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## ***Unpacking the Maze of Expectations: Lecturers, Mentors and Preservice Teachers using Rubrics Together on Professional Experience***

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### **Abstract**

In 2008 an action research project was initiated with teacher education students to investigate the use of rubrics to address the gaps and silences evident in assessment processes. Embedding rubrics containing “clearly specified evaluation criteria and proficiency levels” (Montgomery, 2000, p. 325) as an evaluation tool has encouraged justice in and equity of engagement with assessment practices for students (Alexander & Praeger, 2009). To date, two phases of action research have been conducted revealing strong positive outcomes for student learning in on-campus units where rubrics have been used for both teaching and assessment purposes.

Differing mentor, lecturer and student expectations of assessment through professional experience presents unique challenges regarding openness, fairness and equity of judgement in relation to preservice teacher performance (Turney, Eltis, Towler & Wright, 1985). In an attempt to make these judgements more overt and open, rubrics were developed and trialled with one professional experience unit in 2009. This research seeks to both evaluate and understand the use of these rubrics for promoting open, equitable and fair judgements about preservice teacher performance on professional experience.

The study investigated the use of rubrics within a professional experience context using a survey and open-ended questionnaire which was sent to 24 supervising teachers and a questionnaire sent to 7 visiting lecturers. While the response rate from the supervising teachers was insufficient, 20%, to identify statistical patterns in the survey data (Johnson & Christensen, 2004), the qualitative data was analysed to identify and classify emergent categories (Glesne, 1999; Johnson & Christensen, 2004). This data demonstrated high levels of satisfaction with the rubrics for both mentors and lecturers. It also showed that rubrics contributed positively in moderating understandings of relevant and reasonable expectations of students. The project has encouraged the development of rubrics for all professional experience units, the repetition of the study to enable some quantitative analysis, and the development of a potential community of practice through professional engagement between mentors and the Professional Experience Office.

### **Introduction**

Assessment is a complex moral and ethical task as it necessitates the demonstration of justice, accuracy, fairness and impartiality (Bolton, 2010). In an attempt to address these moral and ethical imperatives, the School of Education and Humanities (SEH) established the use of criteria and standards rubrics as a common practice in all academic units and undertook action research into their use in 2008 (Alexander & Praeger, 2009). Criteria and standards rubrics for academic units provide students with written statements that outline both criteria and standards thereby describing qualitatively different expectations of progressive levels of performance (see Appendix 1).

The first two phases of action research conducted throughout 2008 and 2009 have shown that the use of these rubrics has contributed positively to improving both students' and lecturers' understandings of and practices in relation to assessment. For students, the research has shown that when students increase their personal engagement with the criteria and standards rubrics there is a positive correlation with their overall outcome for a particular task. Statistically, 71% of the time, the students did better when they increased their engagement with a criteria and standards rubric compared with when they did not (Alexander & Praeger, 2009). For lecturers, it was shown that the development and use of criteria and standards rubrics contributed positively to the internal consistency evident in a particular unit or course. Lecturers reported that the process of seeking to qualitatively describe both the criteria and standards and then to engage students in unpacking these statements contributed to tightening the alignment between the students, content and assessment of the particular unit (Alexander & Praeger, 2009). The capacity for students and lecturers to engage together in the process of developing and understanding the language used in a criteria and standards rubric was shown to be foundational to the development of effective, transparent assessment practices. As such, the core category or issue that emerged from the initial action research cycle was that of the linguistic clarity of the criteria and standards rubric for both student and lecturer (Alexander & Praeger, 2009).

Throughout the semesters of these early cycles of action research, anecdotal reports from practicum situations showed that students were also uncertain and concerned about the basis of assessment judgements made in professional experience units. The Professional Experience Office regularly fields complaints from preservice teachers about the variation in the judgements made both within and between professional experience contexts. Lecturers and mentors have their own values and beliefs which influence their judgements on preservice teacher performance on practicum. Slick (1997, cited in Shiveley & Poetter, 2002, p. 282) notes that, "university supervisors and cooperating teachers rarely have more than a superficial relationship and rarely do they share a consistent perspective on the supervision of teaching, let alone on teaching and learning". Thus issues of equity and justice arise as preservice teacher's performance is assessed on practicum (Ortlipp, 2006).

Furthermore, as Haigh and Tuck's (1999) research has found, lecturers judge preservice teachers more harshly than mentors. Each semester this issue is a source of significant confusion and angst amongst both students and lecturers. At this point, preservice teachers were being assessed on their performance by both supervising teachers and visiting lecturers using marking tools which indicated criteria but not standards. This practice did not align with the assessment practices being used in academic units. While the SEH has always acknowledged the centrality of professional experience for its preservice teachers, it would concur with Haig and Tuck (1999, ¶ 1) that "assessment of students' competence during practicum remains problematic".

However, consideration of literature relating to assessment practices within field experiences indicated that the use of criteria and standards rubrics such as those designed for the SEH's academic units might also positively impact communication about and student performance in professional experience units. As Regehr, Bogo, Regehr and Power (2007, p. 328) acknowledge, current evaluative practices for field experience situations do not allow for a fully differentiated evaluation of preservice teacher practice, but one means of reducing the flaws and distortions associated with assessing actual preservice teacher performance on practicum is to develop "behaviorally-based observable criteria". Reising and Devich, (2004, p. 114) also note that, "The use of criterion-referenced evaluation tools is regarded as an opportunity to remove some of the subjectivity from clinical evaluation".

In a deliberate attempt to do away with flaws, distortions and subjectivity and provide greater equity and justice for all students, the SEH decided to trial the use of a criteria and standards rubrics with a third year professional experience unit in Semester 2, 2009. It was hoped that these rubrics would

enable students, lecturers and mentors to navigate the maze of expectations and develop a shared understanding of the preservice teacher's performance on practicum (Haigh & Tuck, 1999).

## Methodology

This investigation into the development and use of rubrics within professional experience contexts is embedded in a broader project; the "Rubrics Research Project". To date, action research has been used because of its capacity to challenge and interrogate current actions within a specific context in such a way that leads towards "emancipatory practices" (Robertson, 2000) that challenge the status quo (Somekh & Zeicher, 2009). The purposes of the Rubrics Research Project have been to identify gaps, silences and inconsistencies in assessment practices and then investigate the use of rubrics as a means of addressing these gaps, silences and inconsistencies in working towards empowering student understandings and practices in relation to assessment processes.

The first two cycles of action involved an audit of current practice, a literature review and the collection of both qualitative and quantitative data from 6 faculty members and 90 students in relation to developing practices for using rubrics. It was found that there was a positive relationship between a student's engagement with the provided assessment rubrics and their performance for the task (Alexander & Praeger, 2009). It was also shown that the potential benefits of a rubric for developing alignment between teaching, learning and assessment relied upon the linguistic clarity of the rubric (Alexander & Praeger, 2009). As such, linguistic clarity emerged from the data collected through the first two cycles of action as a core category that warranted further exploration and investigation. The current cycle of action, relating to the use and development of rubrics within professional experience contexts, is the third cycle in the broader project. The purposes of this cycle of action have been twofold.

First, the original scope of the original project included the development of rubrics for all assessment tasks in all units. However, the development of rubrics through the first two cycles focussed on academic rather than professional experience units (Alexander & Praeger, 2009). As such, the importance of exploring the use and development of rubrics in professional experience units was identified as an important next step in the process of the broader project.

Second, the emergence of linguistic clarity as foundational to improving justice and equity in assessment practices for students pointed to the need to further explore this as an emerging core conceptual category. Therefore, this third cycle has maintained close ties with action research as a means of structuring reflexive action, but has used grounded theory methods of theoretical sampling, open and selective coding and memoing to guide the collection and analysis of data (Glasser & Strauss, 1967; Strauss, 1987). As professional experience units involve multiple participants across three broad categories, preservice teachers, teacher mentors and visiting lecturers, this context provides great potential for linguistic ambiguity. The use of theoretical sampling in selecting a professional experience unit as the focus for this cycle purposefully focussed attention on an area where potential difficulties with linguistic clarity would likely highlight its significant properties and dimensions (Charmaz, 2006).

The first step in engaging with rubrics in professional experience contexts involved the development of criteria and standards rubrics that could be used by supervising teachers, visiting lecturers and staff of the Professional Experience Office. A small working party contributed to the development of three rubrics to be used in the selected unit. These were the:

- *Mentor's Rubric Report*; for supervising teachers to use in formatively and summatively assessing the preservice teachers practice,
- *Lecturer's Rubric Report*; for visiting lecturers to use in observing a single learning session, and
- *Folio Rubric Report*; for Professional Experience Office staff to use in assessing folios.

These rubrics provided students with task-specific criteria and expectations of standards which were linked to the exit outcomes for the selected unit (see Appendix 2 for an example of criteria and standards from each rubric). All of these rubrics were provided to preservice teachers, lecturers and mentors prior to the commencement of the professional experience block.

Data about the use of these rubrics was then collected from two groups of participants; supervising teachers and visiting lecturers. Firstly, all supervising teachers who were mentors for the selected unit in Semester 2, 2009 were sent mail-back surveys about the *Mentor's Rubric Report*. This survey included questions based on a five-point Likert scale about their engagement with and attitude towards the rubric, along with open ended questions about using the rubric as an assessment tool. They were also invited to make recommendations for improving the rubric in relation to the language that was used. Figure 1, below, provides a full list of the questions included in the survey of supervising teachers. In total 24 supervising teachers were invited to participate but the response rate was only 20%.

<p><u>Survey Questions</u> - using a five-point Likert scale (Strongly Agree, Agree, Unsure, Disagree, Strongly Disagree)</p> <ol style="list-style-type: none"><li>1. The <b>task-specific criteria</b> were clearly stated and easily understood.</li><li>2. The <b>task-specific criteria</b> were appropriate for assessing the preservice teacher's development on their third practicum.</li><li>3. The <b>task-specific criteria</b> helped me understand CHC's expectations of preservice teachers on their third practicum.</li><li>4. The <b>task-specific criteria</b> helped me to analyse and discuss the progress of the preservice teacher.</li><li>5. The <b>standards descriptors</b> were clearly stated and easily understood.</li><li>6. The <b>standards descriptors</b> were appropriate for differentiating the preservice teacher's level of performance.</li><li>7. The <b>standards descriptors</b> helped me understand CHC's expectations of preservice teachers on their third practicum.</li><li>8. The <b>standards descriptors</b> helped me to analyse and discuss the progress of the preservice teacher.</li><li>9. I was confident using the <b>Mentor's Report Rubric</b>.</li><li>10. I found the <b>Mentor's Report Rubric</b> a useful tool to discuss the progress needs of the preservice teacher.</li><li>11. I preferred the <b>Mentor's Report Rubric</b> above previous reporting styles.</li><li>12. I believe the <b>Mentor's Report Rubric</b> gives a more realistic judgement of the preservice teacher's performance.</li><li>13. I believe the <b>Mentor's Report Rubric</b> gives a more objective judgement of the preservice teacher's performance.</li></ol> <p><u>Open-ended Questions</u></p> <ol style="list-style-type: none"><li>1. What modifications would you suggest to the Task-Specific Criteria?</li><li>2. What modifications would you suggest to the Standards Descriptors?</li><li>3. Please make any editorial comments on the attached Mentor's Report Rubric.</li></ol>
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Figure 1. Mentor's Questionnaire.

Secondly, all lecturers involved in assessing preservice teachers enrolled in the selected unit were surveyed. Prior to commencing the visits, lecturers were briefed about the rubrics and were asked to proactively engage students and mentors in conversations about them. Through this process the visiting lecturers were asked to collect observations about the impact of rubrics on professional experience contexts. At the conclusion of the professional experience unit, an email requesting a written response to the observations, conversations and reflections about the engagement of rubrics within the professional experience context was sent to each lecturer. Written statements were collected from 5 of the 7 lecturing staff who participated in visiting preservice teachers during the selected unit.

As such, the collection of quantitative data was restricted to the cohort of supervising teachers. It was hoped that the response rate would be sufficient to establish frequency distributions that would provide some evidence of the benefits of rubrics in professional experience contexts. Unfortunately, the small cohort of potential respondents combined with the low response rate meant insufficient quantitative data was collected for any valid statistical analyses to be made. However, qualitative data from both lecturers and mentors were sufficient to allow for some collective

analysis using both open and selective coding techniques in combination with diagramming and memoing the emerging categories and their properties (Charmaz, 2006; Glasser & Strauss, 1967).

## **Findings**

In relation to the first purpose identified above, all of the returned mentor surveys and lecturer reflections were supportive of the use and development of rubrics as a positive step in relation to assessing preservice teacher performance during professional experience units. While the response rate for the mentor's survey was too low to establish any valid statistical analyses, there were two identifiable patterns in the data. First, 98% of responses to the thirteen questions were positive in relation to the use of the rubrics, with the remaining 2% of responses being neutral. Second, there was one question where 100% of responses were "Strongly Agree"; this question being, "I preferred the Mentor's Report Rubric above previous reporting styles". As such, the survey data from mentors, while not sufficient to develop any statistically valid conclusions, did align with the qualitative data from both mentors and lecturers that indicated that the trial rubrics did represent an improved means for assessing, discussing and reporting on preservice teacher performance in comparison with previous assessment models.

In line with this strong agreement regarding the rubrics as an improved model for the assessment of professional experience, the qualitative data collected from mentors and lecturers described a number of perceived benefits. These benefits as described by the participants included: "reduced time taken actually marking" the preservice teacher's performance, "increased time available for concentrating on observing" and reflecting about the preservice teacher's practice, "improved confidence in the consistency of judgements" that were being made within and across various professional experience contexts, "less anxiety" about the "conflicting roles" of mentor and assessor, and "clearer statements of expectations" that can be used to focus observations, "justify evaluations", "provide feedback" and support discussions between preservice teachers, mentors and lecturers. Lecturers also identified the importance of the "commonality of assessment practices" between academic and professional experience units that is facilitated by the use of the common rubric model, and the changing focus of student questioning "from quantitative to qualitative approaches to their learning" and development.

While both lecturers and mentors affirmed the use of rubrics as a positive development, a number of problematic aspects were described. The issues described included the influence of "the time-frame available for observing and making judgements" about student performances, the "need to be consistent in the understanding of some terms and expectations" particularly between the academic context and the practicalities of school-based contexts, the "lack of a shared or common language" across the two contexts, and the potential for the rubric to "narrow the focus" of assessment and fail to identify or "celebrate the good things" that preservice teachers might do outside of the anticipated range of practices.

These lists of perceived benefits and issues identify a number of key contextual factors with using rubrics in professional experience contexts. Figure 2, below, seeks to map the scope of the contextual factors summarised from the benefits and issues identified in the written responses of both visiting lecturers and supervising teachers.

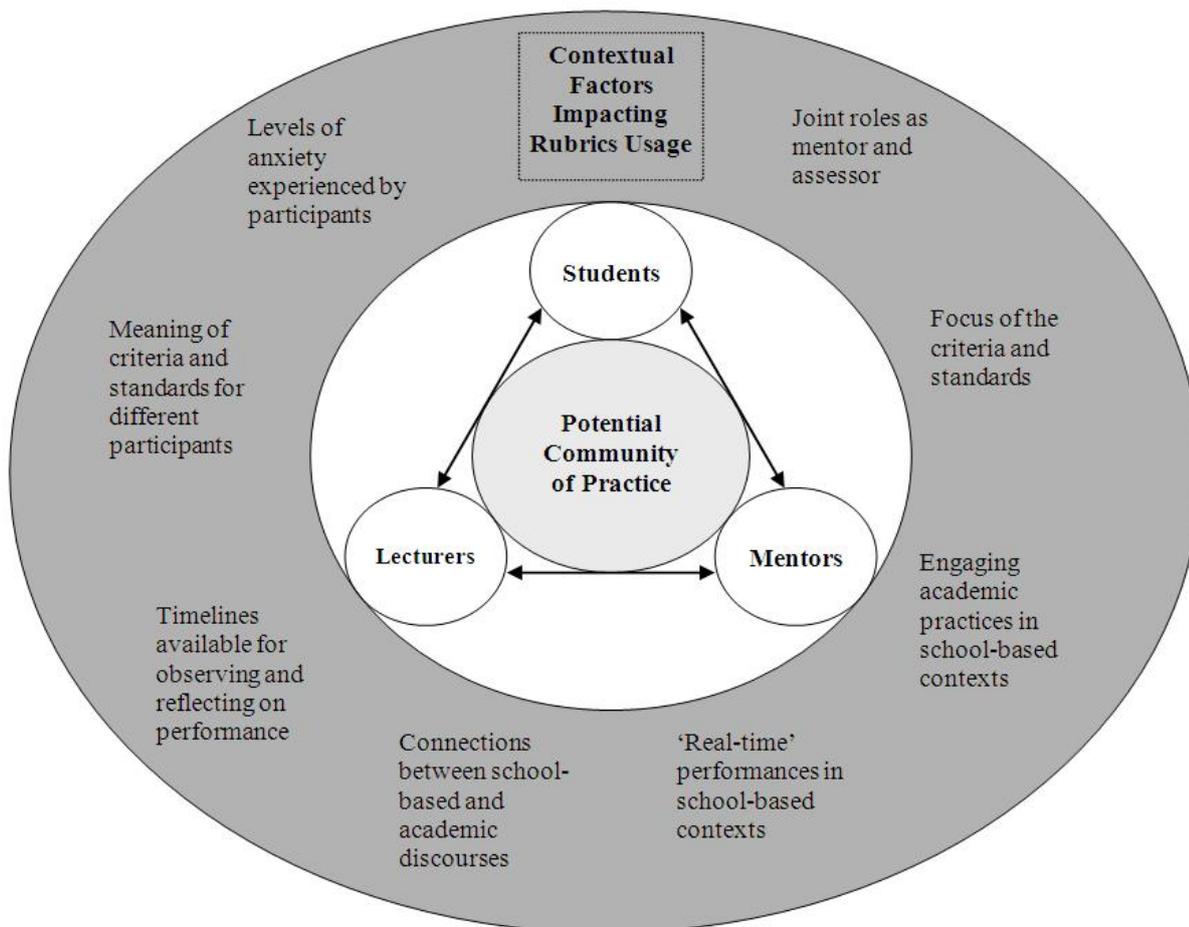


Figure 2. Contextual factors affecting rubric usage.

## Discussion

For the development of the potential community of practice, the analysis of the qualitative data gathered through this third cycle of action has furthered the emergence of the significance of linguistic clarity as the core category of the Rubrics Research Project. Following on from the previous cycles of the project, a positive relationship has been established between linguistic clarity and equity of assessment practices. Beyond this, from the eight contextual factors shown above, the nature of linguistic clarity has been further distilled to three core situational properties influencing linguistic clarity in professional experience contexts. These being the discourses and meanings used in and about the rubrics, the limitations of the timeframes available for making judgements and the nature of the roles and relationships of the different participants.

### *Situational property #1 – Discourses and Meanings*

Both supervising teachers and visiting lecturers made comments about the language of the rubrics in relation to the differences evident between the language and practices of school-based experiences and university terminology and expectations. Visiting lecturers reported conversations with a number of supervising teachers about the meaning of specific criteria or terms, for example, “the acronym HOTS” which is short for ‘higher order thinking skills’. Mentors reported that they were “challenged in reading” and understanding the language of the rubric as it was often different to that which they use in their school context, but that this contributed positively to talking with preservice teachers and ultimately assessing their performance.

### *Situation property #2 – Time*

Again, both supervising teachers and visiting lecturers made comments about the influence of time on the process of using rubrics. Both groups reported that after some initial engagement in understanding the rubric, that clarity of the language used meant that it took considerably “less time to actually mark” the preservice teacher when compared with previous reporting approaches. This was seen to have a positive impact on the process of observing and reflecting about the preservice teacher’s performance by providing more time for “concentrated observations” that were not “distracted by the need to fill in a criteria sheet”. Lecturers also discussed the influence of time constraints on student performance. It was noted that a core difference between academic and professional experience assessments lies in the timeliness of the task. While students generally have time to “polish an assessment task” prior to its submission in academic contexts, professional experience assessments happen “in the moment”. Lecturers therefore highlighted the needs for students to have clear and succinct explanations of achievable expectations within the timeframe allowed.

### *Situation property #3 – Roles and Relationships*

The final core situational property that was described by visiting lecturers and supervising teachers related to the various roles and relationships at work within a professional experience context. Supervising teachers, in particular, discussed the conflicting experiences of being both “mentor and assessor” and described how the language of the standards listed on the rubric facilitated the process of differentiating these roles. That is, supervising teachers reported that they believed that the language contained on the rubric assisted them in more objectively assessing the preservice teacher’s performance against a standard rather than in terms of their relationship with the student. Lecturers also reported apparent “reduced levels of anxiety” for all participants in relation to the making of judgements because of the provision of language to describe and explain standards of expectation.

## **Conclusion**

To appreciate the nature of linguistic clarity it is important to recognise that it is situated in the nature of the rubrics themselves. A rubric is a tool designed to describe, through the language used, the characteristics and qualities expected of preservice teacher performance in relation to a specific task (Stevens & Levi, 2005, p. 3). As such, it is a linguistic device designed to mediate the relationship between a mentor teacher, the preservice teacher and the academic discourses of relevant disciplines. Within this relational context, it should be, “an effective, fair and transparent assessment of what a student has learned” (Armitage & Renwick, 2008, p.65). As such, rubrics are both infused by and embedded in discourses founded in the sociocultural contexts of the institution, the school or faculty and the disciplines of the unit and the task. Consequently, the use of rubrics by both assessors and students is a social practice of negotiated textual analysis and meaning making grounded in unpacking the experiential, interpersonal and textual features and functions of the language of the rubric (Anstey & Bull, 2004).

While the first and second cycles of this project had identified the significance of lecturing staff and students navigating the linguistic practices of preparing, unpacking and assessing the language of a rubric, this third cycle has served to heighten the significance of this as a social practice. The context for the professional experience unit has served to complicate this process by expanding the community of rubric users and has thus amplified a number of salient situational properties that affect the potential for either linguistic clarity or linguistic ambiguity.

The use of the rubrics within the professional experience context has effectively distanced the rubric users from the rubric producers in terms of both the actual text and the sociocultural context. As Armitage and Renwick (2008, p.65) state, “One of the key issues in workplace supervision is that of the importance of communication between the FE college and the place of work.” While this is

reflective of the commonly heard lament from preservice teachers and mentors about the impracticality of university studies, both lecturers and mentors agreed that the rubrics held potential for mediating this dissonance. Despite Haigh and Tuck's (1999, ¶ 4), claim that, "student teachers, the lecturers responsible for supervising teaching experience and the supervising teachers in the schools did not constitute a community of practice", the use of rubrics through this trial has shown that the process of seeking and refining linguistic clarity in the development, unpacking and talking about the rubrics could work towards establishing a point of commonality between the different participants coming to the process from differing sociocultural contexts. The analysis of the data gathered in this third cycle has facilitated the identification of three situational properties of linguistic clarity that are engaged in the sociocultural context of professional experiences. These situational properties impact both the preservice teacher's actual performance and the equity of judgements made about that performance. That is, improvements in the linguistic clarity of the rubric mediated through the development of a common language within a community of practice, has the potential to positively impact upon the equity of judgements made about preservice teachers. Similarly, the capacity for the rubric writers to closely align the language used in the rubric with the practices that are understood and demonstrated by preservice teachers will assist students to practically target achievable means of improving their performance. As such, a community of practice that shares understandings about preservice teachers' performances is of importance to just and equitable assessment practices.

This cycle of action, which has been a small scale trial, has led to the development of a number of ideas about the interplay between text and context in the process of developing linguistic clarity in assessment practices. However, significant further development of the emerging categories, properties and dimensions of linguistic clarity is needed. Consequently, the fourth phase of the "Rubrics Research Project" will further expand this investigation of the use of rubrics in professional experience contexts by significantly increasing the participant base to include preservice teachers, mentors and lecturers across all professional experience units in 2010. It is envisaged that this will provide further qualitative and quantitative data to further explain and verify the role and function of rubrics in providing just and equitable assessment practices and provide deepening insights into the development of a community of practice founded on linguistic clarity.

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## Appendix 1: Example rubric from an academic unit

### Assessment Criteria and Standards Rubric – MA205, Semester 2, 2009

Criteria	Assessment Task: Diagnostic Case Study		Student Name:		
The student has:	Outstanding	High Quality	Commendable	Satisfactory	Unsatisfactory
1. Knowledge of the application of teaching and learning models, approaches and activities designed to cater for a diverse range of Mathematics learners.					
Selected resources, materials and ideas that will cater for the learning needs of the selected student in relation to relevant mathematical concepts.	Divergent and perceptive selections were entirely relevant to catering for the needs of the selected student and mathematical concepts.	Insightful selections which have effectively catered for the needs of the selected student in relation to most mathematical concepts.	Appropriate selections which have catered for the needs of the selected student in relation to most mathematical concepts.	Appropriate but limited selections which have catered for the some of the needs of the selected student and mathematical concepts.	Selections are limited in scope or content, or inappropriate for the selected Mathematics learner.
2. Development of personal perspectives on teaching and learning for the engagement of a wide range of Mathematics learners.					
Identified and articulated the purposes of the case study.	All of the relevant purposes of the case study have been clearly and succinctly articulated.	All of the relevant purposes of the case study have been articulated in lengthy ways.	Most of the relevant purposes of the case study have been adequately articulated.	Some of the relevant purposes of the case study have been adequately articulated.	Difficulties with identifying and articulating relevant purposes of the case study were evident.
Synthesised conclusions to the case study in relation to the identified purposes.	All conclusions are clear and logical, link directly to the purposes given and are grounded in the data.	Most conclusions are clear and logical, link directly to the purposes given and are grounded in the data.	Most conclusions are clear and logical and are grounded in the data, but are not necessarily linked to the purposes given.	Some conclusions are clear and logical, but are not necessarily grounded in the data or linked to the purposes given.	Conclusions provided are limited in scope with evidence of difficulties in grounding them in the data and linking them to purposes evident.
3. Proficiency in the diagnosis and remediation of numeracy issues for a selected Mathematics learner.					
Identified and described the data collection methods that were used throughout the case study.	A range of data collection methods have been appropriately identified and clearly described.	A range of data collection methods have been identified and briefly described.	At least two data collection method has been identified and briefly described.	At least one data collection method has been identified and briefly described.	Difficulties with identifying data collection methods were evident.
Identified and described the patterns and themes evident in the data collected.	Patterns and themes evident in the data have been comprehensively identified and succinctly articulated.	A range of patterns and themes evident in the data have been identified and described.	Some of the patterns and themes evident in the data have been identified and briefly described.	A pattern or theme evident in the data has been identified and briefly described.	Difficulties with identifying patterns and themes were evident.
Articulated a believable diagnosis of the student's problem/s.	The diagnosis of the problem/s was based on excellent reasoning and was carefully grounded in the data.	The diagnosis of the problem/s was based on sound reasoning with some grounding in the data evidenced.	The diagnosis of the problem/s was based on some reasoning but was not necessarily grounded in the data.	The diagnosis of the problem/s was based on flawed reasoning or was not grounded in the data.	Difficulties with diagnosing the problem/s were evident.
Designed and described an appropriate remedial process.	The remedial program demonstrated a very high degree of recognition for and flexibility to the student's needs.	The remedial program recognised and was flexible to the student's needs.	The remedial program recognised most of the student's needs and showed some flexibility in accommodating them.	The remedial program recognised some of the student's needs but problems with accommodating them were evident.	Difficulties with modifying and developing programs and activities for remedial purposes were evident.
4. <del>Preparation and presentation of materials that are coherent, logical, useful and motivating for Mathematics learners.</del> (NB: This exit criteria is not applicable to this assessment task.)					
5. Critical reflection on pedagogical issues relating to Mathematics education.					
Analysed and interpreted the patterns and themes evident in the data.	All of the patterns and themes have been comprehensively analysed and interpreted.	All of the patterns and themes have been satisfactorily analysed and interpreted.	Most of the patterns and themes have been satisfactorily analysed and interpreted.	Some of the patterns and themes have been partially analysed and interpreted.	The patterns and themes have not been analysed or interpreted.
Critically reflected upon the impact of the case study findings on teaching and learning in the classroom.	Comprehensive yet succinct reflections about a wide range of aspects relating to teaching and learning in Mathematics.	Detailed reflections about a range of aspects relating to teaching and learning in Mathematics.	Appropriate reflections about a number of aspects relating to teaching and learning in Mathematics.	Appropriate reflections about a number of aspects relating to teaching or learning in Mathematics.	Some attempt has been made to reflect about teaching Mathematics.
6. Competence in writing at an appropriate tertiary standard.					
Followed the conventions of writing relevant to a research report.	Consistently controls relevant conventions of academic writing to create effect.	Very few minor lapses in control of the relevant conventions of academic writing.	Writing is appropriate and consistent.	Some lapses in controlling the conventions of academic writing.	Frequent lapses in controlling the conventions of academic writing.

Referenced the report and supporting documentation as required.	Comprehensive referencing with consistent control of conventions.	Comprehensive referencing with very few minor lapses in control of conventions.	Very few referencing omissions and generally controls conventions.	Some referencing omissions with regular lapses in control.	Lack of adequate referencing and adherence to the conventions.
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## Appendix 2: Example sections from the professional experience rubrics

The following sections from the three rubrics developed for the selected professional experience unit relate to the following exit outcome for the unit:

### 3. Competence in planning, implementing and reviewing lessons and linking them to a unit of work in a range of curriculum areas.

#### *Mentor's Rubric Report*

<b>3. Competence in planning, implementing and reviewing lessons and linking them to a unit of work in a range of curriculum areas.</b>					
<b>Task-Specific Criteria</b>	<b>Outstanding</b>	<b>High Quality</b>	<b>Commendable</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b>Developed competence in planning by linking the overall lesson to the instructional outcomes</b>	Deep links were shown between all elements of planning and learning outcomes which showed strong correlation to the learning context, needs and future learning of the learners	All elements of planning were linked to the learning outcomes which showed strong correlation to the learning context and needs of the learners	All elements of planning are linked to the learning outcomes, some have shown specific development	Most elements of planning are linked to the learning outcomes but may not have shown specific development	Few elements of planning were linked to the learning outcomes or were not appropriate to the learning context
<b>Developed competence in planning by choosing age appropriate and motivating teaching and learning activities</b>	A variety of age appropriate and motivational activities were used in lessons which enhanced higher order thinking and high levels of teaching and learning for future development	A variety of age appropriate and motivational activities were used in lessons which encourage high levels of teaching and learning	Activities in lessons were age appropriate and motivated high levels of teaching and learning	The majority of activities in lessons were age appropriate and motivated levels of teaching and learning	Evidence of activities in lessons which were age appropriate and motivated students to learn were shown
<b>Shown competence in implementing plans by motivating and engaging learners</b>	The praxis of lessons have always engaged learners in a motivating manner with links to students' areas of interest, multiple intelligences and evidence of student centred learning	The praxis of lessons have always engaged learners in a motivating manner with links to students' areas of interest and evidence of student centred learning is shown	The praxis of lessons have on the majority of occasions motivated and engaged learners by enacting the learning plans	The implementation of lessons have encouraged, on occasion motivation and engagement of the learners by enacting the learning plans	The implementation of lessons have shown some difficulty in motivating and engaging the learners and not always enacted the learning plans
<b>Shown competence by implementing a logical sequencing for active learning</b>	Logical sequencing of activities were evident with deep levels of scaffolding, clear instructions, linking of knowledge and development of self regulated learning	Logical sequencing of activities were evident with deep levels of scaffolding, clear instruction, linking of knowledge and development of active learning	A logical sequencing of activities were evident with adequate scaffolding, instructions, linking of knowledge and encouragement of active learning	Some evidence of logical sequencing of activities was shown yet with limited scaffolding, instructions, linking of knowledge or encouragement of active learning	Some difficulties of logical sequencing of activities was shown with exclusion of scaffolding, instruction, linking of knowledge or encouragement of active learning
<b>Shown competence in implementation by monitoring and responding to learners' needs</b>	A variety of data collection methods were used for the monitoring of learner's development which then was used to enhance the catering of learners' needs	Data was collected for the monitoring of learner's development which was then used to support or enhance catering for the learners' needs	Evidence of data collected for the monitoring of learner's development and responding to learners' needs was shown	Evidence of monitoring learner's development with some responses to the needs of learners' was shown	Few examples are given of monitoring the learner's development or this was not linked to developing the needs of learners'
<b>Developed a unit of work connecting to the school context and needs of the learners (learning needs, learning style, multiple intelligence)</b>	The unit of work entailed authentic activities, encouraged enquiry based learning and showed specific activities for different needs of individual learners (learning needs, learning style, multiple intelligence)	The unit of work connected to the school context encouraging authentic activities and showed specific needs of the learners (learning needs, learning style, multiple intelligence)	The unit of work connected to the school context and needs of the learners (learning needs, learning style, multiple intelligence)	The unit of work was generic but did cater for the needs of the learners (learning needs, learning style, multiple intelligence)	The unit of work is generic but did not cater for a variety of needs of the learners (learning needs, learning style, multiple intelligence)

<p><b>Reviewed and critically evaluated their planning and actively made changes to enhance future lessons and personal practice</b></p>	<p>Insightful changes in personal and planning practices have been shown and have been actioned as a result of succinct but comprehensive reflections upon planning, teaching and learning</p>	<p>Thoughtful changes in personal and planning practices have been shown and have been actioned as a result of detailed reflections upon planning, teaching and learning</p>	<p>Reflected upon planning, teaching and learning and this prompted some appropriate changes to personal and planning practices</p>	<p>Reflected in a limited way about planning, teaching and learning but attempted to change personal or planning practices</p>	<p>Expressed very limited reflections about planning, teaching and learning or had difficulties in identifying required changes in personal or planning practice</p>
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*Visiting Lecturer's Rubric Report*

<b>3. Competence in planning, implementing and reviewing lessons and linking them to a unit of work in a range of curriculum areas.</b>					
<b>Task-Specific Criteria</b>	<b>Outstanding</b>	<b>High Quality</b>	<b>Commendable</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b>Developed competence in planning by linking the lesson to the learning outcomes for learning/daily plan</b>	Deep links were shown between all elements of the learning/daily plan and learning outcomes which showed strong correlation to the learning context, needs and future learning of the learners	All elements of the learning/daily plan were linked to the learning outcomes which showed strong correlation to the learning context and needs of the learners	All elements of the learning/daily plan were linked to the learning outcomes, some showing specific development	Most elements of the learning/daily plan were linked to the learning outcomes but may did not show specific development	Few elements of the learning/daily plan were linked to the learning outcomes or are not appropriate to the learning context
<b>Developed competence in planning by choosing age appropriate and motivating teaching and learning activities</b>	A variety of age appropriate and motivational activities were used in the lesson which enhanced higher order thinking and high levels of teaching and learning for future development	A variety of age appropriate and motivational activities were used in the lesson which encouraged high levels of teaching and learning	Activities in the lesson were age appropriate and motivated high levels of teaching and learning	The majority of activities in the lesson were age appropriate and motivated levels of teaching and learning	Evidence of activities in the lesson were not always age appropriate or motivated students to learn
<b>Shown competence in implementing plans by motivating and engaging learners</b>	The praxis of the lesson engaged learners in a motivating manner with links to students' areas of interest, multiple intelligences and evidence of student centred learning	The praxis of the lesson engaged learners in a motivating manner with linked to students' areas of interest and evidence of student centred learning was shown	The praxis of the lesson on a majority of occasions motivated and engaged learners and enacting the learning/daily plan	The implementation of the lesson encouraged, on occasions motivated and engaged the learners by enacting the learning/daily plan	The implementation of the lesson showed some difficulty in motivating and engaging the learners or did not fully enacting the learning/daily plan
<b>Shown competence by implementing a logical sequencing for active learning</b>	Logical sequencing of activities were evident with deep levels of scaffolding, clear instruction, linking of knowledge and development of self regulated learning	Logical sequencing of activities were evident with deep levels of scaffolding, clear instruction, linking of knowledge and development of active learning	A logical sequencing of activities were evident with adequate scaffolding, instruction, linking of knowledge and encouragement of active learning	Some evidence of logical sequencing of activities was shown but with limited scaffolding, instruction, linking of knowledge and encouragement of active learning	Some difficulties of logical sequencing of activities was shown with exclusion of scaffolding, instruction, linking of knowledge or encouragement of active learning
<b>Shown competence in implementation by monitoring and responding to learners' needs</b>	A variety of data collection methods were used for the monitoring of learners' development, which then was used to cater for the learners' needs	Data was collected for the monitoring of learners' development which then was used to support or enhance the learners' needs	Evidence of data was collected for the monitoring of learner's development and responded to learners' needs	Evidence of monitoring of learner's development with some responses to the needs of learners' was shown	Few examples were given to the monitoring of learner's development and limited links to catering to the needs of learners'
<b>Clearly stated and integrated Christian/values perspectives</b>	Christian/values perspectives were succinct, expertly framed and provide thorough and insightful consideration to content	Christian/values perspectives were well framed, purposefully selected and showed detailed considerations to content	Christian/values perspectives were clear and described appropriate purposes and showed some considerations to content	Some Christian/values perspectives were clearly framed and most describe relevant purposes	Christian/values perspectives were poorly framed or failed to identify appropriate purposes or are limited
<b>After discussions with the lecturer reviewed and critically evaluated their planning and implementation of the lesson</b>	Made insightful evaluations on personal and planning practices with examples to enhance future planning, teaching and learning	Made thoughtful evaluations on personal and planning practices and gave some examples to enhance future planning, teaching and learning	Critically reflected upon planning, teaching and learning and gave some discussion on appropriate changes to personal and planning practices for the future	Reflected in a limited manner about planning, teaching and learning but gave examples on how to change personal or planning practices	Expressed very limited reflection about planning, teaching and learning and difficulties in identifying required changes in personal or planning practice

<b>3. Competence in planning, implementing and reviewing lessons and linking them to a unit of work in a range of curriculum areas. (For Unit Plan and Daily Plans)</b>					
<b>Task-Specific Criteria</b>	<b>Outstanding</b>	<b>High Quality</b>	<b>Commendable</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b>Selected appropriate genres and applied relevant generic structures to the development of the daily and unit plans</b>	Implements appropriate generic structures to expertly frame planning across all relevant curricular contexts	Selects appropriate generic structures to present proficient planning across a range of curricular contexts	Presents appropriate planning across a range of curricular contexts and generally follows appropriate generic structures	Presents appropriate planning across a range of curricular contexts with some difficulties in selecting appropriate generic structures	Planning is difficult to follow or does not follow appropriate generic structures
<b>Clearly stated learning intentions (including Christian/values perspectives) that represent an appropriate range of domains and levels.</b>	Intentions were succinct, expertly framed and provide thorough and insightful consideration of a comprehensive range of domains and levels	Intentions were well framed, purposefully selected and show detailed consideration of a range of domains and levels	Intentions were clear and describe appropriate purposes and show some consideration of a range of domains and levels	Some intentions were clearly framed and most describe relevant purposes with some consideration of different domains or levels	Intentions were poorly framed or fail to identify appropriate purposes or were limited across either domains or levels
<b>Employed relevant teaching and learning (including Christian/values perspectives) strategies that fulfil learning intentions</b>	A creative and engaging range of activities and strategies that expertly scaffold intended student learning (including Christian/values perspectives) have been logically and purposefully sequenced	Strategies and activities are relevant, engaging, well balanced and effectively sequenced to scaffold intended student learning (including Christian/values perspectives)	Engaging and relevant activities and strategies (including Christian/values perspectives) have been selected and appropriately sequenced	Appropriate learning activities and strategies (including Christian/values perspectives) were selected but sequencing difficulties are evident.	Learning activities and strategies (including Christian/values perspectives) were inappropriate, irrelevant or disengaging and will struggle to achieve the stated purposes.
<b>Integrated assessment practices that will identify achievements and needs in relation to intended learning outcomes and use these to enhance planning</b>	A wide range of assessment practices that will insightfully pinpoint intended student learning have been logically and purposefully linked across all aspects of planning and show specific improvement of planning	A range of assessment practices that will identify student learning achievements and needs have been linked across all aspects of planning and show specific improvement of planning	Assessment practices that will identify student learning achievements or needs have been linked across most aspects of planning with some specific improvement of planning	Formative or summative assessment practices that will identify student learning have been included in plans and show some improvement of planning	A limited or irrelevant range of assessment practices were evident in the plans and some improvement of planning is implemented
<b>Developed and provided resources required to facilitate student learning</b>	All required materials and resources were prepared and presented to a highly professional standard	A wide range of quality resources and materials have been prepared and presented	A variety of learning materials and resources have been provided and are prepared to an acceptable standard	A limited variety of learning materials and resources have been provided and were prepared to an acceptable standard	A limited number of learning materials and resources have been provided or those provided were of a poor standard
<b>Reflected upon planning, implementation and student learning as a means of self, professional and planning development</b>	Insightful and discerning reflections were included with all plans and are thoroughly supported with evidence	Relevant evidence have been provided to support detailed reflections across all relevant components of planning, implementation and learning	Brief reflections about planning, implementation and student learning were generally supported by relevant evidence	Brief reflections about planning, implementation or student learning were sometimes supported by relevant evidence	Cursory reflections were poorly supported by limited or irrelevant evidence