

**EPT508 Professional Experience  
Assignment Criteria and Marking Rubric  
Subject Coordinator: Meagan McKenzie**

**Assessment Task 2, Part 1.1**

*SMART goal and implementation plan*

Student Name	Jodie Bowman	
Assignment Grade:	Satisfactory / Unsatisfactory	
Marker Name:	Meagan McKenzie	Date: 22/4/19

Comments: Jodie, you have identified the FIVE students and the area that you want to look at, however you need to ensure that your planning is specific. How are you going to determine the 'starting point' for each student? What is the pre-test? What are you looking for? Then what and how are you specifically going to target these areas for each of the students? What are the learning outcomes you are hoping to achieve? How will your lessons develop these? How will you know what impact you have had on these students at the end of the placement? These are all considerations you need to plan and prepare.

You have a good starting point BUT you need to be more specific as you plan this research.

Regards Meagan

**MARKING RUBRIC: Part 1.1 SMART goal and implementation plan**

Criteria	Satisfactory (SY)	Unsatisfactory (US)
Clear SMART goal and implementation plan which includes description of context and learners, goal statement and timeline.	<p>A SMART goal and implementation plan have been completed that contain:</p> <ul style="list-style-type: none"> <li>a brief description of the context and learners;</li> <li>the goal statement that will guide the structured inquiry;</li> <li>a timeline to carry out the planned activities in the structured inquiry and for the submission of the final presentation.</li> </ul>	<p>A goal statement and implementation plan have not been completed or are incomplete and lack sufficient information.</p>

### TPA Part 1.1 SMART Goal and Implementation Plan

**School Overview:** Woronora River Public School, 30 km south of Sydney in the Sutherland Shire, is a small school with a total of 101 students. In 2019 there are five classes, three of which are composites. 7% of students have a language background other than English. 3% of students identify themselves as Aboriginal and Torres Strait Islander. The school index of community socio-educational advantage (ICSEA) value is above average, with 36% in the Upper middle quarter (My schools, 2017).

Located in the Woronora River Valley, the majority of students walk to and from school, with a number of families living "up the track" which is only accessible by walking or via the river. This gives Woronora uniqueness. Students share a common concern for the environment due to living in such close proximity to the river. The school prides itself on its friendly, family atmosphere, built on the belief that children learn best through a strong partnership between home and school. The core values of the school are 'CARE': Cooperate, Achieve, Respect, and Encourage.

**Class Overview:** Early Stage 1, consisting of 14 students: 9 boys and 5 girls. The majority of students are currently 5 years of age, turning 6 throughout the year. Four students have Personalised learning and support plans.

**Rationale for the five students selected:** The five students identified (pseudonyms used) are representative of the diverse range of numeracy abilities within the classroom, as identified by the Supervising Teacher during Term 1.

Charlotte has autism requiring differentiated instruction in alignment with her PLASP, whilst Mason is currently working below stage outcomes for Number. Coralie and Ben are working at Stage outcomes, consistent with the majority of the class. Jack has demonstrated high ability, requiring extension activities.

Commented [MM1]: Sounds lovely

Commented [MM2]: Supported by research

	Planning Stage	Comments
<b>Learning context</b>	Mathematics (NESA, 2018) Syllabus outcomes: MAe-3WM Reasoning: Uses concrete manipulatives and/or pictorial representations to support conclusions MAe-4NA Whole Numbers: Counts to 30, and orders, reads and represents numbers in the range 0 to 20.	
<b>SMART Goal</b> Designed to progress students' learning.	Students will be able to explore, record and interpret numerals from 10 to 20 and count in sequence with the use of concrete materials, by the conclusion of the four-week unit of work. Program lesson sequence taught in Term 2 Weeks 1-4. Learning intentions: Three-tiered approach catering to diversity.	
<b>Participatory action research implementation Plan</b>	<b>Term 1 Week 11 (Placement Week 1):</b> <ul style="list-style-type: none"> <li>• Collaborative identification with ST of five students.</li> <li>• Observations of students.</li> <li>• Confirmation of KLA, learning intentions and outcomes.</li> <li>• Program design, including differentiated instruction catering to the diversity of students' needs.</li> </ul>	

Commented [MM4]: Good a specific outcome

Commented [MM3]: What exactly is that you are going to do?

<p><b>Assessment strategies and Data collection methods</b></p> <p>(Consideration of ES1 literacy skills)</p>	<p><b>Term 2 Weeks 1-4:</b></p> <ul style="list-style-type: none"> <li>• Deliver the unit of work.</li> <li>• Collection of work samples and data through a range of assessment tasks.</li> <li>• Reflection on, in, and for action.</li> <li>• Modifications to lesson plans and resources as required.</li> <li>• Monitor student progression.</li> </ul> <p><b>Term 2 Week 5:</b></p> <ul style="list-style-type: none"> <li>• Student performance analysis, reporting within context, and reflection of teaching impact upon students' learning.</li> <li>• Discussion and feedback from ST.</li> <li>• Case study presentation.</li> </ul> <p><b>Pre-program:</b> Review existing numeracy work samples from Term 1. Recorded notes from discussions with ST.</p> <p><b>Diagnostic task:</b> Work sample demonstrating existing understandings of the topic (T2 Week 1).</p> <p><b>Formative assessment learning experiences:</b> Teacher Observations Checklist used: - during learning experiences to monitor engagement, use of concrete manipulatives, and learning progression. - to inform decisions/adjustments to lesson design elements and teaching pedagogies to meet individual needs (Weeks 2-3).</p> <p><b>Peer assessment:</b> 2 stars and a wish following a learning experience, communicated verbally with a partner, recorded by the teacher (Week 3).</p> <p><b>Summative assessment task:</b> Sample of work and rubric used to measure student achievement or progression towards outcomes, performed at the conclusion of the unit of work (Week 4).</p> <p><b>Self-assessment:</b> Recorded discussion between teacher and student consolidating understandings and skills demonstrated (Week 4).</p> <p><b>Post-program:</b> Teacher self-evaluation of program delivery and impact upon students' learning. Recorded notes from discussions with ST, consolidating results (Week 5).</p>	
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**Commented [MM5]:** Good it is important that you have measurable outcomes. What are you looking for?

**Commented [MM6]:** You need to be specific. What are your pre-tests? What are looking for? How will you know if students have made learning gains?

Teacher Education Student: Jodie Bowman

Date: 8/4/19

Supervising Teacher: PKing

Date: 11/4/19

Marker/Subject Coordinator: Meagan McKenzie

Date: 22/4/19