lesson
Week 3	2–3 lessons	2–3 lessons	2–3 lessons	2–3 lessons	2–3 lessons

Observation – observing the supervising teacher and class. **Small group** – a group of 6–8 students. **Co-teaching** – teaching part of a lesson with the supervising teacher. **One / two lessons** – scheduled whole-class lessons. 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*
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*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.