Appendices

FINAL REPORT

PROVIDE EXPERT ADVICE, DESIGN AND DEVELOPMENT OF AN ASSESSOR TRAINING PROGRAM FOR NATIONAL CERTIFICATION OF HIGHLY ACCOMPLISHED AND LEAD TEACHERS

Request for Tender – 12/09

To

Australian Institute for Teaching and School Leadership

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1 Appendix A: Online Learning Materials

1.1 Module 1: Understanding the Standards

1.1.1 Component 1: Situating the Professional Standards in Education

1.1.1.1 Introduction

During this first week participants will be developing an understanding of the context within which the Australian Professional Standards for Teachers (AITSL 2011b) operates. It is important for those working with the Standards to appreciate the developmental process from which they have emerged, the key policy drivers and the key stakeholders. This week will also outline the purpose and uses of the Australian Professional Standards for Teachers (AITSL 2011b).

1.1.1.2 Historical policy context

Teaching in its many different forms has been practised over many centuries. But contemporary attempts to define teaching and, more importantly, to formally describe *quality* teaching were renewed in the early 1980s. One factor in the movement towards professional teaching standards was public criticism of the teaching profession since that time. Indeed, increasing the confidence of the broader community in the legitimacy of the teaching profession has been a common theme in the development of teaching standards (Yinger & Hendricks-Lee 2000).

A necessary condition, however, to the development of professional standards has been the development of a shared professional language, the ability of a profession to articulate what it does, what it believes and what it values. It has been asserted that the language of teaching standards can describe how professional knowledge is used but it can also be used to further explore and elaborate components of the profession. When standards are used in this way they become "a means to development and empowerment" of a profession (Yinger & Hendricks-Lee 2000, p. 95).

Professional teaching standards, then, can serve several important purposes:

- supporting improvement in the quality of teaching and learning
- increasing community confidence in the profession
- providing a shared language for the profession
- supporting the professional growth of teachers throughout their careers.

Movements towards the development of standards were a feature of educational systems in the United States, the United Kingdom and Australia from the late 1980s. In Australia professional standards were developed in several jurisdictions; for example the Australian Teaching Council (NPQTL 1996), the Victorian Standards Council for the Teaching Profession (1996), the Queensland Centre for Teaching Excellence (1997), and the Education Department of Western Australia (1997). In his review of the four 'first wave' Australian standards Louden noted that they provided "a reassuringly similar image of the work of teachers in different parts of the country" (Louden 2000, p. 123).

Several recommendations were made in this review, many of which were subsequently addressed in the development of the current Australian Professional Standards for Teachers (AITSL 2011b), and many of which were related to the refinement and clarification of language. Having standards that are transparent, explained in language that is understood within the profession and the broader community, becomes particularly important when those standards are applied nationally.

The development of national standards in Australia reflected a recognition of the connection between effective teaching and effective learning (Hattie 2009). It also reflected broader developments in education across the country. Against a backdrop of the standards in various states described above, A National Framework for Professional Standards in Teaching (MCEETYA 2003) was introduced as a document which;

Provide[d] the basis for agreement on and consistency around what constitutes quality teaching and facilitates the articulation of the knowledge, understandings, skills and values for effective teaching through development of standards at the local level. The nature and content of standards developed and implemented at the local level will vary according to the purpose for which they are being developed, and the context in which they will be utilised. (MCEETYA 2003, p. 2)

In that context, a 'second wave' of teaching standards was developed in most other Australian jurisdictions some of which were focussed on initial registration (e.g. Professional Teaching Standards for Registration in South Australia (Teachers Registration Board of South Australia 2004)) and others on ongoing career progression (eg. NSW Professional Teaching Standards (NSW Institute of Teachers 2006)). It is important to note the increasing involvement of the teaching profession in these developments. A number of professional associations have developed and implemented subject specific professional standards. In addition, a number of professional organisations including the Australian Council of Deans of Education (ACDE), Australian College of Educators (ACE) and Australian Council for Educational Leaders (ACEL) have, particularly since the publication of the National Framework (MCEETYA 2003), had significant input into the development of professional teaching standards and, in particular, the Australian Professional Standards for Teachers (2011b).

1.1.1.3 Towards a national approach

Five years after the introduction of, A National Framework for Professional Standards in Teaching (MCEETYA 2003), the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008), developed by State, Territory and Commonwealth Ministers of Education in collaboration with the Catholic and independent school sectors, was released. In this document Australian governments committed to action in eight areas, one of which was 'Supporting quality teaching and school leadership'. The commitment was to work with all school sectors "to attract, develop, support and retain a high-quality teaching and school leadership workforce in Australian schools" (MCEETYA 2008, p. 11).

Commencing in 2009 a series of National Partnership Agreements were made between the Commonwealth and the States and Territories. One of these was the National Partnership Agreement on Improving Teacher Quality (COAG 2009). Among the agreed outputs in this Agreement were: new professional standards to underpin national reforms; a framework to guide professional learning for principals, teachers and school leaders; national consistency in accreditation/certification of accomplished and leading teachers; and enhanced school-based teacher quality reforms.

In 2009, then, work commenced on development of the National Professional Standards for Teachers (AITSL 2011c), based on the earlier National Framework and recognising the standards already in existence, which had been developed by different jurisdictions.

1.1.1.4 Validation

In 2010 the newly formed Australian Institute for Teaching and School Leadership (AITSL) assumed responsibility for the development and validation of the Standards. As part of this development work, extensive validation of the Standards was undertaken in 2010 by University of New England's National Centre of Science, ICT and Mathematics Education for Rural and Regional Australia (SiMERR National Research Centre).

This validation process involved surveys of over 6,000 teachers and principals from across Australia in a range of school systems and locations as well as focus group workshops with experienced teachers and stakeholders. The procedures put in place meant that the outcomes of the validation study truly captured the voice of the profession to provide a clear framework for how the profession expresses its capacity to self-reflect, to engage in ongoing professional learning, to provide high quality teaching and learning experiences, and to build a positive public profile of the profession.

The data collected from teachers reflect their perceptions of what is important for the profession and the profession's capacity for reflection on its core business. An outcome of this extensive process has been that teachers in all jurisdictions can be confident that their voice has been captured and that the Standards are appropriately contextualised in the real work of Australian teachers. Significantly, the statistics are robust with the outcomes reflecting the views of the profession. On average there is less than 5% chance that a similarly sized group would have responded differently to the various aspects investigated.

The validated Standards provide a common language for professional discussions between teachers, teacher educators, teacher organisations, professional associations and the public. They make explicit the knowledge, skills and attributes required at each of the four Career Stages. As such, the Standards are intended to support teachers' career-long development.

The National Professional Standards for Teachers (AITSL 2011c) were subsequently endorsed by MCEEDCYA in 2010. The National Professional Standards for Teachers (AITSL 2011c) was retrospectively re-named by the Standing Council on Education and Early Childhood (SCSEEC) in 2012 as the Australian Professional Standards for Teachers (2011b).

1.1.1.5 Purposes and uses of the Australian Professional Standards for Teachers

The Standards are now being used by state/territory educational jurisdictions, sectors and schools in a variety of ways. The Standards also form the centrepiece of the national reforms and are the basis for the development of a range of national and nationally consistent processes.

Figure 1-1: Excellence in Teaching and School Leadership (AITSL 2013)

The Australian Professional Standards for Teachers (AITSL 2011b) have two main purposes: to improve the quality of teaching and to support the career progression of Australian teachers. The Standards do this by articulating the skills needed by teachers and by providing a developmental framework that teachers can use to support their own professional growth (Figure 2).

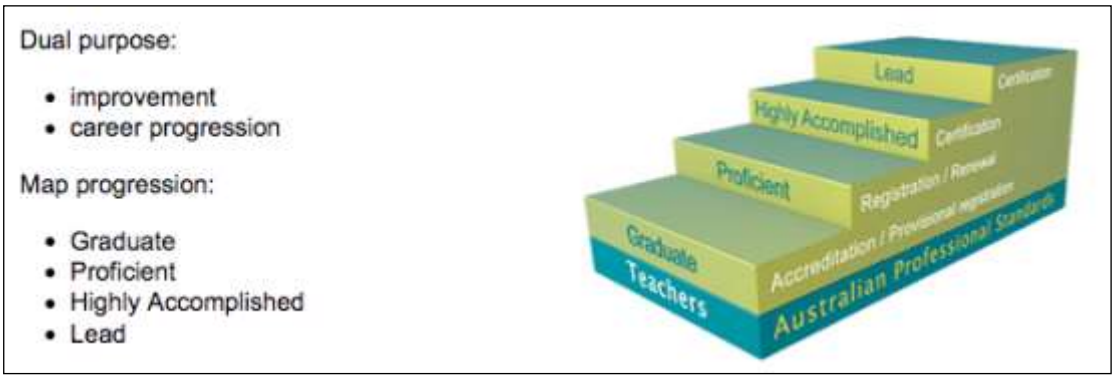

Figure 1-2: Purposes of the Australian Professional Standards for Teachers (AITSL 2011b)

1.1.1.5.1 Purposes

The Standards are a public statement of what constitutes teacher quality in Australia. They define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools. Standards enhance the professionalism of teachers by raising the status and contributing positively to the public standing of the profession.

Continuous improvement of teachers is critical to achieving the goal of improving educational outcomes for students. The Standards support the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) which acknowledges the challenges and opportunities of the 21st century, and provides two simple, but powerful goals to guide Australian education:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians will become:

- successful learners,
- confident and creative individuals, and
- active and informed citizens.

The Standards clearly define teachers' practice and provide a common language for coming to a shared understanding of what effective teaching looks like. This understanding of effective teaching will be shaped by schools' individual contexts and priorities.

The Standards provide a continuum of capabilities and expectations, and a nationally consistent basis for valid, fair and reliable identification and recognition of the teachers who meet them. The Standards are intended to support teachers' career-long development and continuous professional progressions.

1.1.1.5.2 Uses

Schools, systems and sectors use the Standards in a variety of ways. They provide a framework that offers a direction and structure to guide the preparation, support and development of teachers.

Teachers can use the Standards to identify their current and developing capabilities, and professional aspirations and achievements. The Standards: assist in the development of

performance and development goals, and professional learning plans; provide a framework by which teachers can judge the success of their learning and practice; and can be used to support professional discussions, self-reflection and self-assessment.

To support these uses the Standards underpin the Australian Teacher Performance and Development Framework (AITSL 2012b) and the Australian Charter for the Professional Learning of Teachers and School Leaders: A Shared Responsibility and Commitment (AITSL 2012a).

As stated previously, the Standards align with the career pathways of the teaching profession and form the basis for attracting, preparing, developing and supporting teachers. Each of the following processes involves assessing that teachers meet and demonstrate the achievement of all of the Standards at the appropriate career stages.

The Graduate and Proficient career stages of the Standards are the basis of mandatory processes. These set out the requirements for entry to the profession.

The Graduate Standards underpin the Accreditation of Initial Teacher Education Programs in Australia: Standards and procedures (AITSL 2011a). All university education courses across Australia must ensure that students meet the Graduate Standard. Graduates from nationally accredited programs qualify for provisional registration in each state and territory.

The Proficient Standards underpin processes for full registration as a teacher, and support the requirements of Nationally Consistent Approaches to Teacher Registration and Certification (AITSL 2011d).

Certification of Highly Accomplished and Lead teachers in Australia (AITSL 2012c) is a voluntary process. Certification at the higher career stages recognises and promotes quality teaching, provides an opportunity for teachers to reflect on their practices, and provides a reliable indication of quality teaching that can be used to identify, recognise and reward Highly Accomplished and Lead teachers.

Table 1.1: A timeline of Key Events for APST

YEAR	EVENT	AUTHOR
1999	The National Goals for Schooling in the 21st Century (The Adelaide Declaration) adopted	Ministerial Council on Education, Employment Training and Youth Affairs (MCEETYA)
2003	National Framework for Professional Standards for Teaching endorsed	MCEETYA
2008	Melbourne Declaration on Educational Goals for Young Australians	MCEETYA
2009	National Partnership Agreement on Improving Teacher Quality commenced.	Council of Australian Governments (COAG)
2009	Work commenced on development of Professional Standards for Teachers	Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC)
2010	*National Professional Standards for Teachers* endorsed – April	MCEECDYA

2011	*National Professional Standards for Teachers* publically released – February	MCEECDYA
2012	NPST re-named *Australian Professional Standards for Teachers*	Standing Council on School Education and Early Childhood (SCSEEC)

1.1.1.6 Required Task 1.1a (Viewing)

AITSL 2012d, *The Australian Professional Standards for Teachers Animation*, online video, viewed 19 January 2013. http://www.youtube.com/watch?v=iuKceiCvMEg

1.1.1.7 Required Task 1.1b (Reading)

AITSL, 2011b, *Australian Professional Standards for Teachers*, Education Services Australia, Carlton South, Vic .

COAG, 2009, *National Partnership Agreement on Improving Teacher Quality*, Council of Australian Governments, Canberra, pp 3-4, 6-7, 9-10.

MCEETYA, 2003, *A National Framework for Professional Standards for Teaching*, Ministerial Council on Education, Employment, Training and Youth Affairs, Carlton South, Vic.

MCEETYA, 2008, *Melbourne Declaration on Educational Goals for Young Australians*, Ministerial Council on Education, Employment, Training and Youth Affairs, Carlton South, Vic.

1.1.1.8 Required Task 1.1c (Focus Activity)

Please post your thoughts and ideas regarding the following two focus questions to the Group of Five Discussion Forum.

1. The implementation of the *Australian Professional Standards for Teachers* (AITSL 2011a) creates a 'common language' around enhancing teacher quality for educators across Australia. What do you think might be the benefits and challenges associated with having a 'common language'?
2. How are the *Australian Professional Standards for Teachers* (AITSL 2011a) currently used in your school/system/sector? Are there other uses that you can envisage?

1.1.1.9 Reminders

Checklist for this component – I have:

- Reflected on current understandings
- Contributed to the Group of Five Discussion Forum
- Contributed to the Facilitator Forum (if applicable)
- Added commentary to the Individual Reflection Forum

Note: Please use continuous prose in all forum entries. Dot points are to be avoided.

Note: Module 1 ACT Now activities will be available online from 22 – 28 February 2013. During the ACT Now activities time participants are requested to construct a summary statement with members of their Group of Five Discussion Forum that synthesises the postings from Module 1, components 1-3.

1.1.1.10 References

AITSL 2011a, Accreditation of initial teacher education programs in Australia: standards and procedures, Education Services Australia, Carlton South.

AITSL 2011b, Australian Professional Standards for Teachers, Education Services Australia, Carlton South.

AITSL 2011c, National professional standards for teachers. Education Services Australia, Carlton South.

AITSL 2011d, 'Nationally consistent approaches to teacher registration and certification', viewed 1 February 2013, <http://www.aitsl.edu.au/verve/_resources/Education_Review_Nov_2011.pdf>

AITSL 2012a, Australian charter for the professional learning of teachers and school leaders: a shared responsibility and commitment, Education Services Australia, Carlton South.

AITSL 2012b, Australian teacher performance and development framework, Education Services Australia, Carlton South.

AITSL 2012c, Certification of Highly Accomplished and Lead teachers: principles and processes, Education Services Australia, Carlton South.

AITSL 2012d, The Australian Professional Standards for Teachers Animation, online video, viewed19 January 2013, < http://www.youtube.com/watch?v=iuKceiCvMEg>

1.1.2 Component 2: Career Stages and descriptors: An examination of terminology

1.1.2.1 Introduction

Teacher career stages and statements that specify professional knowledge, practice and engagement associated with career stages existed in several Australian jurisdictions prior to the formulation of the Australian Professional Standards for Teachers (AITSL 2011a), formerly known as the *National Professional Standards for Teachers* (AITSL 2011b), however the associated terminology varied. The learning materials presented this week introduce participants to the *Australian Professional Standards for Teachers* (AITSL 2011a) and focus on the distinctive terminology.

Examining the terminology of the Standards enables Assessor Training Program participants and others to identify and become familiar with the 'common language' presented in the framework. This is essential because assessors assess certification applications against the Standards. Examining the terminology also allows much more, including increased assessor accuracy, increased inter-assessor reliability and appropriate report writing that specifically and explicitly aligns with teachers' career stages, each of which is essential to the integrity of work performed by assessors. The learning materials presented in this component provide a foundation for examination of assessor accuracy, inter-assessor reliability and appropriately targeted report writing in future modules.

1.1.2.2 The Australian Professional Standards for Teachers

The *Australian Professional Standards for Teachers'* (AITSL 2011a) framework comprises three *Domains of Teaching* that are sub-divided into seven *Standards*, as illustrated in Table 1 below.

Table 1.2: Overview of the Domains of Teaching and Standards in the Australian Professional Standards for Teachers

Domains of teaching	Standards
Standard 1:	1. Know students and how they learn
Standard 2:	2. Know the content and how to teach it
Standard 3:	3. Plan for and implement effective teaching and learning
Standard 4:	4. Create and maintain supportive and safe learning environments
Standard 5:	5. Assess, provide feedback and report on student learning
Standard 6:	6. Engage in professional learning
Standard 7:	7. Engage professionally with colleagues, parents/carers and the community

Each of the seven *Standards* is further sub-divided into *Focus Areas*, which specify particular aspects of professional knowledge, practice and engagement in *Descriptors* that collectively construct a differentiated four-stage career continuum for teachers. Table 2 below outlines the Focus Areas and the differentiated Descriptors stipulated for Graduate, Proficient, Highly Accomplished and Lead teachers in Standard 6.

Table 1.3: Overview of the Focus Areas and differentiated Descriptors across the career continuum for Standard 6 (AITSL 2011a, p. 18)

Standard 6 – Engage in professional learning				
Focus area	**Graduate**	**Proficient**	**Highly Accomplished**	**Lead**
6.1 Identify and plan professional learning needs	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.
6.2 Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
6.4 Apply professional learning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.

1.1.2.3 Required Task 1.2 a (Reading)

Peruse the following document. It is not expected that you would read the entire document.

AITSL 2011a. *Australian professional standards for teachers*, Education Services Australia, Carlton South, pp. 8-19, viewed 18 December 2012

1.1.2.4 Examining the terminology of the Standards

Close examination of the terminology (lexicon) of the Standards reveals patterns within the Descriptors specified for each of four career stages: Graduate, Proficient, Highly Accomplished and Lead. An exploration of the brief career stage overview in the Australian Professional Standards for Teachers (AITSL 2011a, pp. 6-7) provides preliminary insight into the distinctive, career stage related terminology that is developed further in the Standards.

1.1.2.5 Required Task 1.2b (Lexical Analysis)

Read the overview of the career stages in the Australian Professional Standards for Teachers (AITSL 2011a, pp. 6-7). You will notice that some terms are associated exclusively with particular career stage descriptions; others are used more frequently with a particular career stage description; and some terms are distributed fairly evenly across the career stage descriptions. As you read the overview of the career stages take note of the occurrences of the following terms:

- qualification;
- specialist;
- understand/ing (of teachers);
- effective/ly;
- inspire; and
- exemplary.

What patterns did you observe across the career stages for particular terms? Did you observe any other distinctive patterns? These observations can inform your post to the Group of Five discussion that will occur later as you progress through this component's learning materials.

1.1.2.6 Examining the terminology of the Standards (Cont'd)

As demonstrated by the activity above, certain terms may be associated exclusively or predominantly with particular career stages. In the overview of the career stages the term 'qualification' is used exclusively in relation to the Graduate career stage, whereas the term 'specialist' is used exclusively with the Highly Accomplished career stage and the terms 'inspire' and 'exemplary' are used exclusively at the Lead career stage. The remaining terms, 'effectively' and 'understand/ing' (of teachers) are used across the career stages, although their distribution is uneven. The term 'effective/ly' is used increasingly across the career stage trajectory. In contrast, the term 'understanding' is used predominately in relation to the Graduate career stage. The overview of the career stages, however, is *very* brief. Nevertheless, the patterns discerned here alert the reader to the possibility that the more detailed Standards may similarly comprise patterns and that such patterns may be significant in the construction of particular versions of teacher knowledge, practices and engagement across the career stages.

Examination of the Standards (AITSL 2011a, pp. 8-19) enables further quantitative and qualitative patterns to be discerned. The quantitative patterns include the frequency of words (lexical items) that are used and the qualitative patterns include word associations (collocations). Such patterns are not random or natural; the lexical choices made in the specification of descriptors strategically construct particular versions of professional knowledge, practice and engagement, which results in the construction of particular professional identities (Mulcahy 2010) aligned to the 4-stage career continuum presented in the Standards' framework. The patterns inscribed within the Descriptor sets specified for certain career stages, can be regarded as a lexical 'fingerprint'. It is this 'fingerprint' that assessors seek to identify when assessing evidence presented by, and observations, of applicants applying for certification. Accurate recognition of the lexical 'fingerprints' associated with each of the career stages also facilitates communication between assessors, increases inter-assessor reliability and enables appropriate report writing that specifically and explicitly aligns with teachers' career stages. Some lexical patterns are examined below.

Using the search function when viewing the Graduate, Proficient, Highly Accomplished and Lead descriptors enables quantitative and qualitative patterns to be identified readily. Searching for the word 'demonstrate', for example, reveals career stage-related differences in lexical frequency. The word 'demonstrate' is used 21 times in the Graduate descriptors, not at all in Proficient descriptors, once in the Highly Accomplished descriptors and 4 times in the Lead descriptors. Thus the word is highly correlated with the Graduate career stage and great care would be required if the term were to be used when referring to Highly Accomplished or Lead teachers. The care that would be required involves consideration of more than just frequency of the word; it would be necessary to examine lexical patterns of association, or collocations. Firth once stated that "You shall know a word by the company it keeps" (Firth 1957, p. 11). The crucial insight here is that words keep different company in the descriptor sets that configure particular versions of the career stages, as demonstrated in Table 2 below. The repeated word associations (collocations) construct Graduate teachers as demonstrating (broad) *knowledge* and/or *understanding* and/or *capacity*, whereas the repeated word associations (collocations) construct Lead teachers as demonstrating *exemplary* practice / teaching and as demonstrating *and leading*. Indeed, the terms *exemplary*, *lead* and *leadership* are exclusively associated with Lead Descriptors.

Table 1.4: Collocations for the term 'demonstrate' across the career stages (Complied from AITSL 2011a)

GRADUATE	
1.1 Demonstrate knowledge and understanding of… 1.2 Demonstrate knowledge and understanding of… 1.5. Demonstrate knowledge and understanding of… 2.1. Demonstrate knowledge and understanding of… 1.3. Demonstrate knowledge of…. 3.4. Demonstrate knowledge of… 4.3. Demonstrate knowledge of… 1.6. Demonstrate broad knowledge of… 3.6. Demonstrate broad knowledge of…	1.4. Demonstrate broad knowledge and understanding of… 2.4. Demonstrate broad knowledge of, understanding of and respect… 5.1. Demonstrate understanding of… 5.3. Demonstrate understanding of… 5.5. Demonstrate understanding of… 4.5. Demonstrate an understanding of… 5.2. Demonstrate an understanding of… 6.1. Demonstrate an understanding of… 6.4. Demonstrate an understanding of… 4.2. Demonstrate the capacity to… 5.4. Demonstrate the capacity to… 3.5. Demonstrate a range of…
PROFICIENT	**LEAD**
None	2.1 demonstrate exemplary teaching of… 3.1 Demonstrate exemplary practice and… 4.1 Demonstrate and lead by example… 3.5 Demonstrate and lead by example…

1.1.2.7 Required Task 1.2c (Lexical Analysis)

Use the search function to examine the frequency and collocations associated with the word 'colleagues' within the descriptors across the four career stages: Graduate, Proficient, Highly Accomplished and Lead. Examine the collocations indicated in Table 4 below. What implications can be drawn for assessors differentiating between Highly Accomplished and Lead teachers' practice?

Table 1.5: Frequency of selected collocations involving the term 'colleague' across the career stages

	Graduate	Proficient	HA	Lead
lead colleagues				
support colleagues				
assist colleagues				
work with colleagues				
advice from colleagues				
feedback from colleagues				

1.1.2.8 Required Task 1.2d

Group of Five Discussion Forum: Post your findings concerning the lexical patterns associated with the term 'colleagues' and your reflections on their significance to your work as a potential assessor.

1.1.2.9 Conclusion

Distinctive quantitative and qualitative lexical patterns are inscribed in the four sets of descriptors that stipulate the professional knowledge and practices assigned to the four career stages presented in the *Australian Professional Standards for Teachers* (AITSL 2011a). Such distinctiveness is essential to the construction and delineation of career stages *per se*. Knowledge of and attentiveness to such patterns are essential to assessors' work.

Thinking ahead, the relevance of the linguistic insights gained in this component's learning material relates to the use of terminology that is appropriate for specific career stages when communicating with colleagues and other assessors, assessing evidence presented by and observations of applicants applying for certification, and writing appropriately targeted reports, etc. To identify and report on a Lead applicant's "demonstrated knowledge and understanding" would be to align his/her practice with the Graduate career stage, which constitutes a serious mismatch. To use a common saying, this would constitute 'damning with faint praise'. The insights developed here will be revisited in later modules and workshops, especially when you have the opportunity to discuss authentic evidence with other Assessor Training Program participants and when you will have opportunities to practise appropriately targeted report writing both collaboratively and independently.

1.1.2.10 Reminders

Checklist for this component – I have:

- Shared ideas online about the Required Tasks
- Reflected on current understandings
- Contributed to the Group of Five Discussion Forum
- Contributed to the Facilitator Forum (if applicable)
- Added commentary to the Individual Reflection Forum

Note: Module 1 ACT Now activities will be available online from 22 – 28 February 2013. During the ACT Now activities time participants are requested to construct a summary statement with members of their Group of Five Discussion Forum that synthesises the postings from Module 1, components 1-3.

1.1.2.11 References

AITSL 2011a, *Australian professional standards for teachers*, Education Services Australia, Carlton South.

AITSL 2011b, *National professional standards for teachers*. Education Services Australia, Carlton South.

Firth, J 1957, 'A synopsis of linguistic theory 1930-1955', *Studies in Linguistic Analysis.* Special Issue, pp. 1-32.

Mulcahy, D 2010, 'Assembling the 'accomplished' teacher: The performativity and politics of teaching standards', *Educational Philosophy and Theory,* vol. 43, no. 1, pp. 94-113.

1.1.3 Component 3: Standards Illustrations of Practice

1.1.3.1 Introduction

The material for this component provides an overview of the *Illustrations of Practice* (IoPs) that are contained on the AITSL website (AITSL 2012). Specifically, the focus is the alignment of IoPs with the designated Standard Descriptor(s). An additional aspect of this engagement with the Standards will be a consideration of the distinct differences between career stages, particularly the Highly Accomplished and Lead.

IoPs that currently appear on the website have been described as a resource to 'help teachers to situate their practice within the *Australian Professional Standards for Teachers*' (AITSL 2012) and accessing the IoPs will bring you to the page provided in Figure 1.

Two features of the Standards IoPs are highlighted by way of introduction.

1.1.3.2 Features of the Illustrations of Practice

Placing the cursor over the square images provides a direct link to an IoP and the IoPs are arranged on this page by Standards.

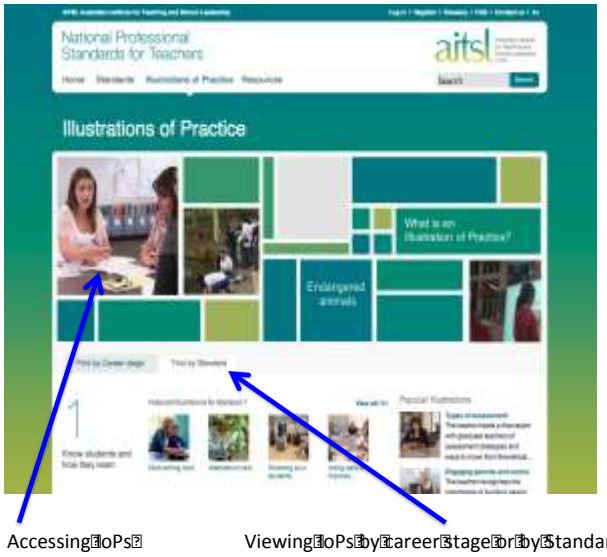

Figure 1-3: Australian Professional Standards for Teachers' web page: Links for accessing IoPs (AITSL 2012)

Clicking on the career stage provides the following view:

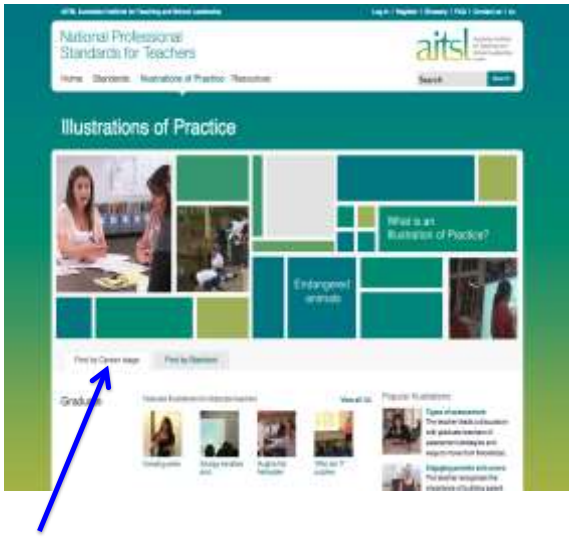

Figure 1-4: Australian Professional Standards for Teachers' web page: Link for accessing information about IoPs (AITSL 2012)

1.1.3.3 Required Task 1.3a (Viewing)

At this point, you should listen to "What is an Illustration of Practice?".

1.1.3.4 Examples of Illustrations of Practice

Examples of *Illustrations of Practice* pages that provide material for teachers at the Highly Accomplished and Lead career stages are provided below. This material comprises:

1. The IoP – a short video clip of the teacher's practice that can be accessed using the image or the *View Illustration* link.

2. Information about the teacher and the learning context.
3. Detailed information related to the IoP, i.e., Standards illustrated, Questions for Discussion etc.
4. Additional IoP links related to career stage and the Standards illustrated.

Figure 1-5: Example of a Video IoP for the Highly accomplished career stage – Focus Area 6.3 (AITSL 2012)

Figure 1-6: Example of a Static IoP for the Lead career stage – Focus Area 2.3 (AITSL 2012)

1.1.3.5 Required Task1.3b (Focus Activity)

You should now be in a position to view the IoPs in more detail.

An important consideration when reviewing an IoP, or any other artefact of teaching practice, is that of alignment, e.g., alignment of an artefact of practice with the Descriptor it is intended to illustrate. There is always the potential for robust discussions when comparing what a teacher provides as an artefact of practice and aspects of the artefact as observed by others.

In addition to alignment with Descriptors, alignment of an artefact of practice with a career stage is another consideration. In other words, does an artefact faithfully convey the attributes of a Highly Accomplished teacher, for example?

To consider this notion of alignment, you will need to look at IoPs across career stages. There are three Focus Areas with the Standards for which there are IoPs across all four career stages: 2.1, 2.6 and 3.2. These are detailed in Table 1.

Table 1.6: Focus Areas 2.1, 2.6 and 3.2 for all career stages (AITSL 2011)

Focus Area	Graduate	Proficient	Highly Accomplished	Lead
2.1 Content and teaching strategies of the teaching area	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.
2.6 Information and Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.
3.2 Plan, structure and sequence learning programs	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

1.1.3.6 Required Task 1.3c (Focus Activity)

At this point you should:

1. Reread the Professional Capability statements on pages 5-7 of the Australian Professional Standards for Teachers (AITSL 2011)
2. Revisit the key terms associated with each of the Career Stage Descriptors, e.g., "support colleagues" at the Highly Accomplished Career Stage. The Required Task from the Examining the terminology of the Standards section of component 2 is relevant and you may wish to review that material.
3. View the 9-slide Powerpoint presentation What is an IoP.

When you are ready, view each of the IoPs for Focus Area 2.1 (Graduate 2.1; Proficient 2.1; Highly Accomplished 2.1; Lead 2.1) and consider the alignment with (a) the Descriptor, and (b) the career stage. You may want to extend this to the other two Focus Areas, or revisit 2.1 a number of times.

The value in undertaking this activity is in the preparation it provides for the time when an application for certification is considered at either the Highly Accomplished or Lead career stage. At that time, assessors will be provided with an artefact of practice, a Descriptor and an applicant's elaboration about how the artefact aligns with a Focus Area Descriptor. Assessors will then be required to make a 'judgement' about the alignment.

The issues around making reliable and valid judgements are explored in detail in Module 3.

When you have completed a review of the material for this component, proceed to the next Required Task 1.3d.

1.1.3.7 Required Task 1.3d (Focus Activity)

This component's focus activity relates to Descriptors at the Lead Career Stage.

A file of the Lead Descriptors is provided for this activity. All of the Descriptors appear in the table and some of them are in italics. For those Descriptors in italics, IoPs can be found on the AITSL website. Spend a few moments going over the table to review where there are, as well as where there are not, IoPs linked to Descriptors.

You will have noticed that there are no IoPs linked to the Descriptors for Standard 5 (column 5) and Standard 7 (column 7).

Your activity is to focus on Descriptor 5.4, i.e., "Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice" and to describe an IoP that a Lead teacher might prepare for this Descriptor. You might also consider the advice you would provide to the Lead teacher so that the IoP reflects the format presented on the AITSL website.

As part of this focus activity you should revisit the What is an IoP Powerpoint presentation.

Protocols for preparing lesson video clips can also be found on the web, and one example is provided below (UNC Charlotte 2012):

http://teaching.uncc.edu/articles-books/best-practice-articles/using-video-your-course/video-best-practices

1.1.3.8 Required Task 1.3e (Reading)

AITSL 2011, *Australian Professional Standards for Teachers*. Carlton South, Education Services Australia, pp 5-7, viewed 18 December 2012, <http://www.teacherstandards.aitsl.edu.au/static/docs/Australian_Professional_Standard_for_Teachers_FINAL.pdf>

AITSL 2012, *What is an Illustration of Practice?*, online video, viewed 6 December 2012, <http://www.youtube.com/watch?v=dwwwE5PsxNs>

What is an IoP: developing Illustrations of Practice. Powerpoint presentation. Copyright Australian Institute for Teaching and School Leadership Ltd.

1.1.3.9 Recommended Reading

The Measure of Effective Teaching (MET) Project (http://www.metproject.org/)

The MET project has a focus on teacher quality and is a large-scale partnership of some 3000 teachers and multiple research teams in the United States. Its principal aim is to help teachers and schools understand what great teaching **looks like** in practice – and here is where the material on the MET website can provide perspectives for the Assessor Training Program.

A good place to start is with the MET White Paper, and then the Learning about Teaching Research Paper. There are multiple reports for the MET Project and you may want to revisit this, and other similar sites that have a focus on teacher quality, in later Modules.

1.1.3.10 Reminder

Checklist for this component – I have:

- Accessed the AITSL website for *Illustrations of Practice*
- Navigated the AITSL website for *Illustrations of Practice*
- Viewed a variety of IoPs for Highly Accomplished and Lead Career Stages
- Completed Required Tasks related to *Illustrations of Practice*
- Shared ideas online about the Required Tasks
- Reflected on current understandings
- Contributed to the Group of Five Discussion Forum
- Developed a summary statement with other members of my Group of Five
- Contributed to the Facilitator Forum (if applicable)
- Made sure my Group of Five summary sheet is posted on the Shared Discussion Forum
- Added commentary to the Individual Reflection Forum

Note: Module 1 ACT Now activities will be available online from 22 – 28 February 2013.

Note: During the ACT Now activities time please also construct a summary statements with members of your Group of Five Discussion Forum that synthesises the postings from Module 1, components 1-3.

1.1.3.11 References

AITSL 2011, *Australian professional standards for teachers*, Education Services Australia, Carlton South, pp 5-7, viewed 18 December 2012, <http://www.teacherstandards.aitsl.edu.au/static/docs/Australian_Professional_Standard_for_Teachers_FINAL.pdf>

AITSL 2012, *Illustrations of Practice*. Australian Institute for Teaching and School Leadership, Melbourne, viewed 18 December 2012, <http://www.teacherstandards.aitsl.edu.au/Illustrations>

MET Project 2010, *Working with teachers to develop fair and reliable measures of effective teaching*. Bill and Melinda Gates Foundation, viewed 23 February 2011 <http://www.metproject.org/downloads/met-framing-paper.pdf>

MET Project 2009, *Learning About Teaching: Initial findings from the Measures of Effective Teaching project.* Bill and Melinda Gates Foundation. Viewed 23 February 2011,

<http://www.gatesfoundation.org/college-ready-education/Documents/preliminary-findings-research-paper.pdf>

UNC Charlotte 2012, *Video Best Practices*, Center for Teaching and Learning, University of North Carolina, Charlotte, NC, viewed 18 December 2012, <http://teaching.uncc.edu/articles-books/best-practice-articles/using-video-your-course/video-best-practices>

1.2 Module 2: Understanding the Certification Process

1.2.1 Component 1: The process

1.2.1.1 What is certification? National and international perspectives

The term 'certification' commonly denotes a formal process by which members of a profession are awarded an official endorsement of attainment in accordance with specified standards. Thus defined, certification can refer to the attainment of various career milestones and the term is used differently around the world to refer to the attainment of various career stages in the teaching profession (Educational Testing Service 2003; Kleinhenz & Ingvarson 2007; UNESCO/UNICEF 2012). Teacher 'certification' can refer to the completion of a recognised initial teacher education course, the satisfactory completion of a licensure examination after the completion of an initial teacher education program (e.g. UK and Philippines), the satisfactory completion of an induction/probation period (e.g. Malaysia, Republic of Korea, Singapore and Thailand) or the formal recognition of the attainment of high level teaching practice (Australia and USA).

Various teacher certification processes have been operated by employers, regulatory bodies in partnership with employers, and professional associations in Australia for many years. Commencing in 2013 in Australia, teacher 'certification', as presented in Certification of Highly Accomplished and Lead Teachers in Australia (AITSL 2012), contributes to the National Partnership Agreement on Improving Teacher Quality (COAG 2009) and National Partnership on Rewards for Great Teachers (COAG 2012); see Module 1 Component 1. Certification has been configured as a voluntary process that formally esteems whether teachers' practice aligns with one of the two highest career stages constructed in the Australian Professional Standards for Teachers (AITSL 2011), namely the Highly Accomplished or Lead career stages.

It is important to note that 'certification' refers to the *formal process* of esteeming applicant teachers' practice at these career stages. Given that 'certification' refers to the formal recognition and classification of *teachers' practice*, the terms 'Highly Accomplished teacher' and 'Lead teacher' do not refer to job positions. This makes certification portable within and across sectors, states and territories. This does not mean that any industrial arrangements attached to certification, such as a particular rate of pay or other recognition, such as a particular registration/accreditation status, are automatically transferrable. The way in which certified teachers are recognized or rewarded is an employment matter. (draft Guide to Certification, under development, AITSL 2013) It is also important to note that teachers' practice may align with these career stages irrespective of whether teachers apply to undergo the certification process (AITSL 2012).

1.2.1.2 Purposes of teacher certification in Australia

Informed by international research concerning the development and implementation of standards-based certification processes, the national approach to the certification of Highly Accomplished and Lead teachers in Australia has been presented as serving three primary purposes:

- to recognise and promote quality teaching

- to provide an opportunity for teachers to reflect on their practice
- to provide a reliable indication of quality teaching that can be used to identify, recognise and/or reward Highly Accomplished and Lead teachers. (AITSL 2012, p. 3)

1.2.1.3 Principles of Teacher certification in Australia

The national approach to the certification of Highly Accomplished and Lead teachers in Australia is underpinned by the principles detailed in the extract below.

> **Standards-based:** Certification is awarded against the Australian Professional Standards for Teachers. It represents an assessment against the Standards, independent of any use it might then be put to by teachers, their employers, or others. It is not proposed to limit the number of teachers who can be certified as Highly Accomplished and Lead teachers, provided they meet the Standards (AITSL 2012, p.3).

Following the research literature on best practice certification processes, the certification is aligned with the Australian Professional Standards for Teachers (AITSL 2011).

> **Student–improvement focused:** Certification recognises those teachers who are highly effective in improving student outcomes. Evidence of student outcomes is central to the certification process. Student outcomes are broadly defined and include student learning, engagement in learning and wellbeing (AITSL 2012, p.3).

The alignment of certification with the Australian Professional Standards for Teachers (AITSL 2011) requires applicants to demonstrate effectiveness in improving student outcomes, where 'student outcome' is "broadly defined and includes student learning, engagement in learning and wellbeing" (AITSL 2012, p. 13).

> The alignment of certification with the Australian Professional Standards for Teachers (AITSL 2011) requires applicants to demonstrate effectiveness in improving student outcomes, where 'student outcome' is "broadly defined and includes student learning, engagement in learning and wellbeing" (AITSL 2012, p. 13).

As an integral component of the formal recognition of teacher practice that aligns with descriptors specified for the Highly Accomplished and Lead career stages, participation is underpinned by the intention that such participation should constructively support teachers professional progress through the career continuum. This intention is supported by the research findings concerning the National Board for Professional Teaching Standards (NBPTS) certification mentioned in the previous section last section of this Module (Ingvarson & Rowe 2007; Wolf & Taylor 2008).

> **Credible:** Certification is credible when assessments of teacher performance are based on rigorous, valid, reliable, fair and transparent measures and processes. The evaluation of teacher practice will be based on consistent application and moderation of these processes by trained assessors, and multiple methods and sources of evidence. Consistency of judgements will be maintained across the diverse contexts where teachers work, so that context does not disadvantage any applicant (AITSL 2012, p.3).

The research literature consistently emphasises that "methods of defining teacher quality need to have a sound and defensible conceptual basis, especially if they are used in quality assurance decisions such as registration, employment, promotion and professional

certification" (Ingvarson & Rowe 2007, p. 7). Thus, the certification process requires assessments that are "rigorous, valid, reliable, fair and transparent" (AITSL 2012, p. 3). The training of assessors in the Assessor Training Program is integral to maintaining the highest level of quality assurance.

Evidence-based: Certification must be built on nationally and internationally recognised best practice and contribute to the development of evidence about what works in promoting and recognising teacher quality. The operation of the certification process will be evaluated and the results used to further improve it (AITSL 2012, p. 3).

The certification process is underpinned by a commitment to "nationally and internationally recognised best practice" (AITSL 2012, p. 3) and to the compilation and distribution of evidence concerning the effective promotion and recognition of teacher quality.

1.2.1.4 Required Task 2.1a (Focus Activity)

The Standards embody a broad improvement discourse, within which several interrelated improvement agendas can be discerned. Examine the Descriptors presented below in order to identify and discuss various improvement agendas inscribed within the *Australian Professional Standards for Teachers* (AITSL 2011). Post your responses to the Group of Five Discussion Forum.

Lead 1.1: Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.

Highly Accomplished 2.5: Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.

Highly Accomplished 2.6: Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.

Lead 5.4: Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

Highly Accomplished 6.3: Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.

1.2.1.5 The process of teacher certification in Australia

The process of teacher certification is outlined in the extract below and the extracts on the following four pages.

The certification process has three main elements – a pre-assessment phase and two stages of assessment. There are some differences in the process for the Highly Accomplished and Lead career stages. These are highlighted in the description of the process that follows.

Figure 1-7: Diagrammatic overview of the main phases of the certification process (AITSL 2012, p. 5)

1.2.1.6 Facilitator Task / Reading

1.2.1.6.1 Pre-assessment

Prior to commencing a certification application teachers determine their eligibility and readiness to apply for certification.

1.2.1.6.2 Eligibility requirements

To be eligible to apply for certification at the Highly Accomplished or Lead teacher career stages the applicant must:

- be an Australian citizen or have a permanent residency visa[1]
- have full registration with an Australian state or territory regulatory authority[2]
- have been assessed as satisfactory in their two most recent annual performance
- assessments [3]for those applying for Highly Accomplished career stage
- have been assessed as satisfactory in their three most recent annual performance assessments for those applying for Lead career stage.

[1] This also includes New Zealand citizens teaching in Australian schools or early childhood settings.

[2] In accordance with the regulatory regimes in individual jurisdictions. In New South Wales full registration is *Accreditation at Professional Competence*. Some teachers in NSW are not required to be accredited, and these teachers are not excluded from this certification process if they meet the other eligibility requirements.

[3] Annual performance assessments may be those conducted using the current school/system processes where these exist and are not required in a specific format. It is recognized that currently some schools may not have these processes, or the circumstances of teachers mean they have not received an assessment. In these cases, the referees will provide evidence of past performance. Following the implementation of the *Australian Teacher Performance and Development Framework* the specific requirements of an annual performance assessment outline will need to be met.

Teachers do not have to be certified as a Highly Accomplished teacher before applying for Lead teacher status.

1.2.1.6.3 Self-Assessment

It is strongly recommended that a self-assessment be undertaken by the teacher prior to commencing a certification application. Applicants will have access to an online tool to self-assess their readiness to apply for certification and to provide them with an understanding of what is required for certification.

1.2.1.6.4 Discussion with principal

All applicants must conduct a professional discussion with their principal/supervisor or delegate regarding their readiness to apply for certification. Obtaining the endorsement of the principal/supervisor to proceed is not mandatory but is strongly recommended (draft Guide to Certification, under development AITSL 2013).

Nominated by the principal/supervisor. May be the Deputy/Assistant Principal or equivalent member of the senior leadership team of the school/setting who have significant knowledge of the applicant's practice.

The draft Guide to certification (under development, AITSL 2013) further defines teaching requirement and eligibility as follows:

Subject to meeting the eligibility requirements, there is no additional minimum number of years of teaching required before applying for certification as Highly Accomplished or Lead teacher or for applications for Lead following the achievement of certification at Highly Accomplished. Jurisdiction/Employer based industrial arrangements attached to certification may have other eligibility criteria, including length of service.

1.2.1.6.5 Teaching requirements

To be successful applicants for certification will need to have an authentic teaching role where they teach students over a period of time to enable them to demonstrate achievement of the complete range of Standards and Descriptors. There is no requirement for a specified number of hours or teaching load, but the teacher will need to be responsible for an ongoing teaching program and the assessment of the students. To achieve certification, teachers will need to be able to demonstrate their skills in teaching students in a classroom situation[4]. Therefore the process includes a series of observations of a teacher's practice, including classroom observations.

Providing applicants can demonstrate all teacher Standards through an ongoing teaching role with students including in a classroom situation, certification is available to teachers in a range of roles including school support professionals, regional support officers, consultants and advisory teachers and those in equivalent roles who work with students. However, holding a leadership position such as these is not a guarantee that an application for certification will be successful.

1.2.1.7 Certification Assessment

The assessment of certification applications has two stages. Applicants must be successful at Stage 1 before proceeding to Stage 2.

[4] "Classroom situation" is intended as a broad and inclusive term and does not refer solely to a mainstream school classroom. For example teaching students in early childhood settings, distance education, and hospital schools, and the many other settings and situations in which the teaching of students occurs.

Assessors will be required to assess evidence compiled by applications as outlined below and further described in the draft Guide to Certification (under development, AITSL 2013).

Stage 1 – assessment of evidence submitted against the Standards, which includes:

- direct evidence
    - annotated evidence of teacher practice - artefacts that directly represent teachers work that have been annotated to the Descriptors
    - observation reports – included as annotated artefacts
        - observations undertaken by the principal/supervisor and other colleagues based on existing tools and frameworks used in the school/system
- teacher reflection on the direct evidence
    - a written statement addressing the Standards
    - a written description of a Lead initiative (at the Lead career stage only)
- referees statements – which provide evaluative statements regarding the applicant's evidence and performance against the Standards/Descriptors of which they have direct knowledge

Stage 2 – direct assessment of teacher practice onsite by an external assessor which includes:

- observation of practice
- professional discussion with applicant
- referee discussion with principal/supervisor, and with other colleagues as required and nominated by the applicant.

1.2.1.8 Roles and responsibilities of assessors in the certification process

There are always two assessors involved in the certification process. Where possible these two assessors will be the same for Stage 1 and Stage 2 of the certification process. If the two assessors cannot reach agreement, then a third assessor will become involved in the certification process.

Assessment Stage 1

Assessors are responsible for:

- completing an individual, independent assessment of the evidence submitted by the applicant against the Standards at the relevant career stage and in the applicant's context
- conferring and moderating with the teamed assessor to assess the evidence and determine the focus and questions for referee contact
- contacting at least two referees for evaluative statements on the applicant's evidence
- reaching an agreement on the Stage 1 decision, based on whether the applicant's evidence presented has demonstrated on-balance achievement of the Standards, whilst taking account of each Descriptor
- providing feedback to the applicant:
- for unsuccessful applicants, feedback will provide detail regarding strengths and what areas require further improvement
- for successful applicants progressing to Stage 2, feedback will identify the areas of focus for the onsite observations.

Assessment Stage 2

Only one of the assessors will undertake a site visit. That assessor will be responsible for:

- contacting the applicant to determine the areas within the Standards that will be the focus of the site visit
- conducting the onsite visit and all activities outlined in the draft Guide to Certification (under development, AITSL 2013) and the *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL 2012)
- providing the second assessor with feedback and any documentary evidence they obtained during the site visit
- reaching agreement on whether the applicant has achieved Stage 2
- communicating with the certifying authority and the applicant regarding a further site visit if required where evidence remains inconclusive or insufficient.

Decision making

The two assessors:

- make the final assessment and recommendation to the certifying authority based on the assessment of all evidence provided against the Standards at Stage 1 and Stage 2.

1.2.1.9 Required Task 2.1b (Focus Activity)

Read the extract below from the Certification of Highly Accomplished and Lead Teachers in Australia (AITSL 2012, p. 11) and consider the implications for your role in the certification process. Post your reflections on the Group of Five Discussion Forum.

Moderation mechanisms will include but are not limited to:

- use of the Australian Professional Standards for Teachers as the basis for assessment
- consistent assessor training
- use of experienced assessors
- support of assessors by the certifying authority
- a guide to certification and renewal of certification
- provision of examples of teacher practice at the Highly Accomplished and Lead career stages through Illustrations of Practice and examples of evidence portfolios
- materials to support implementation, focusing on key components of the certification process:
  - effective classroom observations, including templates for observation reports
  - providing instructive feedback
  - assessing teacher effectiveness.

(AITSL 2012, p. 11)

Note: Screens 9 and 10 are recommended reading for participants to increase their broad knowledge of certification

1.2.1.10 Recommended Reading

1.2.1.10.1 Benefits of Certification

Given that national certification of exemplary teachers is in its infancy in Australia, it is necessary to look at the international research to gain insights into the reported benefits of certification. This section draws on the research evidence concerning the certification process operating in the USA, i.e. the certification process of the National Board for Professional Teaching Standards (NBPTS) that determines whether aspiring teachers meet the requirements specified for National Board-Certified Teacher (NBCT) status. Research based on the US certification process has been chosen for inclusion here because the NBPTS:

- has been in operation since 1987 and has, consequently, produced a large research base
- "has made a major contribution to international understanding about … reliable methods for assessing and esteeming teacher performance" (Ingvarson & Hattie 2008a, p. 2)
- had certified approximately 55,000 National Board-Certified teachers by 2008 (Ingvarson & Hattie 2008a)
- certification process, like the Australian process, is standards-based.

In 2001, the National Board for Professional Teaching Standards (NBPTS) commissioned a large study that sampled the perceptions 10,000, National Board-Certified teachers. According to the findings, teachers reported that the certification process:

- made them better teachers (92 per cent)
- was an effective professional development experience (96 per cent)
- enabled them to create better curricula (89 per cent)
- improved their ability to evaluate student learning (89 percent)
- enhanced their interaction with students (82 percent), parents (82 per cent) and colleagues (80 per cent) (Ingvarson & Rowe 2007, p. 16).

1.2.1.11 Recommended Reading continued

Qualitative studies involving semi-structured interviews with National Board-Certified teachers are consistent with the findings reported above. For example, Wolf and Taylor's (2008) longitudinal study, which investigated the perceptions recently National Board-Certified teachers over a six month period, reported the teachers' perceptions of the effects of the NBPTS certification process on their perspectives and practices. The interviewees reported effects covering a broad spectrum of teachers' work, such as:

1.2.1.11.1 Overall change

> *I'm a different teacher than I was when I started [the certification process], and I'm a better teacher because of it. And I never would have come to some of the decisions that I made this year without that process (Karen, cited in Wolf & Taylor 2008, p. 403).*

1.2.1.11.2 Informed and more frequent use of the Standards

> *The standards are more in the forefront. And since they're more in the forefront of my mind, rather than the old way of planning where we would [say], 'OK, what do we want to teach?' And then, 'What resources do we have?' Now I'm thinking about, 'OK what standards do I need to address, what do we want to accomplish at this time, and OK, we're going to be teaching about plate tectonics, OK, how will that fit the standards, and how will that address this, and what am I going to accomplish?' So I'm keeping the standards in mind (Mary, cited in Wolf & Taylor 2008, p. 394).*

1.2.1.11.3 Teacher confidence

> *A huge part of me feels validated also. I can be held accountable because I know what I'm doing, and I know why I do it, and I can tell somebody that (Karen, cited in Wolf & Taylor 2008, p. 402).*

1.2.1.11.4 Reflection

> *I think the changes that I would attribute to [the certification process] is that I'm more regularly reflecting on what I am doing in the classroom. It has brought a greater awareness (Mary, cited inWolf & Taylor 2008, p. 393).*

In addition to the qualitative and quantitative research on teachers' perceptions, it can be reasonably expected that teachers, parents, the wider community, schooling sectors and

governments would be interested to know whether certification results in higher academic student attainment. This is a complex and controversial matter. Whilst it is widely acknowledged that teacher quality is the greatest *in-school* determinant of student success (Hattie 2003), the complexity of the issue arises, in part, from the interaction of in-school factors and highly influential factors beyond schools, such as the socio-economic status of parents and student nutrition. The controversial nature of the issue arises from the experimental design that is required to isolate the effect of teacher certification on student academic attainment, i.e. the controlled comparison of student attainment data from students taught by certified teachers versus those taught by non-certified teachers. Despite the difficulties and the sensitivity that attend such research, a number of studies have been conducted to ascertain whether there is a significant difference in student academic attainment. However, the results have been mixed; both positive and negative results have been reported (McCaffrey & Rivkin 2007).

Further research concerning the impact of the National Board for Professional Teacher Standards certification process can be found at http://www.nbpts.org/resources/research/impact_of_certification

1.2.1.12 Recommended Task 2.1c (Reading)

Ingvarson, L & Rowe, K 2007, Conceptualising and evaluating teacher quality: Substantive and methodological issues, ACER.

1.2.1.13 Recommended Task 2.1d (Reading: Gaining an international perspective)

Kleinhenz E & Ingvarson, L 2007, Standards for teaching: Theoretical underpinnings and applications, New Zealand Teachers Council, Wellington. pp. 67-75

1.2.1.14 Conclusion

In the 'Foreword' (Kelly 2008) to the *Assessing teachers for professional certification: The first decade of the National Board for Professional Teaching Standards* (Ingvarson & Hattie 2008b), the first President and CEO of the National Board for Certified Teachers in the USA James A. Kelly states that one of the challenges for today and tomorrow "is to attract larger numbers of candidates so that the population of NBCTs [National Board-Certified teachers] grows to a more influential scale within schools and states" (Kelly 2008, p. xx), thus enabling (i) proactive engagement in education reform, (ii) high quality teaching to occur in more classrooms, and (iii) the impact of high quality teaching to benefit students "more fully and equitably" (Kelly 2008, p. xxi). Training assessors in the Assessor Training Program is the first step towards the realisation of such a transformative agenda linked to certification in Australia. The transformative agenda is linked to the "growing recognition that the quality of teaching and educational reform is dependent on new career structures for teachers, *as teachers*" (Ingvarson & Hattie 2008a, p. 2).

1.2.1.15 Reminders

- Contribute to the Group of Five Discussion Forum.
- Contribute to the Facilitator Forum (if applicable).
- Document your thoughts in the Individual Reflection Forum.

Note: Please use continuous prose in all forum entries. Dot points are to be avoided.

1.2.1.16 References

AITSL 2011, *Australian professional standards for teachers*, Education Services Australia, Carlton South, Vic, viewed 11 February 2013, <http://www.teacherstandards.aitsl.edu.au/static/docs/Australian_Professional_Standard_for_Teachers_FINAL.pdf>

AITSL 2012, *Certification of Highly Accomplished and Lead teachers in Australia*, Education Services Australia, Carlton South, Vic, viewed 11 February 2013, <http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf>

COAG 2009, *National partnership agreement on improving teacher quality*, Council of Australian Governments, Canberra., viewed 11 February 2013, <http://www.cecnsw.catholic.edu.au/images/National%20Partnership%20Agreement%20on%20Improving%20Teacher%20Quality.pdf>

COAG 2012, *National partbership agreement on rewards for great teachers,* Council of Australian Governments, Canberra., viewed 11 February 2013, <http://www.federalfinancialrelations.gov.au/content/npa/education/rewards_for_great_teachers/national_partnership.pdf>

Educational Testing Service (ETS) 2003, Preparing teachers around the world, ETS, Princeton, NJ., viewed 11 February 2013, <http://www.ets.org/Media/Education_Topics/pdf/prepteach.pdf>

Hattie, J 2003, *Teachers make a difference: What is the research evidence?* Paper presented the 2003 ACER Research Conference, Melbourne, viewed 11 February 2013, <http://www.acer.edu.au/documents/hattie_teachersmakeadifference.pdf>

Ingvarson, L & Hattie, J 2008a. Introduction. In L Ingvarson & J Hattie (Eds.), *Assessing teachers for professional certification: The first decade of the National Board for Professional Teaching Standards* (pp. 1-21), Emerald Group Publishing Limited, Bingley, UK

Ingvarson, L & Hattie, J (Eds.) 2008b, *Assessing teachers for professional certification: The first decade of the National Board for Professional Teaching Standards*, Emerald Group Publishing Limited, Bingley, UK.

Ingvarson, L & Rowe, K 2007, Conceptualising and evaluating teacher quality: Substantive and methodological issues, ACER., viewed 11 February 2013, <http://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&context=learning_processes>

Kelly, J A 2008 Foreword. In L Ingvarson & J Hattie (Eds.), *Assessing teachers for professional certification: The first decade of the National Board for Professional Teaching Standards* (pp. xiii-xxi), Emerald Group Publishing Limited, Bingley, UK.

Kleinhenz, E & Ingvarson, L 2007, Standards for Teaching: Theoretical underpinnings and applications, New Zealand Teachers Council, Wellington.

McCaffrey, D F & Rivkin, S G 2007 Empirical investigations on the effects of National Board of Professional Teacher Standards Certified teachers on student outcomes: A report prepared for the National Research Council.

UNESCO/UNICEF 2012, Asia-Pacific end of decade notes on Education for All: EFA Goal 6 Quality Education, UNESCO/UNICEF, viewed 11 Feburary 2013, <http://unesdoc.unesco.org/images/0021/002191/219186e.pdf>

Wolf, K & Taylor, G 2008, Effects of the National Board for Professional Standards Certification processes on teachers' perspectives and practices. In L Ingvarson & J Hattie (Eds.), *Assessing teachers for professional certification: The first decade of the National Board for Professional Teaching Standards* (pp. 381-412), Emerald Group Publishing Limited, Bingley, UK

1.2.2 Component 2: Evidencing the Standards: An introduction through the *Lead initiative*

1.2.2.1 Introduction

The focus of this Component is the second element of the Certification process, namely *Assessment Stage 1* that follows an applicant's pre-assessment during which time they determine their readiness to apply for certification. This is a period when the core work of assessors begins, as the first major decision is made about the further progress of an applicant's submission of evidence. That decision is encapsulated in the statement:

> **Stage 1** – assessment of evidence submitted against the Standards, which includes annotated evidence of teacher practice, a written statement addressing the Standards, observation reports and referee comments (AITSL, 2012, p7).

A recurring consideration by assessors during the assessment process relates to the connections made by applicants in their annotations of evidence – artefacts of practice, against Standard Descriptors for the relevant Career Stage (Figure 1).

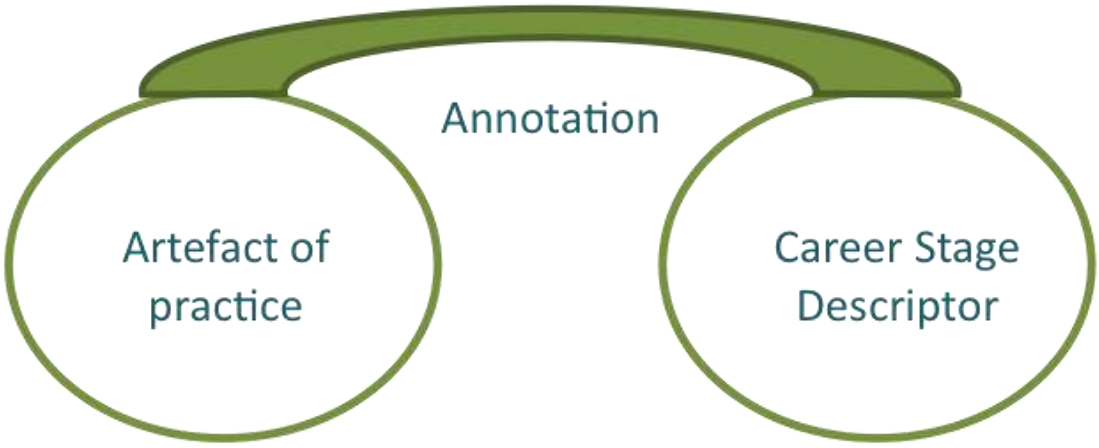

Figure 1-8: Linking Artefact of Practice and Career Stage Descriptors

It is the responsibility of an applicant to make explicit the link(s) between artefacts of practice and the Standards/Descriptors to ensure the greatest possible alignment between an applicant's intent in submitting a particular piece of evidence and an assessor's judgement about that evidence. 'A key component of the teacher's application for certification is the annotation of evidence submitted for assessment. An artefact must be able to demonstrate practice, but submission of an artefact alone does not fulfil the requirements, it is effective annotation of an artefact or sets of artefacts that enables an applicant to demonstrate their thinking on why and how each artefact or set of artefacts they have submitted addresses the Standards/Descriptors and shows impact on teaching and learning. It is the applicant's responsibility to ensure that the artefacts submitted are effectively annotated to enable the assessor to understand the nature of the evidence, why it has been included in the collection and that the connection is clear between a quality artefact and descriptors within the Standards. (draft Guide to Certification, under development, AITSL 2013).

Judgements about the artefact of practice and the annotated alignment are central to the role of the assessor and it is this aspect of the role that is introduced in this Component. Whilst the types and examples of evidence will vary, the approach adopted in this Component is to provide a 'lens' for assessors that can be generally applied.

1.2.2.2 Stage 1- Submission of evidence

Assessment Stage 1 involves the assessment of a collection of evidence submitted by the applicant against the Standards. Each of the seven Standards must be achieved with each of the Descriptors at the relevant career stage being accounted for in the evidence.

To set the scene, an overview of the process that applicants undertake in order to submit their evidence is presented in Figure 1. The second row of five items details all the requirements for addressing the Standards. One of these items, namely the Lead initiative, will be used as the focus of this Component to develop an assessor 'lens'.

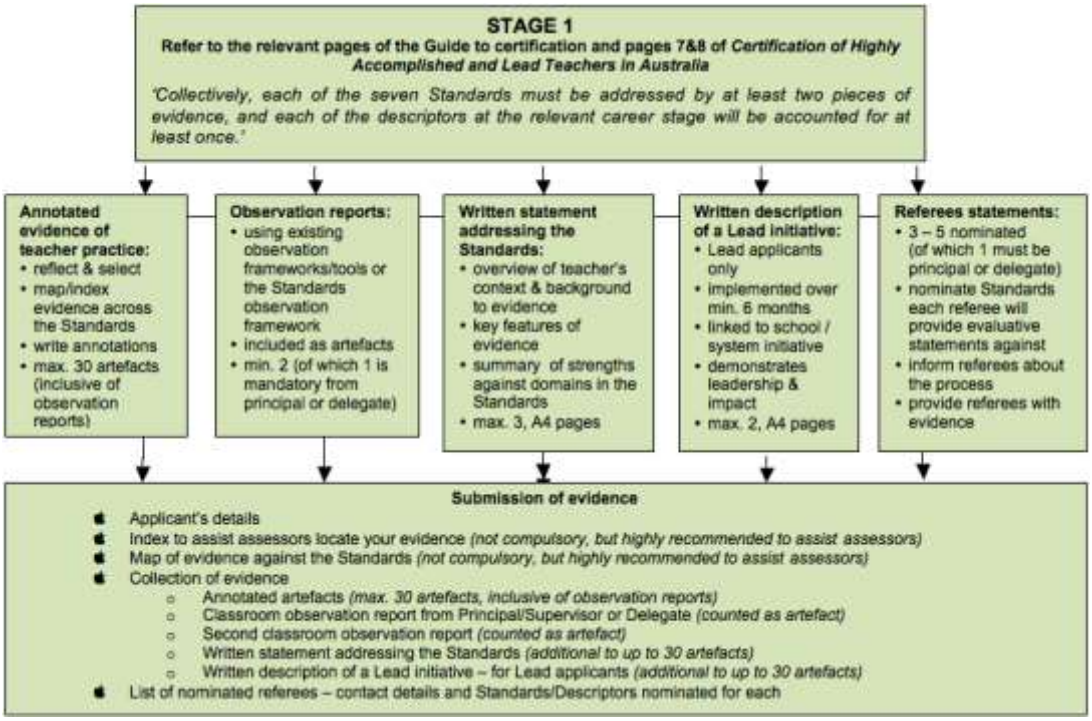

Figure 1-9: Applicant Process Flowchart (Adapted from draft Guide to Certification, AITSL 2013)

1.2.2.3 Required Task 2.2a (Reading)

Read the relevant pages related to Assessment Stage 1 in the Certification of Highly Accomplished and Lead Teachers *in Australia* (AITSL, 2012, pp.7-8), taking special note of the mandatory requirements. This provides additional detail to that provided in the flow chart from the previous slide.

From your reading you will have noticed that there are various elements of evidencing the Standards and these are summarised below from Stage 1 of the Certification process (AITSL, 2012, p.7) – with references to the Lead initiative highlighted:

- Direct evidence
  - annotated evidence of teacher practice
  - Including observation reports
- Teacher reflection on the direct evidence
  - Written statement addressing the Standards
  - **Description of a Lead initiative (Lead career stage only)**

- Referee nomination (3-5), **for Lead applications one of whom is familiar with the Lead initiative**

1.2.2.4 The Lead Initiative

The Lead initiative is one of two teacher reflections that are required at the Lead career stage as part of evidence submission. Associated with the initiative, there are four mandatory requirements, namely:

1. Specification of its time frame
2. Specification of its scope
3. Demonstration of an applicant's leadership
4. Demonstration of impact.

The following is an extract from the draft Guide to Certification (in development, AITSL 2013).

1.2.2.4.1 Written description of a Lead initiative

Teachers applying for the Lead career stage are also required to include a description of their lead initiative as an integral component of their collection of evidence. This will be in the form of a short description of an initiative the applicant has led within the school or across schools. This will be an initiative implemented over a period of time that was designed to build the capacity of colleagues. The teacher must have had a lead role in the implementation of the initiative to enable them to meet the requirements for the Lead career stage.

The Lead initiative must:

- be implemented over a minimum of 6 months
- be linked to school and/or system initiatives
- demonstrate the applicant's leadership in design and/or implementation, evaluation and review
- demonstrate evidence of impact on colleagues' knowledge, practice and/or engagement.

The initiative must be sustainable and demonstrate positive impact overtime. The initiative can be a delegated task where the teacher has led the design and implementation. The Lead initiative can be demonstrated by teachers who hold formal leadership positions as well as by full time classroom teachers. The description will outline the teacher's individual contribution in the Lead initiative.

The written description of the Lead initiative is included in the collection of evidence and is in addition to the up to 30 annotated artefacts. Reference will be made to the annotated artefacts in the collection of evidence that demonstrate the lead initiative.

1.2.2.5 Relating the Lead initiative to the Standards

This section of the Component comprises a focus on the terminology that directly links the mandatory requirements of the Lead Initiative with the Standard Descriptors. A related issue for assessors to consider, for example, is to have a sense of opportunities within the Standards for an applicant to "demonstrate … leadership in design, implementation, evaluation and review" or to "demonstrate evidence of impact on colleagues' knowledge, practice and/or engagement" (AITSL, 2012, p.8). These are important considerations since any appraisal of a Lead initiative needs to be grounded in the Standards through a deep appreciation of the potential for Descriptors to be used as instances of the requirements stated below.

The first mandatory requirement of time frame is not specified within the Standards, although the minimum 6-month time period needs to be made explicit in an applicant's description of the initiative.

The three remaining mandatory requirements are again provided below, with key words that can be linked to the Standards highlighted. The initiative must:

- be linked to **school and/or system initiatives**
- demonstrate the applicant's leadership in **design**, **implementation**, **evaluation** and **review**
- demonstrate evidence of impact on **colleagues' knowledge**, **practice** and/or **engagement**

1.2.2.6 Locating the initiative within the Standards

In the Lead Descriptors file, you will find four Descriptors that directly refer to an initiative – 2.1, 2.2, 2.4 and 4.3. This is not an exhaustive list, as additional opportunities for school-wide or system-wide initiatives can be pursued by **leading colleagues** or **working with colleagues**.

Lead Descriptor 2.1, for example, states:

Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs (AITSL 2011).

At this point you are asked to consider what an initiative related to this Descriptor might look like in practice.

1.2.2.7 Required Task 2.2b (Focus Activity)

Briefly describe a school-wide or system-side initiative that is/could be relevant to Lead Descriptor 2.1.

In Module 1, you viewed a number of Illustrations of Practice, and the next activity requires you to revisit one of those.

1.2.2.8 Required Task 2.2c (Viewing and Focus Activity)

This activity is based on the *Farmers' Market* Illustration of Practice.

As part of the Illustration of Practice, there is a ***Questions for Discussion*** link on the right hand side of the web page. One of these questions is provided below (slightly modified):

What initiatives does the teacher lead within the school that focus on her knowledge of the content within the curriculum area?

After you have viewed the Illustration of Practice, provide a response to the question in the text box below. Segments of the Illustration of Practice from 00:32 to 00:42, and from 2:23 to the end of the clip are of relevant to the question.

[Include an Enter Your Response text box here]

The purpose of this activity is to highlight the recurring theme for assessors, that of linking an artefact of practice with a Descriptor from the Standards.

1.2.2.9 Lead applicant's leadership

The next mandatory requirement of the Lead initiative requires applicants to demonstrate leadership in **design**, **implementation**, **evaluation** and **review**. Once again, consideration needs to be given to Lead Descriptors in the Standards that might afford applicants the opportunity to display these attributes.

The Descriptors listed in Table 1 resulted from using the *Search* function applied to the Lead Descriptors document. You are not required to undertake the search.

Table 1.7: References to Mandatory Evidencing Requirement #3 – Lead Initiative

Standard	Design (Develop *Plan*)	Implementation	Evaluation	Review
1	1.1 1.4	-	1.2 1.3 1.5	1.6
2	2.3	2.5	2.1 2.5	-
3	*3.2*	3.2	3.4	3.2 3.3 3.6
4	4.1	4.2 4.3 4.5	4.4	4.1 4.5
5	-	-	5.1 5.3 5.4 5.5	-
6 7	6.1/*6.1* 7.2	6.3 7.2	- -	- -

The purpose of summarising areas of the Standards that applicants might draw on for their Lead initiative is to provide a focus for ongoing assessor reflection.

1.2.2.10 Impact on colleagues

The fourth mandatory requirement of the Lead initiative requires applicants to demonstrate evidence of impact on **colleagues' knowledge**, **practice** and/or **engagement**.

The Descriptors listed in Table 2 resulted from using the Search function in the Lead Descriptors document.

Table 1.8: References to Mandatory Evidencing Requirements #4 – Lead Initiative

Standard	Knowledge	Practice	Engagement
1	1.2 1.3	-	-
2	2.1 2.2 2.3 2.5	-	-
3	3.5	3.1 3.2 3.6	-
4	-	4.4	-
5	-	5.2 5.4	-
6	6.1	-	6.2
7	-	-	-

Once again, the purpose of summarising areas of the Standards that applicants might draw on for their Lead initiative is to provide a focus for ongoing assessor reflection.

The focus on terminology presented in this section of Component 2 is an introduction to 'visualising' what a Lead initiative might look like in practice. The range of initiatives that an assessor might be required to consider is only limited by the number of potential Lead applicants. Ultimately, it will be the responsibility of an applicant to provide valid and explicit links between their initiative and the Descriptors.

1.2.2.11 Capacity

An additional key term used in the Certification document is 'capacity' – a term that is linked to the initiative and frequently used in discussion around teacher quality:

> … an initiative implemented over a period of time that was designed to build the capacity of colleagues (AITSL, 2012, p.8).

1.2.2.12 Recommended Task 2.2d (Reading)

To stimulate or to focus your thinking around teacher capacity, the following article on building the ICT Education capacity of pre-service teachers might be of interest (Romeo, Lloyd & Downes, 2012).

1.2.2.13 Required Task 2.2e (Focus Activity)

At this point you should consider the meaning that you attach to 'capacity' within this context. Reflect on your view of the meaning of 'capacity' – as in "build the capacity of colleagues".

Provide a brief statement about your view of 'capacity' in the text box below and also share your ideas by posting commentary in the Group of Five Discussion Forum.

1.2.2.14 Contextual Issues

A final consideration in the compilation of a Lead initiative is the impact of context. The following extract is taken from the Certification document:

> *It is recognised that the evidence teachers can provide will vary depending on a number of contextual issues including level of schooling, position within a school, type of school and jurisdiction and sector. Teachers are encouraged to utilise evidence that*

is specific to their own context. Some teachers may not be able to provide direct evidence, which accounts for every descriptor drawn from their regular work.

For example, a teacher may not have had the opportunity to teach Aboriginal or Torres Strait Islander students or students with a disability. However, using annotation to draw links and explain a teacher's knowledge in this area enables evidence that is not directly related to the descriptor to be used (AITSL, 2012).

1.2.2.15 Required Task 2.2f (Focus Activity)

In line with the notion that an applicant is encouraged to use, and reflect on, evidence that is specific to their own context, consider the following context and how this might influence an applicant's approach to preparing a Lead initiative:

> **Scenario**: A small remote primary school where there is a principal, two teachers, multi-grade classes and a fluctuating student population of approximately 35 students.

Provide a brief statement about your view of 'contextual issues' in the text box below. Your reflections on contextual issues will be a point of discussion at the first workshop as will an analysis of a Lead initiative.

[Include an Enter Your Response text box here]

1.2.2.16 Reminders

- Contribute to the *Group of Five* Discussion Forum
- Contribute to the Facilitator Forum (if applicable)
- Add commentary to the *Individual Reflection Forum*

Note: Module 2 *ACT Now* activities will be available online from 22 March – 31 March.

Note: During the ACT Now activities time please also construct a summary statement with members of your Group of Five Discussion Forum that synthesises the postings from Module 2, Components 1-3.

1.2.2.17 References

AITSL 2011, *Australian professional standards for teachers*, Education Services Australia, Carlton South, Vic, viewed 11 February 2013, <http://www.teacherstandards.aitsl.edu.au/static/docs/Australian_Professional_Standard_for_Teachers_FINAL.pdf>

AITSL 2012, *Certification of Highly Accomplished and Lead teachers in Australia*, Education Services Australia, Carlton South, Vic, viewed 11 February 2013, <http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf>

Romeo, G, Lloyd, M & Downes, T 2012. 'Teaching Teachers for the Future (TTF): Building the ICT in education capacity of the next generation of teachers in Australia', *Australian Journal of Educational Technology*, vol 23, no 6, pp.949-964.

1.3 Module 3: Walking in the Applicant's Shoes

Module 3 comprises three components as illustrated in Figure 1. These components explicitly and formatively address aspects of the judgements that assessors are required to make.

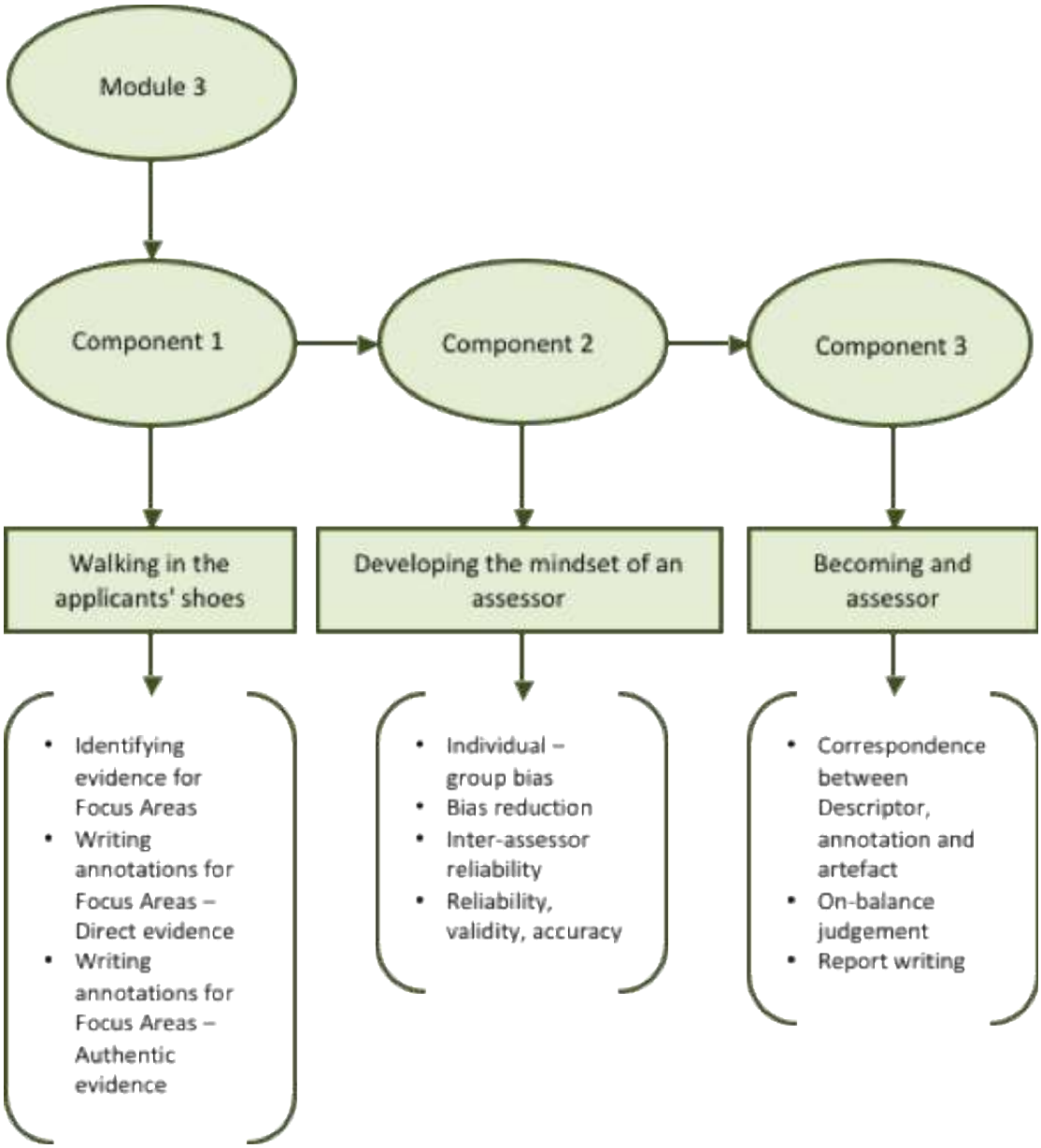

Figure 1-10: Module3 Overview

1.3.1 Introduction

The purpose of this Component – and the entire Module, is to identify and elaborate key aspects of becoming an assessor. For Stage 1 of the certification process, these aspects encompass engagement with artefacts of practice and being able to articulate on-balanced judgements about the alignment of a Collection of Evidence with the Standards at the relevant career stage.

One of the ideas subsumed in the activities for this Module is the notion that 'walking in the applicants' shoes' is an informative perspective from which to make on-balanced judgements about artefacts of practice. The value of taking on another's perspective prior to making judgements is an idea that has been attributed to the Cherokee Native Americans, and its value in reducing bias has been documented in recent research literature (Todd, Bodenhausen, Richeson & Galinsky, 2011).

Component 1 comprises three activities that focus on the writing of annotations, requiring you to assume the role of an applicant; something that could be regarded as the first step in becoming an assessor.

1.3.1.1 Identifying relevant evidence for given Focus Areas

1.3.1.1.1 Required Task 3.1a (Focus Activity)

There are two source documents for this activity. Both are artefacts of practice submitted for certification at the Highly Accomplished and Lead Career Stages respectively.

One of the Focus Areas linked to the Highly Accomplished artefact (*Cooperative Reading Program – Meeting Notes*) was identified as Focus Area 3.2:

> Plan, structure and sequence learning programs: Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.

One of the Focus Areas linked to the Lead artefact (*Growth Plan*) was identified as Focus Area 1.6:

> Strategies to support full participation of students with disability: Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

Review each of the artefacts considering how each links to the specified Focus Area and Descriptor. Provide a comment about each artefact based on the links you perceive.

1.3.1.2 Response for Highly Accomplished artefact of practice

Text box here

1.3.1.3 Response for comment for Lead artefact of practices

Text box here

Please save a copy of your comments for later reference.

1.3.1.4 Writing annotations for Focus Areas

1.3.1.4.1 Required Activity 3.1b (Focus Activity) - Planning an annotation

This activity is based on the two artefacts of practice from Required Task 3.1a:

Highly Accomplished artefact (*Cooperative Reading Program – Meeting Notes*); Focus Areas 3.2:

> Plan, structure and sequence learning programs: Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.

Lead artefact (*Growth Plan*); Focus Area 1.6:

> Strategies to support full participation of students with disability: Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

Based on your comments prepared for Required Task 3.1a, and drawing on your own professional experience as well as the extract below, develop a structure for an annotation for each artefact. What are the similarities and/or differences in the annotation structure for each Career Stage?

The following extract about preparing annotations is taken from the Guide to the Certification of Highly Accomplished and Lead Teachers in Australia (AITSL, 2013, p.13-14):

1.3.1.4.2 Annotating evidence

A key component of the teacher's application for certification is the annotation of evidence submitted for assessment. An artefact must be able to demonstrate practice, but submission of an artefact alone does not fulfil the requirements, it is effective annotation of an artefact or sets of artefacts that enables an applicant to demonstrate their thinking on why and how each artefact or set of artefacts they have submitted addresses the Standards/Descriptors and shows impact on teaching and learning.

It is the applicant's responsibility to ensure that the artefacts submitted are effectively annotated to enable the assessor to understand the nature of the evidence, why it has been included in the collection and that the connection is clear between a quality artefact and descriptors within the Standards.

To effectively annotate artefacts teachers are advised to:

- identify the Standard(s)/Descriptor(s) being accounted for - use language that demonstrates understanding of the Descriptor and how the artefact demonstrates this, making explicit the links between the artefact and Descriptors
- describe how the evidence demonstrates achievement of the Standards/Descriptors
- include analysis and reflection on practice demonstrated
- identify impact on student outcomes, where applicable
- identify impact on the practice of other colleagues, where applicable
- identify the teacher's individual contribution
- identify the leading/supporting/sharing/modelling role undertaken by the teacher, where applicable.

Annotations may take different forms. They may be notations attached to an artefact or an explanatory paragraph attached to an evidence set. Regardless of the form, an annotation should enable the artefact to be understood by the reader, demonstrate a teacher's achievement of the relevant Standard(s)/Descriptor(s) and impact on teaching and learning.

Forms of annotating include but are not limited to:

- Annotation per *Descriptor* (approximately 150 words)
- Annotation per *Artefact* – covering multiple Descriptors (approximately 350 words)

- Annotation per *Evidence set* – covering multiple artefacts and Descriptors (approximately 600 words).

1.3.1.4.3 Response for annotation structure

Text box here.

Please save a copy of your structure for later reference.

Discuss the annotation structure online in your *Group of Five* Discussion Forum.

1.3.1.5 Writing annotations for Focus Areas

1.3.1.5.1 Required Task 3.1c (Focus Activity) – Writing an annotation

This activity is based on an extract from a Highly Accomplished artefact (*Cooperative Reading Unit*) that has been linked to Focus Area 2.1:

> Content and teaching strategies of the teaching area: Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.

Based on the structure prepared for Required Task 3.1b, and drawing on your own professional experience, develop an annotation for this artefact.

1.3.1.5.2 Response for annotation

Text box here.

Please save a copy of your structure for later reference.

1.3.1.6 Writing annotations for Focus Areas

1.3.1.6.1 Required Task 3.1d (Focus Activity) – Comparing annotations

This activity is based on the online example of a Highly Accomplished artefact (*Cooperative Reading Unit*) that has been linked to Focus Area 2.1:

> Content and teaching strategies of the teaching area: Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.

What are the similarities and differences between the online example and the annotation you prepared for Required Activity 3.1c?

1.3.1.6.2 Response for comparing annotations

Text box here.

Use the *Group of Five* Discussion Forum to discuss points of comparison between the online annotation and the one you developed.

Theme Solutions: Please provide a link to the *Group of Five* Discussion Forum.

The following extract is taken from Certification of Highly Accomplished and Lead Teachers in Australia (AITSL, 2012):

> Some teachers may not be able to provide direct evidence, which accounts for every descriptor drawn from their regular work. For example, a teacher may not have had the opportunity to teach Aboriginal or Torres Strait Islander students or students with a disability. However, using annotation to draw links and explain a teacher's knowledge in this area enables evidence that is not directly related to the descriptor to be used.

A review of the Contextual Focus Statement included in a Collection of Evidence at the Highly Accomplished Career Stage itemises opportunities for the provision of direct evidence where Aboriginal and Torres Strait Islander students are concerned, e.g., Focus Area 1.4:

> 1.4 Highly Accomplished: Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.
>
> 1.4 Lead: Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.

As acknowledged in the extract from the certification document, "some teachers may not be able to provide direct evidence." What advice would you give to an applicant who makes the statement that "there are no Aboriginal or Torres Strait Islander students in my school". How might they include "evidence that is not directly related to the descriptor" in order to address Focus Area 1.4?

1.3.1.6.3 Response for using evidence not directly related to the Descriptors

Text box here.

Discuss the issue of evidence that is not directly related to the descriptor online in your Group of Five Discussion Forum.

1.3.1.7 Reminders

- Contribute to the *Group of Five* Discussion Forum
- Contribute to the Facilitator Forum (if applicable)
- Add commentary to the Individual Reflection Forum

1.3.1.8 References

AITSL (April 2012). Guide to the Certification of Highly Accomplished and Lead Teachers in Australia. Education Services Australia, Carlton South, Victoria.

Todd, A.R., Bodenshausen, G.V., Richeson, J.A., & Galinsky A.D. (2011). Perspective Taking Combats Automatic Expressions of Racial Bias. Journal of Personality and Social Psychology, June 2011, 100(6), pp. 1027-1042.

1.3.2 Component 2: Developing the Mindset of an Assessor: Bias, bias reduction, accuracy, and reliability in certification assessments

1.3.2.1 Introduction

Commitment to raising awareness and reducing the impact of bias is being actively promoted and pursued in many professional fields, e.g., courts are committed to reducing bias in juries (Casey, Warren, Cheeseman II, & Elek 2012a, 2012b), health services are committed to reducing bias and the consequent health disparities (Blair, Steiner, & Havranek 2011; Burgess, van Ryn, Dovidio, & Somnath 2007; Teal et al. 2010) and teacher certification processes outside Australia are committed to reducing the impact of bias in certification assessments (McCaffrey & Rivkin 2007; Pearlman 2008; Szpara & Wylie 2005; Tigelaar, Dolmans, Wolfhagen, & van der Vleuten 2005).

Similarly, the Australian Institute of Teaching and School Leadership is committed to reducing bias across the spectrum of processes involving teachers' progression through the four developmental career stages presented in the Australian Professional Standards for Teachers (AITSL 2011), from the accreditation of initial teacher education courses to the certification of Highly Accomplished and Lead Teachers.

Nijveld *et al.*'s (2009) study of assessors working with pre-service teachers concluded that it:

> is of great importance for assessors to be aware of the nature of their judgement processes, and of strategies and threats underlying a valid judgement process. Assessor training should thus explicitly aim to increase awareness of the relevant judgement processes, in addition to focusing on the actual content or soundness of assessors' judgements…. it is important not only to extensively discuss the assessment framework underlying the assessment criteria, but also to attend to personal predispositions which might constitute bias. (Nijveld, et al. 2009, p. 35).

Building upon this and other research on certification processes (McCaffrey & Rivkin 2007; Pearlman 2008; Szpara & Wylie 2005; Tigelaar, et al. 2005), the Certification Assessor Training Programs online learning materials and workshop activities engage participants in the identification and examination of various forms of bias. Drawing upon best practice research, the aims are to (i) elevate awareness of bias and (ii) promote open and informed discussions of bias – it is not the intention to demonise or pathologise bias.

1.3.2.2 Defining bias

What is the difference, if any, between bias, a unique perspective and shared professional expectations? The notion of a unique personal perspective is a cherished view in Western thought; it is closely tied to the notion of unique identity and it is a notion that many will defend passionately and fiercely if it is challenged. Support for the notion of a unique personal perspective involves support for the notion that individuals are characterised by and democratically entitled to their unique perspectives and that these can and will shape their perceptions. Support for the notion of shared professional expectations is similarly tied to notions of professional identity. Standards *per se* purport to articulate shared professional expectations that frame judgements made within the profession. Both unique personal perspectives and shared professional expectations frame how one sees the world. So too does bias, but bias is usually appraised negatively, whereas unique personal perspectives and shared professional expectations are usually appraised positively. Therefore, it is necessary to examine bias more closely.

Definitions of bias vary according to discipline. In the context of certification, bias refers to prejudice in favour of or against an application (Stage 1) and/or person (Stage 2), compared with another, that would result in an unfair certification outcome. Unfair advantage or disadvantage is the defining aspect of bias in this context. This component aims to raise awareness and promote open and informed discussions of bias in order to minimise unfair advantage and disadvantage in certification assessments.

1.3.2.3 Types of bias: Implicit v Explicit Bias

Bias can be categorised as being explicit or implicit. According to Blair *et al.* (2011, p. 71), "explicit bias requires that a person is aware of his/her evaluation of a group [or thing or person], believes that evaluation to be correct in some manner, and has the time and the motivation to act on it in the current situation". Implicit bias, on the other hand, operates below the level of consciousness. Blair *et al.* elaborate: implicit bias "does not require the perceiver to endorse it or devote attention to its expression. Instead implicit bias can be activated quickly and unknowingly … silently exerting its influence" (2011, p. 71).

1.3.2.4 Recommended Task: Undertaking an Implicit Association Test (IAT)

Scientists researching implicit social cognition have developed an online test instrument that measures implicit bias in relation to many topics, including weapons, disability, sexuality, religion, race, gender-career, gender-science, skin tone, age and weight. The test instrument relies on the principle that people will respond more quickly, signalling an automaticity of response, to normative associations that at are aligned with their beliefs, values and attitudes. You can undertake IAT tests on one or more the above topics at the Implicit Association Test (IAT) Home Page.

1.3.2.5 Other categories of bias and triggers

Potential certification assessor bias has been further categorised according to source: personal, societal and writing (Pearlman 2008). Personal bias refers to prejudices, advantaging or disadvantaging, that bear a strong relationship to the thinker rather than social groups, e.g. a preference towards certain teaching styles could result in an assessor viewing an applicant presenting those teaching styles more favourably than another applicant presenting different teaching styles. Societal bias refers to biases held more broadly in society, such as racism, classism, sexism, etc. Finally writing bias refers to the potential impact of writing styles to evoke a response from an assessor that could result in unfair differential outcomes based on style rather than substance. The level of written proficiency, particular genres e.g. narrative v report, issues of grammar e.g. modality, and lexical choice could activate implicit bias. Sources that activate bias are referred to as 'triggers'. In the context of certification, triggers "include anything that evokes a biased response which could cause an assessor to award a higher or lower score than the candidate response deserved" (Szpara & Wylie 2005, p. 804).

Research on the interactions of biases, e.g. compounding or mitigating biases, is relatively unexplored (Blair, et al. 2011), but let us consider the following.

- Research has demonstrated that "people are often more implicitly biased *in favour* of women over men" (Blair, et al. 2011, p. 74, emphasis in original).
- "Assessors may view certain teaching styles more favourably, particularly styles similar to their own" (Szpara & Wylie 2005, p. 803).
- When an assessor "likes the person being evaluated, the [assessor] is more likely to ignore evidence inconsistent with his or her overall impression" (Szpara & Wylie 2005, p. 808).

Using the research findings presented above we can develop hypothetical scenarios in which possible interaction of biases could increase or lessen the likelihood of a biased outcome. Assessors could be presented with an application containing a photo of a smiling male applicant on the cover page and artefacts reflecting teaching practices that align with the assessors' preferred teaching practices. The smiling photograph invites the assessor to relate to the applicant, to 'get to know him'. Could this further enhance a favourable assessment based on the pedagogical alignment that has been presented? Could this overcome the implicit bias *in favour* of women over men that has been demonstrated in the research? Further research on the interaction of biases is required. In the absence of a substantial body of research, it would be prudent to be vigilant in identifying multiple sources of possible bias and to be alert to the possibility of their interaction.

1.3.2.6 Required Task 3.2a (Focus Activity)

Use the extended excerpt as a stimulus to engage in a discussion on bias in the Group of Five Discussion Forum.

> There were a number of challenges that attended the training of NBPTS [National Board for Professional Teaching Standards, USA] assessors. … the NBPTS assessments

used media – video recording, student work, and analytical writing – in ways that were new to teachers. Video in particular demanded careful attention in training, since it appeared to be the Truth, as opposed to "a truth" about a teacher's practice. That is, the visual representation of teaching in a videotape seemed, at first glance, to be absolutely credible as a record of what "really is happening". Only when the effects of such visual details as the noise level, the classroom furnishings and ambiance, the arrangement of students and desks, the kinds of equipment and resources on view were considered did the role of interpretation of the "picture" become clear. Furthermore, without careful training, viewers of videotape, especially teachers viewing teaching (which they believed they *knew* how to interpret), could not really separate what they saw from a value-laden interpretation of what it meant and signified. And the interpretations teachers made of what they saw were dependent on their own range of experience and their own methods of practice.

We discovered this scoring challenge early on, when one group of expert scorers roundly denounced a teacher's commentary on the videotape they viewed as "untruthful". Since the teacher was describing the school and classroom context of the video, something she presumably knew more about than anyone else, we found this curious. When we probed for reasons for this passionate disagreement with the teacher about her classroom, we found that the *appearance* of the classroom – organized and rather conventional – struck the viewers as not at all the way a classroom in a low-income school serving at risk students should look. What were they expecting? They reported that they expected to see visible signs of neglect in the school building and equipment and visible signs that the students were "poor". It turned out, of course, that none of the viewers of this particular videotape had ever taught in a school setting like the one reflected in the commentary and on the videotape.

Student work also evoked passionate responses in teachers who had to be carefully instructed to always consider the context for the work before judging its appropriateness and efficacy. (Pearlman 2008, pp. 189-190)

1.3.2.7 Tips for assessors to reduce bias

The following research-based strategies may help to reduce implicit bias:

- Raising awareness of implicit bias (this in and of itself is insufficient to mitigate the effects of implicit bias on judgment and behavior),
- Seeking to identify and consciously acknowledge real group and individual differences,
- routinely checking thought processes and decisions for possible bias,
- identifying sources of stress and removing them from or reducing them in the decision making environment, and
- identifying sources of ambiguity in the decision making context and establishing a structure to follow before engaging in the decision making process. (Adapted from Casey, et al. 2012a, p. 30).

1.3.2.8 Error and inter-assessor reliability

Reducing error and increasing inter-assessor reliability are important quality assurance mechanisms in assessor training and, like bias reduction, promote equitable certification assessment processes and outcomes. In the context of certification, error is defined as "unsystematic, or random, variation that contributes to how someone performs on an assessment" (Gitomer 2008, p232) and it is important to note that "[e]rror is given in measurements – it does not imply any sense of 'mistake'" (Gitomer 2008, p232). Inter-assessor reliability refers to comparable assessments of the same evidence being made by

different assessors. (Consider the similarity between inter-assessor reliability and unbiased decision making; they are very similar, but not quite the same.)

'Frame-of-reference' training has been demonstrated to increase accuracy (i.e. reduce error) and increase inter-assessor reliability. Frame-of-reference training

"focuses on providing raters [assessors] with performance standards for each dimension to be rated" (Gorman & Rentsch 2009, p. 1336). The performance standards in the Assessor Training Program are the Australian Professional Standards for Teachers (AITSL 2011). Thus, the Assessor Training Program employs frame-of-reference training, which has been demonstrated to increase accuracy and inter-assessor reliability. The Assessor Training Program design also incorporates elements to reduce bias. The combination of increased accuracy and inter-assessor reliability, and bias reduction greatly increases the likelihood that the "evidence candidates submit attesting to their accomplished teaching practices should be viewed and interpreted comparably by different sets of equally trained and qualified assessors" (Gitomer 2008, p234).

1.3.2.9 Reminders

- Contribute to the Group of Five Discussion Forum.
- Contribute to the Facilitator Forum (if applicable)
- Document your thoughts in the Individual Reflection Forum

Please use continuous prose in all forum entries. Dot points are to be avoided.

1.3.2.10 References

AITSL, 2011, Australian professional standards for teachers, Education Services Australia, Carlton South, Vic.

Blair, IV, Steiner, JF, & Havranek, EP 2011, 'Unconscious (Implicit) bias and health disparities: Where do we go from here?', The Permanente Journal, vol. 15, no. 2, pp. 71-78.

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Casey, PM, Warren, RK, Cheeseman II, FL, & Elek, JK 2012a, Helping courts address implicit bias: Resources for education, National Center for State Courts.

-------- 2012b, Helping courts address implicit bias: Strategies to reduce the influence of implicit bias, National Center for State Courts.

Gitomer, D 2008, 'Reliability and NBPTS assessments', in L Ingvarson & J Hattie (eds.), *Assessing teachers for professional certification: The first decade of the National Board for Professional Teaching Standards*, Emerald Group Publishing Limited, Bingley, UK.

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McCaffrey, DF, & Rivkin, SG 2007, Empirical investigations on the effects of National Board of Professional Teacher Standards Certified teachers on student outcomes: A report prepared for the National Research Council.

Nijveld, M, Beijaard, D, Brekelmans, M, Wubbels, T, & Verloop, N 2009. 'Assessors' perceptions of their judgement processes: Successful strategies and threats underlying valid assessment of student teachers'. Studies in Educational Evaluation, vol. 35, pp. 29-36.

Pearlman, M 2008, 'The evolution of the scoring system for NBPTS assessments', in L Ingvarson & J Hattie (eds.), *Assessing teachers for professional certification: The first decade of the National Board for Professional Teaching Standards*, Emerald Group Publishing Limited, Bingley, UK.

Szpara, MY & Wylie, EC 2005, 'National Board for Professional Teacing Standards Assessor Training: Impact of bias reduction exercises', *Teachers College Record,* vol. 107, no. 4, pp. 803-841.

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Tigelaar, EH, Dolmans, DHJM, Wolfhagen, IHAP & van der Vleuten, CPM 2005, 'Quality issues in judging portfolios: Implications for organizing teaching portfolio assessment procedures', *Studies in Higher Education,* vol. 30, no. 5, pp. 595-610.

1.3.3 Component 3: Becoming an Assessor: Correspondence, On-Balance Judgements and Report Writing

1.3.3.1 Section A: Issues related to correspondence between the elements of the artefact – annotation- Descriptor unit

1.3.3.1.1 Introduction

In Component 2 of this Module, the concept of 'inter-rater reliability' was introduced as an indicator of comparability between assessments made by two different individuals. In this Component, reliability is considered more generally along with one other concept, namely 'validity'. These two concepts are considered as a way of highlighting how assessors might be regarded as 'instruments' of the certification process.

Two everyday instruments will be used to support the following discussion: a set of bathroom scales; and a ruler.

1.3.3.1.2 Recommended Task 3.3a

For an assessor, what are some of the issues that will inform a decision concerning the 'correspondence' between artefact, annotation and Descriptor, referred to in the title for this Component?

Developing a considered response to this question is integral to – in fact 'instrumental' to, becoming an assessor.

Text box here.

1.3.3.1.3 Reliability

There are many definitions of 'reliability' that can be accessed in the context of testing, assessment or experiments (e.g., Kerlinger, 1986). The notion of reliability is often depicted in terms of a target with attempts to hit the 'bulls-eye' an indication of reliability. If the attempts cluster (left hand diagram in Figure 1), then there is reliability within the process, and the more dispersed they are under the same conditions (right hand diagram in Figure 1), then there is less reliability within the process.

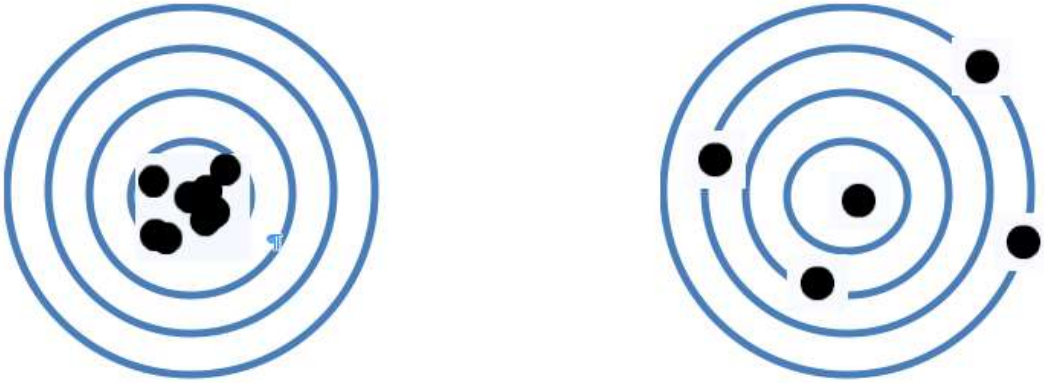


Figure 1-11: Representations of reliability

Using a set of bathroom scales can further illustrate the concept. Stepping on and off a set of scales many times in succession will result in multiple measurements. The variation among the repeated instances of weighing will be very small – even if there is inherent bias in the set of scales. The average of the repeated instances gives you a reliable measure of weight in terms in terms of the *consistency with which it is confirmed* (reliability). In the case of the bathroom scales, synonymous with 'consistency' are 'stability', 'dependability' and 'predictability.'

It is worth considering at this point what might make the bathroom scales unreliable? As an instrument, errors of measurement – either systematic or random, can result in a lack of consistency, and so it is desirable to have a relative absence of errors. In terms of the 'target' representation, clustering around the 'bulls eye' is an indication of minimal error and therefore accuracy. This notion of minimal error introduces an additional dimension to reliability that of 'accuracy' or 'precision'.

1.3.3.1.4 Reliability and Assessors

The relevance of the bathroom scales illustration for assessors relates to the process of examining an artefact of practice in a Collection of Evidence and linking it to a Standards Descriptor via the annotation, i.e., the correspondence between artefact and Descriptor. Recall the diagram presented in Module 2 Component 2:

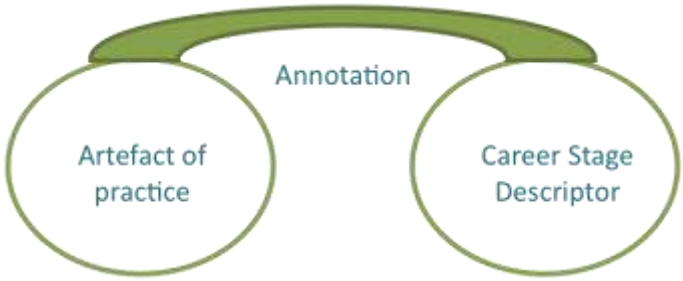


Figure 1-12: Linking Artefact of Practice and Career Stage Descriptors

Repeated instances of observing correspondence between artefact and Descriptor via the annotation need to be reliable, both at the individual level and for different assessors looking at the one instance (inter-rater reliability). In terms of the bathroom scales analogy, the artefact-annotation-Descriptor combination represents the 'load' with the correspondence representing the consistently confirmed 'output' or scale reading.

For assessors, the process leading up to the 'output' needs to be seen as 'stable', 'dependable' and 'predictable' requiring a reading of the artefact and making a decision as to whether or not the applicant has identified areas of the artefact that explicitly link to relevant aspects of the career stage Descriptor.

1.3.3.1.5 Recommended Task (Focus Activity)

Consider the reliability issues associated with using different sets of scales, e.g., at home, at the doctor's surgery, at the gym.

Text box here.

1.3.3.1.6 Validity

As with reliability, there are many definitions of 'validity' that can be accessed in the context of testing, assessment or experiments (e.g., Kerlinger, 1986). The target example can be used again to illustrate the notion of validity. Whereas clustering on the bulls-eye denotes a reliable and accurate process, clustering elsewhere indicates a process that is reliable but inaccurate, thereby making it not valid. Both of the diagrams in Figure 3 represent reliable processes with the left hand diagram being both reliable and valid, whereas the right hand diagram is reliable but non valid.

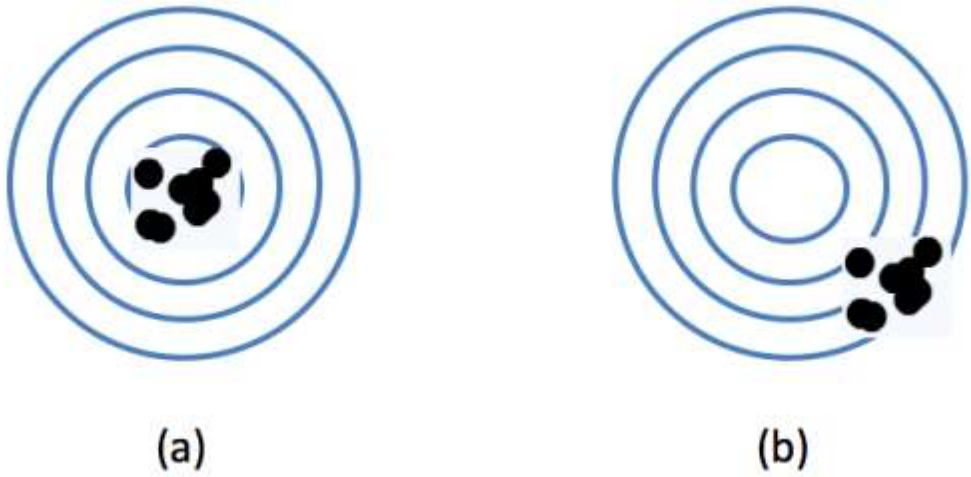


Figure 1-13: Representations of validity

Returning to the set of bathroom scales, stepping on and off many times in succession results in multiple measurements. The variation among the repeated instances of weighing will be very small, but figure 3(b) illustrates an inherent bias in the set of scales, due possibly to improper factory settings. The average of the repeated instances still gives you a reliable measure of weight in terms of the consistency with which it is confirmed but you could not draw appropriate inferences about that weight because the process is not *measuring what we think is being measured* (not valid). Figure 3(b) represents reliability, but inaccuracy, thereby making the measurement not valid.

Figure 4 provides another representation of validity, this time with distinctly different (not reliable) instances clustered, or averaged, around the 'bulls-eye' (valid).

Figure 1-14: Representation of validity

Whilst valid, the situation represented in Figure 4 can be described as accurate **on average** only, and although this average might have a predictive capacity, it is unlikely that the spread of individual instances can be replicated.

1.3.3.1.7 Validity and assessors

Repeated instances of observing correspondence between artefact and Descriptor via the annotation need also to be valid. In terms of the bathroom scales analogy, the artefact-annotation-Descriptor combination represents the 'load' with the correspondence representing an 'output' that aligns with the attribute under consideration. A scale reading of 20 kg below (or above) what is anticipated or expected, might be flattering (or alarming), but does not provide a valid representation of the real nature of the attribute under investigation.

For assessors, the process leading up to the 'output' requires a reading of the artefact and making a decision as to whether or not the applicant has identified areas of the artefact that explicitly link to relevant aspects of the Career Stage Descriptor.

Lack of correspondence or alignment may be due to a number of considerations that might include:

1. bias – that can be personal or societal;
2. misaligned annotations prepared by an applicant – an annotation might align with a Descriptor from a career stage other than the one intended, or the artefact may not be a relevant/appropriate choice for the selected Descriptor, e.g., a product does not evidence a process.

A lack of validity in the correspondence unit can be represented diagrammatically:

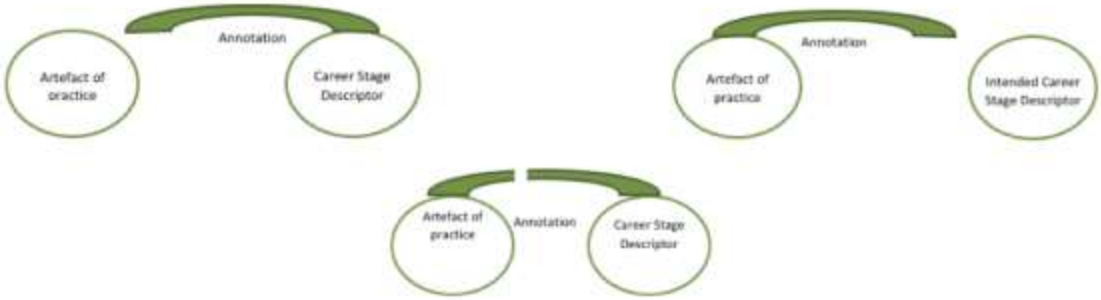
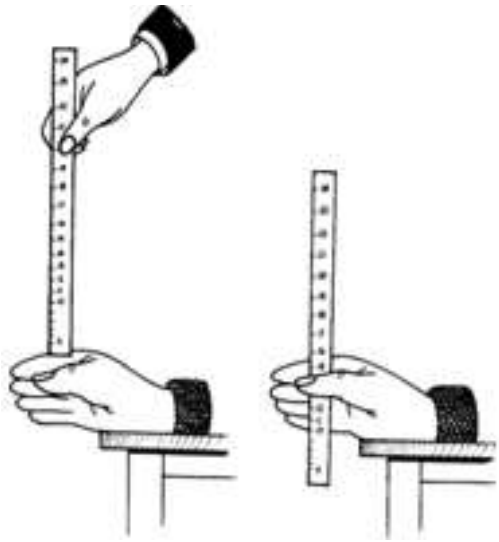


Figure 1-15: Representations of lack of validity within a correspondence unit

1.3.3.1.8 Recommended Task (Focus Activity)



An activity that can be used to measure reaction times requires a person to catch a ruler as it falls through their open hand as shown in the diagram. An observer holds the ruler to begin with and then records the time it takes for the person to catch the ruler. The person may not move until they see the ruler start to move. The procedure can be repeated any number of times to determine the average reaction time.

For this ruler activity, consider both its reliability and validity as a measure of reaction time.

Text box here.

1.3.3.1.9 Final comment

Assessors are 'instrumental' to the certification process.

The question posed at the beginning of this Component was "what are some of the issues that will inform a decision concerning the 'correspondence' between artefact, annotation and Descriptor?

The intention of using bathroom scales was to highlight reliability and validity issues at the level of instrumental measurement. Within the certification process, reliability and validity issues that can influence decisions about the correspondence between elements of the artefact-annotation-Descriptor unit, e.g. are such decisions stable over time, are they predictable, is there any inherent bias? Resolution of these issues is a central concern of the certification process.

1.3.3.2 Section B: On-balance judgement

On-balance judgement, which refers to net or overall judgment, is applied in the assessment of Collections of Evidence submitted in Stage 1. On-balance judgement applies at the level of the Standards, as elaborated in the *Guide to the Certification of Highly Accomplished and Lead Teachers in Australia*:

> Assessment will be at the level of the seven Standards. Assessors will make an on-balance judgement about whether there is sufficient evidence that each Standard has been demonstrated, based on the evidence provided which takes account of each descriptor within that Standard. Applicants who do not provide sufficient evidence of meeting any of the seven Standards will not proceed to Stage 2. (AITSL, 2013, p.16)

1.3.3.2.1 Using heat maps when making on-balance judgements

Heat maps are graphical representations of data that utilise colour to convey values. There are different kinds of heat maps that present data in different ways. Using heat maps in the certification assessment process involves colour coding cells in a table that correspond to Descriptors at the Highly Accomplished and Lead career stages. Heat maps can be constructed progressively as the correspondence between each artefact, annotation and descriptor is assessed. This is an iterative process: the multifaceted nature of the descriptors may result in different artefacts addressing different facets of descriptors.

Consider the annotation below. Assuming an unproblematic correspondence between the annotation and the artefact, which for brevity has not been reproduced here, the annotation may be mapped to various facets of the Lead Descriptors in Standard 6. As highlighted in green, the annotation can be mapped to facets of Descriptors 6.2 and 6.3. Other facets of these descriptors may be evidenced in annotations of other artefacts and links to other Standards may also be present. When performing this task, assessors would use tables showing all of the Standards. Complete tables for the Highly Accomplished and Lead career stages can be accessed here.

STANDARD 6	ANNOTATION
6.1: Analyse the Australian Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	*I represented my learning team in Term 1 and attended a professional development by David Hornsby on spelling and phonics in the context of a reading and writing program. It specifically focused on how teachers could use quality children's literature to teach spelling in an engaging and relevant way. I believe putting into practice some of the teaching strategies he explained to be a purposeful way of increasing student results in spelling at our school. By collaborating with the other teachers who attended the PD we were able to present ideas that were relevant for all grades of primary. It was decided at an executive level that we would guide our learning team colleagues to trial these new initiatives and lead a review process toward the end of the year.* *Through leading the process of changing teaching practices in spelling, I have received mixed feedback. The majority of my colleagues are reporting that the changes they have made to spelling program are having beneficial results for children and they feel they are better meeting the learning needs of their students. However, there has been some resistance, which always occurs when change is asked for. However, I believe the student results and engagement speak for themselves. I strongly believe professional learning is about challenging and extending our current views on teaching practices. Improving student outcomes and learning is the central purposes for all professional development and teaching and learning practices.*
6.2: Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	
6.3: Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	
6.4: Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	

A completed heat map is illustrated below.

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5	STANDARD 6	STANDARD 7
1.1. Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	2.1. Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	3.1. Develop and articulate high expectations for all students by modeling and setting challenging learning goals.	4.1. Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	5.1. Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	6.1. Analyse the National Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	7.1. Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgment in all school and community contexts.
1.2. Expand understanding of how students learn using research and workplace knowledge.	2.2. Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	3.2. Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	4.2. Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	5.2. Select from and effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	6.2. Plan for professional learning by accessing and critiquing relevant research, engaged in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	7.2. Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.
1.3. Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	2.3. Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	3.3. Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	4.3. Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	5.3. Organise assessment moderation activities that support consistent and comparable judgements of student learning.	6.3. Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	7.3. Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.
1.4. Provide advice and support to colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	2.4. Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	3.4. Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	4.4. Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety.	5.4. Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	6.4. Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	7.4. Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.
1.5. Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	2.5. Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	3.5. Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	4.5. Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	5.5. Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.		
1.6. Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	2.6. Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	3.6. Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.				
		3.7. Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.				

KEY		
	Lime green	descriptor fully evidenced
	Light green	descriptor partially evidenced
	White	descriptor addressed but not evidenced validly
	Red	descriptor not addressed in the Collection of Evidence

All Descriptors have been validly evidenced in Standards 1, 6 and 7 and in each instance half the descriptors have been evidenced completely and half have been evidenced partially. It is likely that the on-balance (i.e. net or overall) judgement would be that Standards 1, 6, and 7 have been sufficiently evidenced. All descriptors, except one, have been fully evidenced in Standard 3. The white cell indicates that the applicant addressed Descriptor 3.1 in the Collection of Evidence, but that the assessor(s)[1] judged that the annotation and/or artefact did not constitute validly evidence the descriptor. Nevertheless, given that all descriptors had been addressed and that all the other descriptors in Standard 3 had been completely evidenced, it is likely that the on-balance judgement would be that Standard 3 had been sufficiently evidenced. In Standard 3, four of the five descriptors were partially met and the other was addressed but the assessor(s) deemed that annotation and/or artefact did not constitute valid evidence. The on-balance judgement hangs in the balance. Referring back to the coverage of individual aspects of the descriptors for a particular Standard may be of assistance in such situations. Consider the hypothetical record of Standard 5 below. When looking at the aspects that are not evidenced or not evidenced validly, a pattern emerges. The detailed record demonstrates that 'working with colleagues' has been not evidenced or not evidenced validly in any of the descriptors comprising Standard 5. Based on the recurrent absence, it is likely that the on-balance judgement would be that Standard 5 has not been sufficiently evidenced.

STANDARD 5
Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.
Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.
Organise assessment moderation activities that support consistent and comparable judgements of student learning.
Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.
Work with colleagues to construct accurate, informative and timely reports to students and parents/ carers about student learning and achievement.

In Standard 2, three of the six descriptors have been completely evidenced, two have been partially evidenced and one was deemed to have not been evidenced validly. Again, reviewing the detailed record could assist in reaching an on-balance judgement.

Reviewing the detailed records can assist in making most on-balance judgments. It may be necessary, however, to involve the third assessor if the teamed assessors cannot reach an on-balance judgement. In this instance, however, the third assessor would not be required because Descriptor 4.1 was not addressed in the Collection of Evidence. Therefore, the Collection of Evidence has not satisfied the requirements; the submission is unsuccessful.

[1]Assessors may construct heat maps individually and/or construct a final heat map based input from both.

1.3.3.3 Section C: Assessment Stage 1 report

The Stage 1 report is a requirement of the certification process. The report is produced by the two assessors at the conclusion of their deliberations about the evidence provided by the applicant and following their contact with at least two referees. It is a recommendation to the certifying authority as to whether or not the applicant has satisfied the requirements of Stage 1. Successful applicants can then progress to Stage 2 of the assessment process in which case the report identifies areas of focus for onsite observations.

1.3.3.3.1 Key features of Stage 1 reports

The Stage 1 report:

- relates only to the evidence and the reports of the referees
- is structured around the Standards
- specifies descriptors that have or have not been sufficiently evidenced
- presents an on-balance judgment at the level of each Standard
- provides a formal record of the assessment of the collection of evidence and referee reports
- provides constructive feedback
- provides a recommendation to the certifying authority concerning whether the applicant should progress to Stage 2.

1.3.3.3.2 Factors to consider when writing the Stage 1 report

1.3.3.3.2.1 Audience

Who is going to be reading this report? Why would they be interested in what is written? To which issues might they be particularly sensitive? The readers of this report from the certifying authority want to know whether, according to the on-balance judgment of the two assessors, the applicant has satisfied the requirements of Assessment Stage 1. The readers trust the writers of the report to have conducted their assessment according to the principles and processes specified by AITSL (2012). Aspects of a report that lie beyond these principles or processes seriously weaken the credibility of the report. The certifying authority may pass some or all of the content on to the applicant verbatim, making the applicant a secondary audience. Thus, assessors ought to be attentive and sensitive to the secondary audience. As well as wanting to know the on-balance judgment of the assessors, the applicant is entitled to thoughtful and comprehensive feedback on their submission. Assessors should also be mindful of the possibility of an appeal, which introduces a third party as an additional audience. The wording of a report will be scrutinised during an appeal, which accentuates the need for precision and justification in report writing.

1.3.3.3.2.2 Style

Is there a particular style that is required by the jurisdiction? More formal writing sometimes requires more effort for the reader, but the formal use of unambiguous and technical terms improves the clarity of a report. Ensure correct and accurate writing at all times.

1.3.3.3.2.3 Layout and format

Is there a particular layout and format required by the jurisdiction? In most cases, a report should have a format that reflects closely the purposes for which it is written; having some introductory comments, then briefly explaining the assessors' on-balance judgment for each of the seven Standards, then providing some commentary about the referees' reports and concluding with a summary and a final recommendation.

1.3.3.3.2.4 Balance

Is the report balanced? Has the writer acknowledged both strengths and areas for improvement? In general, readers are more sensitive to comments about weakness than about strength and the writer needs to ensure that the report is written in such a way as to reflect a balanced assessment. A report should usually begin by recognising the strengths of the application.

1.3.3.3.2.5 Feedback to the applicant

It should be assumed that all applicants for certification as Highly Accomplished or Lead teachers believe that they are engaged in quality teaching and believe that they should be recognised at the career stage for which they have applied. It should also be assumed that they are using the certification process as an opportunity to reflect on their practice. By engaging in this process they should have given considerable thought to their submission, selection and presentation of direct evidence, annotation of that evidence and other aspects of the process.

The Stage 1 report is an opportunity for assessors to affirm the applicant and for applicants to receive comprehensive feedback on their submission from trained assessors. Reports should therefore contain balanced and constructive feedback for the applicant, recognising strengths and areas for improvement. If the applicant is progressing to Stage 2, the Stage 1 report should also include identification of areas of focus for onsite observations. These might include areas where the applicant's annotations to evidence might require elaboration.

However, rather than simply listing focus areas, the report should provide some synthesis, drawing together similar areas in ways that will be helpful for the applicant.

1.3.3.3.3 Suggested structure for the Stage 1 report

Introduction

"The collection of evidence indicates that on-balance . . ."

Standard 1 (On-balance judgment on whether Standard 1 was sufficiently evidenced)

- What descriptors were sufficiently demonstrated?
- What descriptors were not evident/demonstrated?
- Details of areas of strength

Standard 2 (On-balance judgment standard achieved/not achieved)

Standard 3 (On-balance judgment standard achieved/not achieved)

Standard 4 (On-balance judgment standard achieved/not achieved)

Standard 5 (On-balance judgment standard achieved/not achieved)

Standard 6 (On-balance judgment standard achieved/not achieved)

Standard 7 (On-balance judgment standard achieved/not achieved)

General comment

- Suggestions in areas of Standards and presentation or clarity of the collection of evidence (for applicants unsuccessful at Stage 1)
- Suggestions for areas of focus for onsite visit (for applicants successful at Stage 1)
- Summary and recommendation

1.3.3.4 Required Task 3.3a (Focus Activity)

Identify other professional situations / processes that may provide experience that you can draw upon when assessing the correspondence of artefact-annotation- Descriptor, assessing reliability and validity of professional decisions, and making on-balance judgements. Please contribute to your Group of five discussion forum.

1.3.3.5 Reminders

- Contribute to the Group of Five Discussion Forum.
- Contribute to the Facilitator Forum (if applicable)
- Document your thoughts in the Individual Reflection Forum
- Complete the ACT Now Task, which will be open from 20 April 2013

Please use continuous prose in all forum entries. Dot points are to be avoided.

1.3.3.6 References

AITSL 2012, *Certification of Highly Accomplished and Lead Teachers in Australia*, Education Services Australia, Carlton South, Vic.

AITSL, 2013, *Guide to the Certification of Highly Accomplished and Lead Teachers in Australia*, Education Services Australia, Carlton South, Vic.

Kerlinger, FN 1986, *Foundations of behavioural research* (3rd ed.), Holt, Rinehart, and Winston, Fort Worth, TX.

Mohan, T, McGregor, H, Saunders, S & Archee, R 1997, *Communicating! Theory and practice*, Harcourt Brace & Company, Sydney.

1.4 Module 4: Classroom Observation (Prepared by AITSL)

1.4.1 Component 1: Certification and Classroom Observation

Requirements for assessor training in 2013 include 2 hours online, 8 hours face-to-face training, and rating classroom footage online following the face-to-face training. Please note these requirements will change from 2014 onwards, following the development of the classroom observation framework.

A national approach to Certification must maintain consistency of standards and judgements across the nation, while being able to be implemented at scale in the diverse contexts in which Australian teachers work. A mandated element of the process is ***the direct observation of the teacher's practice on site by a trained external assessor*** who will gather additional evidence to assist in determining whether the teacher meets all the relevant Standards. This follows two observations of a teacher's practice by designated staff within the school. Throughout this module there are hyperlinks to referenced models, frameworks and research. It is not mandatory to follow up and read these documents to gain a satisfactory assessment for this module.

1.4.1.1 Classroom Practice

1.4.1.1.1 Required Task 4.1a (Focus Activity)

School based staff and external assessors

Write an individual reflection about what you believe is the benefit of engaging an external assessor to observe applicants' classroom practice? What are the challenges?

Approximate Time: 10 minutes

Did your response include the following?

- Objective, dispassionate view
- Confirm stage 1 assessment and opportunity to follow up
- Supports reliability of standards across Australia
- Perceived rigour of certification process
- Challenges include:
- Discipline specific expertise
- School level expertise
- Bias
- Snapshot of practice

Classroom practice is a key component of quality teaching and a major source of evidence for studying how teachers teach, determining what highly effective teachers do in the classroom that distinguishes their practice from less effective teachers and identifying what instructional practices correlate most highly to achievement. As such it is integral to the Australian Professional Standards for Teachers, Certification of Highly Accomplished and Lead Teachers in Australia, Accreditation of Initial Teacher Education courses, the Australian Professional Learning Charter, the Australian Teacher Performance and Development Framework and the Australian Principal Standard.

1.4.1.1.2 Required Task 4.1b (focus activity)

– *approximate time: 10 minutes*

Do you know what you know? Please post to your individual reflection space

What is something that you understand really well?

How did you come to understand it?

How do you know you understand it?

Did your response include the following?

- Selection of area often falls outside career
- Generally includes deliberate practice, coaching, reading, study, observing experts, working with like-minded people
- Can teach others, recognition by others of expertise

1.4.1.2 The nature of Expertise and Expert Performance

There are a number of theories pertaining to the nature of expertise and the development of expert performance in the scientific literature. In many disciplines there is still debate as to the appropriate criteria for the identification of experts. Two general approaches to the study of expertise involve the study of exceptional people in order to determine how they perform in a domain of expertise and secondly, to study experts in relation to novices. This latter approach assumes that expertise is a level of proficiency that novices can achieve and enables an understanding to be developed of how experts became that way so that others can learn to become more skilled. To this end there are a number of hierarchies that have been proposed to describe different levels of expertise in the literature.

The Australian Professional Standards for Teachers describe 4 teacher career stages that equate to increasing proficiency across three domains.

Read through the following extracts

Extract 1

Teachers also progress from 'novice' to more 'expert' thinking about teaching – growing more able to deal with many aspects of classroom life and to attend to the intellectual work of students. Experts in teaching – like experts in other fields – can quickly analyse complex situations and bring to bear many sources of knowledge about how to respond them. They also have a broader repertoire of skills they can use to achieve their goals (Darling Hammond, 2005, p32).

Extract 2

Expert teachers are more efficient in planning and more selective in information processing. They are also able to recognise meaningful patterns quickly. They demonstrate more autonomy and flexibility in both planning and teaching. Because they have a large repertoire of routines on which to rely, they are able to improvise and respond to the needs of the students and the situation very quickly. The automaticity that is made possible by the availability of these routines allows them to direct their attention to more important

information. Similar to experts in other domains, these characteristics of their cognitive processes are very much related to their sophisticated knowledge schemata and knowledge base. A review of these studies shows that like expert-novice studies in other domains, the focus has been very much on what experts can do that novices cannot. The findings provide valuable insight into the complexities of teaching and the tacit knowledge that teachers gain through experience (Tsui, 2003).

Extract 3

If we think of the novice as rigid in action, if we think of the advanced beginner as gaining insight, the competent performer as rational, and the proficient performer as intuitive, we might think of the expert as being arational. Experts both have an intuitive grasp of the situation and seem to sense in some nonanalytic and non-deliberative way the appropriate responses to be made. They show fluidity, as we all do when we no longer have to either choose our words when speaking or think about our feet when walking. We simply talk and walk in an effortless manner. Experts engage in performance in a qualitatively different way than do the novices or the competent performers.

Experts are not consciously choosing what to attend to and what to do, they simply flow. They get involved and they just do it. They act effortlessly and fluidly and, in a sense, arationally, because it is not easily described as deductive or analytic. I don't mean irrational, I mean arational. Experts often do things that work; thus when things are proceeding without a hitch, experts are not particularly solving problems or making decisions in the usual sense of these terms. They bring in deliberate and analytic processes only when anomalies or atypical events arise. When things are going smoothly, experts rarely appear reflective about what's going on. In many situations they may appear worse than novices or advanced beginners, who think about everything. Experts have learned to be very efficient: they don't think about most of their kids most of the time because most of the kids most of the time are not doing anything unusual (Berliner, 1988).

1.4.1.2.1 Required Task 4.1 c (Reading)

Approximate time 30 minutes

John Hattie, Teachers Make a Difference (pp. 5-10)

http://www.acer.edu.au/documents/hattie_teachersmakeadifference.pdf

Individual Reflection: Compare what John Hattie says about expertise with the reflections you made previously about an area that you understand really well and in light of the views presented above. Are there any similarities between his representation and yours?

Share your reflections with your **Group of 5.**

Post your summary contribution to the **Shared Discussion Forum**

Expected Responses

There should be strong similarities between Hattie's paper, personal experience and the extracts provided with explicit examples across the different sources.

1.4.2 Component 2: The classroom

1.4.2.1 Pedagogical Frameworks

Conversations about quality teaching must begin with uncovering assumptions about how students learn. Theories of learning drawn from the research base are often distilled into learning principles that endeavour to bridge the gap between theory and practice. Learning theories can provide ways of looking at classroom practice and some rational explanations for what occurs. However, the day-to-day reality of classroom life is influenced by many variables, and no single theory explains how they will all come together under different circumstances. Teachers must always take into account their specific classroom situations and students, and determine when and how various ideas can inform their practice. Integrating theory and practice is a process of connecting what teachers know about their own students with what they know about learning.

The Measures of Effective Teaching project, (MET Project) http://www.metproject.org/ identified and used a number of pedagogical tools (instruments) including PLATO (Stanford University), CLASS (University of Virginia), and Danielson's Framework for Teaching (New Jersey) as well as specific content focussed instruments in Mathematics and English. The MET Project concluded that whilst each had a particular focus it did not matter which instrument was used for classroom observation. The results about teacher performance were consistent. Another example of a pedagogical framework that has been developed and forms the basis for classroom observation is Marzano's, Art and Science of Teaching; www.marzanoresearch.com/documents/.../ArtScienceofTeaching.pdf

1.4.2.1.1 Pedagogical Frameworks continued

Within Australia there are a range of pedagogical frameworks, some of which use a pedagogical tool as the measuring instrument to collect data in order to guide pedagogical conversations. Examples include:

Productive Pedagogies Queensland

http://www.learningplace.com.au/uploads/documents/store/resources/res_50301_Productive_Pedagogies_Reflection_Tool_from_the_P-12_Framework.doc

Quality Teaching, NSW

https://www.det.nsw.edu.au/proflearn/areas/qt/

e5 Instructional Model, Victoria

http://www.education.vic.gov.au/school/teachers/support/pages/e5.aspx?Redirect=1

The Teaching for Effective Learning Framework, South Australia

http://www.learningtolearn.sa.edu.au/about/files/links/DECS_TfEL_Framework__print.pdf

1.4.2.1.2 Required Task 4.2a (Focus Activity)

Approximate time: 15 minutes

1.4.2.2 Theory and Practice

View the video of Allan Luke discussing Adaptive Teaching (7.17 mins).

http://resources.curriculum.org/secretariat/leaders/allan.html

Allan Luke talks about being an agnostic when it comes to pedagogy. Reflect on the argument he advances to support his position. Do you agree/disagree with his stance? Give reasons for your position. Share your point of view with your **Group of 5.** Post your summary discussion to the **Shared Discussion Forum**.

Expected Responses

There is no right answer to this reflection. Some assessors may have particular views about jurisdictional frameworks whilst others may have stronger leanings to a set of learning principles. Purpose of the exercise is for them to put forward a point of view.

1.4.2.3 Observing teachers in the classroom

> 'We know from experience that there is not a widely shared view of what constitutes quality instruction – not among teachers, principals, or school district leaders. We think this poses a fundamental and challenging issue for educational leaders and policy makers. Without a shared understanding of what we mean by quality instruction, we have no basis from which to mount an improvement effort." (Fink & Markholt, 2011, p5).

1.4.2.4 Required Task 4.2b (Focus Activity)

Approximate time: 15 minutes

Uncovering assumptions about 'quality instruction'.

Do you agree with this statement?

How do you define quality instruction?

What evidence would you put forward to support your point of view?

Share your point of view with your Group of 5.

Are there major consistencies in what each member of the group believes?

Are there any differences?

Post your summary contribution to the Shared Discussion Forum.

1.4.2.5 What does the research say about classroom observation?

Classroom observations have been used as measurement tools in education research for more than three decades. It is evident from the research that has examined classroom observation that any instruments used at scale should embody a particular vision of effective instruction, reflected in the competencies identified. They should also enable observers to identify teaching practices along multiple dimensions and to classify practices along a continuum of performance levels, without being unmanageable. The language used within the instruments should be specific, comprehensible and support a common technical vocabulary for describing instruction. The instruments should be reliable in that results reflect consistent aspects of a teacher's practice and not observer, lesson or class bias. They also need to be standardised and validated against student outcomes.

1.4.2.6 Required Task 4.2c (Reading)

Approximate time: 15 minutes

MET policy and practice summary: Gathering feedback for teaching

Read the summary report.

http://www.metproject.org/downloads/MET_Gathering_Feedback_for_Teaching_Summary.pdf

Individual Reflection: What implications does this research have for observing teacher practice in the classroom?

Expected Responses

The MET paper focuses on the use of multiple measures to reliably make judgements about teacher effectiveness. Assessors should reflect on the evidence they have collected on applicant's practice to build a comprehensive understanding of their effectiveness and its impact on student learning.

1.4.2.7 The Australian Professional Standards for Teachers and Classroom Observation

Clarity about the nature and purpose of classroom observation is key to the development of any instruments and tools that support implementation. Depending on whether the purpose is evaluative, developmental, or collaborative or a combination, will determine how the instruments are designed, what level of support is required, what the stakes are for teachers and how the information is used. Some of the major purposes identified in the research for the use of classroom observation have been:

- ✓ To be able to describe quality teaching using a shared and precise language of practice
- ✓ To be able to improve teacher education programs
- ✓ To be able to improve teacher practice based on timely and accurate feedback
- ✓ To be able to differentiate highly effective teachers form less effective teachers
- ✓ To be able to identify benchmarks for external accreditation
- ✓ To be able to inform professional learning at the individual, school and system level
- ✓ To be able to identify opportunities for teacher growth using multiple measures
- ✓ To be able to evaluate the fidelity or degree of implementation of particular interventions

1.4.2.8 The Australian Professional Standards for Teachers and Classroom Observation continued

Over the last 25 years a range of observational systems have been developed and used in classrooms as well as research studies that have used classroom observation systems. The most widely used procedure or research method has been systematic classroom observation based on interactive coding systems. These systems allow the observer to record nearly everything that students and teachers do during a given time interval. These interaction systems are low-inference systems in that observers code behaviours; they do not make judgements pertaining to quality. An example of this approach is Stallings Observation System (SOS) www.eddataglobal.org/embedded/stallings_snapshot.doc that was developed to be able to evaluate how teachers used their time in classrooms.

However with the increasing focus and incentives attached to teacher performance and raising student achievement across international educational jurisdictions, there has been significant attention given to developing standards-based evaluations of teaching practice. These systems for observing teacher classroom practice are aligned with professional teaching standards, underpinned by research on teaching and learning and embedded within teacher performance management systems. In some cases by taking a sub set of Teacher Standards, tools and instruments can be created that are specific, comprehensible and focussed on valued teacher practices that have a high correlation with student achievement.

The Australian Professional Standards for Teachers describes what teachers should know and be able to do at four career stages. The Standards provide an overarching framework for improving teacher quality. The development of a classroom observation instrument that is

reliable, valid and that can be standardised must align with the Australian Professional Teacher Standards and be supported by other measures that enable a comprehensive assessment of a teacher's practice. The classroom observation instrument should service a range of purposes including as a formal instrument for certification purposes. This requires the development of a continuum of increasing proficiency (rubric) to support assessors to make reliable and valid judgements about teacher performance.

For the 2013 Certification process the continuum of increasing proficiency or scaled rubric will not be finalised but key components of the Classroom Observation instrument will be available for external assessors to use in the onsite observation of teachers who have moved through the Stage 1 certification process. The Focus Areas that have a direct relationship with classroom practice and that can be observed in the classroom will be the organising construct for the instrument. Indicative behaviours that provide evidence of the Focus Area being met will be provided to enable assessors to make consistent and reliable judgements.

1.4.2.9 Required Task 4.2d (Reading)

Approximate time: 15 minutes

Gaining familiarity with the Certification Documentary Evidence Supplement

Look at the Certification Documentary Evidence Supplement taking note of the different forms of evidence that Highly Accomplished and Lead Teachers can present for Certification, including classroom observation notes.

Individual Reflection: Select one Focus Area in Standard 1 or 2.

How can the observation examples support you in making balanced judgements about the collections of evidence that applicants submit for certification and making judgements about classroom practice?

Share your reflections with your Group of 5.

Expected Responses

The responses should lean towards the use of these examples as a means of identifying what you might look for in the colections of evidence and the expected quality. Observation notes should support the level of practice and content at these career stages.

1.4.2.10 References for components 1 and 2

AITSL 2011, *Australian professional standards for teachers*, Education Services Australia, Melbourne, Victoria, viewed 8 April 2013, <http://www.teacherstandards.aitsl.edu.au/static/docs/Australian_Professional_Standard_for_Teachers_FINAL.pdf >

AITSL 2012, *Certification of Highly Accomplished and Lead teachers in Australia*, Education Services Australia, Melbourne, Victoria, viewed 8 April 2013, <http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf>

Berliner, D 1988, *The Development of Expertise in Pedagogy* viewed 8 April 2013, <http://www.eric.ed.gov/PDFS/ED298122.pdf>

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MET Project 2010, *Working with teachers to develop fair and reliable measures of effective teaching*. Bill and Melinda Gates Foundation viewed 8 April 2013 <http://www.metproject.org/downloads/met-framing-paper.pdf>

MET Project 2009, *Learning about Teaching: Initial findings from the Measures of Effective Teaching project,* Bill and Melinda Gates Foundation viewed 8 April 2013, <http://www.gatesfoundation.org/college-ready-education/Documents/preliminary-findings-research-paper.pdf>

Tsui, A.B.M 2003, *Characteristics of Expert and Novice Teachers,* Cambridge University Press viewed 8 April 2013, <http://assets.cambridge.org/97805216/35691/excerpt/9780521635691_excerpt.pdf>

1.5 Module 5: Best Practice Communication

1.5.1 Component 1: Stage 2 – Professional Conversations

1.5.1.1 Conceptualising certification assessments as research

Using a research metaphor for certification assessment recognises and affirms the complexity and rigour of the analysis that is performed by assessors. In reaching a final recommendation for a certifying authority, assessors need to make and justify a valid, holistic recommendation that draws upon:

- on-balance judgement of a collection of evidence against the *Australian Professional Standards for Teachers* (AITSL, 2011);
- referee statements;
- observations of practice; and
- professional discussions.

Thus, certification assessment can be likened to mixed, multiple and emergent research methods, which utilise a range of data collection and analysis methods to provide rich understanding of phenomena under investigation (Tashakkori & Teddlie, 2010). Other aspects of teachers' work may, similarly, require the evaluation and synthesis of different *types* of information to reach a final judgement, e.g. final student grade or ranking based on oral, written and practical tasks.

The use of multiple data collection and analysis methods - such as document analysis (e.g. Stage 1 assessment of a Collection of Evidence), observation (e.g. Stage 2 lesson observation) and interviews (e.g. Stage 1 telephone interviews with referees and Stage 2 on-site professional discussions) – increases the robustness of the findings. Thus, it is unsurprising that mixed, multiple and emergent research methods are widely used. In 1978, Denzin stated: "I now offer as a final methodological rule the principle that multiple methods should be used in every investigation" (1978, p. 28). In 2010, Denzin stated: "Mixed, multiple and emergent methodologies are everywhere today, in handbooks, readers, texts. Their use is endorsed by major professional societies, as well as by public and private funding agencies and institutes" (2010, p. 419). The Australian Institute for Teaching and School Leadership, like the many other institutes to which Denzin refers, has devised processes that embed the principle of multiple methods. The diverse nature of the forms of evidence that are incorporated in the certification process increases the robustness of the final recommendation and credibility of the process.

1.5.1.2 Best practice professional conversations

The richness, robustness and credibility of assessments involving the multiple forms of evidence required in the certification process are dependent upon high quality evidence. Issues concerning quality evidence have been addressed previously in relation to the assessment of Collections of Evidence and observation of teaching practice; therefore, attention will now turn to considerations and practices that assessors can draw upon to elicit rich, meaningful and relevant evidence in professional conversations with referees and other school personnel. The research methods literature on interview protocols can inform best practice professional conversations.

Careful consideration of structure, rapport and substance are essential to the conduct of professional conversations that yield quality evidence to inform certification assessments: seemingly spontaneous, free-flowing professional conversations require thorough preparation. Consideration of structure includes matters such as time constraints and question types. Consideration of time constraints acknowledges and respects the competing demands on busy professionals and the fatigue that thoughtful, discerning and probing professional conversations can produce for all participants (Minichiello, Madison, Hays, & Parmenter, 2004).

1.5.1.3 Best practice conversations (cont'd)

One of the key considerations of question types concerns whether to use open or closed questions[5]. There are advantages and disadvantages to both and so an over-reliance on either type is not recommended. Whilst open questions can result in rich responses from some participants, they can place more reserved or less articulate participants in an uncomfortable situation and less fluent or articulate responses that may result can act as a powerful bias trigger for assessors. Closed questions, on the other hand, may help to maintain focus and support more reserved participants, but they can construct false alternatives by presenting insufficient options. Scaffolded open questions provide a middle path, but great care needs to be taken to ensure that leading questions are avoided (de Vaus, 2004).

Minichiello (2004, p. 429) emphasises that establishing rapport is "crucial", but overfamiliarity is to be avoided. Overfamiliarity reduces the formality of the professional conversation, which is a *formal* component of the certification process. In addition, overfamiliarity can be equally disconcerting as detachment for participants and increases the risk of bias.

Relevance and discrimination (in the non-pejorative sense) are essential when seeking meaningful evidence to guide the certification assessment. A carefully prepared set of interview questions that guide, but not limit, professional conversations can enhance both relevance and discrimination. Relevance is promoted by the formulation of questions that pertain to the applicants' practice as represented or not in the Collection of Evidence and referee reports, rather than general questions about the applicants' practice. Such questions should also draw on the language and substance of the descriptors to discriminate between career stages, i.e. questions should be strategically formulated to discriminate between

[5] Closed questions position respondents to select a response from a pre-determined set, e.g. 'Does the applicant's practice demonstrate 'X' or 'Y'?' (explicit choices) or 'Does the applicant's practice demonstrate 'X'?' (implicit yes/no response). Open questions, on the other hand, do not position respondents to select a response from a pre-determined set; they position respondents to formulate their own response within the parameters of the question, e.g. 'Would you please provide examples of the applicant's practice that demonstrate 'X'.

proficient and highly accomplished, or highly accomplished and lead career stages. It is the assessor's responsibility to guide professional conversations that yield clear, meaningful and relevant information that can be used constructively in the formulation of a valid and justified recommendation to a certifying authority.

1.5.1.4 Types of questions to avoid

Double-barrelled questions	Double barrelled questions contain two questions and in some instances it is not possible to discern which question has been answered. Given the complexity of the descriptors, question that draw on them in their entirety may result in 'multi-barrelled' questions. Numerous questions are embedded in the following question that draws on a descriptor in its entirety: 'Does the applicant regularly develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience?' It is advisable to break descriptors down into component parts and ask separate questions based on the components.
Overly long questions	Overly long questions can place a burdensome cognitive load on respondents and may result in partial responses. The example question given above is overly long. Again, breaking descriptors down into the component parts and asking shorter separate questions is advisable.
Leading questions	Leading questions use lexical choices or other structures that prompt a particular response. Other structures include incorporating references to attitudes and feelings. Questions such as, 'Do you [applicant] *enjoy* …?" and 'Do you agree that the Standards…..?', lead respondents to respond in the affirmative. 'Enjoyment' and 'agreement' are generally evaluated positively; therefore respondents are unlikely to disagree. This will be elaborated in Module 5, Component 2.
Dead giveaways	Dead giveaway questions include all inclusive or exclusive terms such as: 'all', 'always', 'everyone', 'no-one' and 'never'. Such terms do not allow for exceptions and few people will agree with statements containing such terms. Examples include: 'Does the applicant always …?', Does the applicant support *all* colleagues to …?'
Dangling alternatives	Dangling alternative questions place options before the subject matter of a question, e.g. 'Has the applicant consistently, occasionally or rarely mentored pre-service teachers? '

It is also advisable to avoid slang and jargon, vague or ambiguous words, and double negatives (de Vaus, 2004).

1.5.1.5 Hints for the difficult interview

The following strategies suggested by Minichiello (2004) may assist assessors should difficult professional discussions occur in the certificationassessment process.

- Silence may be one of the first good choices during a difficult interview.

- Clearly establish the parameters of the interview at the beginning, [e.g., outline that all aspects of Certification are evidence-based and relate to the Standards]
- Try a gentle 'mumhuh..?' or nodding of the head.
- If silence and quiet encouragement is ineffective, try moving to 'safer' territory, returning to difficult material later [e.g. redirect attention to the Standards/ descriptors].
- Avoid any body movement or facial expression that could be construed as surprise, doubt, judgement or disbelief.
- Repeating the last few words of the participant is a good strategy and prevents you from putting your own meaning into their words. (Minichiello, et al., 2004, p. 435)

1.5.1.6 Required Task 5.1a (Conversation Analysis)

Read and critically evaluate the transcript below in terms of best practice for professional conversations and practices to be avoided. How might the professional conversation have been improved? Post your findings to the Group of Five Forum.

Key: ↑ = rising intonation, ↓ = falling intonation, (.) = untimed pause, (x) = timed paused indicating duration (seconds), // = interruption, talk = emphasised talk, ((comment)) = transcriber's comment, Ir = Interviewer, T = Teacher

1.	Ir	What about the school and the surrounding community? Does the school and the community interact?↑ Do they have much to do with each other?↑
2.	T	Not that I know of.↓I'm not really familiar with the community, I just commute.↓
3.	Ir	How long have you been teaching here?↑
4.	T	It's a year now, I don't really know the//
5.	Ir	// We are talking about the social (.) do the parents and friends come along to school functions (.) like that?↑
6.	T	Not that I know of.↓ We've invited parents to several things and not many have turned up. Maybe three or four out of the double teaching area ((about 55 students, so a potential of 110 parents)). A very low show for the parents but then a lot of them are working or busy with small children. (.) It's hard for them to get away.
7.	Ir	What about the community generally?↑(.) is it interested in education or (.5) interested in schools or (.5) what happens in the school?↑
8.	T	I don't know.↓
9.	Ir	You might get some idea from participation like the interest that are actually shown by coming here. What sort of feedback do you get from the kids about how their parents see school?↑
10.	T	I don't get any feedback really.↓
11.	Ir	(2) Kid's don't talk about when home↑ work home or anything?↑↑
12.	T	No↓ the homework just comes back without any comments.↓ There's act↑ually like a barrier between school and home, I've noticed but then

again I've only ever taught in this area and it is just the general trend.↓

13. Ir What about resources in the school//

14. T I think the school is well resourced. I just think it's disorganised↓

Source: Freebody (2004, p. 147)

1.5.1.7 Analysing professional conversations

Freebody refers to the "deceptive complexity of interviews" (2004, 132), and illustrates this point using a "tale of two veracities" (2004, p. 134) in which conflicting accounts are conveyed. It is possible that assessors could be presented with conflicting accounts of an applicant's practice, which accentuates the need for information collected in interviews / professional dialogues to be critically analysed. Even if the assessor is not presented with conflicting accounts, the critical judgement that is applied in the Stage 1 assessment of Collections of Evidence (as applied in Workshop 1) needs to be maintained in all professional conversations.

The need to maintain critical judgement and to *analyse* the evidence gathered in professional dialogues with referees and other school personnel needs to be emphasised. Derrida (1967/1976, 1967/1978) identifies the privilege that is afforded to speech and sight; the latter is conveyed by the saying 'seeing is believing'. This privilege results from conferring unfounded authenticity and veracity to what is seen and heard, which, in turn, suspends critical engagement with the 'material' that is presented. The suspension of critical judgement constitutes a source of bias. Whilst establishing rapport with discussants at a site visit is important, it is also vitally important to maintain a degree of social distance so as to avoid being lulled into uncritically accepting information at face value.

1.5.1.8 Required Task 5.1b (Focus Questions)

1. Critically evaluate the comparison of certification assessments to mixed-methods research.
2. Compare and contrast the principles and strategies of best practice communication presented here to best practice (i) teacher-led classroom discussion and (ii) communication with parents.

Post your findings to the Group of Five Forum.

1.5.1.9 Reminders

- Contribute to the Group of Five Discussion Forum.
- Contribute to the Facilitator Forum (if applicable)
- Document your thoughts in the Individual Reflection Forum
- Complete the ACT Now Task, which will be open from 21 June 2013
-

Please use continuous prose in all forum entries. Dot points are to be avoided.

1.5.1.10 References

AITSL. (2011). *Australian professional standards for teachers*. Carlton South, Vic.: Education Services Australia.

de Vaus, D. (2004). Structured questionnaires and interviews. In V. Minichiello, G. Sullivan, K. Greenwood & R. Axford (Eds.), *Research methods for nursing and health science* (2nd ed., pp. 347-392). Frenchs Forrest, NSW: Pearson Education Australia.

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1.5.2 Component 2: Stage 2 site visit and best practice certification feedback / recommendation writing

1.5.2.1 Stage 2 Site Visit

Stage 2 consists of direct observation of the applicant's practice and discussion with the applicant and with his/her supervisor, and other colleagues as required by an assessor. Stage 2 provides additional evidence to inform a final judgement as to whether an applicant meets the Standards, and allows the applicant to reflect on and demonstrate deep understanding of the evidence presented during Stage 1.

Following successful completion of Stage 1, there will be contact between the applicant and one of the assessors involved in Stage 1 about what areas within the Standards will be the focus of the site visit. The applicant will then take responsibility for structuring the site visit to allow observation of these agreed priority areas.

Following this discussion, the applicant will construct a program for a site visit (AITSL, 2012, p. 9).

1.5.2.2 Required aspects of the site visit

The visit is expected to be undertaken within one day and must include:

- pre-observation discussion led by the teacher about what is to be observed, which Standards will be demonstrated, the context and background of the observation
- observation of classroom practice which involves the applicant teaching more than one lesson, for example one session/two periods (or equivalent)
- discussion with the principal/supervisor to further explore the performance of the applicant against the Standards
- discussion with other colleagues as nominated by the applicant to provide further evidence against the Standards
- particularly at the Lead career stage, observation of other activities within the school, as required to demonstrate achievement of the Standards and as negotiated between the applicant and the assessor
- professional discussion with the applicant of up to one hour in length to:

- debrief and reflect on the observation
- explore the evidence provided in stage 1 in further depth
- respond to questions (AITSL, 2012, p. 9)

1.5.2.3 Certification Decision Making

Following the site visit, the assessor who conducted the visit will document the evidence provided during the site visit, and submit this to a second assessor. Where practical, this will be the same assessor who was involved in Stage 1. They will arrive at a decision on whether the applicant meets all seven Standards at the relevant career stage. Again, a third assessor may be involved where the first two are unable to reach a decision. A further site visit may be held at the instigation of the assessors where evidence remains inconclusive or insufficient (AITSL, 2012, p. 10).

1.5.2.4 The final recommendation and notification of the applicant

Assessors will make the final recommendation to the certifying authority based on the assessment of evidence against the Standards, observations of practice, referee statements and onsite discussions. Applicants will be provided with a copy of the assessment against the Standards and notification of the recommendation.

The certifying authority will endorse/decline the recommendation of the external assessors. This decision will be based on the certification assessment meeting the requirements of the certification process. On confirming a recommendation in favour of certification, the certifying authority will formally certify the teacher.

Appeals will be made available according to the legislation and processes existing in the jurisdiction where the decision is made (AITSL, 2012, p. 10).

1.5.2.5 Required Task 5.2a (Focus Activity)

Refer to Certification of Highly Accomplished and Lead Teachers in Australia (AITSL 2012) to complete Table 1 below. This activity aims to increase your understanding of the components of the whole certification process, and the roles and responsibilities of the applicant, assessor and certifying authority throughout the process. The table will enable you to add additional rows as required.

Table 1.9: Components of the certification process undertaken by applicants, assessors and certifying authorities in chronological order

	Applicant	Assessor	Certifying Authority
1.	Highly Accomplished and Lead applicants must satisfactorily complete their last two and three consecutive annual performance assessments, respectively.	-	-
2.	Undertake a self-assessment (recommended)	-	-
3.			

1.5.2.6 Correspondence and validity in certification feedback/recommendations

The material concerning Walking in the Applicants' Shoes, especially the consideration of *validity* and *correspondence* in relation to writing annotations, can inform our understanding of validity and correspondence in writing certification feedback (Stage 1) and recommendations (Stage 2). The final recommendation parallels the function of the annotation; it presents and justifies a holistic assessment of the direct evidence to the Standards as specified by the career stage descriptors (Fig. 1). The holistic assessment is based upon the on-balance judgement of the Collection of Evidence, referee reports, on-site observations and professional conversations.

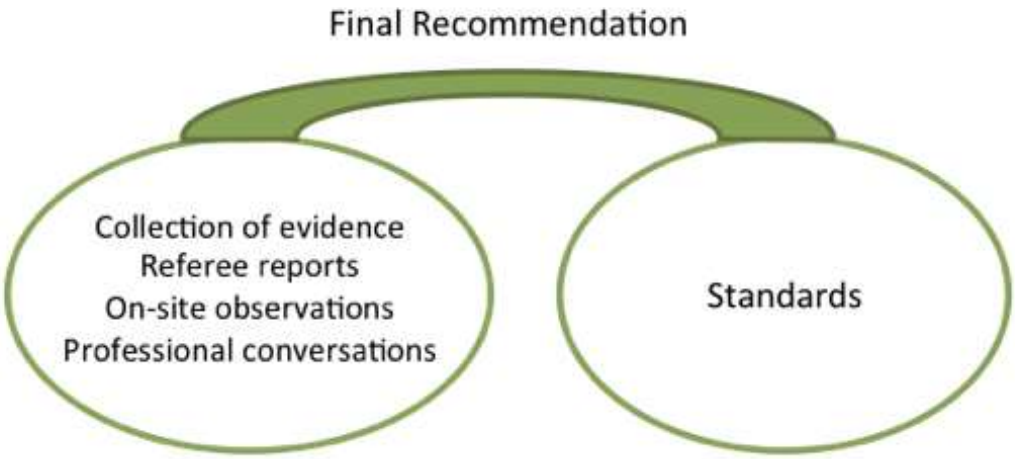

Figure 1-16: Diagrammatic representation of the elements and process involved in the making the final recommendation to certifying authorities.

A *valid* recommendation accurately articulates the alignment of the evidence and the Standards as specified by career stage descriptors, i.e. a valid recommendation establishes a sound and defensible correspondence between the elements. Invalid recommendations can occur as a result of three kinds of problems: an inaccurate, possibly biased, holistic assessment of the direct evidence (Fig. 2a); the recommendation can fail to acknowledge or misrepresent the alignment between the direct evidence and the Standards (2b); and a mismatch between the recommendation and the Standards as specified by the career stage descriptors (Fig. 2c).

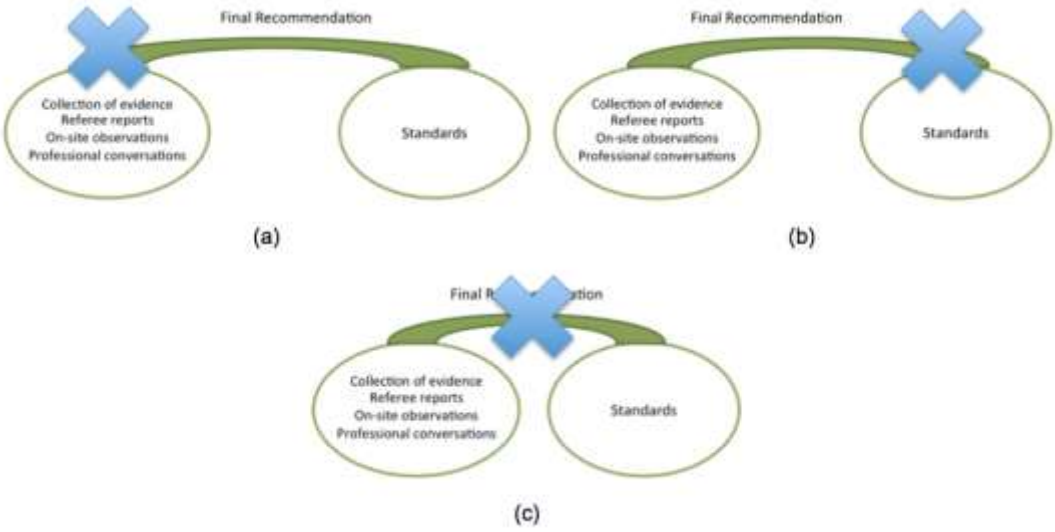

Figure 1-17: Representations of lack of validity in correspondence unit

1.5.2.7 Evaluative language

Both *form* and *substance* are important when writing a final recommendation to a certifying authority. The previous section on correspondence and validity addressed key issues associated with substance. This section will address *form*. There are many aspects of form and some of these will be specified by certification authorities, e.g. format and level of formality. Other aspects will be left to discretion of the assessor. It is essential that assessors have an understanding of evaluative language.

The Appraisal[6] framework (Martin & White, 2007), developed by linguists at the University of Sydney, is an explanatory and analytical framework that enables the identification, analysis and informed use of evaluative language. Thus, an understanding of the Appraisal framework can assist assessors when writing evaluative feedback (Stage 1) and recommendations (Stage 2). An understanding of Appraisal can also assist assessors to identify and analyse the use of evaluative language in (i) annotations and artefacts that applicants present in collections of evidence, (ii) telephone conversations with referees and (iii) professional conversations.

1.5.2.7.1 The Appraisal framework

The appraisal framework comprises three domains: graduation, attitude and engagement (Fig. 3). The attitude domain concerns language of evaluation; it concerns statements that "can be interpreted as indicating that some person, thing, situation, action, event or state of affairs is to be viewed either positively or negatively" (White, 2001a, p.1). The graduation domain concerns the linguistic resources that can intensify or reduce the force or focus of evaluations and the engagement domain concerns the linguistic resources that position evaluations in relation to other points of view (or lack thereof). The three domains interact, but this introduction to Appraisal will focus on the Attitude domain. Assessors who wish to explore appraisal in more detail can find further information at the appraisal website: http://www.grammatics.com/appraisal/

[6] The use of upper case for the term 'Appraisal' indicates that it is being used in a technical sense. The same will occur with the terms 'Affect', 'Attitude', 'Engagement', 'Graduation', 'Judgement' and 'Appreciation' that will be introduced in the following section.

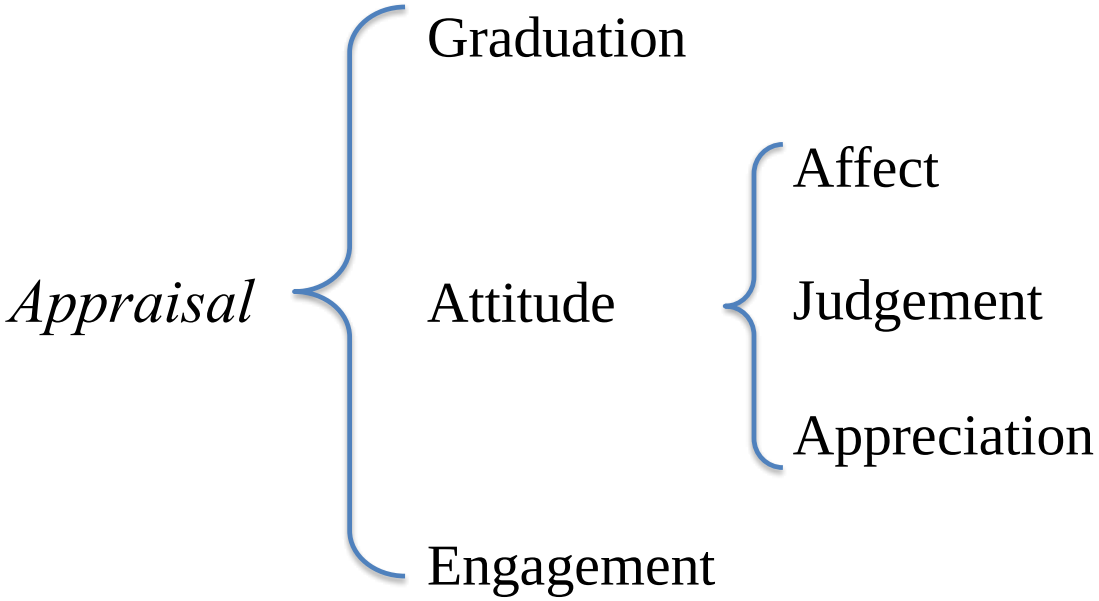

Figure 1-18: Overview of the Appraisal framework

1.5.2.8 The Attitude domain: Affect

The attitude domain is divided into three regions: affect, judgement and appreciation (Fig. 4).

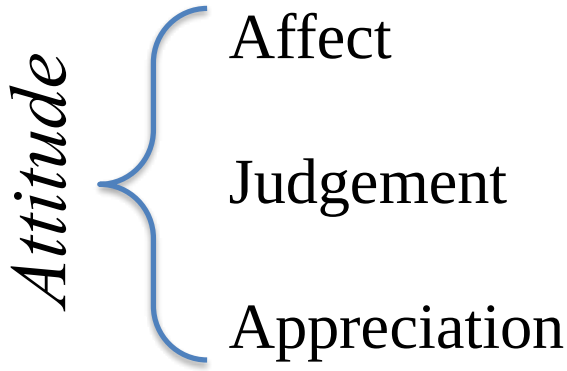

Figure 1-19: Overview of the Attitude domain

Affect concerns "evaluation by means of the writer/speaker indicating how they are emotionally disposed to the person, thing, happening or state of affairs" (White, 2001a, p. 4). Affect can be realised through words that relate explicitly to emotions (e.g. happy, happily, happiness) or behaviours that are associated with particular emotions (e.g. a beaming smile). Words and phrases that have affect value can be appraised positively or negatively. Happiness, for example, is usually appraised positively, unless it is a delusional happiness and anger is usually appraised negatively, unless it is a righteous anger. Thus, the evaluation of affect is context dependent.

A recent study involving teachers in regional New South Wales found that the teachers interviewed in the study frequently animated their responses with unsolicited references to emotion, as illustrated in the following quote.

> I'm really dedicated and focused on getting the best out of my kids and I just **love**, because I have Infants you see just so more progression with them and its just amazing to see them go from not being able to do something to see them suddenly being able to do it, it's just incredible. As I said, sometimes I say "You make me so **proud I could cry**" and they just look at me like "she's crazy" but I'm really committed and I just **love** it. (Teacher quoted in Hardy, 2013, p, 139, emphasis added)

Affect, however, is not used or referred to in the Standards. Given that certification feedback and recommendations relate to the Standards, it would be off-task to refer to a teacher's *passion* for teaching or the *enjoyment* that students demonstrated during an on-site lesson observation, etc., despite the fact that the words 'passion' and 'enjoyment' would be probably be positively evaluated by the reader.

1.5.2.8.1 The Attitude domain: Judgement

The judgement domain concerns "attitudinal evaluation in which human behaviour [of individual or groups] is negatively or positively assessed by reference to some set of social norms" (White, 2001b, p. 1). Terms such as *biased*, *fair*, *greedy*, *honesty, indoctrinate*, *reliable*, *smug*, *professional* and *volunteer* contain explicit judgement value. Words and phrases that can be interpreted as having explicit judgement value are well represented in the descriptors, e.g. 'Lead', 'assisting colleagues' and 'demonstrating responsiveness' in the descriptors below indicate positive judgement value.

> **Lead 2.4** *Lead* initiatives to *assist colleagues* with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
>
> **Highly Accomplished 7.3:** *Demonstrate responsiveness* in all communications with parents/carers about their children's learning and well-being.

1.5.2.8.2 The Attitude domain: Appreciation

The appreciation domain encompasses "evaluations which are concerned with positive and negative assessments of objects, artefacts, processes and states of affairs rather than with human behaviour" (White, 2001c, p. 1). Terms that have positive appreciation value are well represented in the descriptors as indicated by italics in the descriptors below.

> **Highly Accomplished 5.5:** Work with colleagues to construct *accurate*, *informative* and *timely* reports to students and parents/ carers about student learning and achievement.
>
> **Lead 5.3** Lead and evaluate moderation activities that ensure *consistent* and *comparable* judgements of student learning to meet curriculum and school or system requirements.

The descriptors often contain words and phrases that have judgement value in combination with words and phrases that have appreciation value, as indicated in the descriptor below ('+' = positive).

Highly Accomplished 1.4: *Provide advice* (+ Judgement) and *support colleagues* (+ Judgement) in the implementation of *effective* (+ Appreciation) teaching strategies for Aboriginal and Torres Strait Islander students *using knowledge of and support from community representatives* (+ Judgement).

1.5.2.8.3 Putting it all together

Final recommendations present and justify holistic assessments of the evidence against the Standards as specified by the career stage descriptors. They are evaluative and the use of linguistic resources associated with the judgement and appreciation domains as presented in the appraisal framework is appropriate. The use of linguistic resources associated with affect, however, would be misplaced. The extract below demonstrates the use of words and phrases that have judgement and appreciation value to describe a Stage 2 lesson observation in a recommendation to a certifying authority. The '+' sign represents a positive evaluation.

> There were *clear* (+ Appreciation) structures in the classroom in regard to expectations of students, links to previous lessons and achievements of students. [The applicant] *differentiated the curriculum* (+ Judgement) to enable *the involvement of all students* (+ Appreciation).
>
> She *gave clear guidelines* (+ Judgement & Appreciation) for the standard of the work required; this was *reinforced through demonstration, verbally and in writing* (+ Judgement). *She constantly checked-in with students* (+ Judgement) to *ensure their continued understanding of what was required* (+ Appreciation), this included *comprehensive formative feedback* (+ Appreciation). She *scaffolded learning for students* (+ Judgement) and this *clearly* (+ Appreciation) demonstrated her *mastery of content knowledge* (+ Appreciation); this included *real-life examples* (+ Appreciation).

In addition to the informing the purposeful use of evaluative language in final recommendations, an understanding of the appraisal framework enables critical analysis of the various kinds of evidence that are presented / collected for assessment in Stages 1 and 2 of the certification process. Assessors can apply appraisal analysis to identify and examine the rhetorical effect of evaluative language in annotations, artefacts, referee reports and professional discussions.

Attention to evaluative alignment or non-alignment can provide further critical insights for assessors. The use of evaluative language associated with the appreciation region, for example, would align with discussions of processes and states of affairs associated with or resulting from a teacher's professional practice. Similarly, the use of evaluative language associated with the judgment region would align with discussions of an applicant's professional practice *per se* (behaviour). In relation to the latter, evaluative alignment would occur, for example, if the applicant, referee or supervisor were to speak or write about an applicant's 'meticulous preparation', 'discerning use of student data' or 'reliability'. Non-alignment would occur however, if the applicant, referee or supervisor were to speak or write about the applicant's 'passion for teaching', 'love of life-long learning' or 'students' enjoyment'. Sustained and/or repeated non-alignment should prompt assessors to consider why such non-alignment might be occurring and to re-direct the professional conversations to collect relevant information.

1.5.2.9 Required Activity 5.2b (Focus Questions)

Examine the Highly Accomplished and Lead career stage descriptors for words and phrases that have judgement or appreciation value. Are there patterns in the use of evaluative resources in the descriptor sets for the Highly Accomplished and Lead career stages? Are there differences in the use of Judgement and Appreciation between the descriptor sets for the Highly Accomplished and Lead career stages?

Examine the extract below for words and phrases that have judgement or appreciation value.

> XXX's classroom practice was of a very high level. She was able to lead her small group in an effective way, making sure all children were fully engaged in quality learning

experiences. Her manner with the children was always professional ensuring that explicit teaching occurred before the children were asked to complete individual practice. She then finished the session with cognitive closure, eliciting what the children had learnt and what the focus for their next session could be.

XXX was just as confident and capable within the whole class situation, moving from explicit teaching to small group work with the children. XXX was able to guide the children to complete the task, moving from group to group in a confident manner. She was able to direct early finishers to appropriate associated tasks and support the children who were experiencing difficulty.

Post your findings to the Group of Five Forum.

1.5.2.10 Reminders

- Contribute to the Group of Five Discussion Forum.
- Contribute to the Facilitator Forum (if applicable)
- Document your thoughts in the Individual Reflection Forum
- Complete the ACT Now Task, which will be open from 21 June 2013

Please use continuous prose in all forum entries. Dot points are to be avoided.

1.5.2.11 References

AITSL. (2012). Certification of Highly Accomplished and Lead teachers in Australia. Carlton South, Vic: Education Services Australia.

Hardy, J. (2013). Emotions in teachers' talk: A case study in rural and regional New South Wales, Australia. *Journal of the International Society for Teacher Education, 17*(1), pp. 139-148.

Martin, J. R., & White, P. R. R. (2007). *The language of evaluation: Appraisal in English*. New York: Palgrave Macmillan.

White, P. P. R. (2001a). Stage 1- Attitude - Affect.

White, P. P. R. (2001b). Stage 2 - Attitude - Judgement.

White, P. P. R. (2001c). Stage 3 - Attitude - Appreciation.

1.5.3 Component 3: Assessor Training Program Review

1.5.3.1 Processes, themes and concepts

This concluding material in the Assessor Training Program reviews key processes, themes and concepts across the modules, enabling linkages and synergies to be highlighted where applicable. The review is structured according to the following headings.

- Language focus
- The Terminology of the Standards
- Evaluative Language: Appraisal
- IOPs and the Lead initiative
- Quality assurance
- Correspondence, validity and reliability
- On-balance judgements
- Classroom observation
- Best practice professional conversations

- The certification process: Overview
- Complete ATP reference list

A reading is provided by way of introduction. The choice has been prompted by Forum postings and Workshop conversations around the notion of teacher effectiveness. In particular, questions such as, 'can a teacher at the Graduate Career Stage demonstrate Lead attributes?' or 'Is there a limit on the number of Lead teachers who achieve certification?' have the potential to generate discussion.

The article, Why are Some Teachers More Effective Then Others? may provide additional insights into, and may stimulate further conversations about the articulation of distinct differences between Career Stages within the overarching theme of "great teaching". Much of the article focuses on a two-dimensional framework called the *Competing Values Framework*. An interesting exercise would be to consider whether or not the holistic descriptors of the four Career Stages could be mapped onto a similar grid. As well, a major theme in the ATP program, that of 'alignment' of practice with a more holistic idea, is mentioned at the end of the Introduction.

1.5.3.2 Language focus

The focus on language in Modules 1 and 5 indicated the importance of language in assessors' work. Assessors need to be attentive to different aspects of language at different stages of the certification assessment.

Knowledge of and attentiveness to the lexical patterns in the career stage descriptors is essential at all stages of the certification process. Attentiveness to and use of the lexical patterns in the career stage descriptors:

- promotes a thorough and nuanced understanding of the Standards
- increases assessor accuracy and inter-assessor reliability
- enables assessors to appropriately guide and focus professional conversations in order to collect relevant information
- enables assessors to provide appropriately targetted feedback and recommendations to certifying authorities
- assists in the conduct and resolution of appeals.

Knowledge of the form and function of evaluative language enables assessors to:

- identify the use of various types of evaluative language in all forms of evidence, written and spoken
- discern how evaluative language in artefacts, annotations, referees reports, professional conversations, etc., can:
- support or detract from alignment with career stage descriptors
- position them to appraise evidence positively or negatively
- use evaluative language strategically to provide relevant and meaningful feedback and recommendations to certifying authorities.

Knowledge of best practice professional conversations enables assessors to:

- construct interview protocols that:
- facilitate conducive, professional rapport
- contain appropriate question types
- elicit meaningful and relevant information.

1.5.3.2.1 The terminology of the Standards

Module 1 focused on the lexical patterns that occur within and across the descriptor sets that stipulate what teachers should know and be able to do at the four career stages

specified in the *Australian Standards for Teachers* (AITSL, 2011). Both quantitative and qualitative patterns were explored. Exploration of the quantitative patterns (frequency) revealed that some words and phrases are used consistently across all career stages (e.g. 'teaching' and 'learning'); some words are used across all or most career stages, but are used very frequently in the descriptors for a particular career stage (e.g. 'support' is used most frequently to specify Highly Accomplished teachers' practice); and some words are used exclusively in relation to a particular career stage (e.g. 'lead', 'initiatives', 'compliance', 'monitor', 'advocacy' and 'exemplary' occur only in the Lead career stage descriptors).

Module 1 also focused on qualitative patterns of association (collocation). The activities undertaken in Module 1 and Workshop 1 demonstrated that certain collocations occur more frequently, sometimes exclusively, in the descriptors for certain career stages. For example, 'support colleagues' is used most frequently in the Highly Accomplished career stage descriptors; whereas, 'lead colleagues' is used exclusively in the Lead career stage descriptors.

Distinctive quantitative and qualitative patterns within the descriptors for career stages can be referred to as 'lexical fingerprints'. The identification and assessment of 'lexical fingerprints' are central to certification assessments and the use of appropriate career stage terminology is essential for meaningful and relevant professional conversations and reporting.

1.5.3.2.2 Evaluative Language: Appraisal

Module 5 introduced the Appraisal framework (Martin & White, 2007) as a means to promote assessors' identification, understanding and use of evaluative language. Module 5 introduced and focused on the Attitude domain, which is subdivided into three regions: Affect, Judgement and Appreciation. Affect refers to the use of words and phrases concerning emotions that can be appraised positively or negatively, e.g. 'confident', 'confidently', 'confidence', 'walk with head held high' are likely to be evaluated positively. It is important to note, however, that Affect is not present in the Standards. Its use, therefore, is extraneous to the certification decision-making. Judgement concerns lexical items and grammatical structures that represent human behaviour in ways that can be appraised positively or negatively. The descriptors specify differentiated professional practice that has been validated by approximately 6,000 teachers; thus, the 'content' of the descriptors outlines professional practices that would be appraised positively, e.g. 'supporting colleagues'. Finally, Appreciation refers to evaluations that "are concerned with positive and negative assessments of objects, artefacts, processes and states of affairs rather than with human behaviour" (White 2001, p. 1). Appreciation is well represented in the descriptors, e.g. '*contextually relevant* processes', '*exemplary* practice' and '*consistent* and *comparable* judgements'. It is important to remember that evaluations are contextually dependent.

Understanding of the Appraisal framework enables assessors to make critical insights in Stages 1 and 2 of the certification process. In Stage 1, assessors can identify, examine and analyse the use of evaluative language in artefacts and annotations that applicants present in collections of evidence. They can also analyse the use of evaluative language in their telephone conversations with referees; they can analyse the questions they pose and the responses they receive to ascertain whether evaluative language is being used to position the assessor or referees to make positive of negative evaluations. Similarly, assessors can analyse the use and rhetorical function of evaluative language used in professional conversations in Stage two and in the feedback and recommendations that they provide to the certifying authority in Stages 1 and 2, respectively. Further critical insights can be gained by being attentive to the alignment or lack of alignment of evaluative resources with the substance of the career stage descriptors.

1.5.3.3 IoPs and the Lead initiative: Evidencing the Standards

Illustrations of Practice and the Lead initiative were covered in Modules 1 and 2 as two instances of evidencing the Standards. They have different purposes: IOPs represent a resource for the teaching profession to indicate how the Standards can be brought 'alive' across different contexts; the Lead initiative is required documentation as part of the certification process at that Career Stage.

Although different in intent, they both provide assessors with a focus on aspects of the Standards that can inform decisions about the Certification process, particularly during Stage 1.

Figure 1 is a powerpoint slide from Workshop 1 (WA) detailing the Descriptors for Focus Area 3.2 and for which there are IOPs at each Career Stage. Whilst IOPs – and the Descriptors they illustrate, can be viewed unidimensionally, in that they can be seen as a representation of a particular Career Stage in isolation, there is value in placing the IOP and its Descriptor within the continuum of Career Stages.

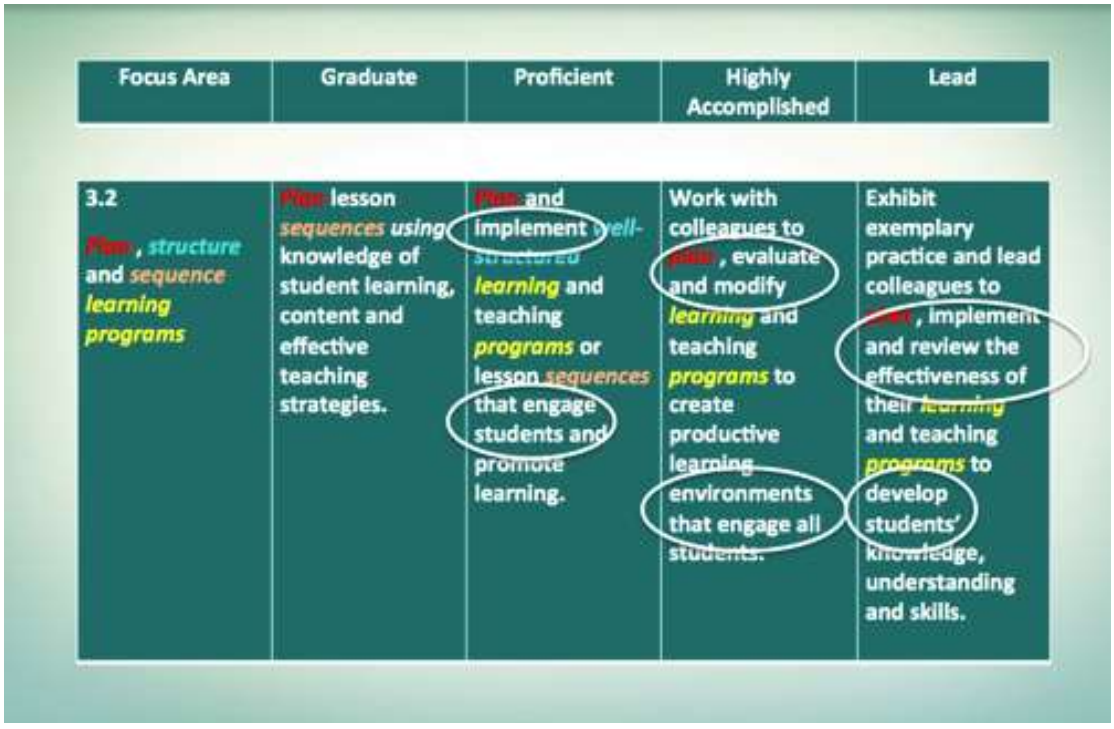

Figure 1-20: Career Stage Descriptors for Focus Area 3.2

Coloured text in Figure 1 refer to aspects of the Focus Area that are explicitly referenced at each Career Stage, e.g., planning, whilst terms circled refer to aspects that add complexity to the Focus Area at each Career Stage. Although planning remains explicit across all Career Stages, 'structure' becomes implicit at the higher Career stages. And whilst planning is coupled with 'implement' at the Proficient Career Stage, it is coupled with 'evaluate and modify' and 'implement and review the effectiveness' at later Career Stages.

There is an implication for assessors in the review of an artefact of practice, and that is developing an awareness of both the explicit and implicit aspects of a Descriptor that need to be evident as well as the distinct differences between Career Stages.

Where the Lead initiative is concerned, there are four requirements two of which address 'leadership' in the areas of design, implementation, evaluation and review, as well as 'impact' on colleagues' knowledge, practice and engagement. The following quotes provide particular perspectives for these terms:

> The primary role of a good leader (one who is competent and ethical) is to establish and reinforce values and purpose, develop vision and strategy, build community, and initiate appropriate organizational change. This behavior requires character, creativity, and compassion, core traits that cannot be acquired cognitively (Allio, 2005).
>
> When teachers work together to achieve a common vision, they will be able to change their instructional practices in important ways (Brownell, Adams, Sindelar, Waldron & Vanhover, 2002).

Reflecting on such perspectives and refining personal points of view will support decisions about what 'leadership' and 'impact' look like in practice for the Lead Career Stage.

1.5.3.4 Quality assurance

Quality assurance for assessors was raised as a theme in Module 3, Component 2 in the context of bias. Quality Assurance is also embedded in the design and implementation of Certification through the following processes and practices.

National consistency enables consistent judgements to be made across the diverse contexts in which teachers work. The recognition of diverse contexts accommodates contextual differences, thereby promoting equity.

Certification Principles: Certification is underpinned by five principles, including 'credibility': "Certification is credible when assessments of teacher performance are based on rigorous, valid, reliable, fair and transparent measures and processes" (AITSL 2012, p. 3).

Moderation: Two levels of moderation are built into Certification:

- certifying authorities will "undertake monitoring and moderation" (AITSL 2012, p.4); and
- AITSL will "actively participate in international benchmarking studies on recognition of quality teaching and will monitor and evaluate the operation of national processes" (AITSL 2012, p.11).

Evaluation: AITSL and certifying authorities will participate jointly in regular evaluations of the certification training to ensure its ongoing effectiveness.

Assessor Training: The Assessor Training Program is based on Frame-of-Reference training, which has been proven to increase validity and inter-assessor reliability and reduce error (Gorman & Rentsch, 2009; Lievens, 2003). The Assessor Training Program explicitly addresses:

- Bias: In the context of certification, bias refers to prejudice in favour of or against an application (Stage 1) and/or persons (Stage 2), compared with another, that results in an unfair certification outcome.
- Inter-Assessor Reliability: In the context of certification, inter-assessor reliability refers to comparable assessments of the same evidence being made by different assessors.

Multiple Evidence Sources: The certification process involves the assessment of multiple forms of evidence. Mirroring mixed-methods research (Denzin 1978, 2010), the use of multiple forms of evidences enables triangulation to increase the credibility, reliability and validity of the assessment.

Paired Assessors: The pairing of trained assessors increases the rigour of assessment and reduces bias.

Appeals: "will be made available according to the legislation and processes existing in the jurisdiction where the decision is made" (AITSL 2012, p. 10).

1.5.3.5 Correspondence, validity and reliability

In Module 3 error reduction, bias minimisation and comparable assessments between different assessors provided the introduction to a discussion of reliability and validity.

Reliability was expressed in terms of the consistency with which a measurement or process is confirmed. A set of scales and hitting the 'bulls-eye' of a target were provided as illustrative examples. For assessors, reliability applies in the context of repeated instances of observing the correspondence between an artefact of practice and the Standard Descriptor via an annotation. These observations apply at the individual assessor level as well as for different assessors considering the same evidence, i.e., inter-assessor reliability.

Validity was expressed in terms of whether or not a process was measuring what was intended. A set of scales that exhibited inherent bias due to improper factory settings was provided as an illustrative example. Under these circumstances, whilst readings might be consistent over time, valid inferences about measurements could not be made. For assessors, validity once again applies in the context of instances of observing the correspondence between an artefact of practice and the Standard Descriptor via an annotation. Bias (e.g., personal or writing) is one consideration that can lead to a reduction in validity. Another instance might arise if an annotation for an artefact of practice does not explicitly link with the specified Descriptor. From their reading of the entire application, an assessor might see how links could be made explicit, however, repeated instances of 'reading into' the application can impact on making valid inferences about direct evidence related to the Career Stage thereby reducing validity.

1.5.3.6 On-balance judgement

Assessors are required to confer and make on-balance judgements at the level of each Standard following individual assessments of a Collection of Evidence and consideration of referee reports. On-balance judgement was discussed in Module 3, Component 3 as part of the third step in 'Becoming and Assessor'.

Figure 1-21: Steps in becoming an assessor

A positive on-balance judgement for each Standard is required for an applicant to proceed to Stage 2. The construction of heat maps can assist assessors to make on-balance judgements. The construction of a heat map is an iterative process that begins at the level of the descriptors. Aspects of the multifaceted descriptors that are evidenced validly are recorded (Figure 3) as assessors progress through a Collection of Evidence.

STANDARD 7: LEAD CAREER STAGE	
7.1	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community
7.2	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.
7.3	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.
7.4	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

Figure 1-22: Lead Career Stage - Standard 7

[Green shading illustrates that the aspects of the descriptors that have been evidenced validly.]

Following the identification of aspects that have been validly evidenced for each descriptor, the information is summarised in a heat map in which different colours indicate whether descriptors have been evidenced fully, partially or not at all (Figure 4). Should some descriptors not be evidenced, it is essential to record whether the descriptor was invalidly addressed or not addressed. The latter indicates that an application is incomplete and the applicant cannot proceed to Stage 2.

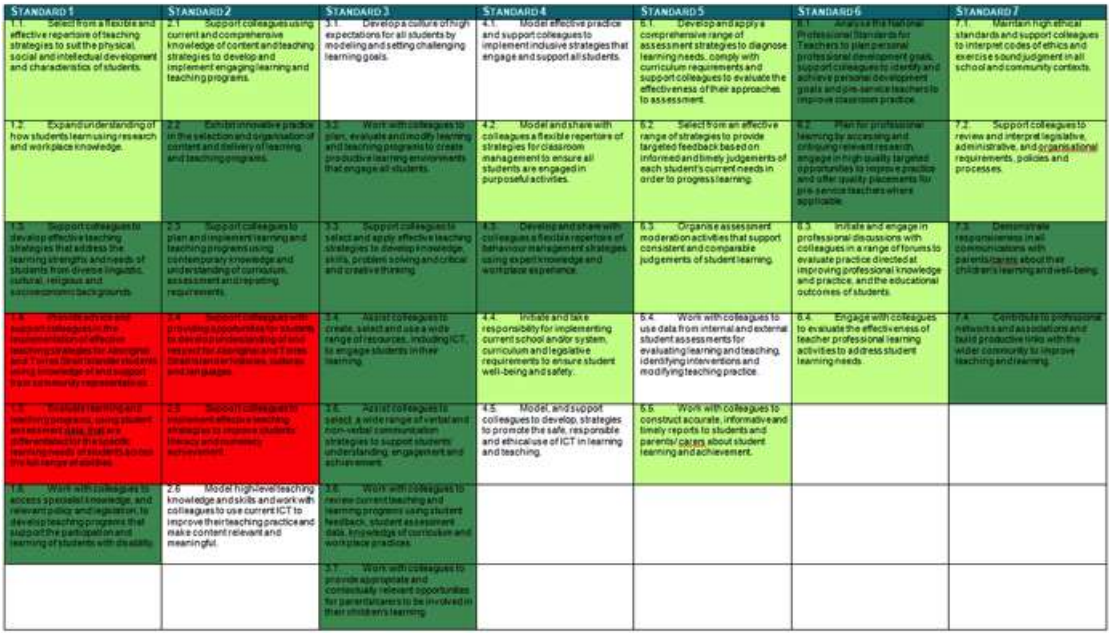

Figure 1-23: Completed Heat Map

[Key: Red – descriptor not addressed, White – descriptor addressed but not validly evidenced, Light Green – descriptor partially evidenced, Dark Green – descriptor fully evidenced]

NB: Prior to classifying a descriptor as being partially met, it is necessary to check whether the seemingly partial alignment actually constitutes alignment with another career stage. Should this be the case, the descriptor has not been validly evidenced, even if the alignment is with a higher career stage (Figure 5).

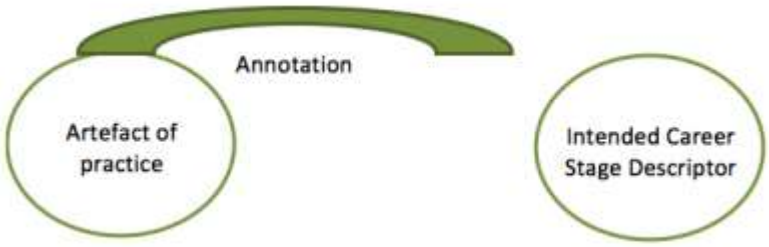

Figure 1-24: Lack of Validity in a Correspondence Unit

1.5.3.7 Classroom Observations

Module 4 focussed on classroom observation and the assumptions that underpin judgements that are made about effective teacher practice. Assessors were asked to reflect on the benefits and challenges of their role as an external observer of an applicant's classroom practice in Stage 2 of the certification process. This exercise was designed to confirm their understanding of their role and the importance of developing a consistent view of the practice of highly accomplished and lead teachers across a range of contexts.

An understanding of the nature of expertise and expert performance was discussed and a range of theories was referenced to provide a means through which the classroom practice of applicants could be interpreted. Two general theories were described in relation to the study of experts: the study of exceptional people in order to determine how they perform in a domain of expertise and the study of experts in relation to novices. The latter approach assumes that expertise is a level of proficiency that novices can achieve and enables an understanding of how experts became that way so that others can learn to become more skilled. A number of hierarchies have been proposed to describe different levels of expertise including the Australian Professional Standards for Teachers.

Component 2 focussed on Pedagogical frameworks and the importance of uncovering assumptions about how students learn. Learning theories are often distilled into learning principles that endeavour to bridge the gap between theory and practice. It was emphasised that the reality of classrooms and the contexts in which teachers work determine how they connect what they know about their students with what they know about learning. A range of pedagogical frameworks was referenced to demonstrate the similarities and differences between them.

The research pertaining to classroom observation was discussed and emphasised the vision of effective instruction that instruments developed should embody as well as the characteristics that ensure that observer, lesson or class bias does not impact on the reliability of judgements made about aspects of a teacher's practice. Clarity about the nature and purpose of classroom observation is key to the use of any instrument. As the Standards provide the overarching framework for improving teacher quality and describing what teachers should know and be able to do at four career stages, the classroom observation instrument used in the certification process should align with the Standards.

1.5.3.8 Best practice professional conversations

In Module 5, the use of a research metaphor for certification assessment prompted attention to research literature on interview techniques to facilitate the collection of rich, meaningful and relevant information during professional conversations. Seemingly spontaneous professional conversations require thorough preparation of 'interview protocols'. Interview protocols contain interview questions, as well as procedural guidelines (Jacob & Furgerson, 2012). Best practice interviews / professional conversations involve the development of interview protocols following consideration of:

- the nature the questions. A balance of open and closed questions supports both communicative and reticent discussants. Certain question types should be avoided; these include double-barrelled questions, overly long questions, rhetorical questions, leading questions, dead giveaways and dangling alternatives. It is best to arrange the order of questions from simplest and / or least controversial to most difficult and / or controversial.
- the content of the questions. Questions should be purposefully formulated to relate specifically a teacher's application; they should not be generic. They should address the alignment of the applicant's professional practice with the appropriate career stage descriptors. They may also be formulated to elicit targeted elaboration and / or clarification of the evidence provided in the collection of evidence and / or referee reports. Notwithstanding the purposeful formulation of questions, assessors should respond flexibly when conversations begin to pursue an unanticipated but relevant direction.
- parameters of the professional conversation. The parameters of the professional conversation should be made explicit. Key parameters include the duration of the professional discussion and the confinement of the discussion to evidence-based alignment of the applicant's practice with the appropriate career stage descriptors.
- rapport. The establishment of rapport is important in the collection of high quality information. Over-familiarity, however, is to be avoided; over-familiarity can be disconcerting for interviewees and it can compromise the assessor's critical analysis and evaluation of the information that is provided by lulling him/her to uncritically accept information at face value.

1.5.3.9 The Certification Process: Overview

As a final summary, Figure 6 provides a diagrammatic overview of the certification process from an assessor's frame of reference. The diagram comprises three sections:

1. Conceptual underpinnings
2. The 'correspondence' icon
3. Documentation

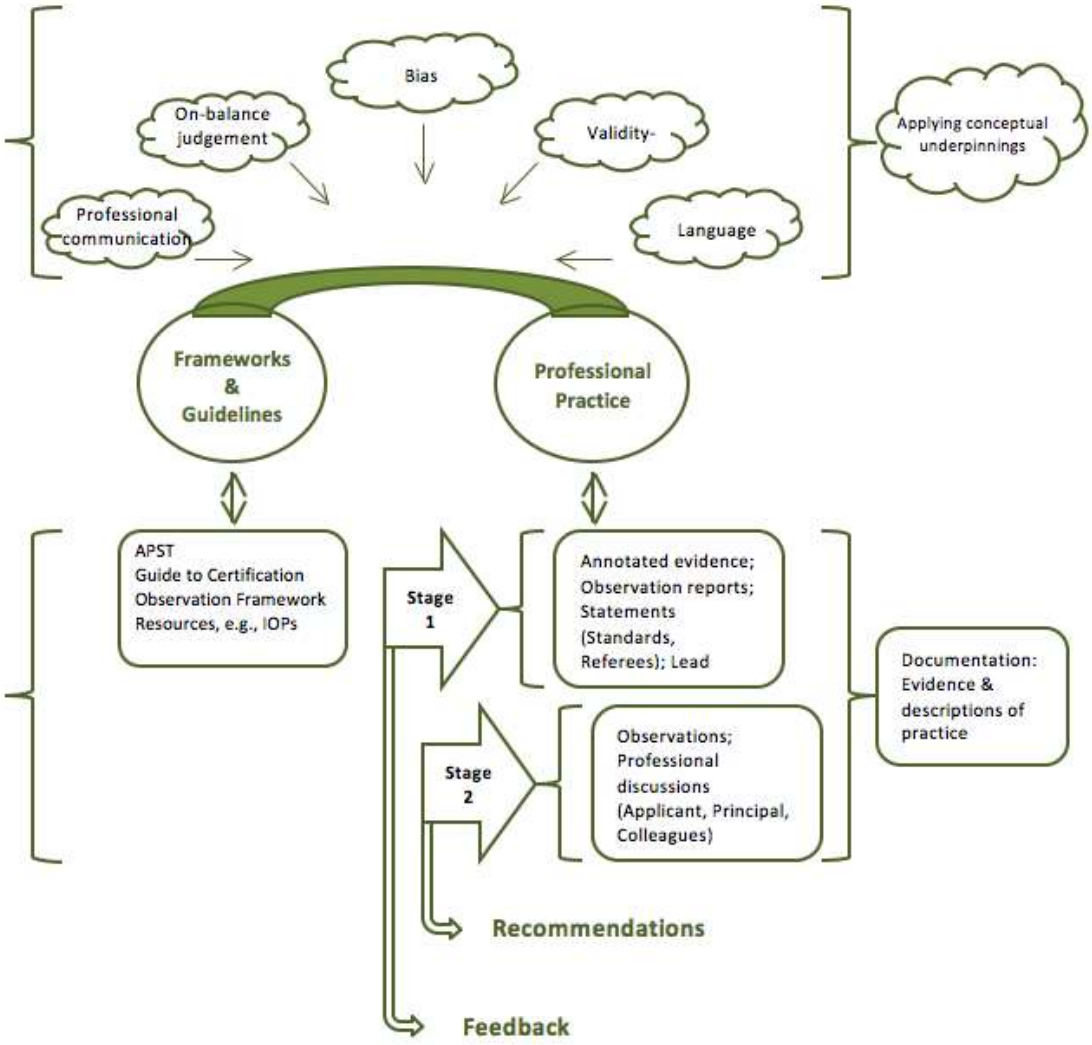

Figure 1-25: Overview of the Certification Process

The conceptual underpinnings include areas that may prompt a degree of self-reflection by assessors to articulate points of view and personal 'frames of reference'. For example, reflecting on bias will have implications for the overall validity and reliability of assessing a Collection of Evidence, and there will be a 'flow-on' impact around making on-balance decisions. Whilst each of these conceptual underpinnings can be considered in isolation, there are also important interrelationships.

The 'correspondence' icon represents a recurrent theme throughout certification, namely processes associated with identifying alignment between practice and frameworks/guidelines that describe professional practice. A specific instance that can be time-consuming during the assessment of a Collection of Evidence is whether or not an annotation written by an applicant specifically links an artefact of direct evidence (professional practice) with one or more Descriptors (Standards Framework). This issue of 'joining the dots' was discussed at length during Workshop 1.

The documentation that assessors consider at both Stages of the Certification are summarised in the third section of Figure 5. This documentation includes material that is used holistically by the profession, such as the APST as the national framework for teacher quality, as well as contextual instances of and about teacher practice, such as, artefacts or observation reports.

The feedback and recommendations prepared as part of the certification process represent outcomes of the process of applying conceptual underpinnings to determining the degree of correspondence between instances of practice and holistic indicators of the profession.

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2 Appendix B: Workshop 1 Materials

2.1 Workshop 1 Presenters Notes

2.1.1 Slide 1

Welcome

Welcome participants

Acknowledgement of country

I would like to acknowledge the XXX People, the Traditional Owners of the land in which we are gathered and pay my respects to their Elders both past and present.

Introduction of presenters

2.1.2 Slide 2

Purpose(s):

This slide is an advance organiser.

Implications/Relevance/Rationale

To set the scene for the Assessor Training Program and to present the scope of participant engagement, e.g. workload.

Dot Point Clarification:

The dot points cue presenter-led introduction of the dot points which are elaborated in further slides.

2.1.3 Slide 3

Notes for AITSL/Presenter(s):

Links to online Modules:

Purpose(s):

Implications/Relevance/ Rationale

Activity Organisation:

Suggested Resources: (Permission for use may be required)

Dot Point Clarification:

2.1.4 Slide 4

Notes for AITSL/Presenter(s):

Links to online Modules:

Purpose(s):

Implications/Relevance/ Rationale

Activity Organisation:

Suggested Resources: (Permission for use may be required)

Dot Point Clarification:

'In a nutshell'

2.1.5 Slide 5

Notes for AITSL/Presenter(s):

Links to online Modules:

Purpose(s):

Implications/Relevance/ Rationale

Activity Organisation:

Suggested Resources: (Permission for use may be required)

Dot Point Clarification:

'In a nutshell'

2.1.6 Slide 6

Notes for AITSL/Presenter(s):

Links to online Modules:

Purpose(s):

Implications/Relevance/ Rationale

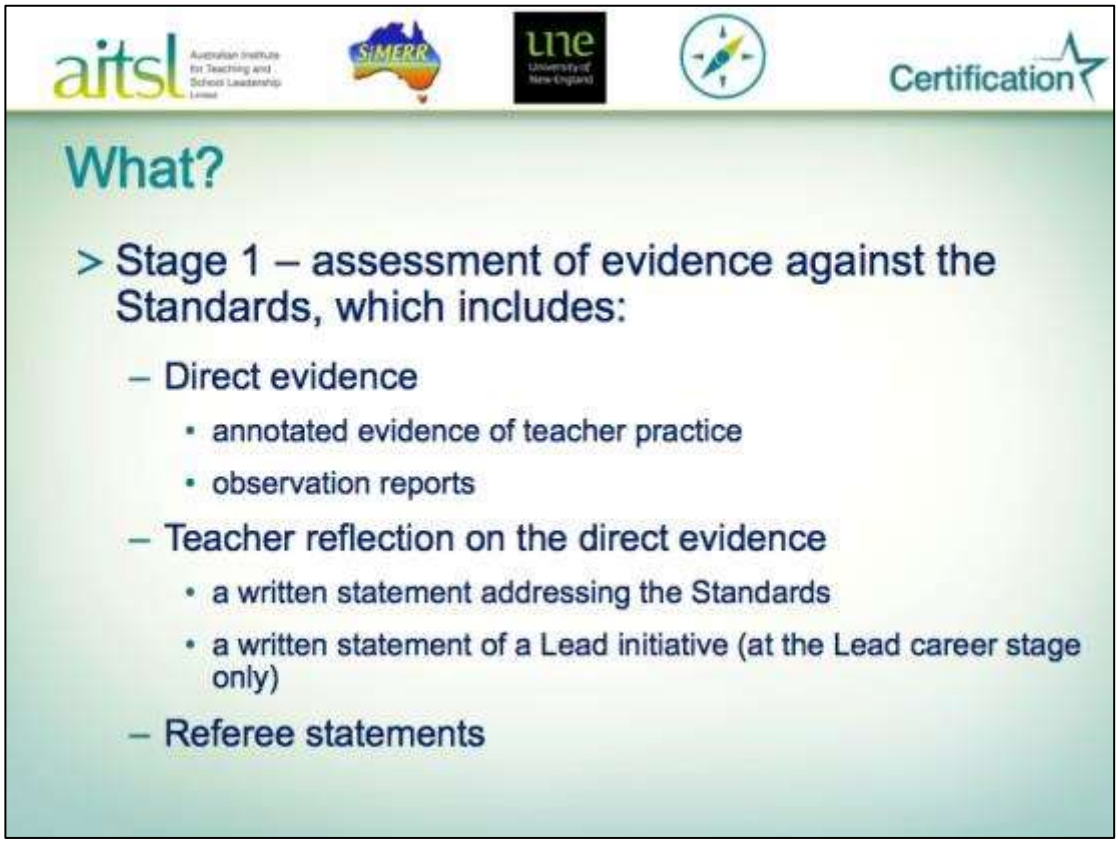
Activity Organisation:

Suggested Resources: (Permission for use may be required)

Dot Point Clarification:

'In a nutshell'

2.1.7 Slide 7



Notes for AITSL/Presenter(s):

Links to online Modules:

Purpose(s):

Implications/Relevance/ Rationale

Activity Organisation:

Suggested Resources: (Permission for use may be required)

Dot Point Clarification:

'In a nutshell'

2.1.8 Slide 8

Notes for AITSL/Presenter(s):

Links to online Modules:

Purpose(s):

Implications/Relevance/ Rationale

Activity Organisation:

Suggested Resources: (Permission for use may be required)

Dot Point Clarification:

'In a nutshell'

2.1.9 Slide 9

Links to online Modules:

Module 1, Component 1

Purpose:

The purpose is to provide an overview of key stages in the development of a national assessor training program.

Implications/Relevance/Rationale

Validation of the Australian Professional Teaching Standards and subsequent Standards was the first step in developing a nationally consistent language describing professional practice.

Dot Point Clarification:

- Dot Point 1: SiMERR (The National Centre for Science, ICT, and Mathematics Education for Rural and Regional Australia) is a member of AITSL's Research Panel, that comprises individuals, groups and organisations that may be called on to provide expert advice and/or undertake projects for AITSL.
- Dot Point 2: SiMERR undertook the validation of the Draft Australian Professional Standards for Teachers (APST) in 2010 as AITSL's first national project.
- Dot Point 3: Following the validation of the APST, a number of Pilot projects were undertaken around Australia to trial the implementation of the Standards within a range of processes and contexts. Seventeen Pilot projects were undertaken in Stage 1, and six in Stage II. SiMERR provided advice and support throughout the Pilot projects.
- Dot Point 4: One of the Stage II Pilot projects in 2012 was undertaken as a partnership between the ACT Teacher Quality Institute (ACT TQI), AITSL and SiMERR. Its focus was the trialling of a national certification process that took into account the needs and support for both applicants and assessors. Drawing on the engagement of personnel

from each educational jurisdiction, this Pilot informed the development of the current Assessor Training Program.

- Dot Point 5: As a result of the Phase II Certification Pilot, the current Assessor Training Program was co-constructed by AITSL and SiMERR. It draws on the empirical base of the Phase II Certification Pilot as well as theoretical perspectives from the research literature that underpin key aspects of assessor training to ensure that best practices are adopted in the assessment of teachers' work. These best practices are supported by the blended approach of online and face-to-face activities use for the ATP, the creation of a community of learners, and the use of forums to promote engagement with the materials presented in the ATP.

2.1.10 Slide 10

Links to online Modules:

Module 1, Component 1

Purpose:

The purpose is to provide participants with some key features of the Australian Professional Standards for Teachers (APST).

Implications/Relevance/Rationale

Participants become familiar with the strong empirical basis of the Standards.

Dot Point Clarification:

- Dot Point 1: Over 6 000 teachers and jurisdictional personnel contributed to the validation nationally. There is a less than 5% chance that a similar group would have responded differently.
- Dot Point 2: The alignment can be seen in terms of how the profession expresses its capacity to self-reflect, to engage in ongoing professional learning, to provide high quality teaching and learning experiences, and to build a positive public profile of the profession.
- Dot Point 3: The validation survey and Focus Group data provided a strong bases for identifying key aspects of practice that aligned with each Career Stage.
- Dot Point 4: Through survey commentary and Focus Group sessions, the nature and quality of evidence required to demonstrate Descriptors became increasingly complex at each Career Stage, signifying the range of roles and responsibilities that establish a platform for teachers' career paths.

'In a nutshell'

The APST incorporate the voice of the profession endorsing its core business.

2.1.11 Slide 11

Links to online Modules:

Module 1, Component 1

Purpose:

To familiarise participants with the methodology used in the validation of the APST.

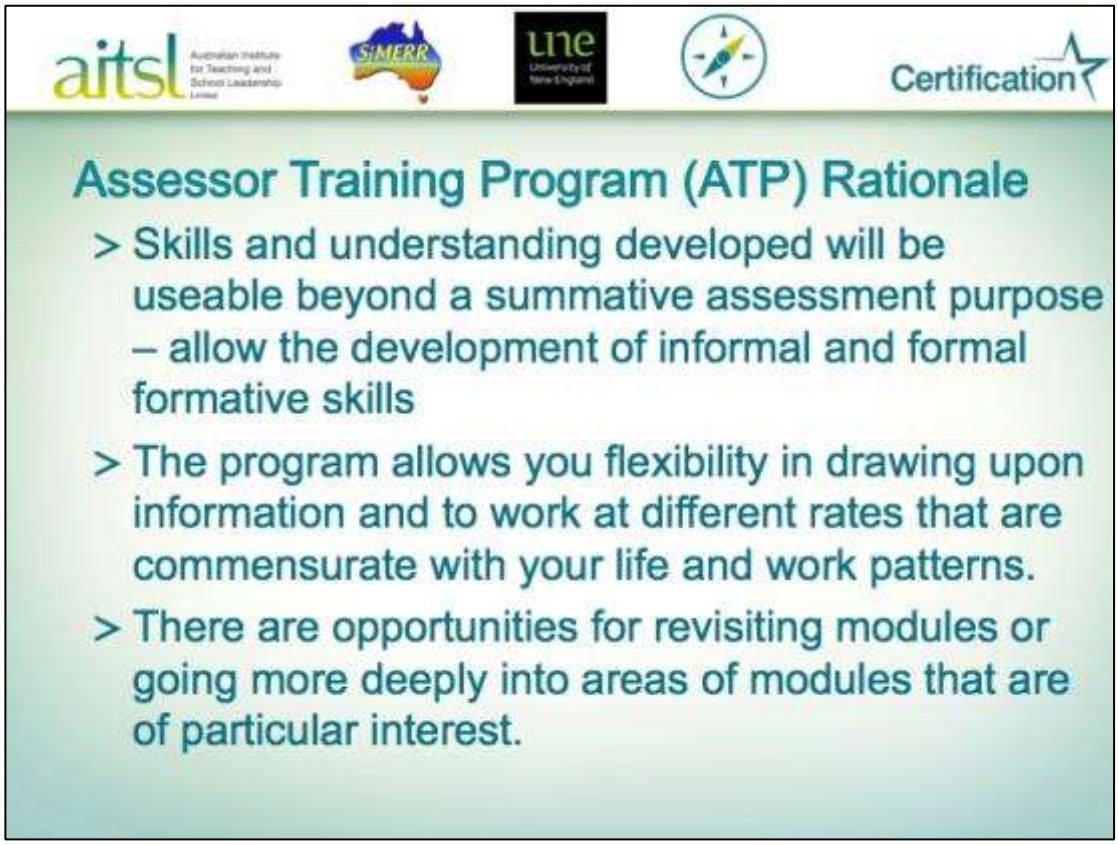
Implications/Relevance/Rationale

The significant role played by the profession in the validation studies is a highlight of the design.

Dot Point Clarification:

- Element 1, Study 1 addressed the attainment difficulty of the Descriptors and was a means of validating the Descriptors in each of the Career Stages. Generally the more difficult were associated with the Lead Career Stage. An outcome of this Study was a ranking of all Descriptors and where anomalies occurred in terms of Career Stage placement, a revision of the content and/or wording of the Descriptor was undertaken.
- Element 1, Study 2 addressed the internal validity of the Descriptors in terms of 'appropriateness', teacher 'preparedness', and 'priority for development'.
- The two studies provided triangulated evidence of the validity of the Standards and their usability.
- National Focus Group Workshops explored possible issues associated with the implementation of the Descriptors and the evidence base that might determine their achievement.

2.1.12 Slide 12



Note to Presenter(s):

The rationale dot points are three of the key considerations; others may be included.

Purpose:

To provide a presenter-led opportunity to outline the scope of the Assessor Training Program.

Implications/Relevance/Rationale

The slide makes explicit that the knowledge and skills gained in the Assessor Training Program have broader applicability to the wider context of work concerning teacher quality.

Dot Point Clarification:

- Dot Point 1: The Assessor Training Program is a national program and the contact with other participants within the jurisdiction through discussion forums provides opportunities to develop 'big picture' skills and understandings related to certification and improving teacher quality.
- Dot Point 2: Flexibility of program delivery is a strength. Whilst there are multiple Components in each Module, their content has been developed so that completion can be paced within existing workloads.
- Dot Point 3: Time is set aside during each Module for reviewing material and/or to follow up on further readings that are included with some Modules.

2.1.13 Slide 13

Notes to Presenter(s):

- Descriptor sets for each career stage are provided in the Workshop Resource Booklet.
- The Workshop Resource Booklet also contains a page that lists instances of the term 'support' across all career stages.
- The page icon in the lower right-hand corner indicates that resources are available in the Workshop Resource Booklet.

Links to online Modules:

Module 1, Component 2

Purposes:

To revisit, clarify and reinforce material presented in the online learning materials,

namely that:

- the language used in the Standards has distinctive features and this is commonly referred to as a 'common language';
- the language used in the descriptors actively constructs career stages;
- lexical patterns are inscribed in the descriptors;
- the lexical patterns represent strategic choices in the construction and differentiation of career stages; and
- lexical choices play a constitutive role beyond the text.

Implications/Relevance/Rationale:

Assessors need to use distinctive lexical items with the appropriate career stages.

Resources:

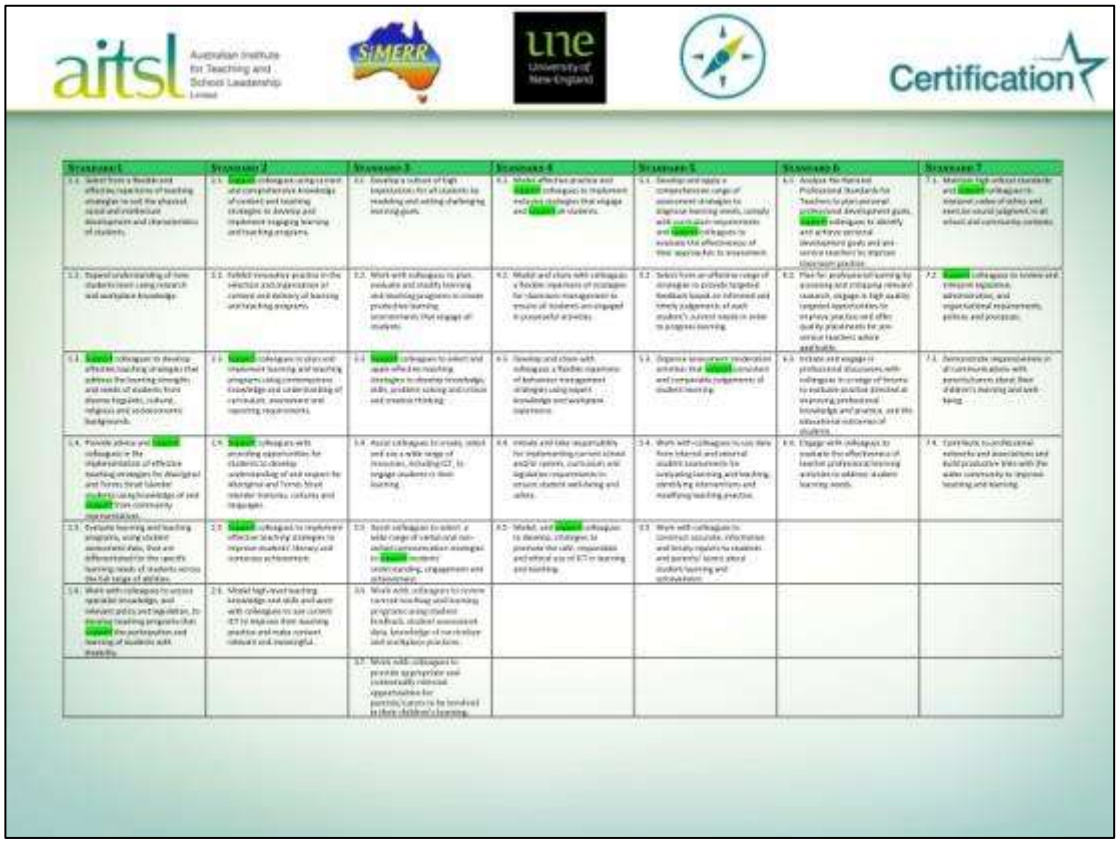
The page in Workshop Resource Workbook that lists instances of the term 'support' across all career stages.

Dot Point Clarification:

- Dot point 1 cues presenter-led acknowledgement of (i) the distinctive language (lexicon) of the Standards, (ii) robust lexical patterns in *within* descriptor sets and (iii) the necessity of such patterns to delineate career stages. The presenter should also mention that there are quantitative and qualitative patterns within the descriptor set for career stages. Quantitative patterns involve differential frequencies of key terms with careers stages, e.g. Graduate 'demonstrate' n=21, 'support' n=6; Highly Accomplished 'demonstrate' n=1, 'support' n=18. The presenter should refer the participants to the page in the workbook that highlights instances of the term 'support' across all career stages. The presenter should also point out that some terms are used exclusively within particular career stages, e.g. 'lead', 'initiatives', 'exemplary', 'advocate', 'compliance' and 'monitor' are used in the Lead career stage descriptors only. Qualitative patterns include word associations (collocations), e.g. Graduate 'support colleagues' n=0, Highly Accomplished 'support colleagues' n=13.
- Dot point 2 cues presenter-led acknowledgement of lexical choice in the purposeful construction of particular / preferred representations.

Dot point 3 takes the discussion beyond the textual and acknowledges the constitutive role of lexical choice on the construction of a social order that specifies particular professional identities, professional relationships (e.g. who works with whom), power relationships (e.g. Who gives support and who receives it? Who leads and monitors?) and discourses (e.g. discourses of social inclusion, improvement, etc.).

2.1.14 Slide 14



Notes for Presenter(s):

Slides 14 – 17 progressively build up the lexical fingerprint for the Highly Accomplished career stage. Each slide contains the information on the previous slide and adds to it.

Links to online Modules:

Module 1, Component 2

Purpose:

To illustrate the concept of a lexical fingerprint.

Implications/Relevance/Rationale

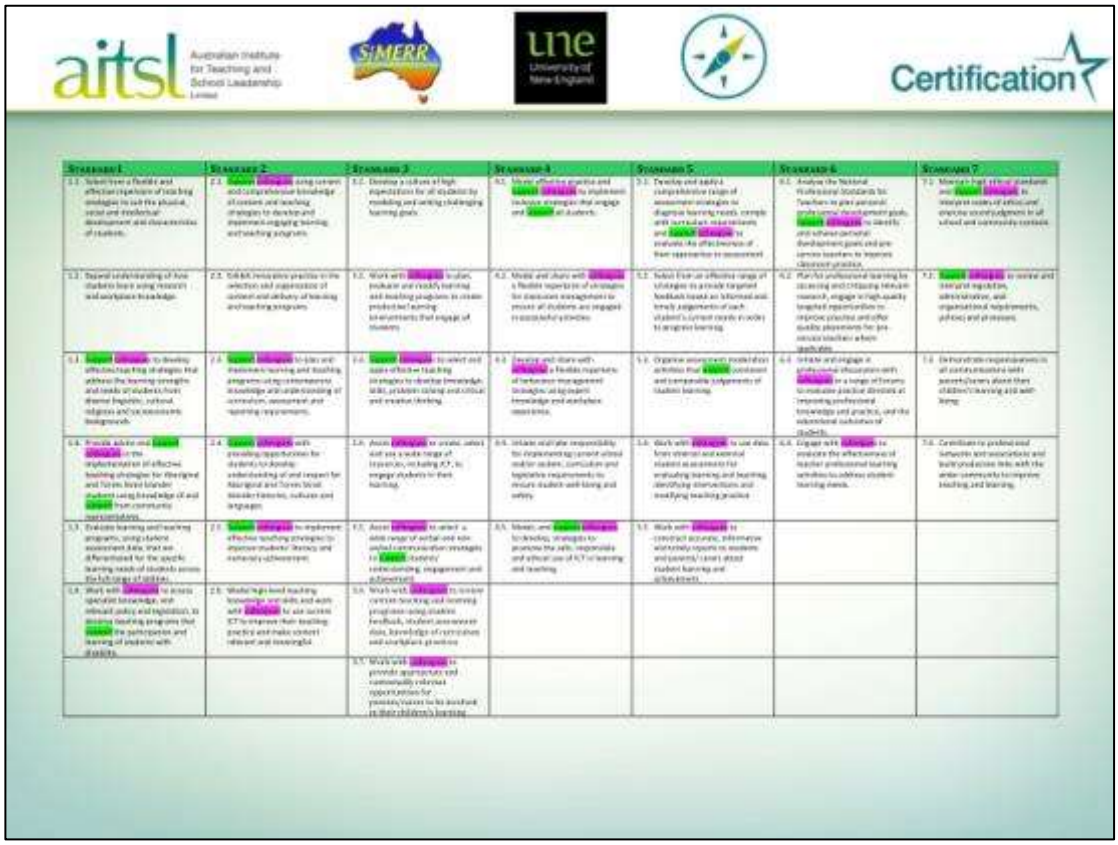
Assessors need to be able to:

- recognise the lexical items that semantically construct and distinguish between career stages; and
- use distinctive career stage lexical items appropriately.

Dot Point Clarification:

The green shading highlights the use of the term ‘support’ in the Highly Accomplished descriptors.

2.1.15 Slide 15



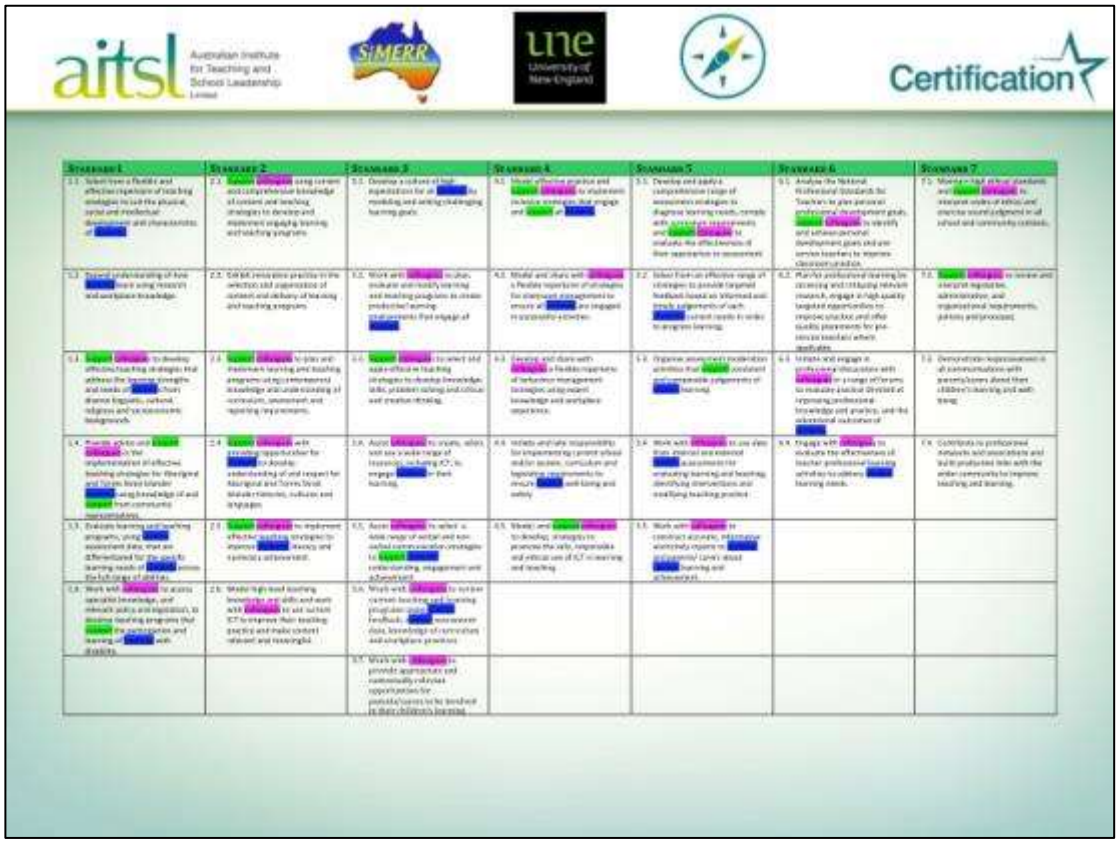
Notes for Presenter(s):

See notes for Slide 14

Dot Point Clarification:

This slide contains the green shading that highlighted the term ‘support’. The pink shading highlights the term ‘colleague(s)’.

2.1.16 Slide 16



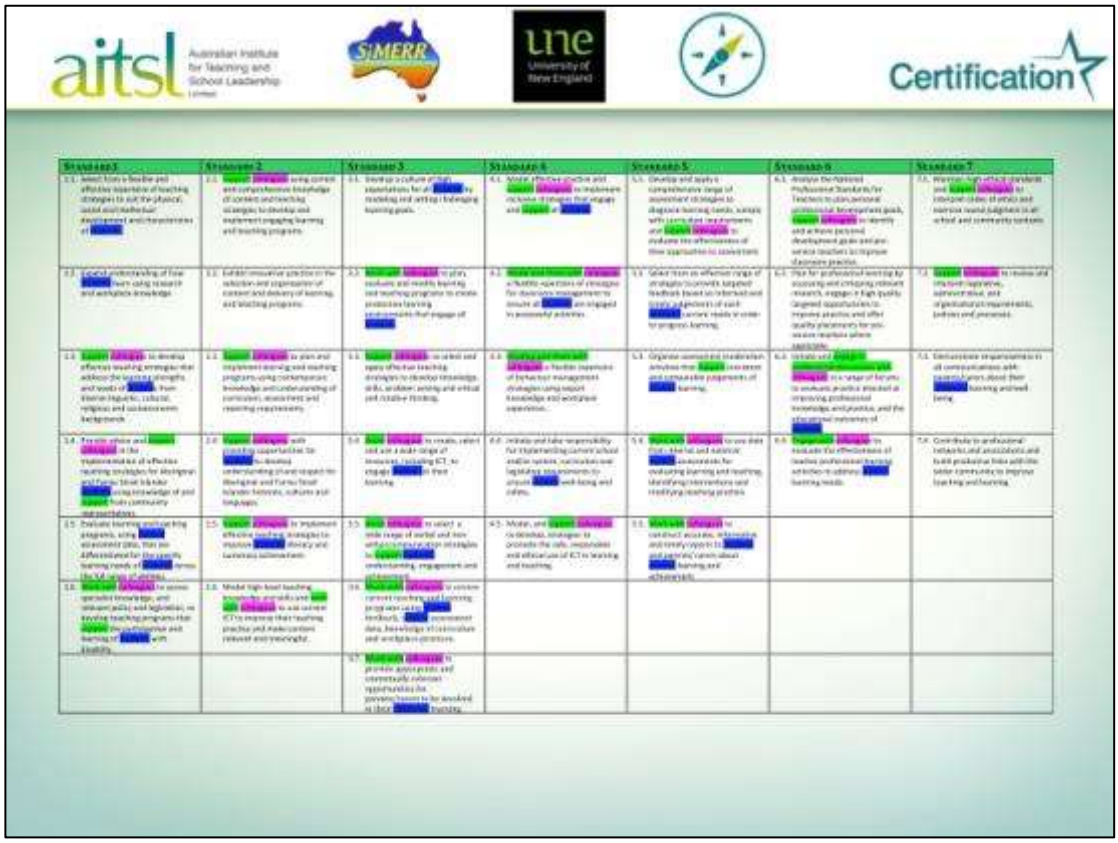
Notes for Presenter(s):

See notes for Slide 14

Dot Point Clarification:

This slide contains the green shading that highlighted the term ‘support’ and the pink shading that highlighted the term ‘colleague(s)’. The blue shading highlights the term ‘student(s)’.

2.1.17 Slide 17



Notes for Presenter(s):

See notes for Slide 14

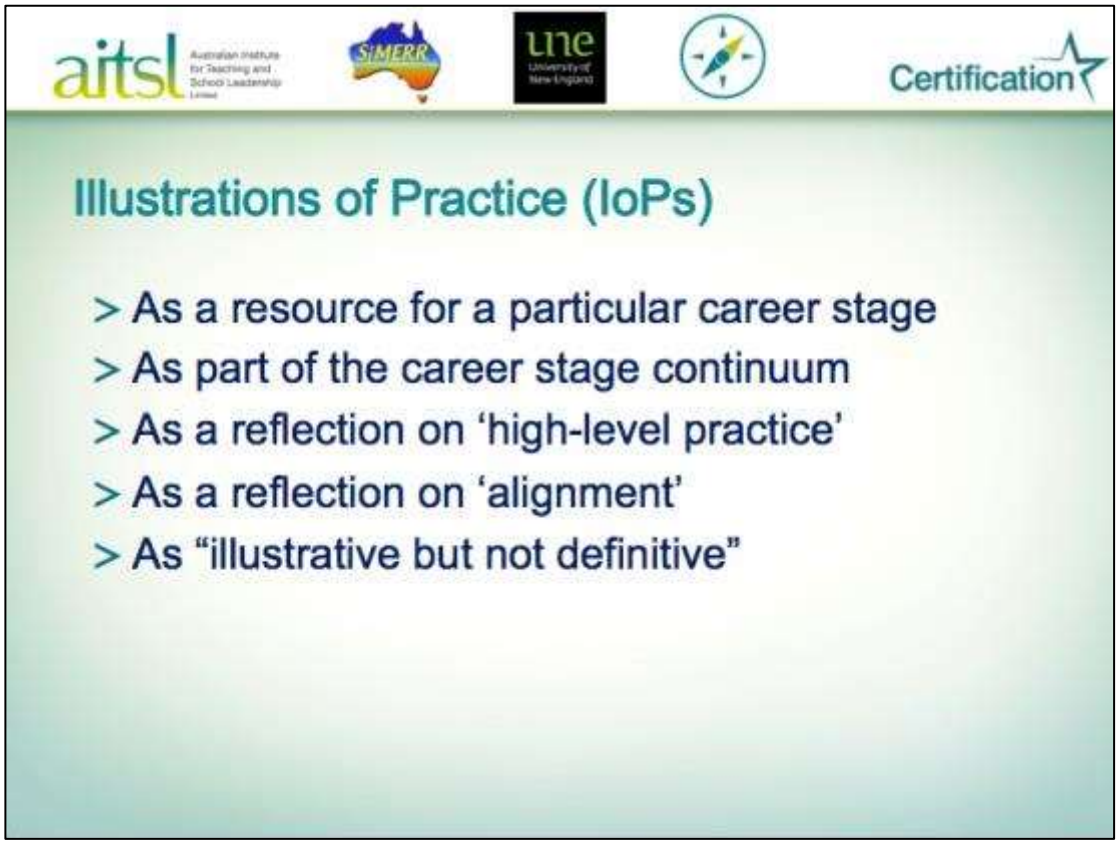
Dot Point Clarification:

- This slide contains the green, pink and blue shading that highlighted the terms ‘support’, ‘colleague(s)’ and ‘student(s)’, respectively. The green, pink and blue shading has been increased to include synonyms.
- The green shading now covers ‘support’, ‘assist’, ‘model and share with’, ‘work with’, etc.
- The blue shading now covers ‘student(s)’ and ‘child(ren)’.

‘In a nutshell’

The lexical fingerprint of the Highly Accomplished career stage is: ‘working with colleagues to improve student outcomes’.

2.1.18 Slide 18



Links to online Modules:

Module 1, Component 3

Purposes:

- To provide an advance organiser for this part of the session.
- To provide an opportunity for a presenter-led discussion of key aspects of Illustrations of Practice.

Implications/Relevance/Rationale

- Illustrations of Practice (IoPs) form a resource bank in which teachers from a range of contexts discuss how their professional practice aligns with Descriptors.
- Illustrations of Practice provide participants with a sense of diversity in the way Descriptors can be expressed in practice.

Suggested Resources:

Illustrations of Practice can be found on the AITSL website: http://www.teacherstandards.aitsl.edu.au/Illustrations

Dot Point Clarification:

- Dot Point 1: Illustrations of Practice have been described as one way of making Descriptors come 'alive'. Assessors may view them periodically to get a sense of how professional practice might be expressed at a particular Career Stage.
- Dot Point 2: As covered in the online materials, some Focus Areas within the Standards have IoPs for every Career Stage. Viewing such sequences provides a sense of the developmental aspect of Career Stages.
- Dot Point 3: The commentary and content in IoPs provide aspects of high-level practice for the Career Stage concerned. This dot point can cue a presenter-led discussion of

other contexts where there is a focus on enhancing high-level practice, e.g., the MET Project, or the ODYSSEY Initiative, both being undertaken in the US.

- Dot Point 4: IoPs provide an opportunity to consider the alignment of artefacts of professional practice with a Descriptor.
- Dot Point 5: Differences in teaching and learning contexts will mean that there can be multiple expressions of a Descriptor.

Suggested Resources:

- The Met Project: http://www.metproject.org/
- The ODYSSEY Initiative: http://www.odysseyinitiative.org/

2.1.19 Slide 19

Notes for AITSL/Presenter(s):

Information in this slide is highlighted using white circles. This information illustrates differences in the way the Focus Area is elaborated in the Descriptors for each Career Stages and these differences are the basis for a presenter-led discussion of the Descriptors at each Career Stage. See **Dot Point Clarification** notes below.

Presenters may wish to highlight at this point a two-dimensional view of the Standards. Being aware of the distinct differences between Career Stages in the way that the Focus Area is elaborated, emphasises the developmental aspect of the Standards, i.e., across Career Stages. Vertically, and although only one Focus Area is considered in this Slide, consideration can be give to the way Descriptors are elaborated for a particular Career Stage. Taken together, Career Stage Descriptors can be viewed in the context of the holistic Career Stage Descriptors as presented in both the Certification policy and Guide documents (AITSL, 2012; AiTSL, 2013).

Links to online Modules:

Module 1, Component 3

Purposes:

- To provide an opportunity for participants to reflect on the language used in the development of a Focus Area across Career Stages within the APST.
- To provide an opportunity for participants to reflect on the explicit and implicit differences between Descriptors for a Focus Area across Career Stages.

Implications/Relevance/Rationale

- Participants develop a sense of what distinguishes the evidence of practice at different Careers Stages. Within the context of ATP, important differences that might be seen in the practice of Highly Accomplished and Lead teachers can be highlighted.
- Through discussions, participants will be able to consolidate their understandings of the relative place and importance of key terms within the APST: Focus Areas; Descriptors; and Career Stages.

Dot Point Clarification:

- Point 1: Consider the four (coloured) aspects of the Focus Area. Only two of these are explicitly referred to in the Graduate Career Stage. All four are addressed in the Proficient Career Stage and only two are explicitly included in the Highly Accomplished and Lead Career Stages. The notion of 'structure' is implicit in the Graduate, Highly Accomplished and Lead Career Stages. Such explicit and implicit references cue a presenter-led discussion about expectations: how does each Descriptor frame the professional practice of a teacher?
- Point 2: Consider how 'plan' is used across the Career Stages: Graduate – 'plan'; Proficient – 'plan and implement'; Highly Accomplished – 'plan, evaluate and modify'; Lead – plan, implement and review the effectiveness.' These differences cue a presenter led discussion around how the elaboration of a single aspect of the Focus Areas leads to the distinct differences for each Career Stage.
- Point 3: Two other aspects of the Focus Area can be followed across the Career stages in a similar way to Point 2 using 'sequence' and 'learning programs.' Note where they are explicit and where they are implicit. These two aspects can cue a presenter-led discussion about how they are elaborated: Graduate – use of knowledge about student learning; Proficient – engagement of students; Highly Accomplished – creating of productive learning environments; Lead – development of students' knowledge, understanding and skills. Each elaboration has implications for what evidencing professional practice at each Career Stage.

2.1.20 Slide 20

Notes for AITSL/Presenter(s):

Other Focus Areas and Descriptors could be substituted for this example. Slides 20 and 21 are linked. Slide 20 considers the elaboration of a Focus Area; Slide 21 provides some discussion points for the development of an Illustration of Practice.

Links to online Modules:

Module 1, Component 3

Purposes:

- To provide an additional example for participants to reflect on how the terminology of a Focus Area is developed at the Highly Accomplished and Lead Career Stages.
- To provide participants with an opportunity to reflect on how 'Report' and 'Student Achievement' are elaborated for each Career Stage.
- To provide an opportunity for participants to consider how the Descriptors for this Focus Area at each Career Stage are expressed in practice.

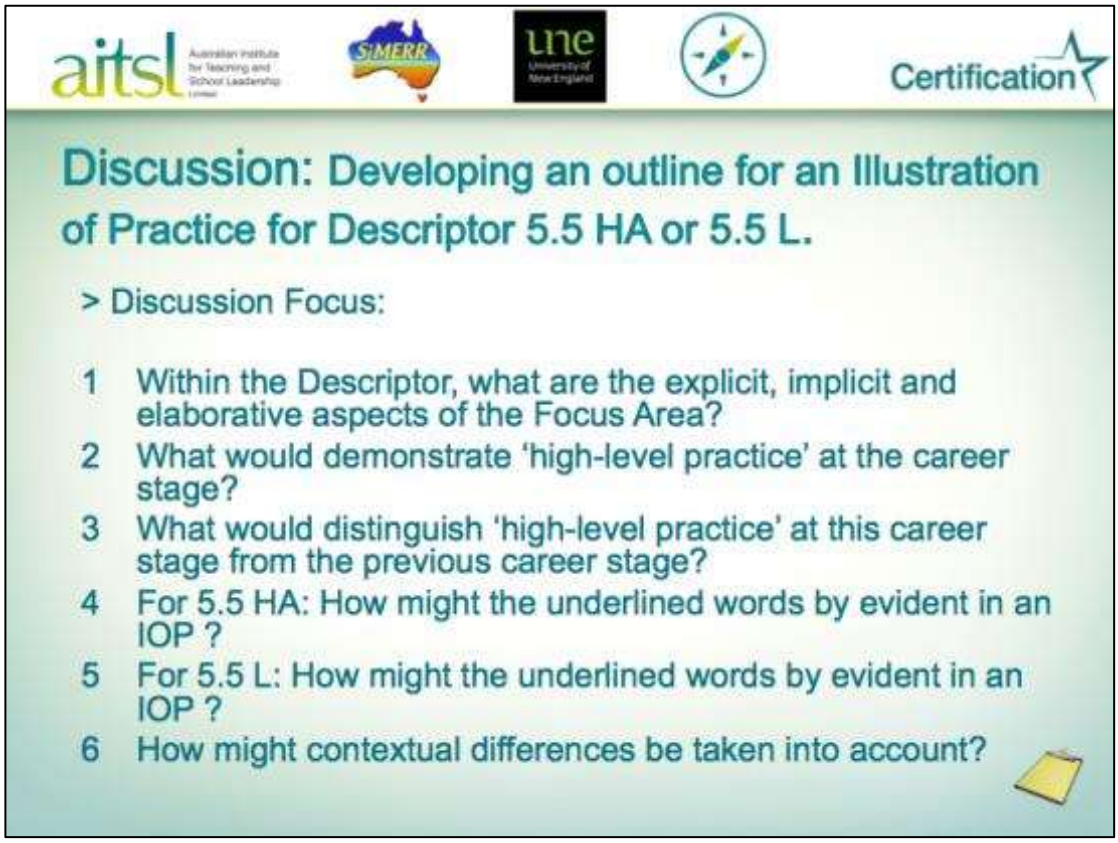
Implications/Relevance/Rationale

Consolidation of how Descriptors might be expressed in particular instances of professional practice.

Activity Organisation:

- Sufficient time needs to be allocated to enable participants to discuss how the Focus Area is elaborated for the two Career Stages.
- Time needs to be set aside for participants to share feedback with the whole group.

2.1.21 Slide 21



Links to online Modules:

Module 1, Component 3

Purposes:

- To provide an opportunity for participants to discuss collaboratively what they would expect to see in an Illustration of Practice at a particular Career Stage.
- To document participants' ideas of what Focus Area 5.5 might be expressed in professional practice.

Implications/Relevance/Rationale

Participants reflect on their own views of what high-level professional practice might 'look like' and spend time aligning these views with a Descriptor for the Highly Accomplished and Lead Career Sages.

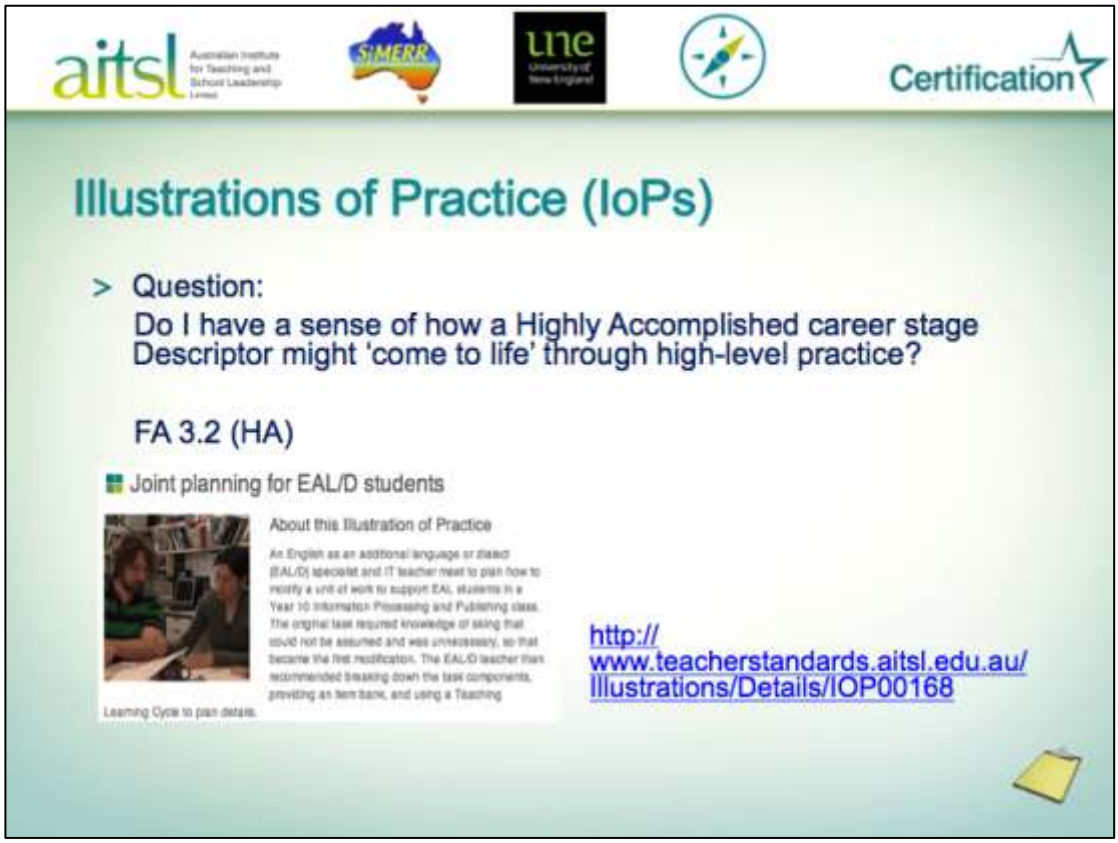
Activity Organisation:

- Sufficient time needs to be allocated to enable participants to discuss and plan the Illustration of Practice.
- The IoP could be prepared as a poster for display.
- Time needs to be set aside for participants to share key aspect of the IoP with the whole group.

Suggested Resources:

An additional resource that participants might find useful during this activity to clarify particular aspects of the relevant Career Stage is the holistic description of each Career Stage in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012, p. 14).

2.1.22 Slide 22



Notes for Presenter(s):

Other Illustrations of Practice could be used for this activity.

Links to online Modules:

Module 1, Component 3

Purposes:

- To provide participants with an opportunity to consider professional practice as evidence of a Descriptor for a particular Career Stage.
- To give a holistic 'assessment' of professional practice as illustrative of a Descriptor for a particular Career Stage.

Implications/Relevance/Rationale

Viewing the IoP after the previous activities provides a preliminary assessment activity.

Activity Organisation:

- Participants view the IoP and discuss the question on the Slide.
- Depending on technology available, the URL might be access directly from the Slide, or it may need to be accessed through separately.
- Sufficient time needs to be allocated to enable participants to view and to discuss the IoP.
- Time needs to be set aside for participants to share feedback with the whole group.

2.1.23 Slide 23

Notes for AITSL/Presenter(s):

The alignment icon is introduced here. It will appear on many slides throughout both workshops to indicate the means by which practice, e.g., an artefact, and formalisation of the practice, e.g., the Standard Descriptor(s), correspond.

Links to online Modules:

Module 2, Component 2

Purpose(s):

- To provide an advance organiser of this part of the session.
- To review key aspects of the Lead Initiative.

Implications/Relevance/Rationale

Further example of considering alignment between evidence of practice (APST artefact) and a description of practice (APST Descriptor).

2.1.24 Slide 24

Notes for Presenter(s):

Requirements 1 and 2 for the Lead initiative are not included in the Table, i.e., 6 month time frame and school-wide/system-wide scope.

Links to online Modules:

Module 2, Component 2

Purposes:

- To allow participants to share examples of professional practice that provide instances of a Lead Initiative.
- To review the requirements of the Lead initiative.

Activity Organisation:

- Sufficient time needs to be allocated to enable participants to discuss the question on he Slide in accordance with the specifications in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012, p. 8) and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013, p. 15).
- Time needs to be set aside for participants to share feedback with the whole group.

2.1.25 Slide 25

Notes for Presenter(s):

Slides 25 and 26 are related and provide discussion points around two key aspects of the Lead Initiative, namely, 'leadership; and 'impact'.

Links to online Modules:

Module 2, Component 2

Purposes:

- To provide participants with the opportunity to reflect on their own views of 'leadership' and 'impact' in the context of the Lead initiative.
- To discuss with other participants the relevant aspects of 'leadership' and 'impact' in the context of the Lead Initiative.

Implications/Relevance/Rationale

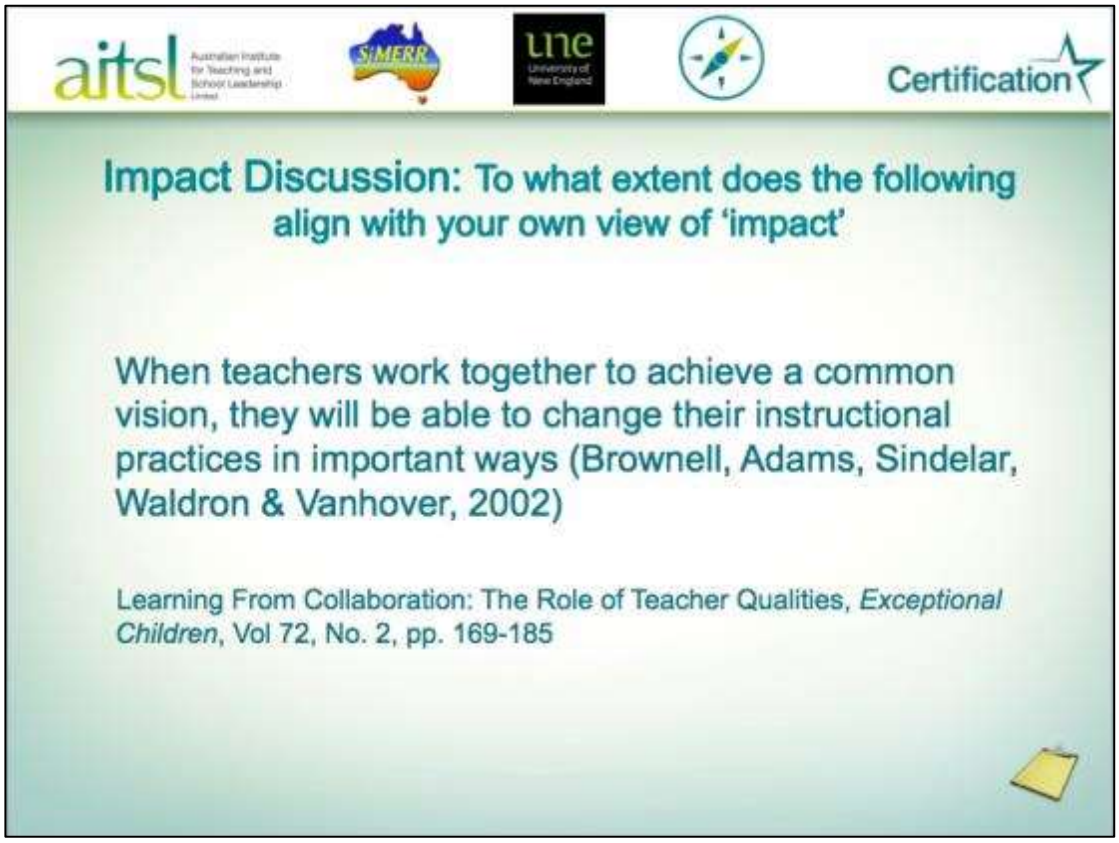
Participants consider some on the contextual issues that might influence how the Lead Initiative is expressed in practice. These issues might include the opportunities available for participants to demonstrate leadership and the various forms that impact might take. For example, the protocols for the review and formulation of policy in a school might vary from a school-wide, inclusive approach to an executive-level committee approach. What implications might this have for applicants?

Activity Organisation:

- Sufficient time needs to be allocated to enable participants to discuss and evaluate the questions on slides 25-26.

Time needs to be set aside for participants to share feedback with the whole group.

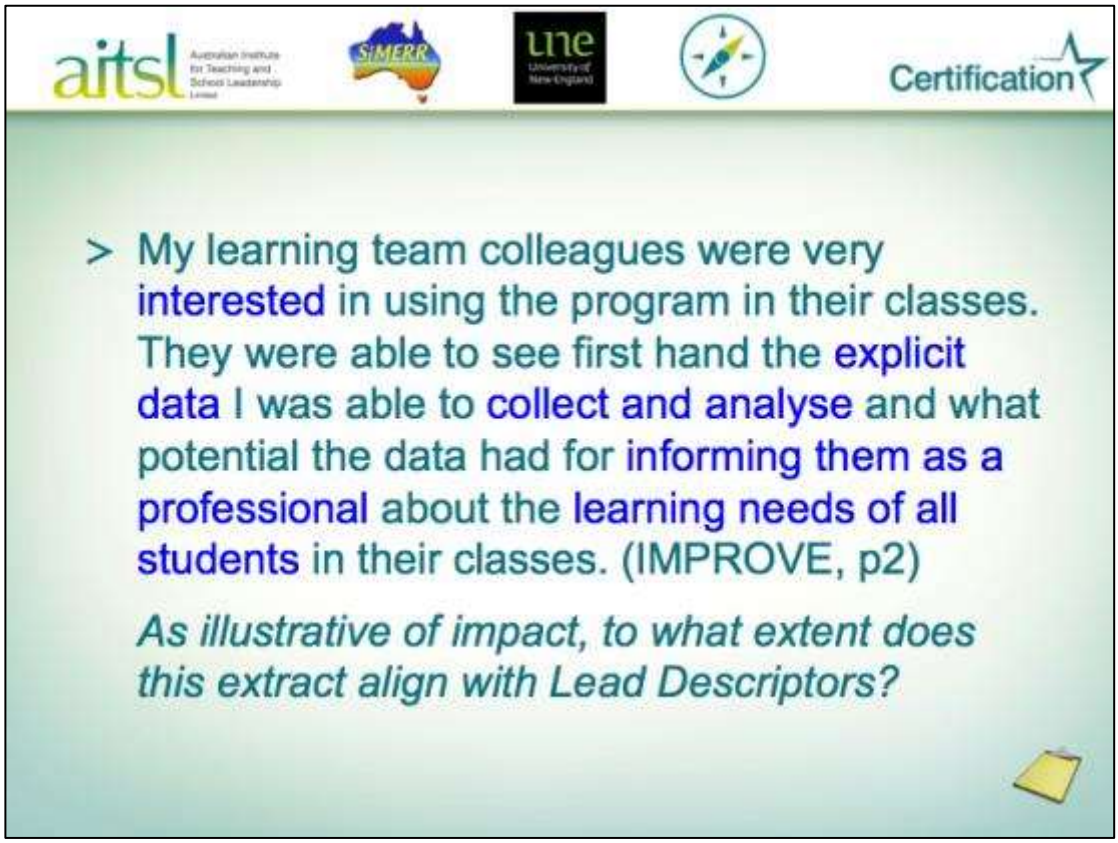
2.1.26 Slide 26



Notes for AITSL/Presenter(s):

See notes for Slide 25

2.1.27 Slide 27



Notes for Presenter(s):

- Slides 27 and 28 are two extracts from separate Collections of Evidence that are included in the Workbook for this Workshop.
- Text highlighted in blue provide possible links to Lead Descriptors.

Links to online Modules:

Module 2, Component 2

Purposes:

- To provide an opportunity for participants to review material from Collections of Evidence.
- To provide participants with the opportunity to apply their understandings of the Lead Initiative to two specific examples.
- To enable participants to undertake an alignment of material prepared by an applicant for certification at the Lead Career Stage with Lead Descriptors.

Implications/Relevance/Rationale

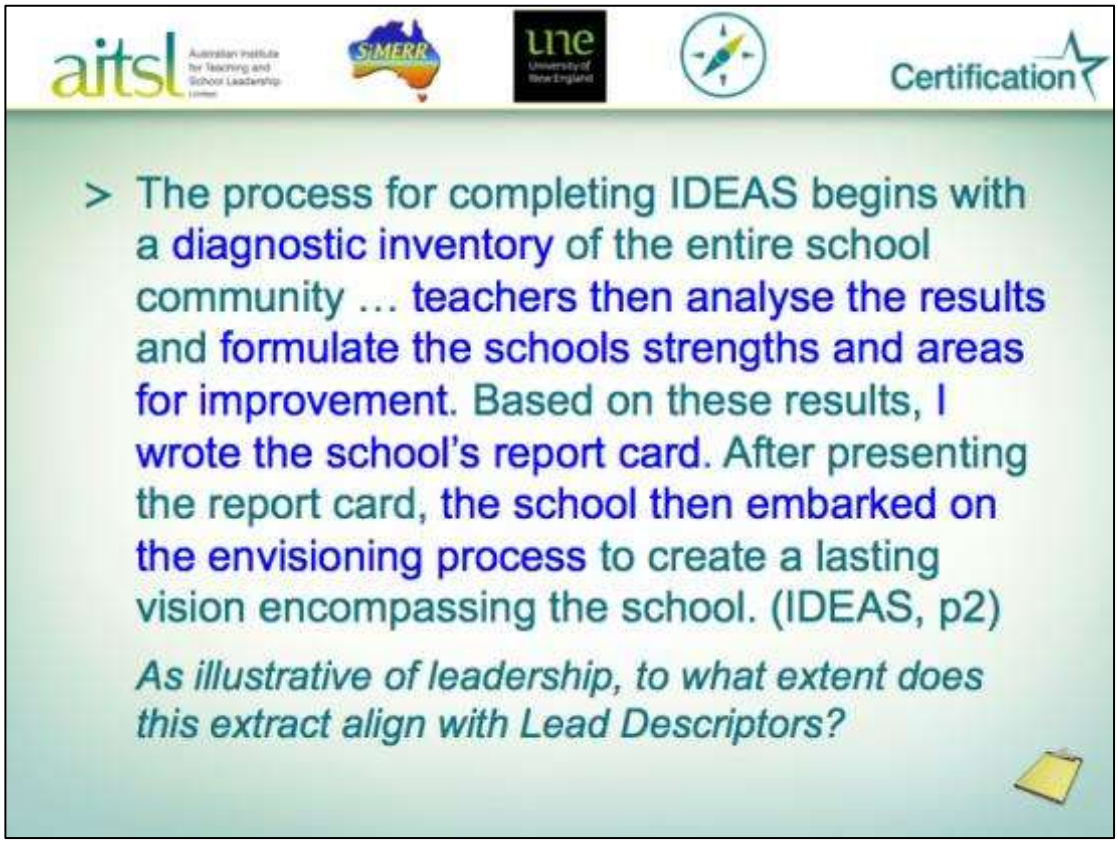
Participants have the opportunity to review material from two applicants' Collection of Evidence (ACT TQI Pilot, 2012) and to identify aspects of that material that aligns with Lead Descriptors, e.g., blue text in the extracts.

Activity Organisation:

- Sufficient time needs to be allocated to enable participants to discuss and evaluate the questions on slides 27-28 in line with Lead Descriptors, see the Workbook provided for the Workshop, *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012, pp. 15-21) and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013, pp. 30-36).

- Time needs to be set aside for participants to share feedback with the whole group.

2.1.28 Slide 28

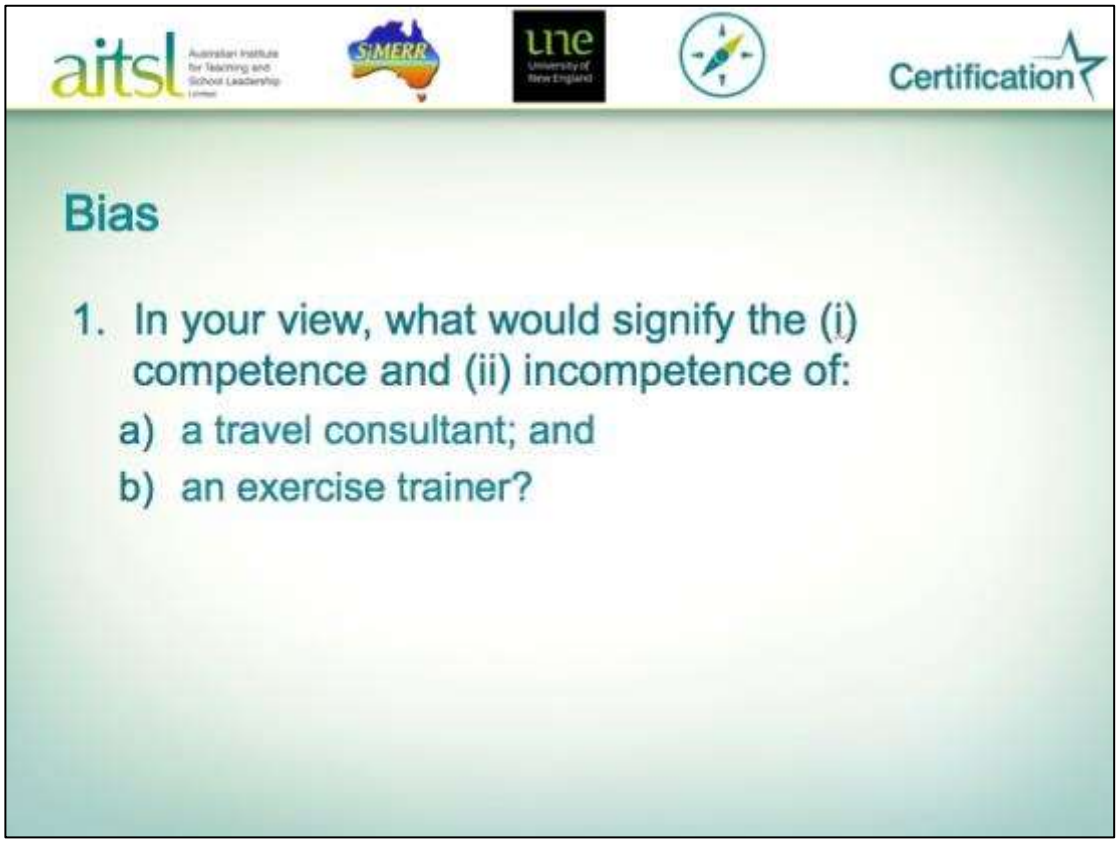


Notes for AITSL/Presenter(s):

See notes for Slide 27.

2.1.29 Slide 29

2.1.30 Slide 30



Notes to Presenter(s):

The roles in this discussion activity were chosen on the basis that they would be familiar to the participants, but it was expected that very few, if any, of the participants would have experience in the roles.

Links to online Modules:

Module 3, Component 3

Purposes:

This slide highlights:

- the readiness with which people make evaluative assessments;
- the (sometimes dubious) foundations of evaluative assessments;
- the subjective nature of some evaluative assessments; and
- the capacity of criteria, such as the Standards, to reduce subjectivity by providing a common foundation for evaluative assessments.

Implications/Relevance/Rationale

Bias reduction increases validity and accuracy, thereby promoting equitable assessments and the credibility of the certification process.

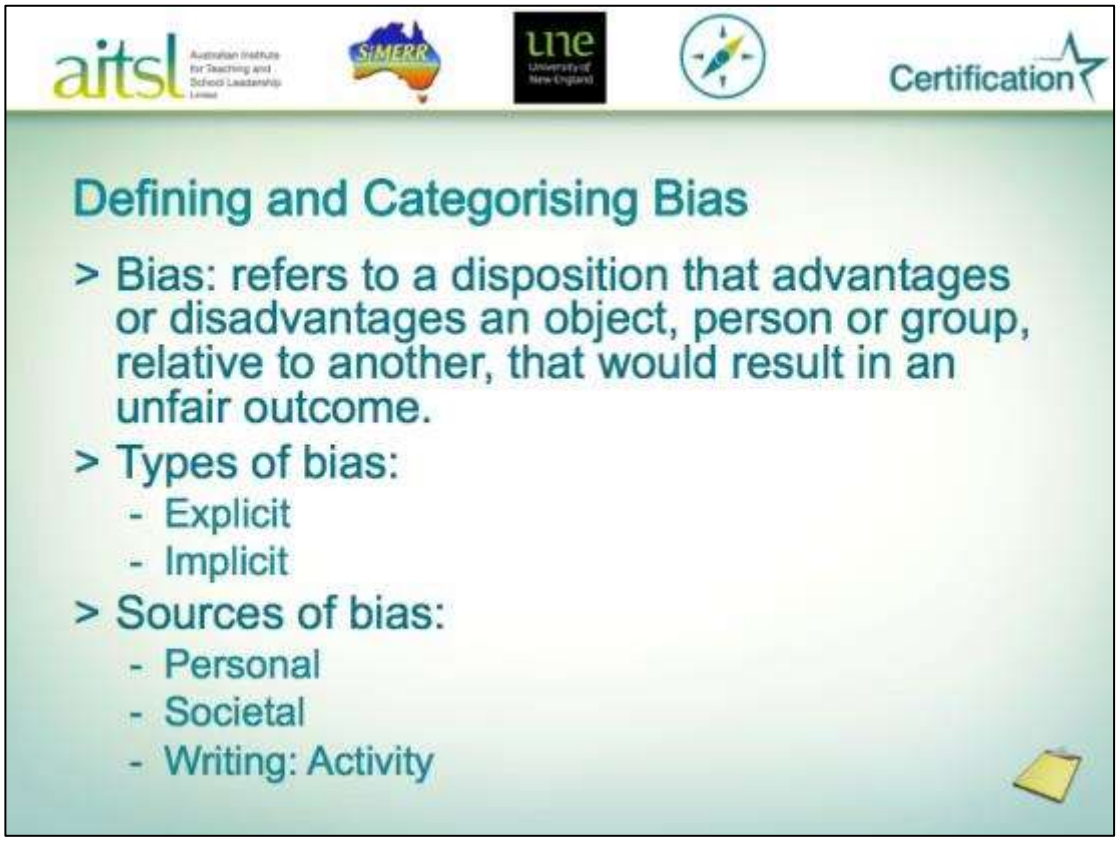
Activity Organisation:

Several minutes needs to be allocated to ***brief*** discussion of the questions on the slide. The presenter should:

- invite feedback from the participants;
- highlight the range of responses in the feedback, which might include customer satisfaction, attire, physique and age; and

- highlight the readiness with which the participants evaluated performance in fields in which they had probably not worked.

2.1.31 Slide 31



Links to online Modules:

Module 3, Component 3

Purposes:

- to define bias
- to categorise types of bias
- to identify sources of bias

Implications/Relevance/Rationale

Identification and reduction of bias promotes the Certification Principle of 'Credible' (AITSL, 2012, p. 3).

Dot Point Clarification:

- Dot point 1 presents a general definition of bias that can be applied to many situations and cues presenter-led discussion of the need to reduce bias in many professions, e.g. law (bias reduction in juries), health (e.g. bias reduction when prescribing medications), etc. The presenter should emphasise that bias can privilege as well as disadvantage certain people/groups and that, in order to be classified as bias, a disposition / belief ***must*** result in an unfair outcome, i.e. simply having beliefs/dispositions does not constitute bias.
- Dot point 2 cues presenter-led discussion of explicit and implicit bias. Definitions and examples should be given.
- Dot point 3.1 and 3.2 cue presenter-led discussion of sources of bias. Examples should be given.
- Dot point 3.3 leads to the Writing Bias activity in the workbook. The presenter could introduce the activity by eliciting the participants' view on the correct use of apostrophes. This may prompt the sharing of strong views and possible writing bias.

Activity Organisation

- Participants are to examine and discuss the two types of annotation and identify whether they have a preference for either kind of presentation.
- The presenter should invite feedback from the group and note differences concerning format, formality, and word choices, etc.
- The presenter should acknowledge the potential of certain words to trigger strong responses and invite the participants to share any words/expressions that may trigger strong positive or negative responses from them.

Background information

The definition of bias varies greatly between disciplines, e.g. the definition of bias in statistics cannot be applied in the context of certification.

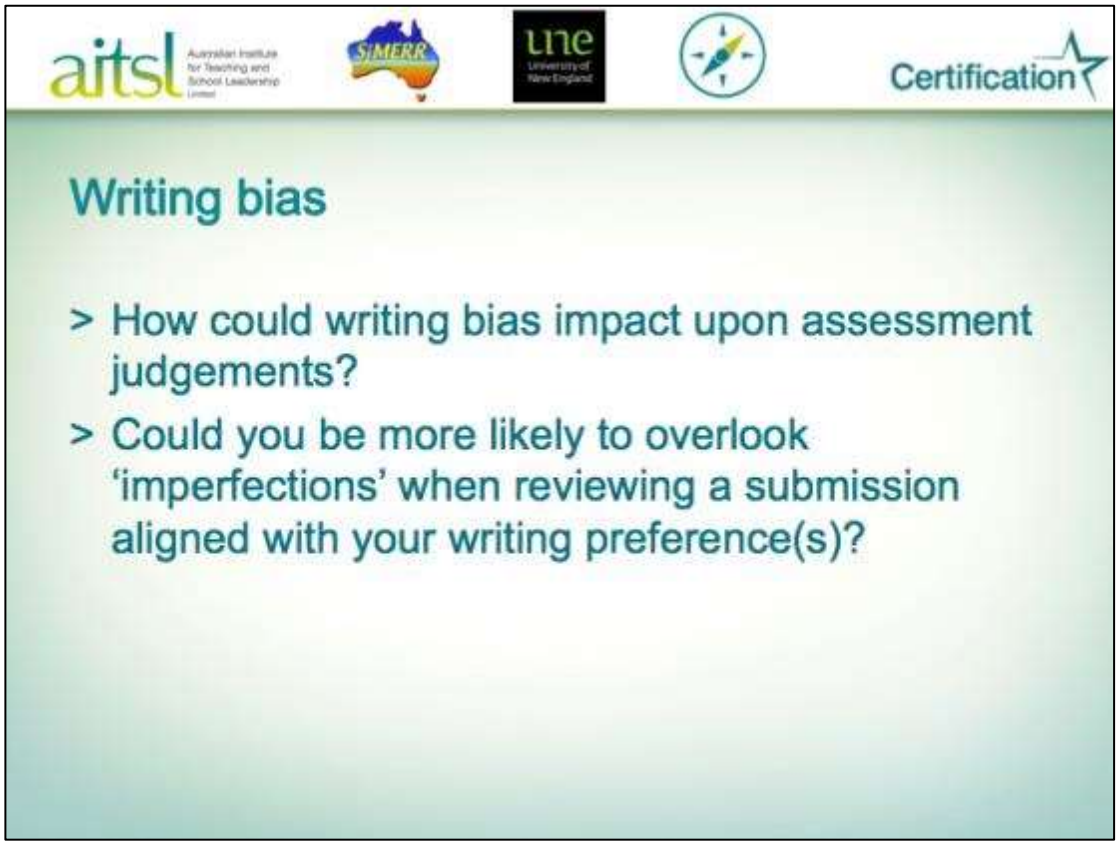
'In a nutshell'

Dispositions / beliefs ***must*** result in unfair outcomes in order to constitute bias in the certification process.

Further Reading:

- Blair, IV, Steiner, JF, & Havranek, EP 2011, 'Unconscious (Implicit) bias and health disparities: Where do we go from here?', The Permanente Journal, vol. 15, no. 2, pp. 71-78. http://www.ncbi.nlm.nih.gov/pubmed/21841929
- Casey, PM, Warren, RK, Cheeseman II, FL, & Elek, JK 2012a, Helping courts address implicit bias: Resources for education, National Center for State Courts. http://www.ncsc.org/~/media/Files/PDF/Topics/Gender%20and%20Racial%20Fairness/IB_report_033012.ashx
- Casey, PM, Warren, RK, Cheeseman II, FL, & Elek, JK 20122012b, Helping courts address implicit bias: Strategies to reduce the influence of implicit bias, National Center for State Courts. http://www.ncsc.org/~/media/Files/PDF/Topics/Gender%20and%20Racial%20Fairness/IB_Strategies_033012.ashx
- Teal, CR, Shada, RE, Gill, AC, Thompson, BM, Frugé, E, Villarreal, GB & Haidet, P 2010, 'When best intentions aren't enough: Helping medical students develop strategies for managing bias about patients', Journal of General Internal Medicine, vol. 25, no. 2, pp. 115-118. http://www.ncbi.nlm.nih.gov/pubmed/20352504

2.1.32 Slide 32



Links to online Modules:

Module 3, Component 3

Purposes:

This slide enables participants to consider individually the potential implication of writing bias on the certification process.

Implications/Relevance/Rationale

Assessors need to be aware of the potential for bias to undermine the credibility of the certification process by creating equity issues.

Dot Point Clarification:

The dot points cue the presenter to present the questions to the participants to consider privately.

'In a nutshell'

2.1.33 Slide 33

Links to online Modules:

Module 3, Component 3

Purpose:

To introduce participants to factors that may reduce bias.

Implications/Relevance/Rationale

Assessors need to be mindful of the ways that they can minimise bias in their work.

Dot Point Clarification:

The dot pints cue presenter-led introduction of factors that can reduce bias.

'In a nutshell'

2.1.34 Slide 34

Notes for Presenter(s):

This Slide summarises the three stages of becoming an assessor presented in Module 3 and which can be expresses as:

1. Thinking like an applicant.
2. Refining the assessor frame of reference.
3. Making and documenting judgements.

Links to online Modules:

Module 3

Purposes:

- To provide an advance organiser for this part of the session.
- To highlight the notion that the process of becoming an assessor is a staged process, with each stage incorporating key 'big ideas'..

Dot Point Clarification

Stage 1: The importance of walking in someone else's shoes was raised in Module 3, Component 1. Thinking like an applicant through the process(es) of writing annotations, for example, can be advantageous when making 'on-balance judgements. In addition to the references provided in Module 3, Component 1, an additional reference can be found in Lee Harper's *To Kill a Mockingbird* (Warner Books, Inc., 1960):

"You never really know a man until you understand things from his point of view … until you climb into his skin and walk around in it." (3.30)

Stage 2: Different types of bias and assessor reliability are considered in Module 3, Component 2 as aspects of the mindset' of an assessor.

Stage 3: Reliability, validity, making on-balance judgements and writing reports are included in the final stage of becoming an assessor (Module 3, Component 3).

2.1.35 Slide 35

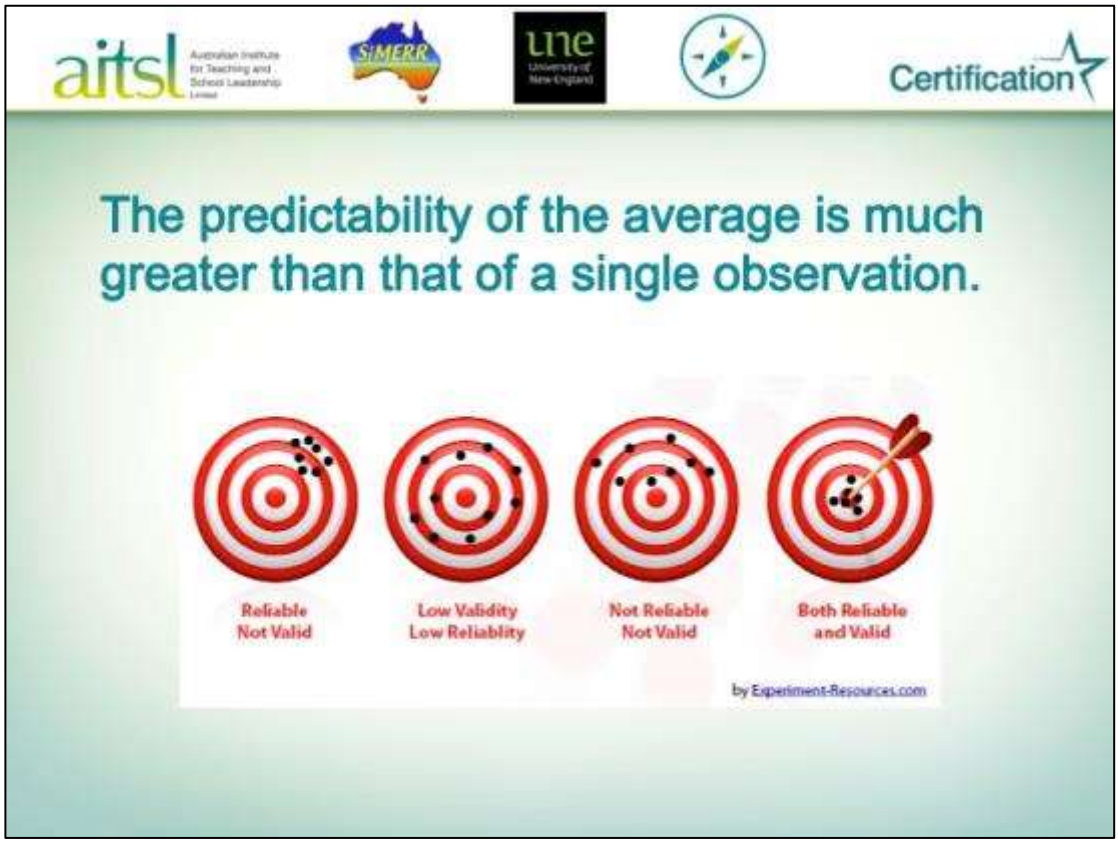
Purpose:

This slide is an advance organiser for this part of the session.

Dot Point Clarification:

The dot points cue presenter-led itemisation of topics that will be covered in the session.

2.1.36 Slide 36



Notes for AITSL/Presenter(s):

The statement on the slide is included as a cue for a presenter-led discussion around the use of data (i.e., material in a Collection of Evidence) to make holistic decisions (on-balance judgements). Each dot in the four targets could represent an artefact of practice, with the 'bulls-eye' representing a Standard.

Links to online Modules:

Module 3, Component 3

Purposes:

- To introduce the terms 'reliable' and 'valid' in the context of assessing a Collection of Evidence.
- To draw parallels between 'hitting targets' and evidencing the APST.
- To reinforce the notion of alignment – between artefacts of practice and Standards/Descriptors through annotations.

Implications/Relevance/Rationale

Assessment of a Collection of Evidence is at the level of the Standards and multiple elements contribute to the demonstration of one Standard. Each element needs to be considered individually as well as collectively.

Dot Point Clarification:

- Each diagram provides the opportunity for a presenter-led discussion around the reliability and validity of assessors decision making, with each dot representing an assessor decision about the alignment between evidence and Descriptor.
- Diagram 1 – Reliable not Valid: This diagram might represent a case where assessors make consistent decisions about alignment to indicate that an applicant has constructed

annotations for Descriptors related to a Standards other than the one specified in the Collection of Evidence, i.e., the dots are grouped, but away from the centre, the applicant has not addressed the Standards with these annotations.

- Diagram 2 – Low Validity, Low Reliability: This diagram might represent a case where assessors decisions about alignment differ, perhaps due to an applicant providing a diverse range of annotations, all of which address the one Standard, i.e., although the dots are spread, they do cluster around the centre, suggesting that the applicant – on-balance, has met the Standard with these annotations.
- Diagram 3 – Not Reliable, Not Valid: This diagram might represent a case where assessors decisions about alignment differ, possibly due to an applicant providing a divers range of annotations that address a Standard other than the one specified in the Collection of Evidence, i.e., the dots are spread away from the centre suggesting that the applicant – on-balance, has not met the Standard with these annotations.
- Diagram 4 – Both Reliable and Valid: This diagram might represent a case where assessors make consistent decisions about alignment to indicate that an applicant has constructed annotations for Descriptors related to a Standards specified in the Collection of Evidence, i.e., the dots are grouped, and clustered around the centre, indicating that the applicant has addressed the Standards with these annotations.

In a 'nutshell':

On-balance judgement requires a holistic consideration of information – "one swallow does not a summer make" and so an applicant's set of annotations for a Standard should no be dismissed on the basis of one seemingly poor annotation.

2.1.37 Slide 37

Links to online Modules:

Module 3, Component 1

Purpose:

Assessors will gain an insight into the complexity of descriptors and the implications for annotations.

Implications/Relevance/Rationale

- Assessors need to be able to unpack descriptors to ascertain which aspects have or have not been evidenced by an applicant.
- The session provides vital insights required for the assessment of a Collection of Evidence later in the workshop.

Dot Point Clarification:

The slide cues the presenter to discuss the complexity of the descriptor. The presenter can reinforce the complexity by drawing on literacy concepts such as readability scales that are based on the average number of words, syllables and/or characters per sentence. Literacy experts among the participants may be invited to comment. See background information below.

Background information:

The following excerpt from 'Readability Monitor: Keeping Track of Readable Language' may be useful.

"Jyoti Sanyal's …writes: "Based on several studies, press associations in the USA have laid down a readability table. Their survey shows readers find sentences of 8 words or less very

easy to read; 11 words, easy; 14 words fairly easy; 17 words standard; 21 words fairly difficult; 25 words difficult and 29 words or more, very difficult."

Martin Cutts, in his *Oxford Guide To Plain English*, offers the following guideline: "Over the whole document, make the average sentence length 15-20 words." …

… Even if the average sentence length of a document is 15-20 words, readability is not guaranteed. Polysyllabic words are likely to make the meaning of the document difficult to grasp. So we also need a guideline for average word length.

Words have two units of measure: syllables and letters. I examined the word list of Voice Of America and found that the average word length in syllables is 1.74 and that in letters is 5.67.

Now, we have been measuring sentences only in words. But sentences have three units of measure: words, syllables and characters. And so we may take the following as the new guideline: "Over the whole document, make the average sentence length 15-20 words, 25-33 syllables and 75-100 characters."

Source: http://strainindex.wordpress.com/2008/07/28/the-average-sentence-length/

2.1.38 Slide 38

Notes for Presenter(s):

Slides 38-41 form a sequence that identifies components of Lead descriptor 7.2. Different colours are used to distinguish the different components. Assessors should move through this sequence of slides quite quickly. Minimal discussion is required of individual components at this stage.

Links to online Modules:

Module 3, Component 1

Purpose:

To demonstrate the complexity of descriptors

Implications/Relevance/Rationale

- Assessors need to be able to unpack descriptors to ascertain which aspects have or have not been evidenced by an applicant.
- The session provides vital insights required for the assessment of a Collection of Evidence later in the workshop.

2.1.39 Slide 39

Notes for Presenter(s):

See notes for Slide 38.

2.1.40 Slide 40

Notes for Presenter(s):

See notes for Slide 38.

2.1.41 Slide 41

Notes for Presenter(s):

See notes for Slide 38.

2.1.42 Slide 42

Links to online Modules:

Module 3, Component 1

Purpose(s):

To demonstrate the complexity of descriptors.

Implications/Relevance/Rationale

Assessors need to be able to unpack descriptors to ascertain which aspects have or have not been evidenced by an applicant.

The session provides vital insights required for the assessment of a Collection of Evidence later in the workshop.

Dot Point Clarification:

- This slide illustrates two different ways of unpacking descriptors to represent their complexity.
- The diagrammatic representation enables quick calculation of the number of individual statements embedded in a descriptor.
- The number of individual statements embedded in a descriptor can be calculated by multiplying the number of options in each vertical group. This descriptor contains 3 x 1 x 2 x 1 x 2 x 2 x 4 = 96 individual statements.
- The presenter should use the diagram to articulate several individual statements, e.g. Initiate relevant processes to support colleagues' compliance with existing administrative responsibilities.
- Presenter should emphasis that assessors are not required to formally unpack all descriptors in order to perform assessments.

'In a nutshell'

Descriptors are complex and should be evidenced fully. It is not expected, however, that each pathway through a descriptor be evidenced separately. Applicants may evidence several pathways with one piece of evidence. An annotation should make explicit the parts of a descriptor that are being evidenced.

2.1.43 Slide 43

Links to online Modules:

Module 3, Component 1

Purpose:

This slide concludes the previous sequence.

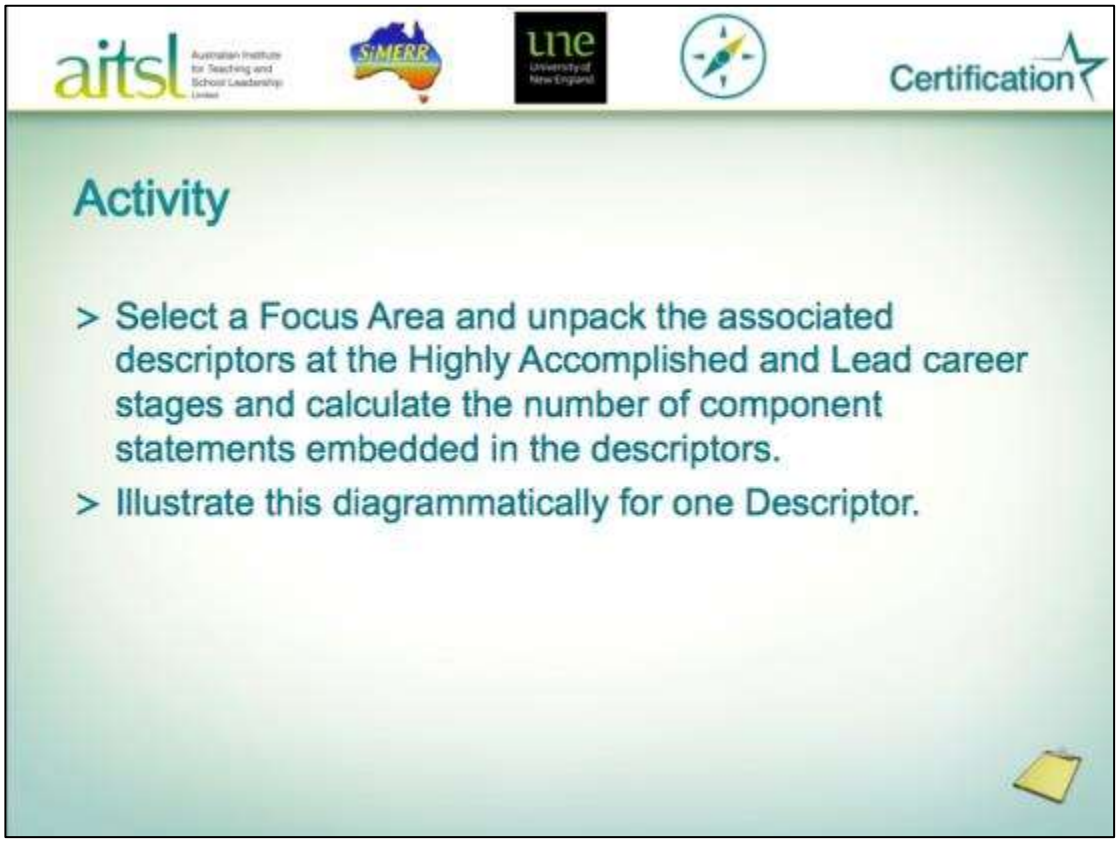
Implications/Relevance/Rationale

When evaluating evidence and analysing annotations, assessors should identify aspects within descriptors.

Dot Point Clarification:

Presenters should reiterate that assessors would look to see which of the following aspects may be evidenced when assessing evidence and annotations relating to Lead descriptor 7.2.

2.1.44 Slide 44



Links to online Modules:

Module 3, Component 1

Purpose:

This activity enables participants to practise unpacking a descriptor and calculate the number of component parts embedded in it.

Implications/Relevance

Assessors need to be able to identify aspects within descriptors.

Activity Organisation

Presenters should allow sufficient time for participants to complete the activity in pairs.

2.1.45 Slide 45

Notes for AITSL/Presenter(s):

Slides 45 and 46 are linked: Slide 45 – presenter-led discussion; Slide 46 – participant activity.

Links to online Modules:

Module 3, Component 1

Purposes:

- To review the purpose of annotations.
- To review the structural features of annotations.

Implications/Relevance/ Rationale

Participants have the opportunity to reflect on the quality of annotations and, as a consequence, may develop a particular view of what an annotation will look like. It is up to individual assessors as to whether or not they expect to identify the presence of each element in an annotation.

Dot Point Clarification:

The Slide provides the opportunity for a presenter-led discussion about the requirements for an annotation in line with the guidelines for effective annotations in *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013, p. 13).

2.1.46 Slide 46

Links to online Modules:

Module 3, Component 1

Purpose:

To review material from a Collection of Evidence to consider how a Descriptor and artefacts of practice are linked via an annotation.

Implications/Relevance/Rationale

Participants develop a sense of what it means to 'join the dots', i.e., are the links between artefact of practice and Descriptor made clear in an annotation, or does an assessor have to do some prospecting, mind-reading or indulge in some speculation in order to see the connections?

Activity Organisation:

- Sufficient time needs to be allocated to enable participants to discuss and evaluate the applicant material and the question.
- Time needs to be set aside for participants to share feedback with the whole group.

2.1.47 Slide 47

Links to online Modules:

Module 3, Component 1

Purposes:

- To introduce the AITSL Evidence Supplements (AITSL 2013a, b).
- To outline the range of evidence types that applicants might use.

Implications/Relevance/Rationale

Assessors need to be aware of the information in the AITSL Evidence Supplements, including the range of evidence types that applicants might utilise.

Dot point clarification:

Assessors should:

- mention that the dot points itemise categories of evidence;
- specify examples of some evidence types that may be included in some of the categories; and
- acknowledge that the categories are not exhaustive.

Further Reading/Resources:

- AITSL, 2013a, *Certification documentary evidence supplement- Highly Accomplished teachers: Companion document to the Guide to Certification of Highly Accomplished and Lead Teachers in Australia Stage 1: Submission of evidence*, Education Service Australia, Carlton South, Vic. (p. 3).
- AITSL, 2013b, *Certification documentary evidence supplement- Lead teachers: Companion document to the Guide to Certification of Highly Accomplished and*

Lead Teachers in Australia Stage 1: Submission of evidence, Education Service Australia, Carlton South, Vic. (p. 3).

2.1.48 Slide 48

Links to online Modules:

Module 3, Component 1

Purposes:

To make assessors aware of:

- factors that affect the quality of the way evidence is used; and
- the quality of evidence *per se*.

Implications/Relevance/Rationale

Assessors need to gauge the quality of the way that evidence is used and to the quality of items of evidence.

Dot Point Clarification:

- Dot point 1 cues presenter-led discussion of the importance of relevant evidence.
- Dot point 2 cues discussion of how to define 'relevant evidence' in the context of certification.
- Dot point 3 cues discussion of the notion of 'trustworthiness' of evidence. Participants could be invited to suggest other types of evidence that would have high trustworthiness and, conversely, to suggest types of evidence that have low trustworthiness.

2.1.49 Slide 49

Notes for Presenter(s):

It may be necessary to describe what 'Track Changes' is.

Links to online Modules:

Module 3, Component 1

Purpose:

To investigate ***relevant*** evidence.

Activity Organisation:

The presenter should allow sufficient time for the participants to discuss the questions in small groups and for some groups to report back to the whole group.

2.1.50 Slide 50

2.1.51 Slide 51

Links to online Modules:

Module 3

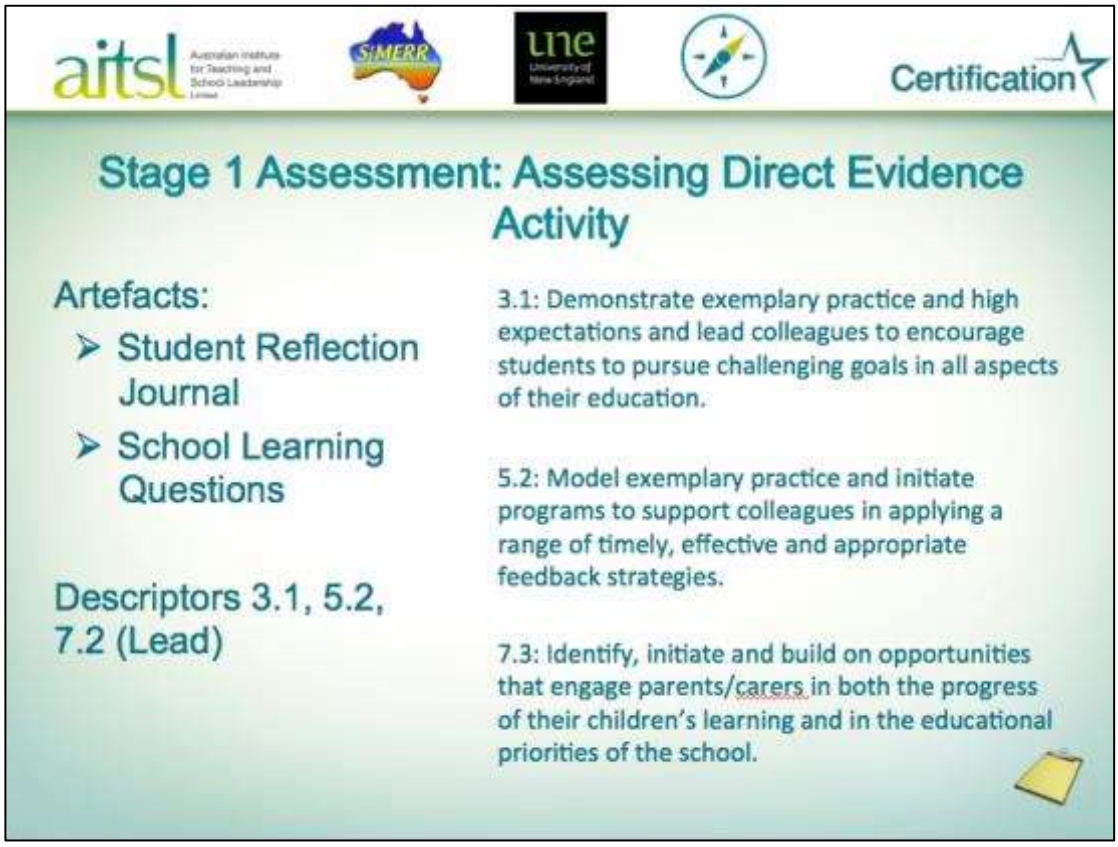
Purpose:

This is an advance organiser for the following session.

Dot Point Clarification:

The presenter should briefly mention that each of the dot points will be developed during this session.

2.1.52 Slide 52



Notes for AITSL/Presenter(s):

- Slides 52 and 53 are related activities.
- Material for use in this activity can be found in the Workbook for this session. Although the Workbook includes complete sets of Descriptors for each Career Stage, the relevant Descriptors (Lead: 3.1, 5.2 and 7.3)associated with the artefacts of practice are included here for convenience.

Links to online Modules:

Module 3, Component 1

Purpose:

To explore additional examples of the alignment of Descriptor and artefacts of practice through annotations.

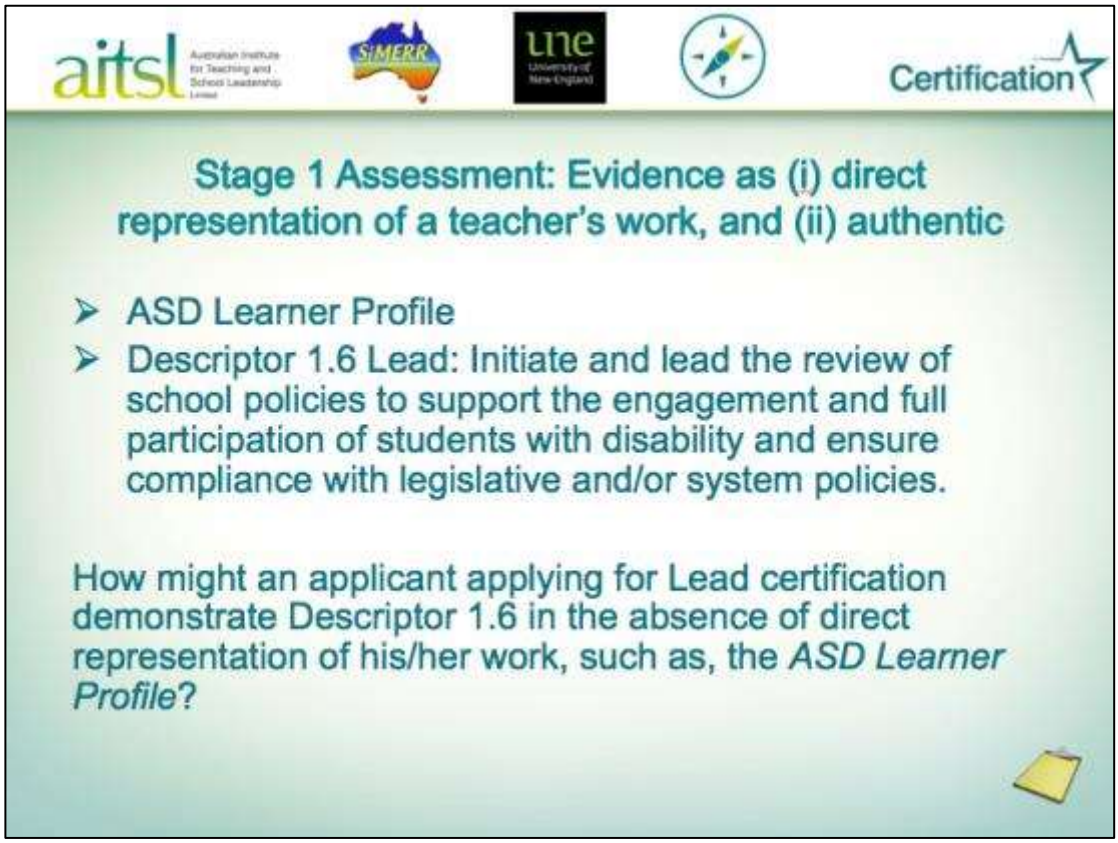
Implications/Relevance/ Rationale

Participants develop a sense of the amount of detail included in an annotation which supports the assessment process.

Activity Organisation:

- Sufficient time needs to be allocated to enable participants to discuss and evaluate the applicant material and the question.
- Time needs to be set aside for participants to share feedback with the whole group.

2.1.53 Slide 53



Links to online Modules:

Module 3, Component 1

Purposes:

- To consider the role of 'authentic evidence' (AITSL, 2013).
- To discuss different types of authentic evidence that can be used for a specific Descriptor.

Activity Organisation:

- Sufficient time needs to be allocated to enable participants to discuss and evaluate the applicant material and the question.
- Time needs to be set aside for participants to share feedback with the whole group.

2.1.54 Slide 54

Notes to Presenters:

- This is the first in a sequence of slides. Whilst validity is mentioned in the sequence's introductory title, it is defined on the Slide 55.
- It is important to be aware that there is a large body of quantitative research that demonstrates that Frame-of-Reference training, such as the Assessor Training Program, increases reliability, inter-assessor reliability, accuracy and validity. It is not necessary, however, to have detailed knowledge of the research design, statistical findings, etc.

Links to online Modules:

Module 3, Component 2

Purpose:

To alert participants to important quality assurance considerations in the certification process.

Implications/Relevance/Rationale

Assessors need to actively ensure that they work towards maximising reliability, accuracy and validity in all aspects of the certification process.

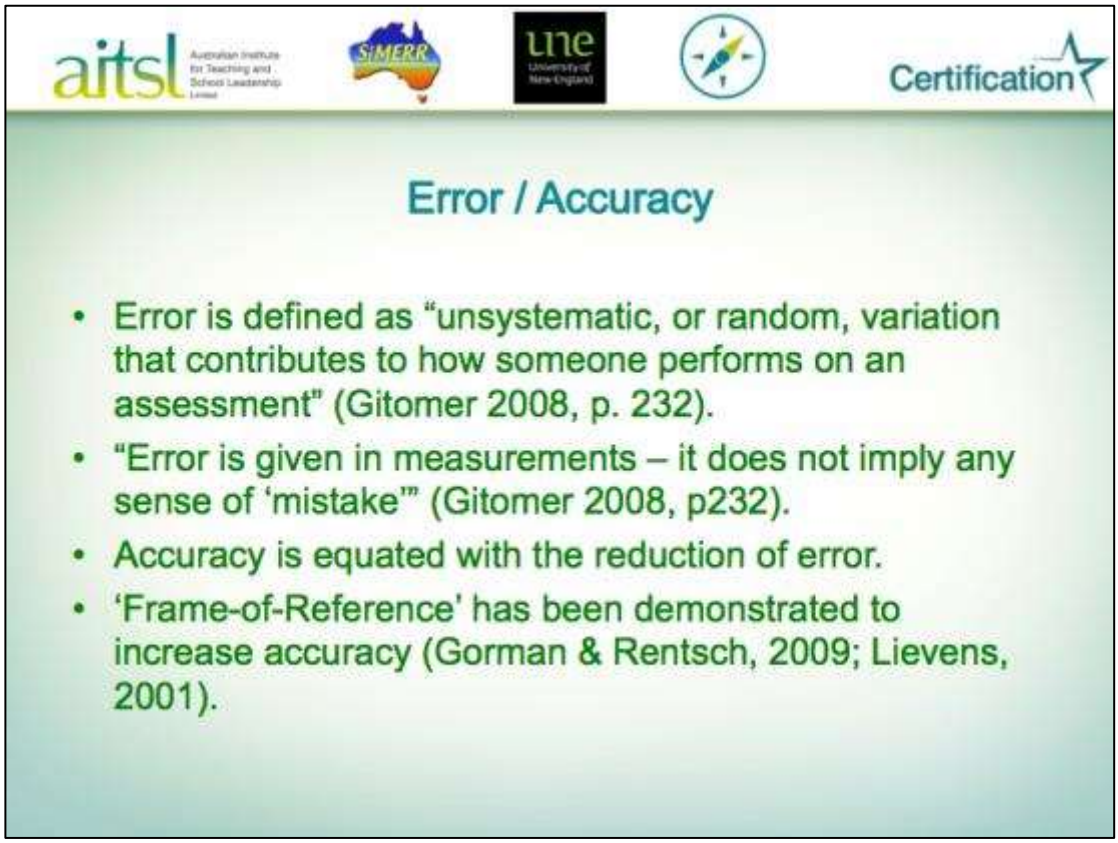
Dot Point Clarification:

- Dot point 1 cues presenter-led identification of the importance of reliability, accuracy and validity in promoting the Certification Principle of 'Credible' (AITSL, 2012, p. 3).
- Dot point 2 cues presenter-led acknowledgement of the relationship between the Certification Principle of 'Credible' (AITSL, 2012, p. 3) and equity.

Dot point 3 reinforces the Certification Principle of 'Credible' (AITSL, 2012, p. 3) and equity, and cues acknowledgement of the extensive, quantitative research base that has conclusively demonstrated that Frame-of-Reference training, i.e. training that is based on

criteria, such as the Standards, increases reliability and inter-reliability. The assessor should also mention that in-depth knowledge and understanding of lexical patterns and bias reduction increase reliability.

2.1.55 Slide 55



Notes to Presenters:

Accuracy is understood intuitively, here, as the converse of error.

Links to online Modules:

Module 3, Component 2

Purposes:

- To understand the concept of error in the context of certification.
- To dissociate the concept of error from the notion of blame.

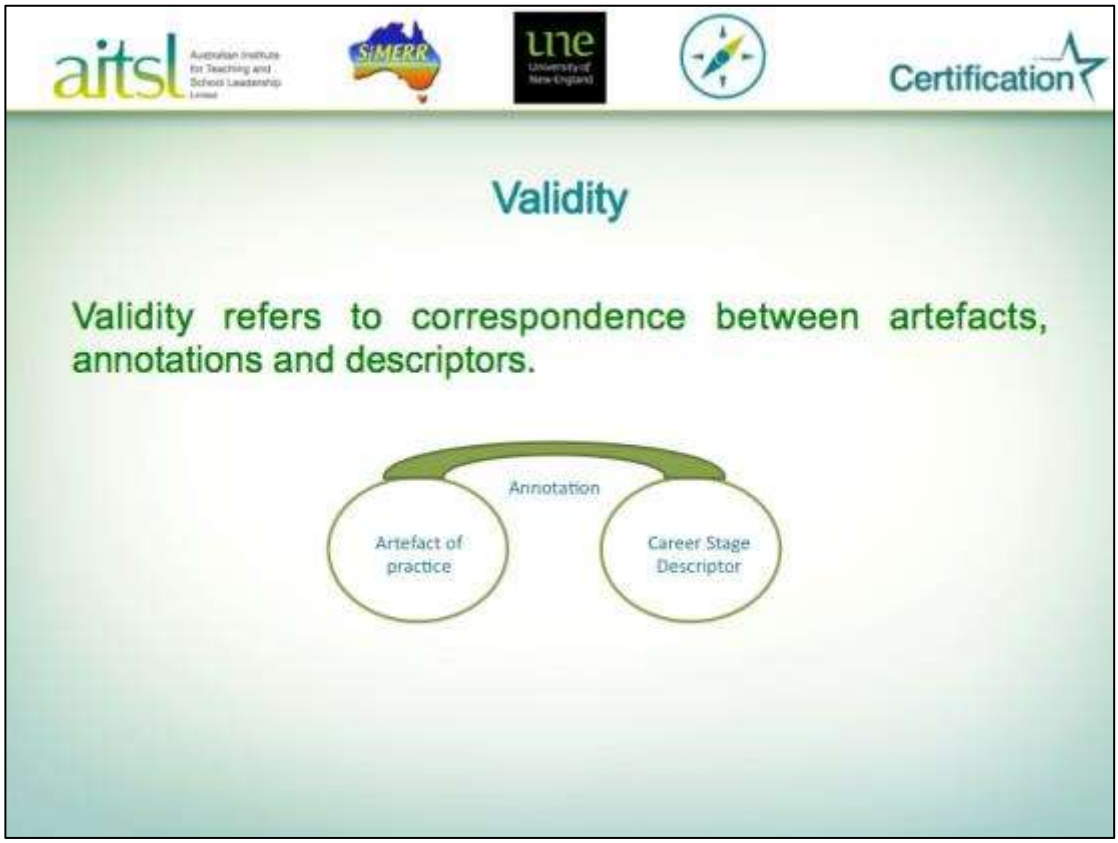
Implications/Relevance/Rationale

Assessors need to understand the concept of error in the context of certification.

Dot Point Clarification:

- Dot point 1 cues presenter-led definition of 'error' in the context of certification. The definition provided in dot point 1 comes from Drew Gitomer when he referring reliability in the National Board for Professional Teaching Standards (NBPTS) certification process, USA.
- Dot point 2 cues acknowledgement that the term 'error' is used in a technical way. It is a quality of assessment

2.1.56 Slide 56



Links to online Modules:

Module 3, Component 3

Purpose:

To define validity in the context of certification.

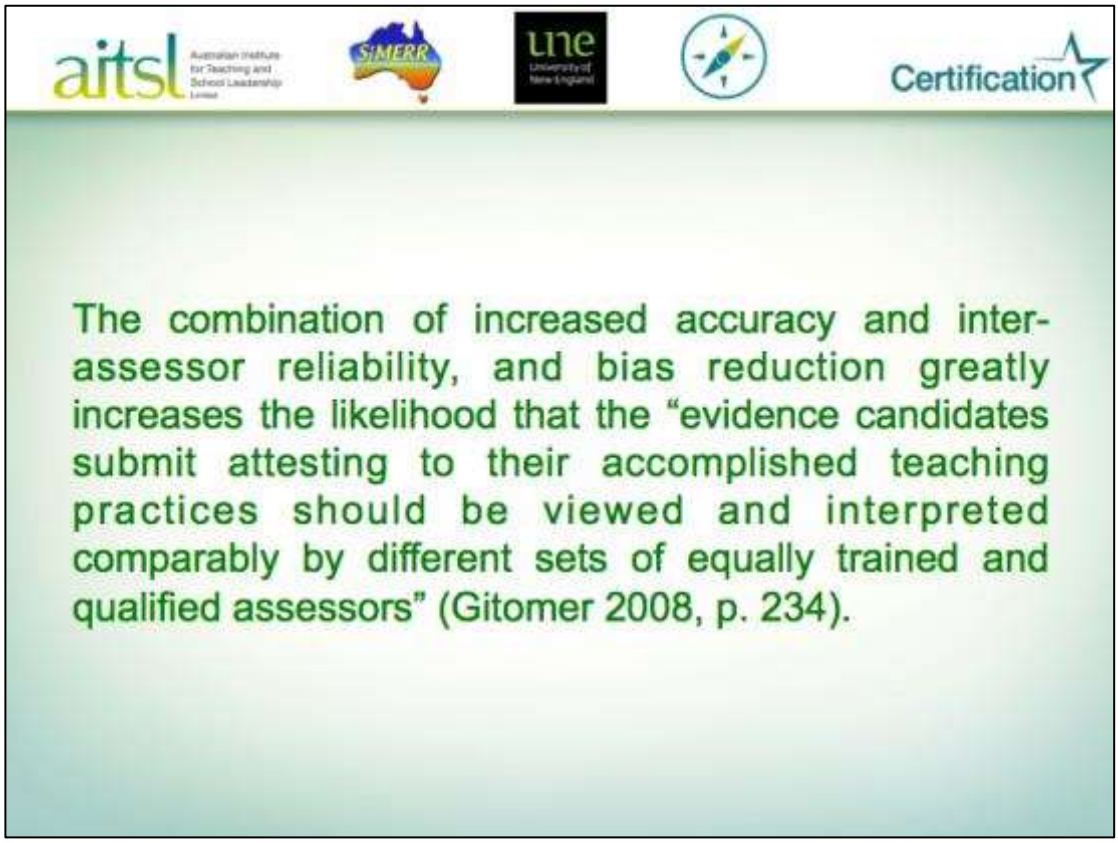
Implications/Relevance/ Rationale

Assessors need to understand the reason to evaluating correspondence.

Dot Point Clarification:

Dot point 1 cues presenters to define validity in the certification process and to relate the definition to the Alignment Icon.

2.1.57 Slide 57



Links to online Modules:

Module 3, Components 2

Purpose:

This is the concluding slide for this sequence on reliability, accuracy and validity.

Implications/Relevance/Rationale

Assessors need to understand the importance of accuracy, inter-assessor reliability and bias reduction in the promotion of equity and the Certification Principle of 'Credible' (AITSL, 2012, p. 3).

Dot Point Clarification:

- With respect to the lead-in to Gitomer's quote, presenters should emphasise that accuracy, inter-assessor reliability and bias reduction are explicitly promoted by the Assessor Training Program.
- With respect to Gitomer's quote, presenter should emphasis that equity, reduced bias, shared views of correspondence/alignment and inter-assessor reliability are essential to equity.

2.1.58 Slide 58

Notes to Presenter(s):

NB: The brief extract quoted below occurs in both *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012, p. 9) and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013, p. 16).

Links to online Modules:

Module 3, Component 3

Purposes:

- To introduce the notion of 'On-Balance Judgement'.
- To identify references to 'On-Balance Judgement' in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012*)* and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013).

Implications/Relevance/Rationale

- Assessors are required to understand and apply on-balance judgements.
- Assessors should know which sections in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012) and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013) refer to 'on-balance judgement'.

Suggested Resources:

- AITSL, (2012) *Certification of Highly Accomplished and Lead Teachers in Australia,* Education Services Australia: Carlton South, Vic, p. 9. http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf

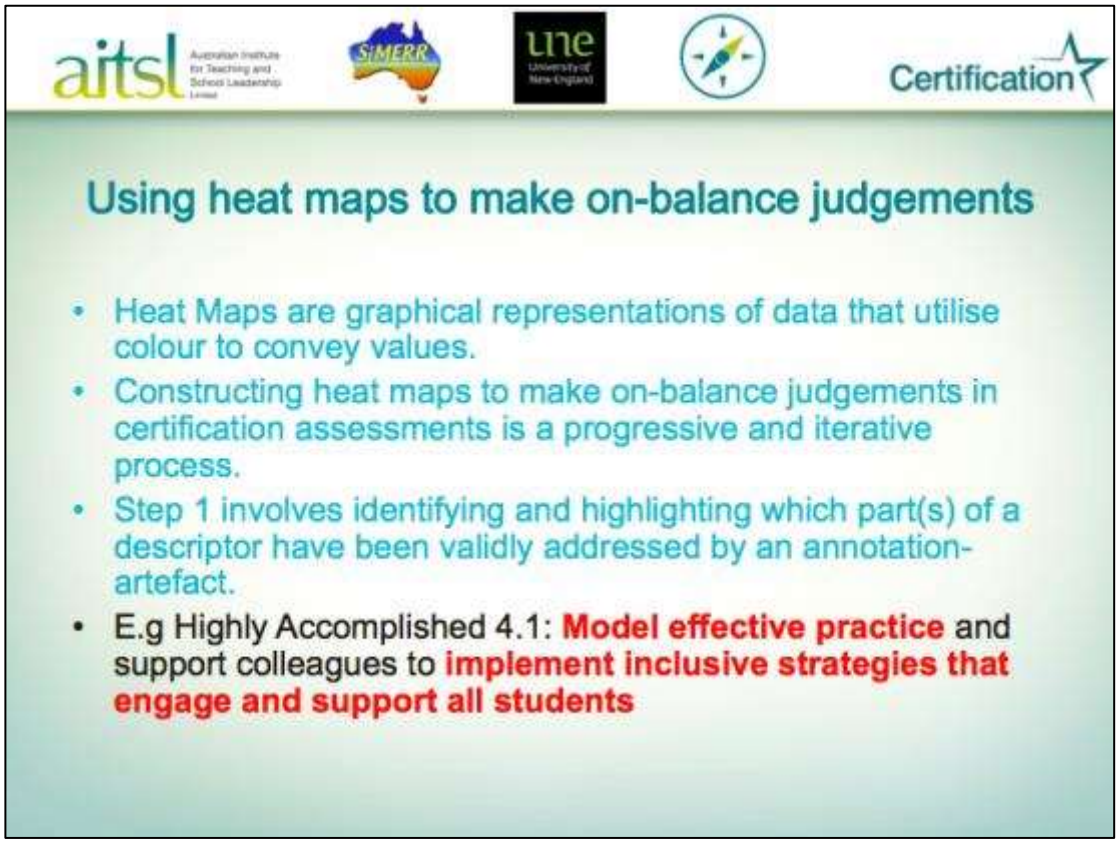
- AITSL, (2013). *Guide to the certification of Highly Accomplished and Lead teachers in Australia,* Education Services Australia: Carlton South, Vic, (p. 16). http://www.aitsl.edu.au/verve/_resources/AITSL_Guide_to_Certification.pdf

Dot Point Clarification:

Presenter should:

- Dot point 1 cues presenters to specify that assessors are required to make wholistic judgements, known as 'on-balance judgements', which constitute 'net' or 'overall judgments'.
- Dot point 2 cues presenters to identify a key statement concerning 'on-balance judgement' that occurs in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012, p. 9) and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013, p. 16).
- Dot point 2 also cues presenters to discuss the significance of the on-balance judgement reached at the end of Stage 1.

2.1.59 Slide 59



Notes to Presenter(s):

- Whilst heat maps facilitate making on-balance judgements, especially at the end of Stage 1 of the certification process, their use is optional. The use of heat maps is not mentioned in either Neither *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012*)* or *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013).
- It is recommended that presenters address the dot points briefly so that they can move quickly to the following slide, which presents an example heat map.

Links to online Modules:

Module 3, Component 3

Purpose:

To present a means of summarising information that facilitates making on-balance judgements.

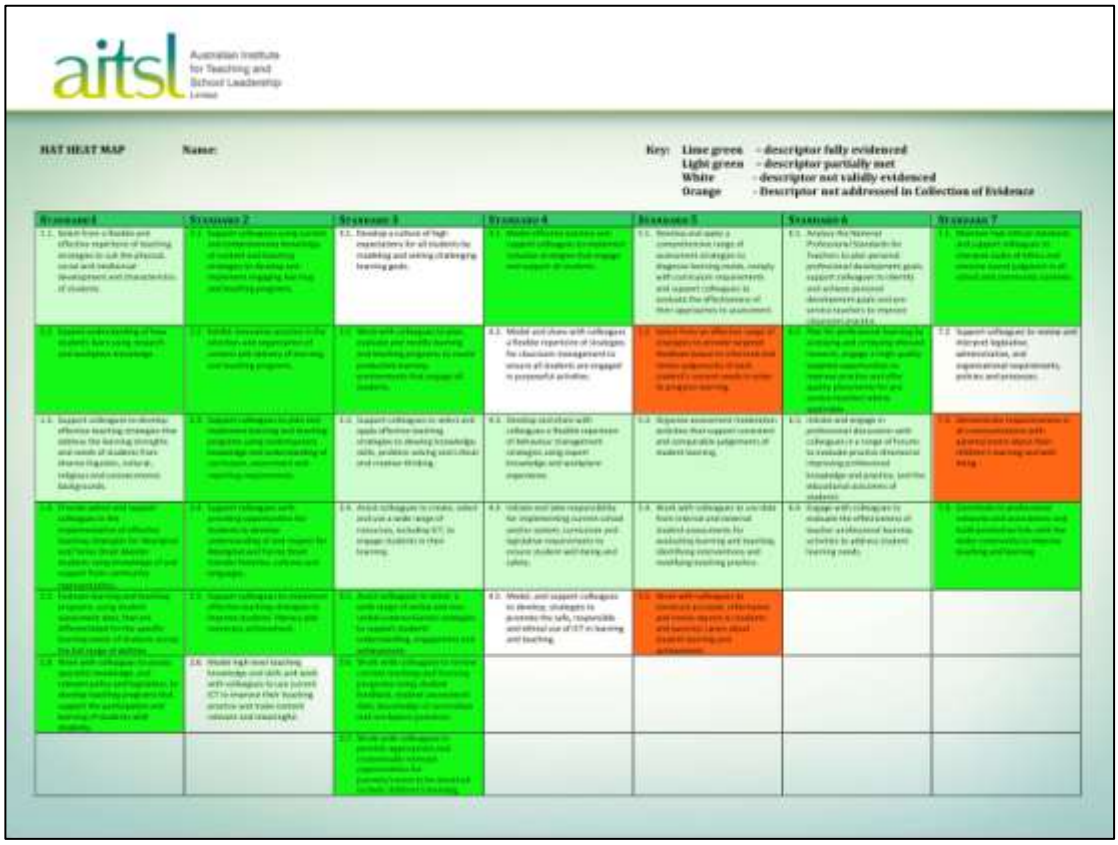
Implications/Relevance/Rationale

Assessors are required to make on-balance judgements.

Dot Point Clarification:

Dot points 1-4 cue a brief presenter-led discussion of heat maps and their use in making on-balance judgements.

2.1.60 Slide 60



Notes to Presenter(s):

- It is not necessary that participants be able to read the descriptors.
- Colour codes used in this heat map.
    - Dark Green: All aspects of the descriptor evidenced validly.
    - Light green: Some aspects of the descriptor evidenced validly.
    - White: Descriptor addressed by Applicant, but no aspects of the descriptor addressed not validly.
    - Red: Descriptor not addressed by applicant.
- The heat has been constructed for a hypothetical applicant.

Links to online Modules:

Module 3, Component 3

Purpose:

To illustrate the use of completed heat map to make on-balance judgements.

Implications/Relevance/Rationale

The heat map enables assessors to consider on-balance judgments for each Standard.

Dot Point Clarification:

- The presenter should specify what the colours signify. See 'Notes for Presenters' above.
- It is important to make explicit that there is not a universal convention concerning the use of colours in heat maps. All that is required is that teamed assessors agree to use the same colours and agree upon what the colours signify.
- The heat map cues presenter-led consideration of on-balance judgements for each Standard. In the absence of further information, it may not be possible to make an on-balance judgement for all Standards.

- The presenter should emphasise that the red signifies that the hypothetical applicant has not met the submission requirement that each descriptor be evidenced. The applicant, therefore, would not proceed to Stage 2.

2.1.61 Slide 61

Notes to Presenter(s):

- This activity requires participants to make on-balance judgements using hypothetical information pertaining to Standards 2 and 4 at the Lead career stage.
- The green shading indicates aspects of descriptors that have been evidenced validly.
- It should noted that the first hypothetical heat map indicates that the defining aspect of the Lead career stage, namely 'leading', has not been evidenced validly in any of the descriptors that mention it. It is likely, therefore, that the participants would unanimously agree, on-balance, that the Standard has not been demonstrated. The second hypothetical heat map, however, does not demonstrate a recurring pattern in the aspects that have or have not been evidenced validly. The presenter can, therefore, reasonably expect that participants will not reach a unanimous view, which presents the opportunity for further discussion.

Links to online Modules:

Module 3, Component 3

Purpose:

To provide participants with the opportunity to make on-balance judgements.

2.1.62 Slide 62

2.1.63 Slide 63

Purpose:

This slide is an advance organiser for slides 64-67.

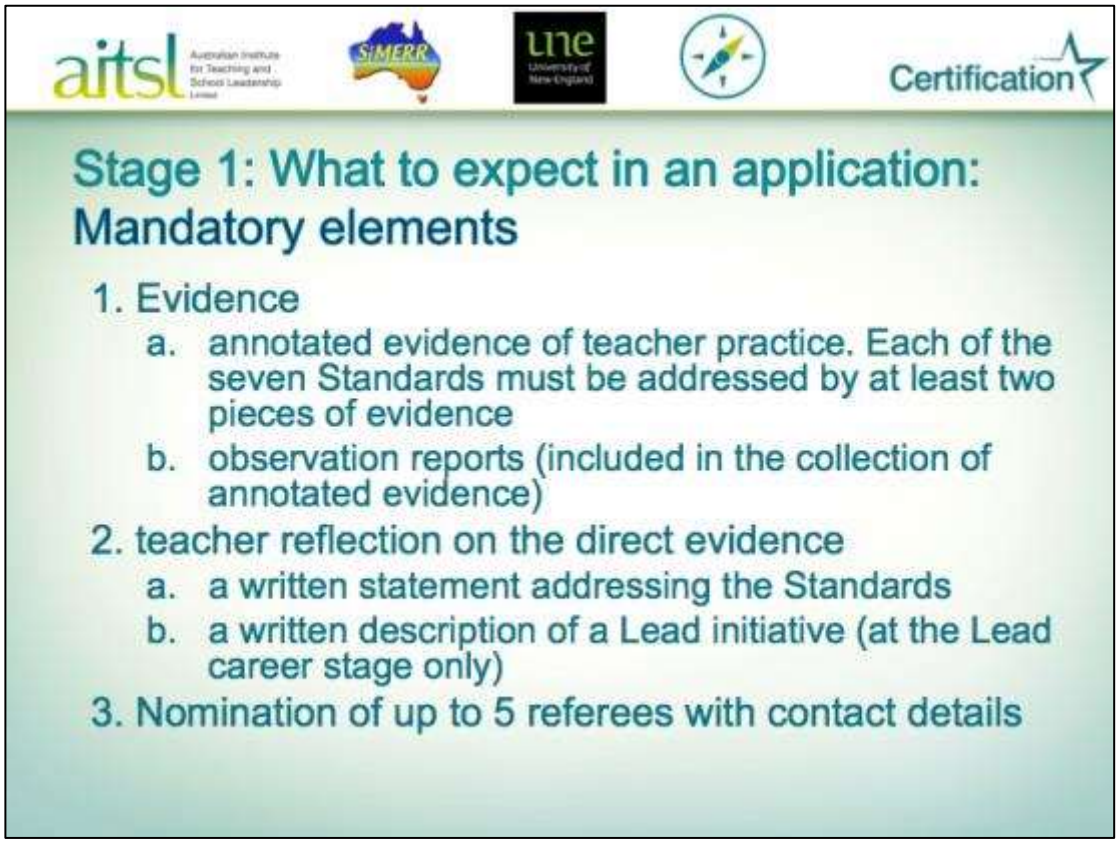
Implications/Relevance/Rationale

The following brief sequence alerts participants to the requirements for the Stage 1 application.

Dot Point Clarification:

The presenter should briefly indicate the focus of the following sequence and emphasise the importance of assessors knowing the requirements of a complete Stage 1 application.

2.1.64 Slide 64



Links to online Modules:

Module 2, Component 1

Purpose:

To itemise the mandatory elements in a Stage 1 application.

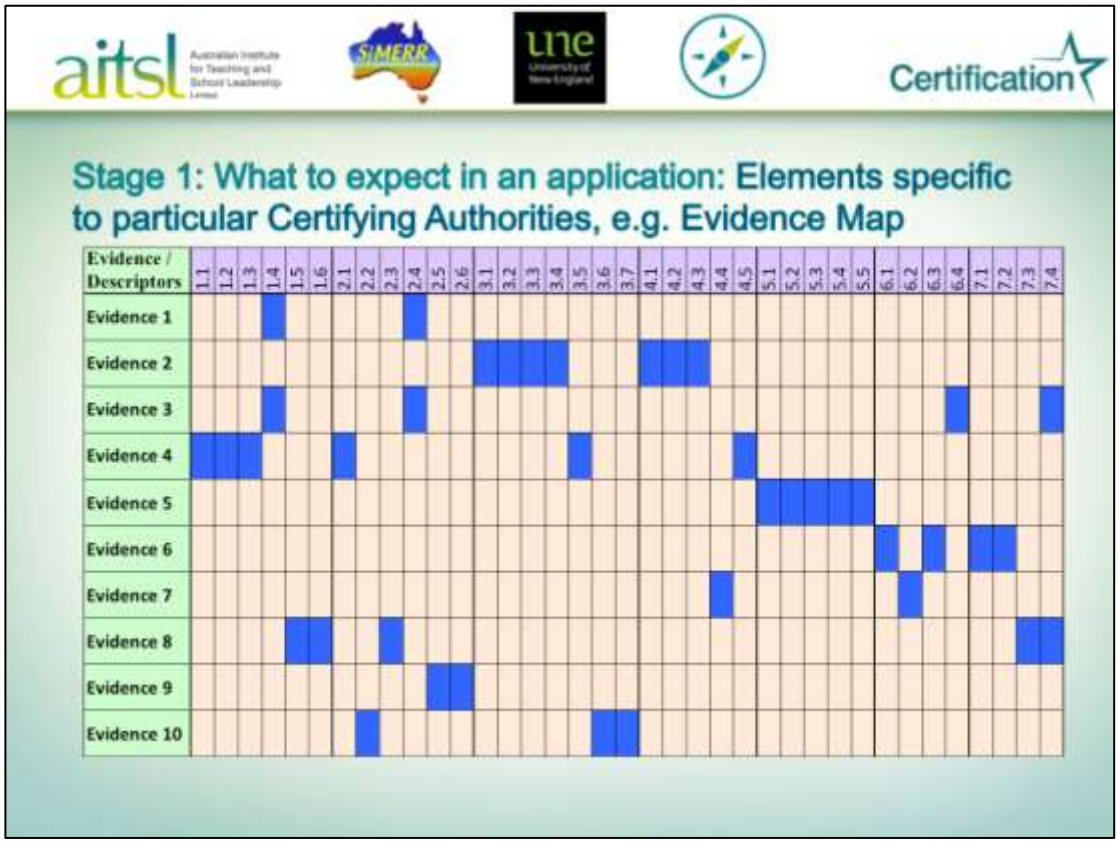
Implications/Relevance/Rationale

Assessors need to be (i) aware of the mandatory elements of a Stage 1 application and (ii) determine whether an application includes all of the mandatory elements.

Dot Point Clarification:

- The dot points cue presenter-led itemisation of the mandatory elements of a Stage 1 application.
- The presenter should outline the variety that can occur in meeting the required elements, e.g.:
    - Presentation types (hard copy, soft copy, combination of hard and soft copies, webpages, print-based / multi-modal, etc.)
    - Organisation (linear, relational / web-like, organised by Standard or by Evidence)

2.1.65 Slide 65



Notes to Presenters:

This slide and the following two slides form a continuous sequence.

Links to online Modules:

Module 2, Component 1

Purpose:

To illustrate an Evidence Map.

Implications/Relevance/Rationale

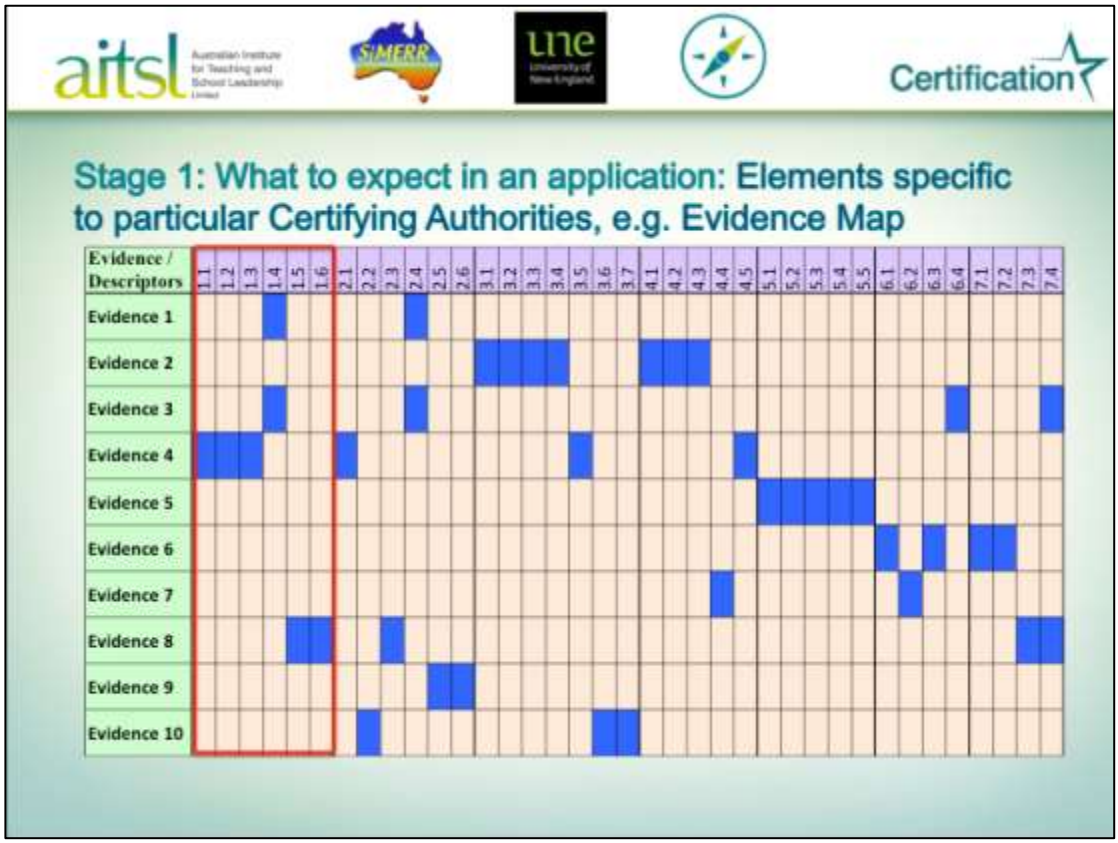
Assessors need to be able to determine whether all mandatory elements have been included in a Stage 1 application.

Dot Point Clarification:

The Evidence Map presented in the slide cues presenter led discussion of the following:

- the Evidence Map enables ready assessment of the mandatory requirement that "each of the seven Standards must be addressed by at least two pieces of evidence, and each of the descriptors at the relevant career stage will be accounted for at least once" (AITSL, 2012, p. 9; 2013, p. 11).
- it would be prudent for applicants to support the assessors' reading of Collections of Evidence and they may support the assessors' readings to varying degrees and use a range of approaches;
- the inclusion of an evidence map is not mandated by AITSL, but it was mandated by the ACT TQI as part of Certification pilot that they conducted in 2012; and
- Certifying Authorities are able to stipulate additional presentation requirements, such as the inclusion of an Evidence Map.

2.1.66 Slide 66



Links to online Modules:

Module 2, Component 1

Purpose:

To illustrate the mandatory requirement that: “each of the seven Standards must be addressed by at least two pieces of evidence, and each of the descriptors at the relevant career stage will be accounted for at least once” (AITSL, 2012, p. 9; 2013, p. 11).

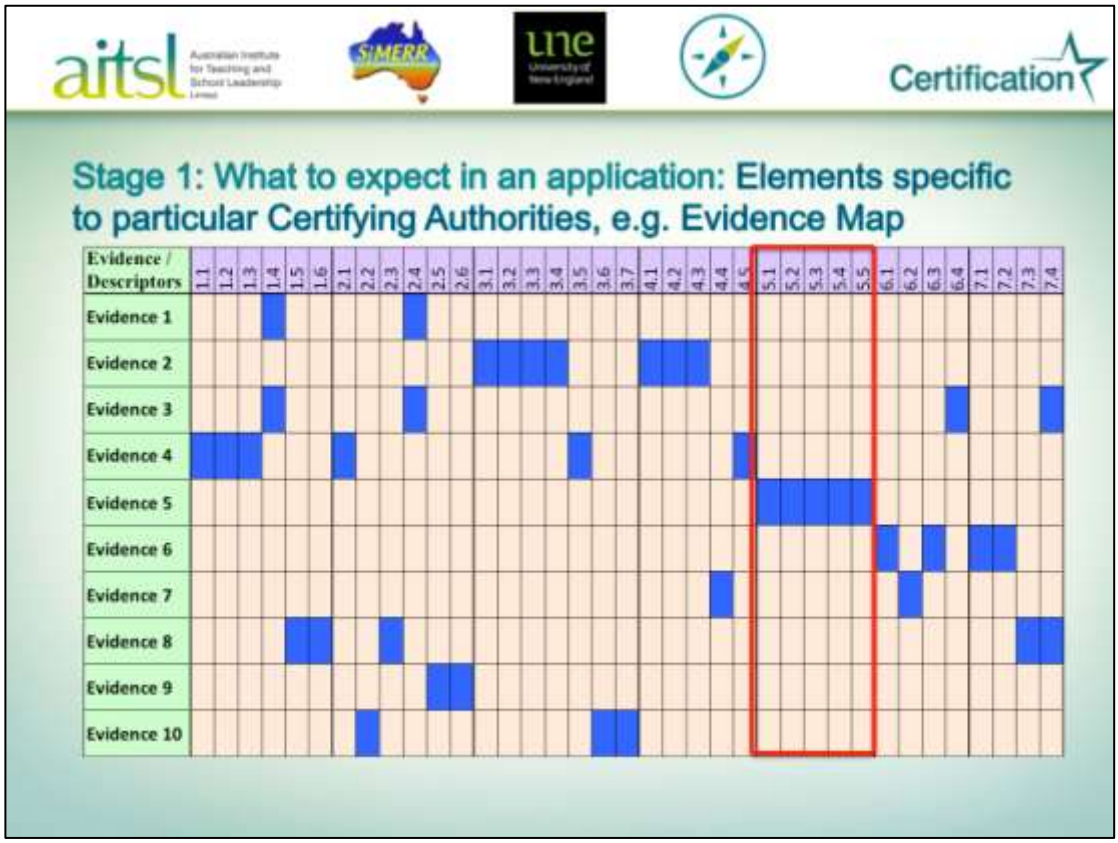
Implications/Relevance/Rationale

Assessors need to identify whether “each of the seven Standards [has been] addressed by at least two pieces of evidence, and each of the descriptors at the relevant career stage [has been] accounted for at least once” (AITSL, 2012, p. 9; 2013, p. 11).

Dot Point Clarification:

The section of the Evidence Map that is highlighted by the red box cues presenters to identify that Standard 1 has been addressed by four pieces of evidence (Evidence1, 3, 4 and 8) and that each descriptor (1.1 - 1.6) has been accounted for. The evidence provided for Standard 1, therefore, fulfills the mandatory requirements.

2.1.67 Slide 67



Links to online Modules:

Module 2, Component 1

Purpose:

To illustrate the mandatory requirement that: "each of the seven Standards must be addressed by at least two pieces of evidence, and each of the descriptors at the relevant career stage will be accounted for at least once" (AITSL, 2012, p. 9; 2013, p. 11).

Implications/Relevance/ Rationale

Assessors need to identify whether "each of the seven Standards [has been] addressed by at least two pieces of evidence, and each of the descriptors at the relevant career stage [has been] accounted for at least once" (AITSL, 2012, p. 9; 2013, p. 11).

Dot Point Clarification:

The section of the Evidence Map that is highlighted by the red box cues presenters to identify that the evidence provided for Standard 5 has addressed all descriptors (5.5 – 5.5), but only one piece of evidence (Evidence 5) has been used. The application, therefore, does not satisfy the mandatory requirement that "each of the seven Standards must be addressed by at least two pieces of evidence" (AITSL, 2012, p. 9; 2013, p. 11). The applicant, therefore, can not proceed to Stage 2.

2.1.68 Slide 68

2.1.69 Slide 69

2.1.70 Slide 70

Notes to Presenter(s):

This is a semi-structured session that can last for up to 30 minutes.

Purpose:

To enable the participants to reflect on Day 1 of the workshop, to provide feedback to the whole group and to provide an opportunity for questions.

Implications/Relevance/Rationale

To provide feedback to the presenter and to allow the opportunity for clarification of material covered on Day 1 if required.

Activity Organisation:

Sufficient time should be allocated for participants to reflect on Day 1 of the workshop and to identify:

- three key ideas that were made clear to them (the 'aha' moments);
- any questions arising from the material covered on Day 1
- any concerns arising from Day 1.

Participants should share their reflections with the whole group. The presenter should respond to the matters that are raised and also facilitate an open discussion of the matters within the whole group.

2.1.71 Slide 71

Notes for AITSL/Presenter(s):

This is the major activity on Day 2. The Certifying Authority needs to provide copies of an almost complete Collection of Evidence for the mock assessment. Only successful Collections of Evidence should be used. It is important that the Collection of Evidence be incomplete to prevent potential disagreement with the successful outcome of the actual certification assessment. The Collections of Evidence need to be numbered and assigned to particular participants to ensure that all Collections of Evidence are returned. Participants are not to keep the Collections of Evidence.

Links to online Modules:

Modules 2 and 3

Purpose:

To provide applicants with the opportunity to assess a genuine Collection of Evidence.

Implications/Relevance/Rationale

Assessors are required to assess Collections of Evidence.

Activity Organisation:

- Participants should be review the Collection of Evidence individually for 5-10 minutes in order to locate all the mandatory elements and to ascertain how the applicant has structured the Collection of Evidence.
- Participants should then work in small groups to assess the Collection of Evidence for two Standards only.
- The presenter should assign Standards to each of the groups, ensuring that each Standard is assessed by at least two groups.

2.1.72 Slide 72

2.1.73 Slide 73

Notes to Presenter(s):

The activity continues after break.

Activity Organisation:

Following further evaluation, the presenter should conclude the activity by facilitating feedback from each of the groups, systemically eliciting and comparing the groups' on-balance judgements for each of the Standards. The presenter should prompt discussion of any difficulties, etc. The presenter should also prompt discussion of key concepts, including bias, validity and inter-rater reliability. At the end of the activity the presenter should ask the participants to acknowledge the good will and generosity of the applicant who allowed his/her Collection of Evidence to be scrutinised in the mock evaluation. The presenter should also ensure that all copies of the Collection of Evidence are returned.

2.1.74 Slide 74

2.1.75 Slide 75

Links to online Modules:

Module 3, Component 3

Purpose:

To identify key features of the Stage 1 Report.

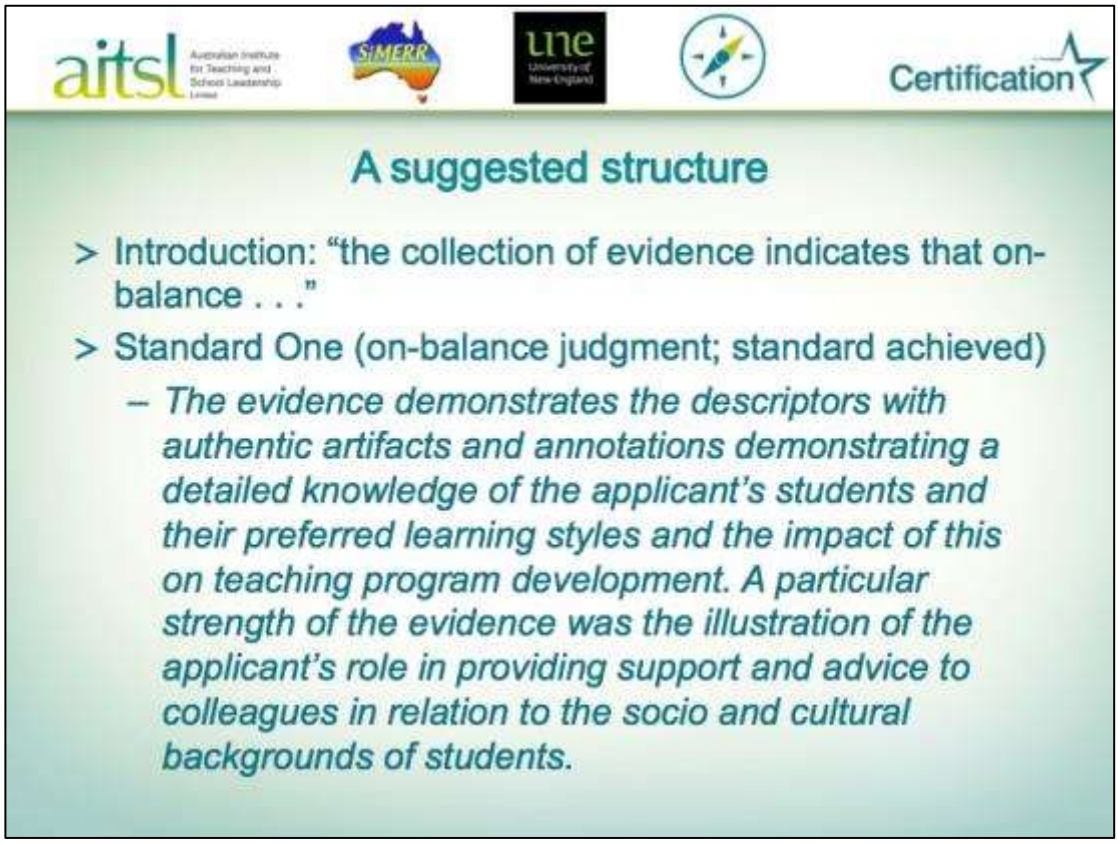
Implications/Relevance/Rationale

It is crucial that assessors write appropriate reports to inform the Certifying Authority.

Dot Point Clarification:

The dot points cue presenter-led discussion of issues to be considered when writing the Stage 1 report.

2.1.76 Slide 76



Links to online Modules:

Module 3, Component 3

Purpose:

To illustrate a suggested structure, substance and style for the Stage 1 Report.

Implications/Relevance/ Rationale

The example supports assessors in the identification of appropriate and informative elements to include in a Stage 1 Report (substance) and how to present them (structure and style).

Dot Point Clarification:

The example cues the presenter to identify key features, such as:

- a focus on the evidence, descriptors and annotations;
- statements that align with descriptors; and
- acknowledgement of documented strengths.

2.1.77 Slide 77

Notes to Presenter(s):

This slide further illustrates suggested structure, substance and style for the Stage 1 Report.

Links to online Modules:

Module 3, Component 3

Purpose:

To illustrate a suggested structure, substance and style for the Stage 1 Report.

Implications/Relevance/ Rationale

The example supports assessors in the identification of appropriate and informative elements to include in a Stage 1 Report (substance) and how to present them (structure and style).

Dot Point Clarification:

The example cues the presenter to identify key features, such as:

- a focus on the evidence, descriptors and annotations;
- statements that align with descriptors; and
- acknowledgement of documented strengths.

2.1.78 Slide 78

Notes to Presenter(s):

This is a semi-structured session that can last for up to 30 minutes.

Purpose:

To enable the participants to reflect on Day 2 of the workshop, to provide feedback to the whole group and to provide an opportunity for questions.

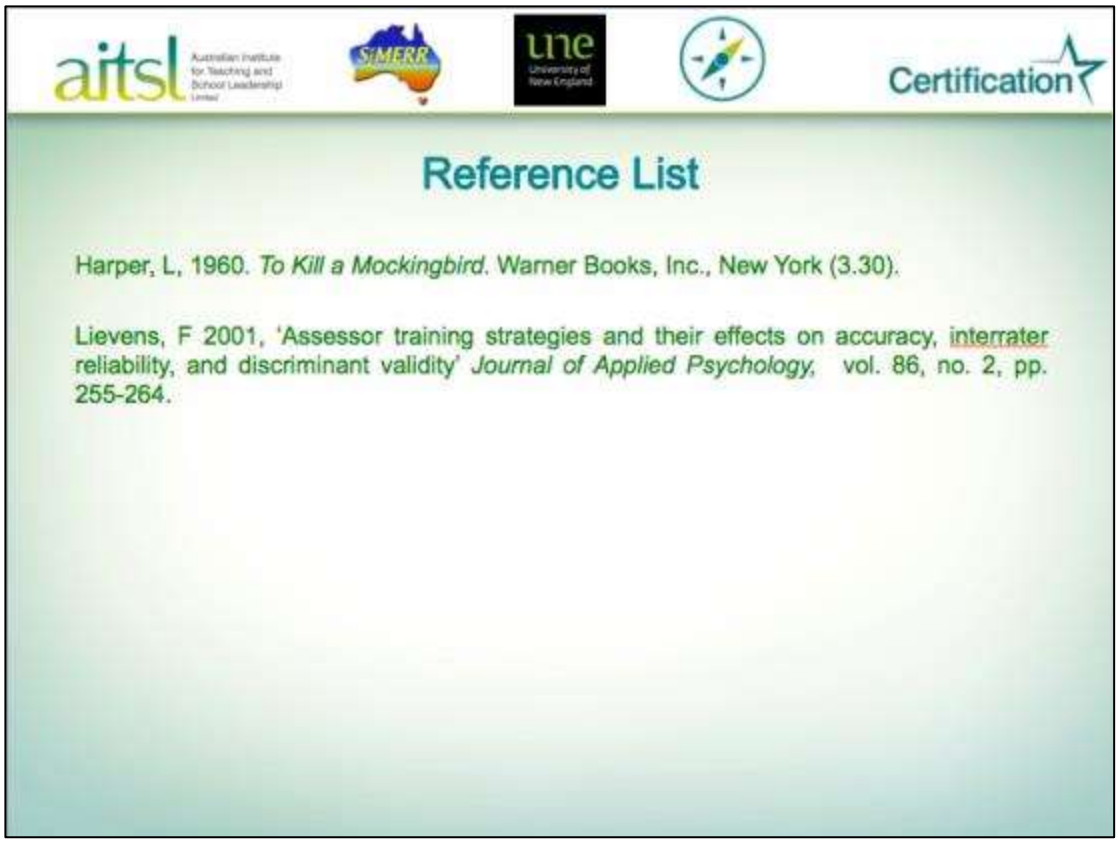
Implications/Relevance/Rationale

To provide feedback to the presenter and to allow the opportunity for clarification of material covered on Day 2 if required.

Activity Organisation:

- Sufficient time should be allocated for participants to reflect on Day 2 of the workshop and to identify questions, concerns and matters that may require further clarification.
- Participants should share their reflections with the whole group.
- The presenter should:
    - respond to, and facilitate an open discussion of, questions, concerns and matters requiring clarification;
    - briefly indicate topics to be covered in Modules 3, 4 and 5; and
    - provide reminders for work to be completed in the week ahead.

2.1.79 Slides 79, 80 & 81



2.1.80 Slide 82

2.2 Workshop 1 Resource Book

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Resource for Revisiting Lexical Pattern: Incidence of 'support' across career stage Descriptors

Graduate

1. Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that **support** participation and learning of students with disability
2. Demonstrate a range of verbal and non-verbal communication strategies to **support** student engagement.
3. Identify strategies to support inclusive student participation and engagement in classroom activities.
4. Describe strategies that **support** students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
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.
6. Demonstrate understanding of assessment moderation and its application to **support** consistent and comparable judgements of student learning.

Proficient

1. Design and implement teaching activities that **support** the participation and learning of students with disability and address relevant policy and legislative requirements.
2. Apply knowledge and understanding of effective teaching strategies to **support** students' literacy and numeracy achievement.
3. Use effective verbal and non-verbal communication strategies to **support** student understanding, participation, engagement and achievement.
4. Establish and implement inclusive and positive interactions to engage and **support** all students in classroom activities.
5. Understand and participate in assessment moderation activities to **support** consistent and comparable judgements of student learning.

Highly Accomplished

1. **Support** colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic …
2. Provide advice and **support** colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and **support** …
3. Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that **support** the participation and learning of students with …
4. **Support** colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.
5. **Support** colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.
6. **Support** colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
7. **Support** colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.
8. **Support** colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
9. Assist colleagues to select a wide range of verbal and non-verbal communication strategies to **support** students' understanding, engagement and achievement.
10. Model effective practice and **support** colleagues to implement inclusive strategies that engage and **support** all students.
11. Model, and **support** colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.
12. Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and **support** colleagues to evaluate the …
13. Organise assessment moderation activities that **support** consistent and comparable judgements of student learning.
14. Professional Standards for Teachers to plan personal professional development goals, **support** colleagues to identify and achieve personal development goals and pre-service teachers …
15. Maintain high ethical standards and **support** colleagues to interpret codes of ethics and exercise sound judgment in all school and community contexts.
16. **Support** colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.

Lead

1. Develop teaching programs that **support** equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with …
2. Initiate and lead the review of school policies to **support** the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.
3. Lead and **support** colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.
4. Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to **support** students' understanding, …
5. Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and **support** all students.
6. Evaluate school assessment policies and strategies to **support** colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school …
7. Model exemplary practice and initiate programs to **support** colleagues in applying a range of timely, effective and appropriate feedback strategies.
8. Advocate, participate in and lead strategies to **support** high-quality professional learning opportunities for colleagues that focus on improved student learning.
9. Initiate, develop and implement relevant policies and processes to **support** colleagues' compliance with and understanding of existing and new legislative, administrative, …
10. Take a leadership role in professional and community networks and **support** the involvement of colleagues in external learning opportunities

1

For Reference: Lead Standards and Descriptors (Italics illustrates availability of IoPs- as at 10/4/2013)

Std 1: Know students and how they learn	Std 2: Know the content and how to teach it	Std 3: Plan for and implement effective teaching and learning	Std 4: Create and maintain supportive and safe learning environments	Std 5: Assess, provide feedback and report on student learning	Std 6: Engage in professional learning	Std 7: Engage professionally with colleagues, parents/carers and the community
Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.	*Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.*	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.	Evaluate school assessment policies and strategies to support colleagues with; using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.	*Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.*	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community
Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.	*Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.*	*Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.*	*Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.*	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.	Initiate collaborative relationships to expand professional learning opportunities, engage in research and provide quality opportunities and placements for pre-service teachers.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.
Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.	*Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.*	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.	*Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.*	*Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.*
Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.	Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.
Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.	*Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.*	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues		
Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.	*Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.*	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including; student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.				
		Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.				

For Reference: Highly Accomplished Standards and Descriptors (Italics illustrates availability of IoPs- as at 10/4/2013)

Std 1: Know students and how they learn	Std 2: Know the content and how to teach it	Std 3: Plan for and implement effective teaching and learning	Std 4: Create and maintain supportive and safe learning environments	Std 5: Assess, provide feedback and report on student learning	Std 6: Engage in professional learning	Std 7: Engage professionally with colleagues, parents/carers and the community
Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	*Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.*	*Develop a culture of high expectations for all students by modelling and setting challenging learning goals.*	*Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.*	*Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.*	*Analyse the National Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and preservice teachers to improve classroom practice.*	*Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.*
Expand understanding of how students learn using research and workplace knowledge.	*Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.*	*Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.*	*Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.*	*Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.*	*Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.*	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.
Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	*Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.*	*Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.*	*Organise assessment moderation activities that support consistent and comparable judgements of student learning.*	*Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.*	*Demonstrate responsiveness to all communications with parents/carers about their children's learning and wellbeing.*
Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	*Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.*	*Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.*	*Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.*	*Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.*	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	*Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.*
Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	*Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.*	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	*Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.*	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.		
Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	*Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.*	*Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.*				
		Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.				

3

Activity: IoP – Elaboration of Focus Area 5.5 at the Highly Accomplished and Lead Career Stages

Activity: Developing an IoP Outline

Discussion: Developing an outline for an Illustration of Practice for Descriptor 5.5 HA or 5.5 L.

> Discussion Focus:

1. Within the Descriptor, what are the explicit, implicit and elaborative aspects of the Focus Area?
2. What would demonstrate 'high-level practice' at the career stage?
3. What would distinguish 'high-level practice' at this career stage from the previous career stage?
4. For 5.5 HA: How might the underlined words by evident in an IOP ?
5. For 5.5 L: How might the underlined words by evident in an IOP ?
6. How might contextual differences be taken into account?

5

Activity: IoP – Viewing and Discussion

Certification

Illustrations of Practice (IoPs)

> Discussion Question:
Do I have a sense of how a Highly Accomplished career stage Descriptor might 'come to life' through high-level practice?

FA 3.2 (HA)

Joint planning for EAL/D students

About this Illustration of Practice

An English as an additional language or dialect (EAL/D) specialist and IT teacher meet to plan how to modify a unit of work to support EAL students in a Year 10 Information Processing and Publishing class. The original task required knowledge of skills that could not be assumed and was unnecessary, so that became the first modification. The EAL/D teacher then recommended breaking down the task components, providing an item bank, and using a Teaching Learning Cycle to plan details.

http://www.teacherstandards.aitsl.edu.au/Illustrations/Details/IOP00168

6

Activity: Lead Initiative – Discussion of Examples

The Lead Initiative: Discussion

Discuss a school-wide or system wide initiative that you have observed, or been part of, in terms of the four mandatory requirements.

Requirement #3	Requirement #4
Demonstrate leadership in …	Demonstrate impact on colleagues' …
• Design • Implementation • Evaluation • Review	• Knowledge • Practice • Engagement

7

Resource for The Lead Initiative - Discussion: Key word searches for requirements 3 and 4

Module 2 Component 2 –Tables

Table 1: Word search results for the 4 aspects of the Mandatory Evidencing Requirement #3 – Lead Initiative

Standard	Design (Develop *Plan*)	Implementation	Evaluation	Review
1	1.1 1.4	-	1.2 1.3 1.5	1.6
2	2.3	2.5	2.1 2.5	-
3	*3.2*	3.2	3.4	3.2 3.3 3.6
4	4.1	4.2 4.3 4.5	4.4	4.1 4.5
5	-	-	5.1 5.3 5.4 5.5	-
6 7	6.1/*6.1* 7.2	6.3 7.2	- -	- -

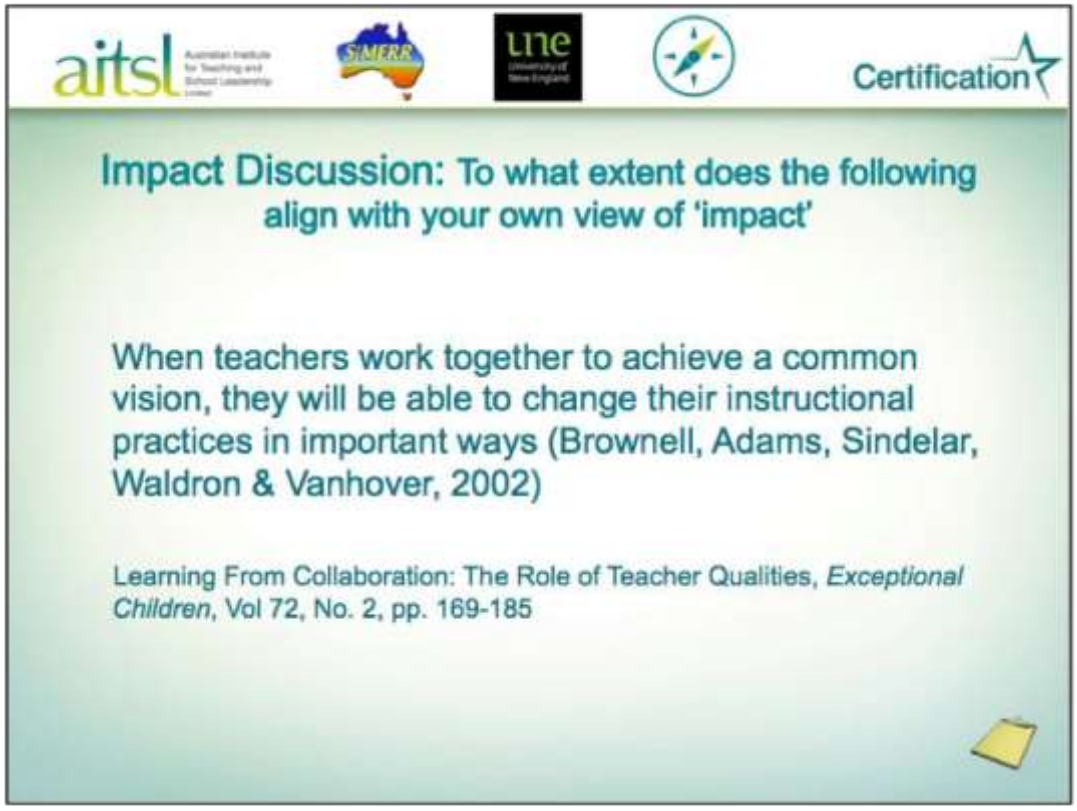
Table 2: Word search results for the 4 aspects of the Mandatory Evidencing Requirements #4 – Lead Initiative

Standard	Knowledge	Practice	Engagement
1	1.2 1.3	-	-
2	2.1 2.2 2.3 2.5	-	-
3	3.5	3.1 3.2 3.6	-
4	-	4.4	-
5	-	5.2 5.4	-
6	6.1	-	6.2
7	-	-	-

8

Activity: Lead Initiative - Discussion of Leadership

Activity: Lead Initiative - Discussion of Impact



10

Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence (a)

aitsl Australian Institute for Teaching and School Leadership Limited | SiMERR | une University of New England | Certification

> My learning team colleagues were very interested in using the program in their classes. They were able to see first hand the explicit data I was able to collect and analyse and what potential the data had for informing them as a professional about the learning needs of all students in their classes. (IMPROVE, p2)

As illustrative of impact, to what extent does this extract align with Lead Descriptors?

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Resource A for Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence (a) - Lead Teacher Initiative – IMPROVE Program

This resource supports Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence.

Lead Teacher Initiative

From the beginning of 2012 I have initiated, trialed, and led my colleagues to use the Improve interactive learning system.

Through analysis of our NAPLAN results, I was concerned with the performance of our students in Mathematics. Our results were poor and the trend data demonstrated a decrease in results. The school strategic plan stated that we wanted to improve mathematic outcomes. Our previous focus as a school had been on improving reading and writing strategies. In consultation with my executive, we decided there was a need for a diagnostic tool that was teacher friendly and supported our goal of improving student outcomes.

The Improve program is designed as a 21st century approach to testing. Using online assessment has the capacity to engage more students. It saves teachers time and effort, as they are able to access student data quickly without the hassle of constructing, photocopying and marking tests. Teachers are able to analyse data immediately and give students online and individualised learning support activities.

I was keen and eager to see how the Improve program could benefit our teachers and students. In term 1, all the students in our learning team (years 3-5) were put through a NAPLAN style maths test using Improve. I led my 3/4 colleagues in analysing the results, which showed us very clearly the strengths and weakness of the students. (See Artefact Improve Testing Results). We decided to primarily focus on the needs of the year 3 students as they would be completing NAPLAN in term 2 and we wanted to give them the best possible teaching and learning opportunities to help fill in the gaps in their maths skills and understanding. I believe that this type of needs based planning and teacher practice gives our students the best possible method of improving outcomes.

I led our 3/4 team to design a term 1 plan based on the strands that our students had weaknesses in. I then guided our team to create maths planning sheets that reflected the Australian curriculum and would be a way of sharing our resources and activities to benefit all members of the team.

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In discussion with my executive I led trial using the Improve program in late term 1 and term 2 with my 3/4 class based on the strands that I was teaching. I wanted to observe and evaluate its usefulness and effectiveness before leading my colleagues. I evaluated the program and gave feedback to my executive that I thought it was a quick, easy and worthwhile method of assessing student's maths concepts. I thought it would be very valuable as a way of assessing our students consistently across the 3/4 cohort, and would save teachers valuable time and effort. The analysis and data would prove useful when it came time for reporting.

In term 3, I led and facilitated professional learning for the primary department of our school. I gave my colleagues a snapshot of how the program works, what I had been trialing with my students and how I think it would benefit the schools needs.

My learning team colleagues were very interested in using the program in their classes. They were able to see first hand the explicit data I was able to collect and analyse, and what potential the data had for informing them as a professional about the learning needs of all students in their classes.

As a result, I have led my 3/4 colleagues in designing and implementing maths tests with their classes. I have taken their classes and demonstrated how to put their students through tests. I assist colleagues with the planning of units of work based on the data analysis. I was able to model how the program works to the pre-service teachers in our team. I guided my intern to create and implement a test based on the maths concepts she was teaching.

My colleagues have learnt how to use available technology as a means of assessing and improving student learning outcomes. They have developed their knowledge of analysing data and creating programs that are needs based to directly benefit the students in their classes. The feedback of my colleagues has been positive. They like the ease of the testing process, and how all children have been comfortable doing the assessment. It also gives our students opportunity to get used to the kind of questions they will receive in NAPLAN.

At the end of the year, we will be putting our students through the NAPLAN style test again to see the improvements in student learning and outcomes. I will be leading a review and evaluation of the program and whether we as a team think it has been useful and effective in increasing student outcomes.

I continue to work collaboratively as a lead teacher to facilitate the implementation of the Improve program.

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Future Planning – ***Descriptor 5.5***

Where to from here?

Future analysis and evaluation – How can the Improve program become part of providing feedback on student outcomes and incorporated as part of our school's reporting system?

A new Australian curriculum and new innovative assessment programs will result in reporting programs being evaluated to better meet the needs of teachers, students and parents. As part of my evaluation and review of the Improve program I am leading, I will initiate and welcome opportunities to evaluate and review how programs such as these can be used to provide accurate data on student achievement and improve the quality of assessments for teachers to report on student outcomes.

Descriptors: 6.2, 7.4

I will be sharing my knowledge and evaluations of the Improve Program and its implementation at Kingsford Smith with the executive staff of Arawang Primary. They have showed interest in looking the effectiveness of an assessment program like Improve that could be used by the teachers at their school. I will be seeking opportunities to take a leadership role in providing professional learning to other schools and teachers within the network.

Descriptor: 4.5

With the use of online assessment programs by students and teachers, there must be policies and strategies in place to ensure that programs are used safely. I will seek an opportunity to work with my colleagues on technology team to review school policies that have developed strategies use online teaching and learning tools ethically and responsibly.

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Resource B for Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence (a) - Lead Teacher Initiative – IMPROVE Program

Improve Data

Standards: *2 - Know the content and how to teach it*
3 - Plan for and implement effective teaching and learning
5 - Assess, provide feedback and report on student learning
6- Engage in professional learning

Descriptors: ***2.3, 2.5, 2.6, 3.4, 5.1, 5.4, 6.2, 6.3, 6.4***

Schools need reliable, rich data on the performance of their students because they have the primary accountability for improving student outcomes.
Melbourne Declaration on Education Goals for Young Australians

Staff Meeting Presentation	3/4 Maths Results and Planning

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Resource C for Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence (a) - Lead Teacher Initiative – IMPROVE Program

Back to Improve Data

Descriptors: 3.4, 5.1,6.2,6.3, 6.4

Artefact - Staff Meeting Professional Development

Video of PD

We need to look for professional learning that:

- *uses technology to enrich collaboration and learning*
  and
- *Develops high-level skills that allow teachers to adapt and excel in a rapidly changing and hyper-connected world.*

Australian Charter for the Professional Learning of Teachers and school Leaders

Through my professional learning I have contributed to the learning capacity of my colleagues to implement an assessment program that has the potential to improve student learning and wellbeing. My colleagues benefit from my hands on knowledge of the Improve program and my ongoing support and collaboration. The presentation I led is relevant to primary teachers. I am supporting teachers to reflect and improve their practice with the ultimate goal of improving student outcomes.

I presented to colleagues as part of literacy/numeracy workshops being run for primary staff. The feedback was positive and as a result I have assisted colleagues in developing tests to use with their class.

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Resource D for Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence (a) - Lead Teacher Initiative – IMPROVE Program

Back to Improve Data

3/4 Maths Results and Planning

Good quality data supports each school to improve outcomes for all of their students. It supports effective diagnosis of student progress and the design of high-quality learning programs.
Melbourne Declaration on Education Goals for Young Australians

Improve Results	Maths Planning	Maths Programming

improve

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Test Summary / NAPLAN 2008 year 3 numeracy

Back to Maths planning

improve

Test: NAPLAN 2008 year 3 numeracy

Date of pre test: 8 February 2012

Teacher: XXXX

Descriptors: 2.5, 2.6, 3.4, 5.1, 5.4

The highlighted questions (less than 20% correct) showed us the skills the children were lacking. By using this data, I led the team to develop a maths outline for semester 1. This process directly informed the 3/4 team of the future learning of our students.

We observed that the online test was less confrontational than a paper and pencil test that caused some children to shut down and not attempt.

Adaptive test / Group results and participation (Average on completed result)

Pre test: 58 participant(s), 58 Completed, 0 Pending marking, 0 In progress, 0 Not started
Post test 1: 58 participant(s), 0 Completed, 0 Pending marking, 0 In progress, 58 Not started
Post test 2: 58 participant(s), 0 Completed, 0 Pending marking, 0 In progress, 58 Not started

Pre test average 37%

Pre test / Summary of correct answers per question (Based on completed result)

	Question	Average correct	Confidence level	Associated learning resources	Skill
1	Q186 Objects: Attribute of length	53%	0% I don't know 10% I am guessing 14% Somewhat sure 74% Very sure!	S4999 Introducing attributes of measurement S5000 Direct and indirect comparison S5001 Using informal units of measurement	Length

Test Summary / NAPLAN 2008 year 3 numeracy

improve

4	Q266 Add coin values	71%	3% I don't know 14% I am guessing 10% Somewhat sure 60% Very sure!	M009396 Addition and subtraction level... M009389 Whole numbers level 3: numbers to 100	Addition Money
5	Q196 Stickers on a grid	10%	16% I don't know 34% I am guessing 7% Somewhat sure 19% Very sure!	L350 Rainforest: use a grid map	Coordinates Grids

Back to Maths Results

Resource E for Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence (a) - Lead Teacher Initiative – IMPROVE Program

Descriptors: 2.3, 2.5

Through analysis of the year 3 IMPROVE data I supported and led my colleagues in creating the maths outline for the learning team.
This is evidence showing I have mentored colleagues to improve the use of assessment data in the development of teaching and learning programs to meet student needs.

3/4 Maths Outline Semester 1 2012

Term 1 – Pre-Naplan	Term 2 – Post Naplan (Weeks 4-10)
• **Co-ordinates** Year 3: Create and interpret simple grid maps to show position and pathways. Year 4: Use simple scales, legends and directions to interpret information contained in basic maps. • **Angles** Year 3: Identify angles as measures of turn and compare angle sizes in everyday situations. Year 4: Compare angles and classify them as equal to, greater than or less than a right angle. • **Multiplication** Year 3: Recall multiplication facts of two, three, five and ten and related division facts. Year 4: Recall multiplication facts up to 10 × 10 and related division facts. • **Area** Year 3: Measure, order and compare objects using familiar metric units of length, mass and capacity. Year 4: Compare objects using familiar metric units of area and volume.	• **Addition and Subtraction** Year 3: Recognise and explain the connection between addition and subtraction. Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation. Year 4: Use equivalent number sentences involving addition and subtraction to find unknown quantities. • **Time** Year 3: Tell time to the minute and investigate the relationship between units of time. Year 4: Convert between units of time. Use am and pm notation and solve simple time problems. • **3D Shapes** Year 3: Make models of three-dimensional objects and describe key features. Year 4: Compare and describe shapes that result from combining and splitting common shapes, with and without the use of digital technologies.

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• **Fractions** Year 3: Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole. Year 4: Investigate equivalent fractions used in contexts. • **Money** Year 3: Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents. Year 4: Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies. • **Problem Solving** Year 3: Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies. Year 4: Solve word problems by using number sentences involving multiplication or division where there is no remainder.	• **Graphs** Year 3: Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies. Year 4: Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values

Resource F for Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence (a) - Lead Teacher Initiative – IMPROVE Program

Back to Maths Planning

From our overview based on the Improve results I created a shared planning document based on the content descriptors of the Australian curriculum for each Maths strand. It provided my 3/4 colleagues a way to share teaching and learning activities and supports collaborative planning.

Content Strand: **Number and Algebra**

Descriptors: 1.5, 2.3, 3.4

Term	1	2	3	4

Week	1	2	3	4	5	6	7	8	9	10

Content Descriptions	Teaching /Learning Activities
Number and Place Value **Year 3** ☐ Investigate the conditions required for a number to be odd or even and identify odd and even numbers. ☐ Recognise, model, represent and order numbers to at least 10000. ☐ Apply place value to partition, rearrange and regroup numbers to at least 10000 to assist calculations and solve problems. ☐ Recognise and explain the connection between addition and subtraction. ☐ Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computations. ☐ Recall multiplication facts of two, three, five and ten and related division facts. ☐ Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies. **Year 4** ☐ Investigate and use the properties of odd and even numbers. ☐ Recognise, represent and order numbers to at least tens of thousands. ☐ Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems. ☐ Investigate number sequence involving multiples of 3,4,6,7,8 and 9. ☐ Recall multiplication facts up to 10x10 and related division facts. ☐ Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder.	• Notebook on Place Value (G drive) • Nasty game - 4 digit • Bingo • Writing Numbers (Targeting Maths Teaching Guide Year 4, p 3) • Smallest and Largest numbers using mental computation cards- 3, 4 or 5 digits. • Think taskboard (Using 3 or 4 digit number - write in numerals, word, picture, symbol, concrete) • Making 3 and 4 digit numbers using base 10 blocks. • What number is in my head? (Maths Games on the Go, Ages 8-10, p 7) • Place Value Bingo (Maths Games on the Go, Ages 8-10, p 36) • Studyladder - Blue (Year 3) • whole class video • 2 interactive whiteboard activities on place value (set tasks) • Number guessing game - to 1000. • Studyladder - Green (Year 4) Place value interactive activity, one more, one less Guess the number to 100000 (set tasks Extension - Activity cards 1 and 2 (NSW Targeting Maths Years 3 and 4) *I led colleagues to incorporate resources and activities to differentiate for students across a range of abilities.*

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Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence (b)

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> The process for completing IDEAS begins with a diagnostic inventory of the entire school community … teachers then analyse the results and formulate the schools strengths and areas for improvement. Based on these results, I wrote the school's report card. After presenting the report card, the school then embarked on the envisioning process to create a lasting vision encompassing the school. (IDEAS, p2)

As illustrative of leadership, to what extent does this extract align with Lead Descriptors?

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Resource A for Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence (b) - Lead Teacher Initiative – IDEAS Program

This resource supports Activity: Lead Initiative – Discussion of Extracts from Collections of Evidence.

Description of Lead Teacher Initiative

Overview of Initiative	
Initiative Title	IDEAS
Duration of Initiative	2011 - Future
Professional Development Completed	• IDEAS Initial Training: 2011 • IDEAS Discovering Training: 2011 • IDEAS Visioning Training: 2012 • IDEAS Schoolwide Pedagogy Training: 2012 • IDEAS School visit to Sydney: 2012
Professional Development Conducted	• Initiating staff meeting: 2011 • Discovering staff professional development half day: 2012 • Discovering staff meeting: 2012 • Visioning staff meeting: 2012 • IDEAS presentation to staff of [redacted]: 2012 • *Additional professional development has already been booked for the remainder of 2012 and 2013; these professional development sessions will be referred to in the annotations as they link directly to the initiative.*

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Major Standard Covered	Standard 6: Engage in professional learning
Supplementary Standard/s Covered	Standard 1: Know students and how they learn Standard 2: Know the content and how to teach it Standard 3: Plan for and implement effective teaching and learning Standard 4: Create and maintain supportive and safe learning environments Standard 5: Assess, provide feedback and report on student learning Standard 7: Engage professionally with colleagues, parents/carers and the community
Descriptors Annotated	1.2, 1.5, 2.1, 3.7, 4.1, 5.5, 6.2, 6.3, 6.4, 7.3, 7.4

Description of Initiative

Descriptors will be referenced throughout the description as annotations for evidence item no.1.

The IDEAS (Initiating, Discovering, Envisioning, Actioning, and Sustaining) program was formulated by the University of Southern Queensland as a way of improving student outcomes in schools. The program is based on research of how students learn, how teachers can improve outcomes and what schools can do to ensure this occurs. It was found that the key to achieving this was to survey the community on the current practice, analyse the results, develop a meaningful vision for learning and create a school wide pedagogy to be implemented and embraced by the whole community.

The program was introduced [redacted] by the Assistant Principal and I in 2011. Over the past year we have engaged in professional learning with Professor [redacted] from the University of Southern Queensland based on leading the IDEAS initiative within the school. The process for completing IDEAS begins with a diagnostic inventory of the entire school community completed through an online company who collates the results and sends them back to the school (see here). The teachers then analyse the results and formulate the schools strengths and areas for improvement. Based on these results I wrote the schools report card (see here). After presenting the report card the school then embarked on the envisioning process to create a lasting vision encompassing the school. Following the envisioning process the teachers will look at their individual pedagogy and then bring all of these together to create a school wide pedagogy. The school wide pedagogy will be launched in the actioning phase and evaluated over time to ensure that it is sustainable within the school.

It is my role as the leader of the IDEAS process to run professional development for staff, work with parents and the wider community to promote IDEAS and guide the changes that will occur within the school.

For the purpose of this application the IDEAS process so far and for the future have been broken into the 7 Standards with references made to specific descriptors.

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Standard 1: Know the student and how they learn

In surveying the students the school was able to gain an understanding of how they perceived their learning. The envisioning process will require teachers to evaluate the effectiveness of teaching programs by creating a school wide pedagogy (1.2). In creating the school wide pedagogy much care is placed on the importance of differentiating the programs to suit the specific learning goals of all students (1.5).

Standard 2: Know the content and how to teach it

The IDEAS process, and the creation of the school wide pedagogy will allow teachers, under my leadership, to evaluate their knowledge of the content and teaching strategies and to hold professional discussions critically reflecting on appropriate methods (2.1).

Standard 3: Plan for an implement effective teaching and learning

During the envisioning process teachers were asked to reflect on the types of values that will ensure students are challenged within the school at all times. At the beginning of the process parents were given information outlining the purpose of IDEAS and inviting them to complete the diagnostic inventory (see here). The next step in the IDEAS process is to recruit a team of parents who will take part in the envisioning process and the creation of the school wide pedagogy (3.7).

Standard 4: Create and maintain supporting and safe learning environments

As the teachers are guided to create the school wide pedagogy they will be challenged to critique their own pedagogy to ensure they are creating supportive learning environments. As the leader of IDEAS it will be my role to demonstrate the learning environments I have created and share my personal pedagogy with the group (4.1).

Standard 5: Assess, provide feedback and report on student learning

An important element to creating the school wide pedagogy will be the revision of the schools philosophy for reporting back student outcomes to students, parents and the wider community (5.5).

Standard 6: Engage in professional learning

The collaborative nature of the IDEAS program has allowed me to work with other schools in the Archdiocese through professional development, engage in research through the analysis of the diagnostic inventory and engage with the wider education community through interactions with Professor [redacted] and visits to IDEAS schools in Sydney (6.2, 6.3). The IDEAS program has also given me the opportunity to lead professional learning within the school that is specifically based on the improvement of student outcomes (6.4).

Standard 7: Engage professionally with colleagues, parents/carers and the community

Over the course of the IDEAS process I have constantly engaged ethically in all meetings, professionally development and times when I was leading (7.1). I have identified the program as a means of engaging with parents and carers on the educational priorities of the school which will inform their students learning, this process will continue as the parents become involved in the envisioning process and the creation of the school wide pedagogy (7.3). Finally, the IDEAS process has allowed me to take a leadership role in the wider community as I was asked to present a staff meeting at [redacted]. Here I was able to share our journey so far and support the staff to embrace the IDEAS process (see here) (7.4).

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Activity: Unpacking Descriptors

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Activity

- Select a Focus Area and unpack the associated descriptors at the Highly Accomplished and Lead career stages and calculate the number of component statements embedded in the descriptors.
- Illustrate this diagrammatically for one Descriptor.

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Activity: Effective Annotations

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Evidence sample 6 – Assessment and Reporting

My annotation:

- As part of my work helping staff to implement the Australian Curriculum (AC) I have worked with the Executive at my school to review assessment and reporting documents and procedures. To meet the requirements of the ETD to report to parents using the Achievement Standard for English and Science in 2012 (recently changed to 2013), I have assisted staff in using the Achievement Standard when planning their units of work. Our school has adapted our Mid and End of Year reports to incorporate the Australian Curriculum in English, Maths and Science this year and I have assisted in aligning our reports from K-6 in these areas. I have met with teams of teachers to help them negotiate the AC and use the Achievement Standard in deciding on the report outcomes for their year levels (see example of highlighting the Achievement Standard). The Deputy Principal and myself have considered assessment and reporting requirements in the Curriculum PD we have presented over the past two years, including a full day on Assessment in August last year.
- I have embedded the Science resource 'Primary Connections' into the three year cycle of Integrated Unit topics our school follows and as part of the Science Committee I am reviewing whether this three year cycle approach will allow us to effectively cover the AC in the future.

Next page

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Evidence sample 6 – Assessment and Reporting

The evidence annotated on the previous slide addresses descriptors in the following Standards:

Standard 2: Know the content and how to teach it

Standard 5: Assess, provide feedback and report on student learning

Standard 6: Engage in professional learning

Standard 7: Engage professionally with colleagues, parents/carers and the community

The evidence (click on each to access):

- Planning notes for PD on Assessment 6.3
- Report outcomes aligned 2.3 5.1 5.5 7.2
- Three year cycle guide for Integrated Units 2.2
- Example of Achievement Standard highlighted

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Resource C for Activity: Effective Annotations

Assessment and the Australian Curriculum **August 18th**

Time	Focus	Detail	Resources
9:00	Welcome	Our focus for today is assessment…	
9:10	Video clip		www.funnyplace.org on cLc
9.15	Aim for the day	By the end of the day we would like to have started on… At Weetangera this is what Assessment looks like…	
	Mixer to make groups	Jigsaw puzzle pieces – 6 pieces for each puzzle. Keep your puzzle piece with you for the day.	Mixer to make groups – make sure they are not in teams
9:20	Fill in the missing words. Discuss the 3 types. Compare that page to the page about assessment as, for and of learning	1 thing that resonates with group Anything you disagree with Any questions it raises Number 4 to report back	Page about assessment as, for and of learning & 3 types of assessment – in manilla folder
9:35	Give each group one area to look at (formative, diagnostic, summative) **Individually list the assessment ideas that fit into this category.** Do a structured brainstorm to share your ideas. Meet with a member of the other group (same type) & repeat the process	Number 2's from each group to write up a good copy for us to hot dot.	Blank paper for everyone Butchers paper to list types of assessment on for number 2's.
10.05	Place a dot beside any methods you use regularly – please be honest.	Everyone hot dots on their way to morning tea	Stickers on tables
10:15	Morning Tea		
10.45	Mixer- using the noise that the animal on your card makes find the other members of your next group.	Find a table to sit at	Puzzle pieces
10.50	Sort through the statements about best practice and misconceptions.		Statements cut up Discussion paper to check answers

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Resource C (cont'd) for Activity: Effective Annotations

	Check your answers with discussion paper.		
11.05	This is what best practice is... Do these assessment items fit with it? Complete the table	Feedback to the group	Grid to fill in – we need to add hot dotted items
	Looking at the hot dotted pages where are the gaps for us?	Consider these hot dotted items when doing your plan.	
	Get back into teams – Where to from here? Teams work out a plan for this term, next term, and next year.		Sheet for planning on.
11:30	Reading Assessment – how do we PM Benchmark properly? In your group do a PMI on the reading you had for homework.	Feedback to group	PM Benchmark resources
	We are going to use this as a diagnostic tool – twice a year. Can do running records at other times but not with kit.		
	Some of the questions asked might be answered in the next activity. Get into groups to become the expert on your section.	Take a piece of paper from the A5 envelope. Find all the other people with the same coloured paper. Read and discuss – you will be feeding back to your group. Go back to original group – so there is one page of each colour – share your reading.	Frequently asked questions on coloured paper cut up
12.00	Let's have a go at doing a running record – listen to recording and everyone does their own record.	Discuss with your partner how you went.	Recording of child reading Copies of reading record sheet for everyone
12:30	Lunch		Roster for Soup lunch and Morning tea
2:00	Cluster meeting	Florey at 2pm	Highlighters, stapler, writing sample

This was the running sheet for the full day of PD on Assessment held last August. We also used this opportunity to review school procedures on how to administer a PM Benchmark reading assessment in an effort to have a consistent approach across the school.

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Certification

Activity

1. Identify several descriptors at the Highly Accomplished and/or Lead career stage that could be evidenced by a document showing track changes that identify a number of contributors, including a certification applicant.
2. Identify direct artefacts (individual or collections) that could evidence the following descriptors:
   a) Lead 6.4
   b) Highly Accomplished 7.1

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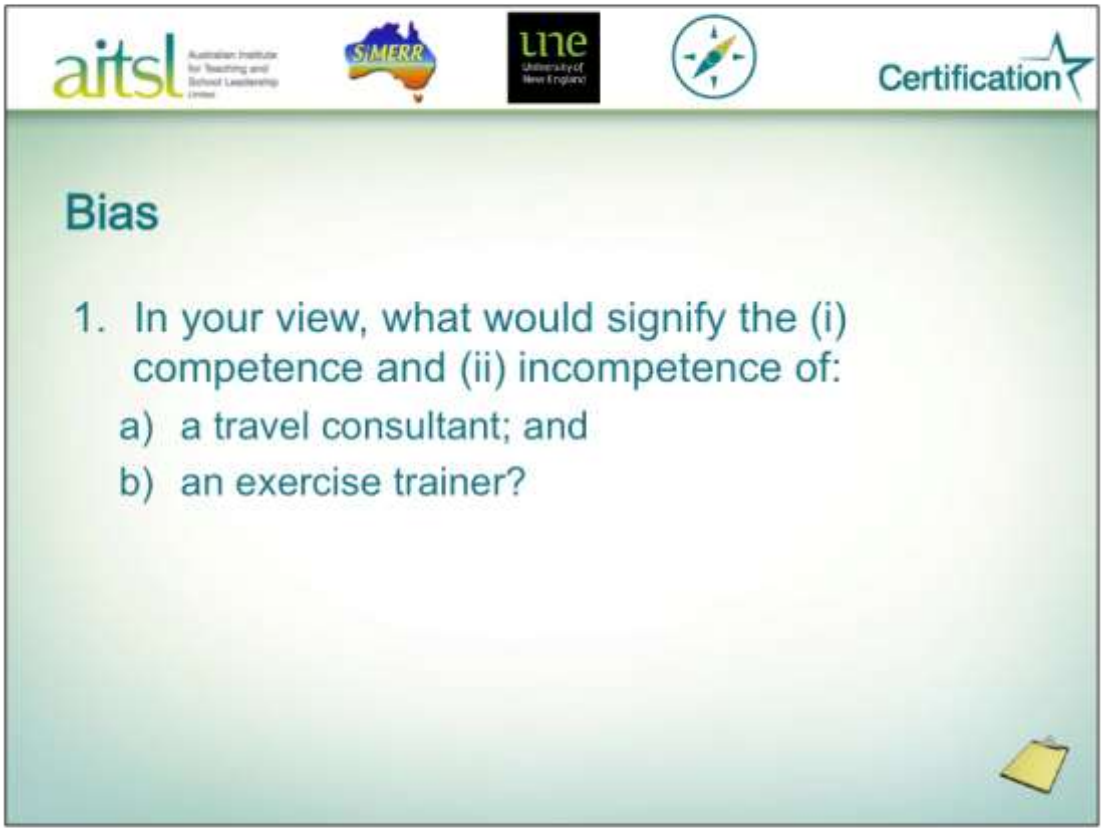
Activity: Bias Icebreaker



Activity: Writing Bias

Aims:

1. to identify writing preferences that could affect assessments
2. to articulate aspects of style (format, genre, lexical choice, grammar, etc.) that could act as bias triggers

Method: Annotations 1 and 2 below address Focus Area 7.3 at the Lead career stage. The annotations display very different style elements. Examine both annotations to investigate whether you have a preference for a particular writing *style*. If so, identify aspects of the format, lexical choice, etc. that (dis)align with your preference.

Annotation 1

Standard 7: Engage professionally with colleagues, parents/carers and the community

Focus Area 7.3 Engage with parents/carers

Descriptor: identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

Annotation: Through the ILP and PLP review process **(Attachment 7)**. I take the opportunity to engage with parents of the sight and hearing impaired student to focus on building optimal communication between home and school by organising a weekly meeting with parent/s, organise a take home folder that serves as a means of communication between teacher, student and parent. These two strategies are an effective means to keep parents informed of their child's learning and is also an educational priority of the school i.e. Building Quality Relationships Policy **(Attachment 7)**. According to the school policy **(see Staff Handbook, Evidence 5)**, assessment and reporting process is carried out formally, four times during the academic year. At each reporting time, parents are offered the opportunity to meet with all teachers connected to a child's learning (subject specific). The family ensures that they take up the opportunity to meet with all teachers and maintaining the weekly meeting with the family allows an ongoing and regular way to communicate effectively about the child's progress in the classroom. I also use the valuable experience and information that I have to assist and guide his elective teachers, health and physical education teacher as well as his Maths teacher who rely on me to keep them informed of the best practise for his learning and progress in the school. I also advise the new-educators and pre-service teachers to do the same especially, if such a practice can help the learning and achievement of the student/s.

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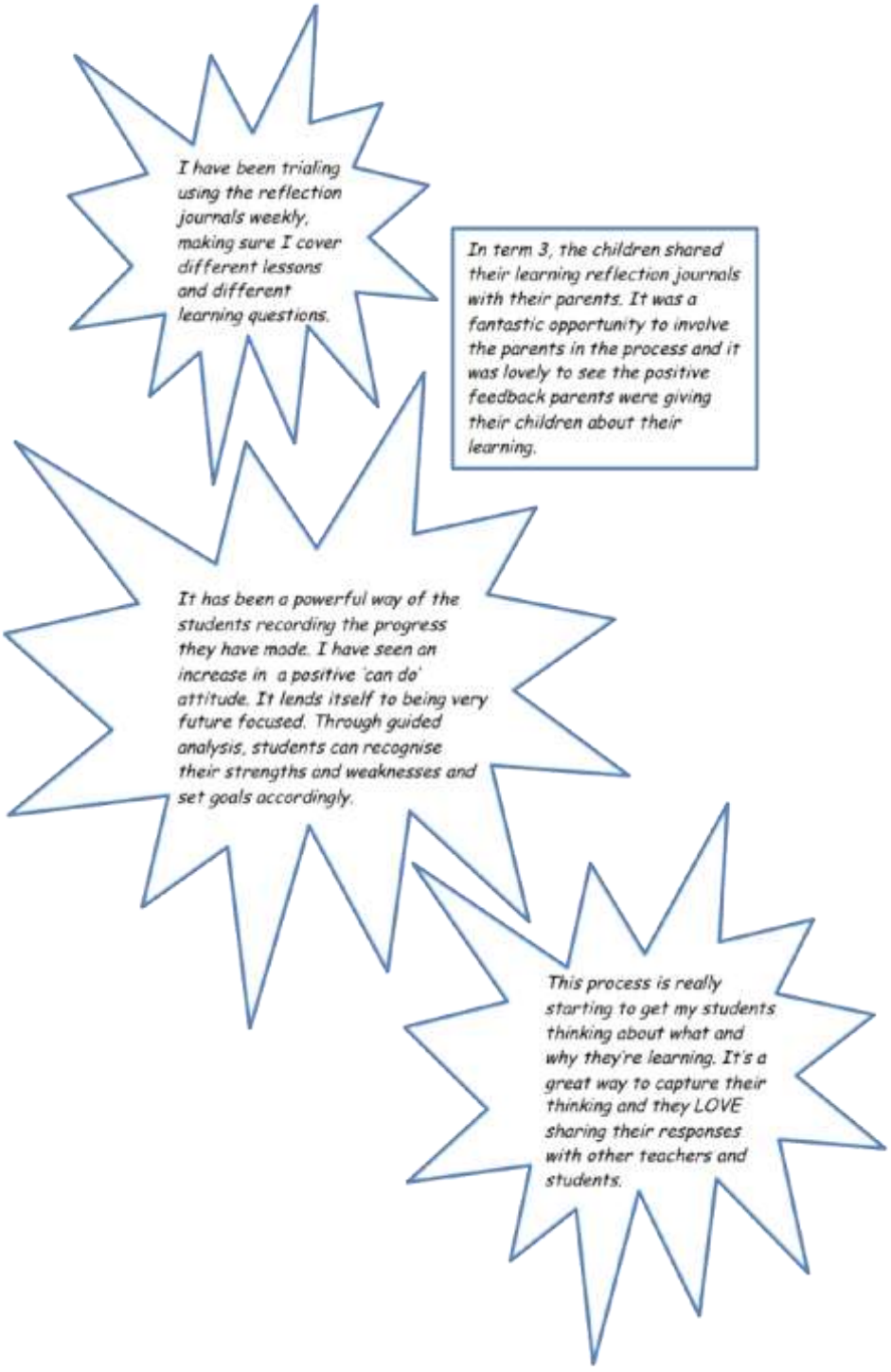
Annotation 2



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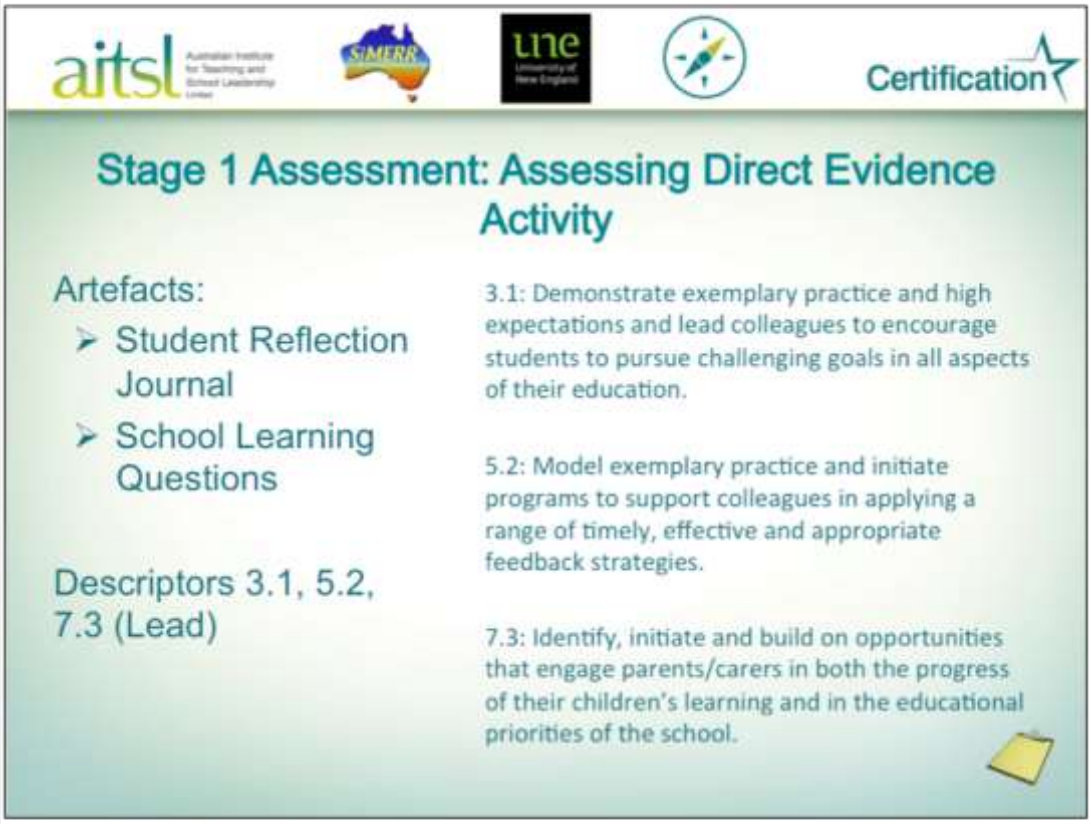
Activity: Assessing Direct Evidence



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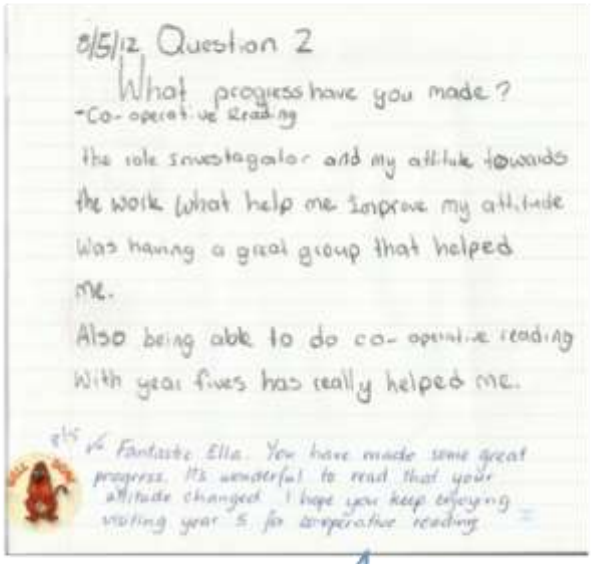
Resource A for Activity Assessing Direct Evidence - Student Reflection Journal

Back to Learning Reflection

Descriptors: 3.1, 7.3

Artefact -Student Reflection Journals

Successful learners - develop their capacity to learn and play an active role in their own learning.
- are motivated to reach their full potential.
Melbourne Declaration on Education Goals for Young Australians


8/5/12 Question 2

What progress have you made?

-Co-operative Reading

The role investigator and my attitude towards the work what help me improve my attitude was having a great group that helped me.

Also being able to do co-operative reading with year fives has really helped me.

8/5 Fantastic Ella. You have made some great progress. It's wonderful to read that your attitude changed. I hope you keep enjoying visiting year 5 for cooperative reading.

I have been trialing using the reflection journals weekly, making sure I cover different lessons and different learning questions.

In term 3, the children shared their learning reflection journals with their parents. It was a fantastic opportunity to involve the parents in the process and it was lovely to see the positive feedback parents were giving their children about their learning.

It has been a powerful way of the students recording the progress they have made. I have seen an increase in a positive 'can do' attitude. It lends itself to being very future focused. Through guided analysis, students can recognise their strengths and weaknesses and set goals accordingly.

This process is really starting to get my students thinking about what and why they're learning. It's a great way to capture their thinking and they LOVE sharing their responses with other teachers and students.

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Resource B for Activity Assessing Direct Evidence - School Learning Questions

Back to Learning Reflection

Descriptors: 3.1, 5.2

Artefact – [redacted] Learning Questions

Reflection has many facets. For example, reflecting on work enhances its meaning. Reflecting on experiences encourages insight and complex learning. We foster our own growth when we control our learning.
Arthur L. Costa and Bena Kallick

The [redacted] Learning Questions are mounted in every classroom on a big board. They have been around for two years in the school. I don't believe they have been used effectively or to their maximum potential. Therefore, I saw an opportunity to examine ways that could be used in classrooms. I have been trialing these and have now begun the process of leading my colleagues to integrate the questions into their teaching in an innovative method.

Where to next?
My 3/4 colleagues are now using the questions more regularly and in a greater capacity. They are now sharing ideas on how the questions can be used in our integrated inquiry units and as a means of self - reflection for assessment pieces in student portfolios.

I will continue to lead my colleagues as I evaluate how I have been explicitly teaching metacognition skill in my classroom.

I will initiate opportunities for my year 5 learning team colleagues to become involved.

Learning reflection leads itself to goal setting. By demonstrating the setting of challenging learning goals that target individual students' learning needs, higher order thinking skills and the understanding of core concepts I am leading my colleagues to challenge their students thinking and encourage the development of metacognitive strategies. In doing so, my colleagues are increasing their knowledge of how such initiatives can impact student learning by celebrating success and achieving learning goals.

I am leading my colleagues in my learning team to incorporate the [redacted] Learning Questions as part of their normal teaching practice. I have gone into my colleagues classrooms to film student responses about their learning, and led professional discussions to give feedback and study the films to guide colleagues to develop activities and strategies to further 'interrogate' and build upon students understanding of their learning.

Using the questions to guide student's understandings is a powerful way to give individual feedback to students on their learning.

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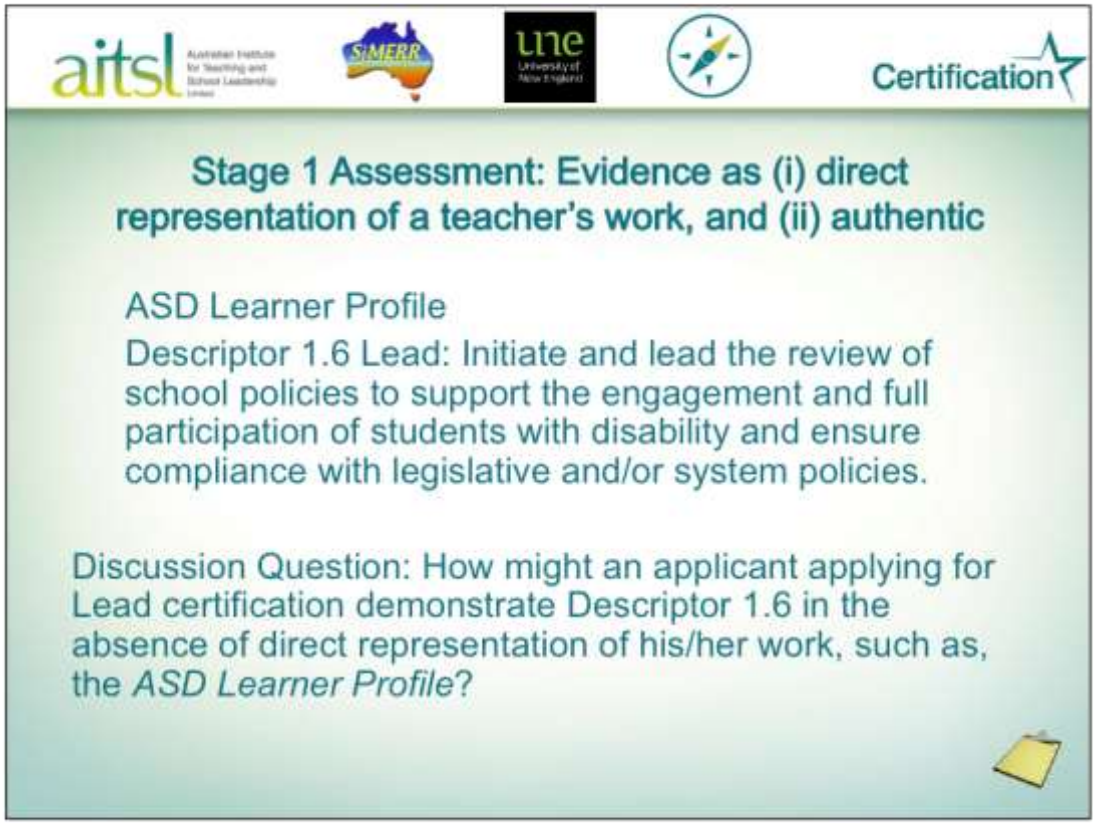
Activity: Authentic Evidence Discussion



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Resource for Activity: Authentic Evidence Discussion

ASD Learner Profile

[redacted] **Primary School**

Name: [redacted]

DOB: [redacted]

Year: 1/2W Teacher: [redacted]

Life experiences and personal characteristics including likes / dislikes:

Has transferred from [redacted] half way through 2010. Has two younger sisters, [redacted] in Kindergarten and [redacted] at home still.

Travels to and from school by public bus – [redacted] needs to leave the classroom at 2:55pm to be able to catch the bus. Some of the Senior students will call by to collect him however he can get anxious about being late. I have put a visual of an analogue clock showing 2:55pm on his desk to help him identify the time he needs to go.

Communication and social skills:

Likes to contribute to class discussions – can at times call out when he has a question he'd like answered. Tries hard to use students names when talking to them or answering his questions. [redacted] sometimes joins in the year 1/2 soccer game at lunch time but mostly plays with one other person – also new to the school.

Support needs including routines, flexibility and cognitive skills:

[redacted] is very capable academically and attempts all work. He benefits from regular routines and likes to know what is happening and why.

Behaviour support including environment support:

[redacted] needs time to organise himself for the next activity particularly if he has to change classes – he can be easily distracted when movement is involved. [redacted] works well when given short, concise instructions about the next activity and asked to repeat the instructions back.

Part of 'Positive Partnerships' goals and strategies.
Evidencing Standards 1.6, 4.4

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Activity: Heat Map

Consider the hypothetical coding below. The green highlighting indicates that an annotation and an artefact have validly evidenced the specified aspect of the descriptor. Make an on-balance judgment on the information provided below. How would you justify your decision? Do/did you require more information?

STANDARD 2: LEAD
2.1 Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.
2.2 Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.
2.3 Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.
2.4 Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.
2.6.Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

For further practice.....

STANDARD 4: LEAD
4.1 Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
4.2 Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.
4.3 Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.
4.4 Evaluate the effectiveness of student well-being policies and safe working practices using current school and/ or system, curriculum and legislative requirements and assist colleagues to update their practices.
4.5 Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.

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Appendix A: Career Stage Descriptors

Graduate Career Stage Descriptors

Std 1: Know students and how they learn	Std 2: Know the content and how to teach it	Std 3: Plan for and implement effective teaching and learning	Std 4: Create and maintain supportive and safe learning environments	Std 5: Assess, provide feedback and report on student learning	Std 6: Engage in professional learning	Std 7: Engage professionally with colleagues, parents/carers and the community
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Identify strategies to support inclusive student participation and engagement in classroom activities.	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Organise content into an effective learning and teaching sequence.	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Demonstrate the capacity to organise classroom activities and provide clear directions.	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Understand the relevant and appropriate sources of professional learning for teachers.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Include a range of teaching strategies.	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
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.	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	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.	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.		
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.				
		Describe a broad range of strategies for involving parents/carers in the educative process.				

Proficient Career Stage Descriptors

Std 1: Know students and how they learn	Std 2: Know the content and how to teach it	Std 3: Plan for and implement effective teaching and learning	Std 4: Create and maintain supportive and safe learning environments	Std 5: Assess, provide feedback and report on student learning	Std 6: Engage in professional learning	Std 7: Engage professionally with colleagues, parents/carers and the community
Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Set explicit, challenging and achievable learning goals for all students.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
Structure teaching programs using research and collegial advice about how students learn.	Organise content into coherent, well-sequenced learning and teaching programs.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.
Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Undertake professional learning programs designed to address identified student learning needs.	Participate in professional and community networks and forums to broaden knowledge and improve practice.
Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.		
Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.				
		Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.				

Highly Accomplished Career Stage Descriptors

Std 1: Know students and how they learn	Std 2: Know the content and how to teach it	Std 3: Plan for and implement effective teaching and learning	Std 4: Create and maintain supportive and safe learning environments	Std 5: Assess, provide feedback and report on student learning	Std 6: Engage in professional learning	Std 7: Engage professionally with colleagues, parents/carers and the community
Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	Analyse the National Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and preservice teachers to improve classroom practice.	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.
Expand understanding of how students learn using research and workplace knowledge.	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.
Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.
Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.
Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.		
Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.				
		Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.				

Lead Career Stage Descriptors

Know students and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on student learning	Engage in professional learning	Engage professionally with colleagues, parents/carers and the community
Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.	Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.
Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.
Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.	Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.
Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues		
Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.				
		Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.				

3 Appendix C: Workshop 2 Materials

3.1 Workshop 2 Day 1 Materials

Day 1 of workshop 2 was run by AITSL and the materials have not been provided for inclusion in this report at this stage.

3.2 Workshop 2 Day 2 Presenters Notes

3.2.1 Slide 1

Welcome

Welcome participants

Acknowledgement of country

I would like to acknowledge the XXX People, the Traditional Owners of the land in which we are gathered and pay my respects to their Elders both past and present.

Introduction of presenters

3.2.2 Slide 2

Notes for AITSL: *Permission will need to be gained for use of published materials used throughout, e.g. Hattie & Timperley (2007) and Wiggins (2012).*

Links to online Modules: Module 3, Component 3

Purposes:

- To highlight continuity between Stage 1 and Stage 2
- To review key aspects of Stage 1 in the light of ultimate report writing
- To extend online material on report writing through consideration of the nature of feedback

Implications/Relevance/ Rationale

The feedback provided in Stage 1 is important for planning Stage 2. It is, therefore, crucial to ensure that Stage 1 feedback strategically supports both applicants and assessors in Stage 2. Feedback needs to be relevant, thorough and purposeful.

Suggested Resources: (Permission for use may be required)

- AITSL, (2013). *Guide to the certification of Highly Accomplished and Lead teachers in Australia,* Education Services Australia: Carlton South, Vic. http://www.aitsl.edu.au/verve/_resources/AITSL_Guide_to_Certification.pdf
- Hattie, J. & Timperley, H. (2007). The Power of Feedback. Review of Educational Research, March 2007, 77(1), pp. 81-112.
- Wiggins, G. (2012). Seven Keys to Effective Feedback. Educational Leadership, Vol 70, No1. Accessed 02.06.13, http://www.ascd.org/publications/educational-leadership/sept12/col70/num01/Seven-Keys-to-Effective-Feedback.aspx

The page icon in the lower right hand-side corner indicates an associated activity in the workbook.

Dot Point Clarification:

Dot Point 1 refers to Focus Questions in the Workbook (also Slide 2), which are designed to engage participants at the beginning of the session.

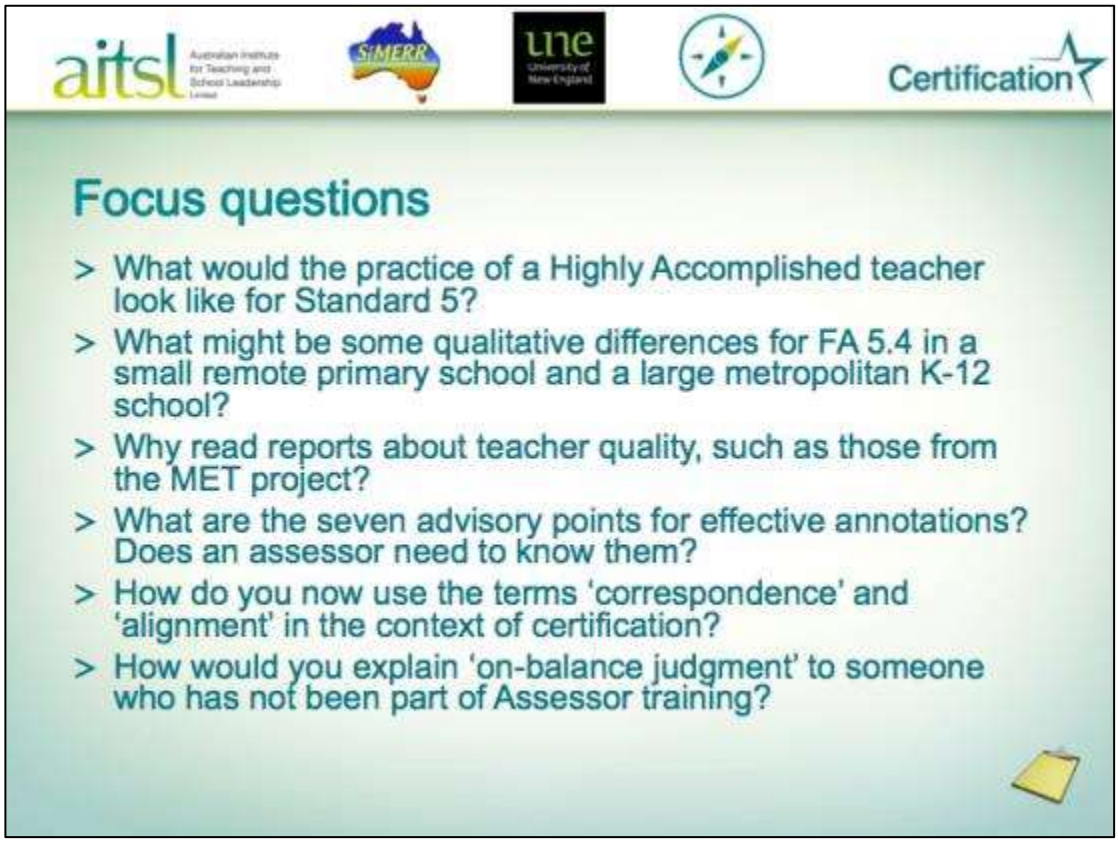
Dot Point 2 cues presenter-led commentary about the formative and summative dimensions of Stage 1 reports.

Dot Point 3 cues presenter-led commentary on 'sufficient evidence' as stipulated in *Guide to the Certification of Highly and Lead Teachers in Australia* (AITSL, 2013, pp. 16 & 24).

Dot Point 4 cues presenter-led commentary about key aspects of the Stage 1 Report.

Dot Point 5 cues presenter-led commentary about the nature of feedback as outlined in the research literature and provides an introduction to participants' reflection on their own position and practice about providing feedback

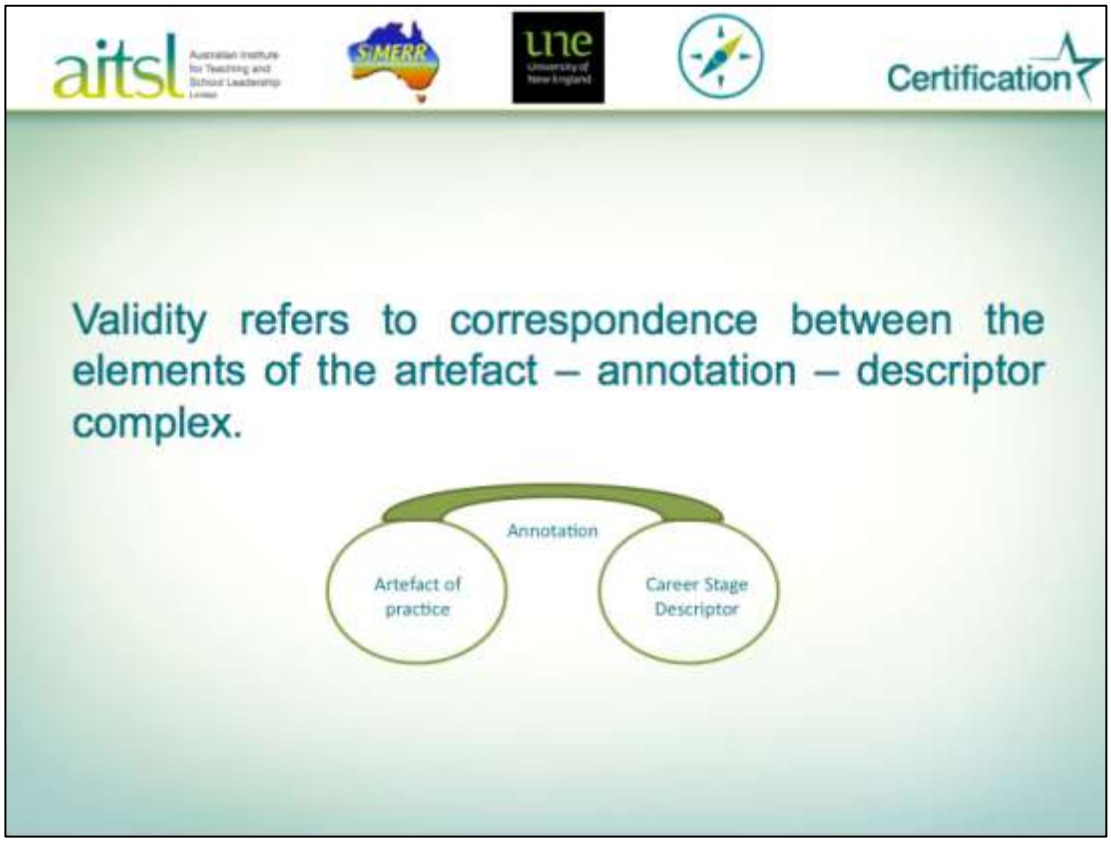
3.2.3 Slide 3



Purpose: Participant engagement: Ice breaker that revisits relevant, prior material.

Activity Organisation: Sufficient time needs to be allocated to enable participants to discuss collaboratively at least one of the questions on the slide and to provide feedback to the whole group.

3.2.4 Slide 4



Notes to Presenter(s):

This is a 'place marker slide'. It has been included to support participant feedback from the focus questions if required. Place marker slides have been selected from Workshop 1 PowerPoint slides and/or the online materials, and may be useful reminder(s) of key concepts therein. These slides are optional. They are to be used at the presenters' discretion in response to the content of participants' feedback.

3.2.5 Slide 5

Purpose: Participant engagement to develop ideas from Slide 2 about 'feedback'.

Activity Organisation: Sufficient time needs to be allocated to enable participants to discuss collaboratively the questions on the slide and to provide feedback to the whole group.

3.2.6 Slide 6

Notes to Presenters: *DE = 'Direct Evidence'*

Links to online module: Module 3, Component 3

Purposes

- Revisit requirements of Stage 1.
- Distinguish between material that represents applicants' practice (DE) from commentary about applicants' practice (Items 3,4 & 5). See *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012, pp. 7-8).
- The slide reinforces the nature and role of direct evidence in the in formulation of a recommendation to the certifying authority.

Implications/Relevance/Rationale:

Participants have a clear understanding of and can distinguish between (i) direct evidence that applicants can draw on to exemplify the seven Standards and (ii) additional descriptive and/or evaluative information that contextualises the direct evidence.

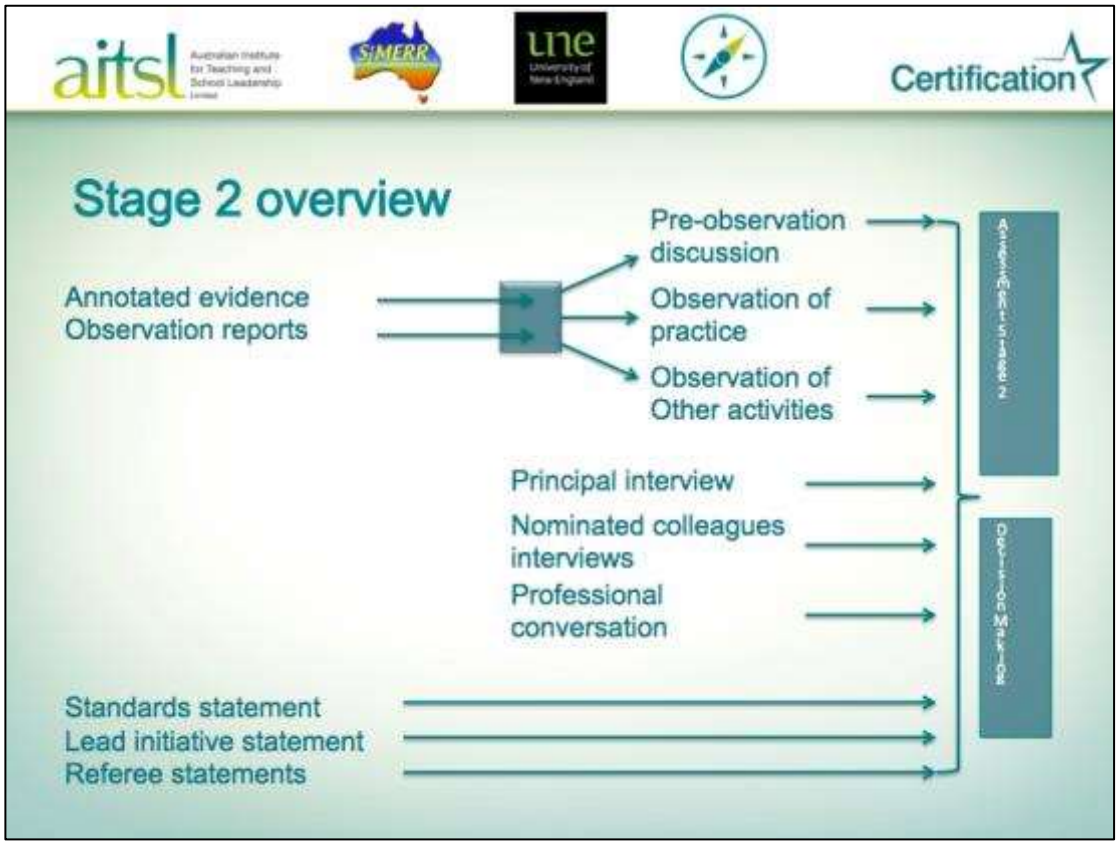
Suggested Resource(s):

AITSL, (2013). *Guide to the certification of Highly Accomplished and Lead teachers in Australia,* Education Services Australia: Carlton South, Vic. http://www.aitsl.edu.au/verve/_resources/AITSL_Guide_to_Certification.pdf

Dot Point Clarification

The dot points cue presenter-led commentary describing the nature and role of each of the elements listed.

3.2.7 Slide 7



Links to Online Materials:

Modules 4 and 5

Purposes:

- To illustrate the articulation of Stages 1 and 2.
- To provide a diagrammatic overview of the elements in Stage 2.
- To itemise the elements that contribute to the final recommendation to the certifying authority.
- To emphasise that the Stage 2 recommendation is based on the totality of the materials presented/gathered and evaluated in Stages 1 and 2.

Implications/Relevance/Rationale

This is an introductory slide. It provides the foundation for the material presented in and discussion arising from following slides/activities.

Resource(s)

AITSL, (2013). *Guide to the certification of Highly Accomplished and Lead teachers in Australia,* Education Services Australia: Carlton South, Vic, (pp. 9-10). http://www.aitsl.edu.au/verve/_resources/AITSL_Guide_to_Certification.pdf

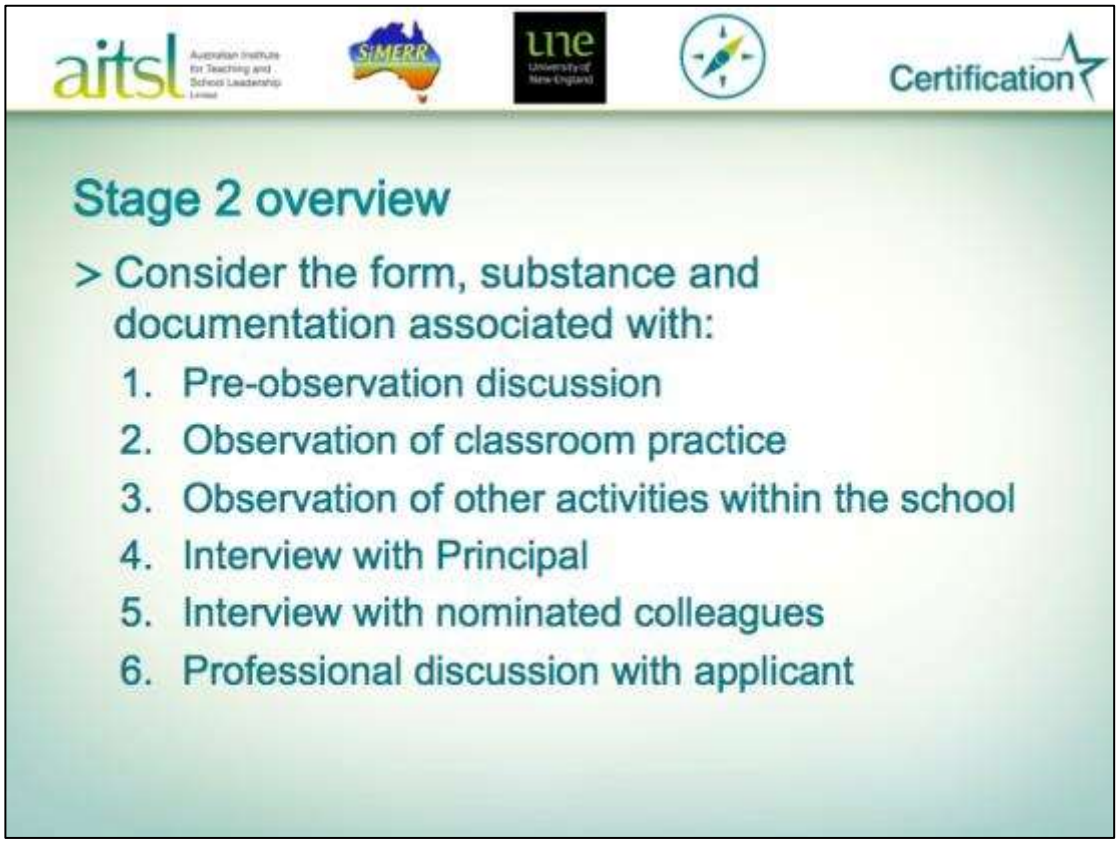
Dot Point Clarification

Elements represented in the diagrammatic overview cue a ***brief*** discussion of their nature and role, e.g., the Stage 1 Report informs planning of the pre-observation discussion, whereas a Principal interview is a feature of Stage 2 only.

'In a nutshell'

Presenters may find it useful to use an analogy to conceptualise the two stages of certification, e.g., Stage 1 mirrors submitting a job application, whereas, Stage 2 mirrors the interview process.

3.2.8 Slide 8



Links to Online Materials:

Modules 4 and 5

Purpose:

To articulate the nature of the elements of Stage 2 in accordance with the *Guide to the certification of Highly Accomplished and Lead teachers in Australia.*

Implications/Relevance/Rationale

To promote the reliability and credibility of the Certification process by ensuring that participants have a thorough and deep knowledge of the elements of Stage 2 in order to collect meaningful and relevant information that informs fair and equitable decision-making.

Resources:

- AITSL, (2012) *Certification of Highly Accomplished and Lead Teachers in Australia,* Education Services Australia: Carlton South, Vic, pp. 9-10. http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf
- AITSL, (2013). *Guide to the certification of Highly Accomplished and Lead teachers in Australia,* Education Services Australia: Carlton South, Vic, (pp. 17-19). http://www.aitsl.edu.au/verve/_resources/AITSL_Guide_to_Certification.pdf

Dot Point Clarification

The dot points cue presenter-led, ***introductory*** discussion that elaborates the nature of the elements in accordance with *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012) and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013). The discussion will be elaborated in subsequent slides.

3.2.9 Slide 9

Links to Online Materials:

Modules 3 and 5

Purpose:

To articulate the roles and responsibilities of key personnel in accordance with the *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL 2012) and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013).

Implications/Relevance/Rationale

To clarify the roles and responsibilities of individuals and groups to establish clear expectations so that assessors can plan accordingly, e.g. the collection of meaningful and relevant information.

Resources:

- AITSL, (2012) *Certification of Highly Accomplished and Lead Teachers in Australia,* Education Services Australia: Carlton South, Vic, p. 12. http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf
- AITSL, (2013). *Guide to the certification of Highly Accomplished and Lead teachers in Australia,* Education Services Australia: Carlton South, Vic, (pp. 23-26). http://www.aitsl.edu.au/verve/_resources/AITSL_Guide_to_Certification.pdf

Dot Point Clarification

The dot points cue presenter-led discussion to clearly delineate the roles and responsibilities of individual and groups in accordance with *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012, p. 12) and *Guide to the certification of Highly*

Accomplished and Lead teachers in Australia (AITSL, 2013, pp. 23-26). The discussion will be elaborated in subsequent slides.

3.2.10 Slide 10

Links to Online Materials:

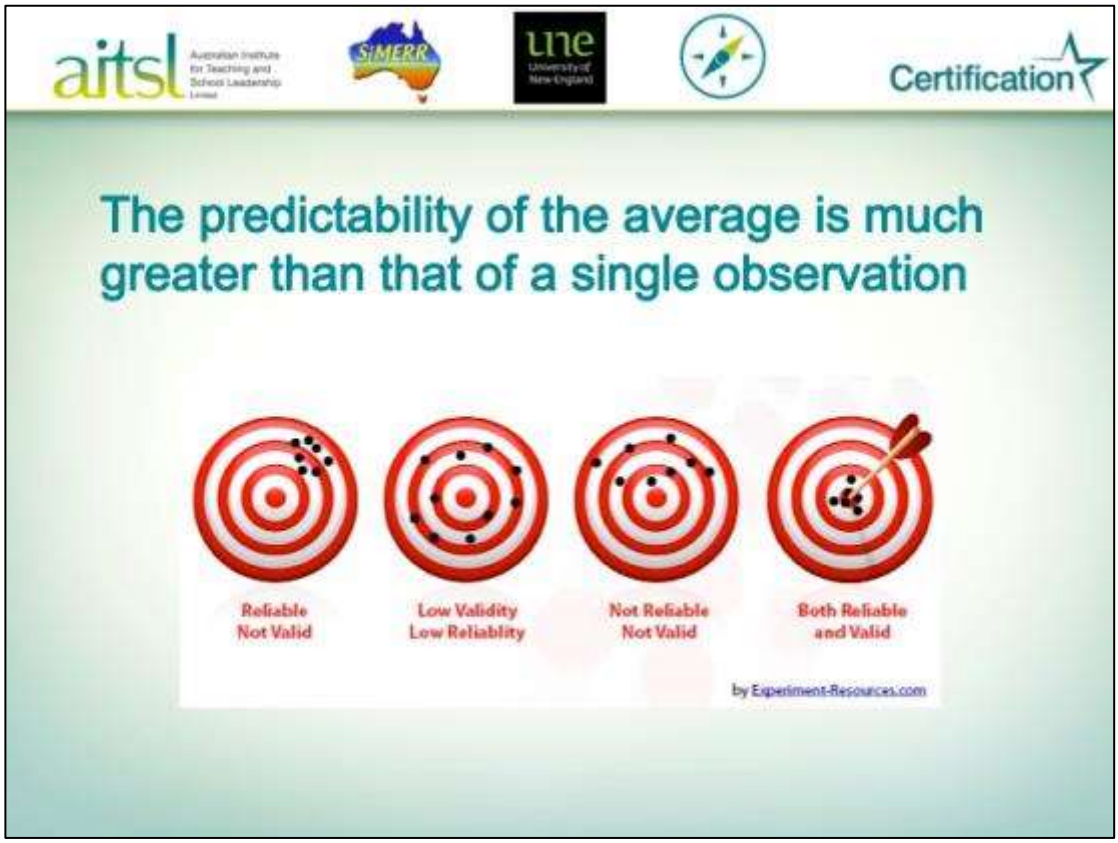
Module 3, 4 and 5.

Purpose:

- To link two relevant key concepts from Module 3 to Modules 4 and 5.
- To stimulate discussion of the roles and responsibilities for assessors raised in the previous slide.
- To remind participants of assessors' role in the promotion of a credible certification process.
- To enable assessors to be ambassadors for the certification process.

Activity Organisation: Sufficient time needs to be allocated to enable participants to discuss the question collaboratively and to provide feedback to the whole group.

3.2.11 Slide 11



Notes to Presenters:

This is an optional reminder slide to cue a discussion of validity and reliability should it be necessary or particularly pertinent to participant discussion.

Links to Online Materials:

Module 3, Component 3

3.2.12 Slide 12

Links to Online Materials:

Module 5

Purposes:

- To consider in detail one aspect of the Stage 2 process.
- To reinforce the necessity of aligning ***all*** aspects of the certification process with the Standards.
- To emphasise the strategic planning and conduct of the pre-observation discussion to collect meaningful and relevant information to assist in the decision-making of the final recommendation.
- To reinforce the continuity of Stages 1 and 2.

Implications/Relevance

Participants will develop a clear sense of the scope of planning issues.

Dot Point Clarification

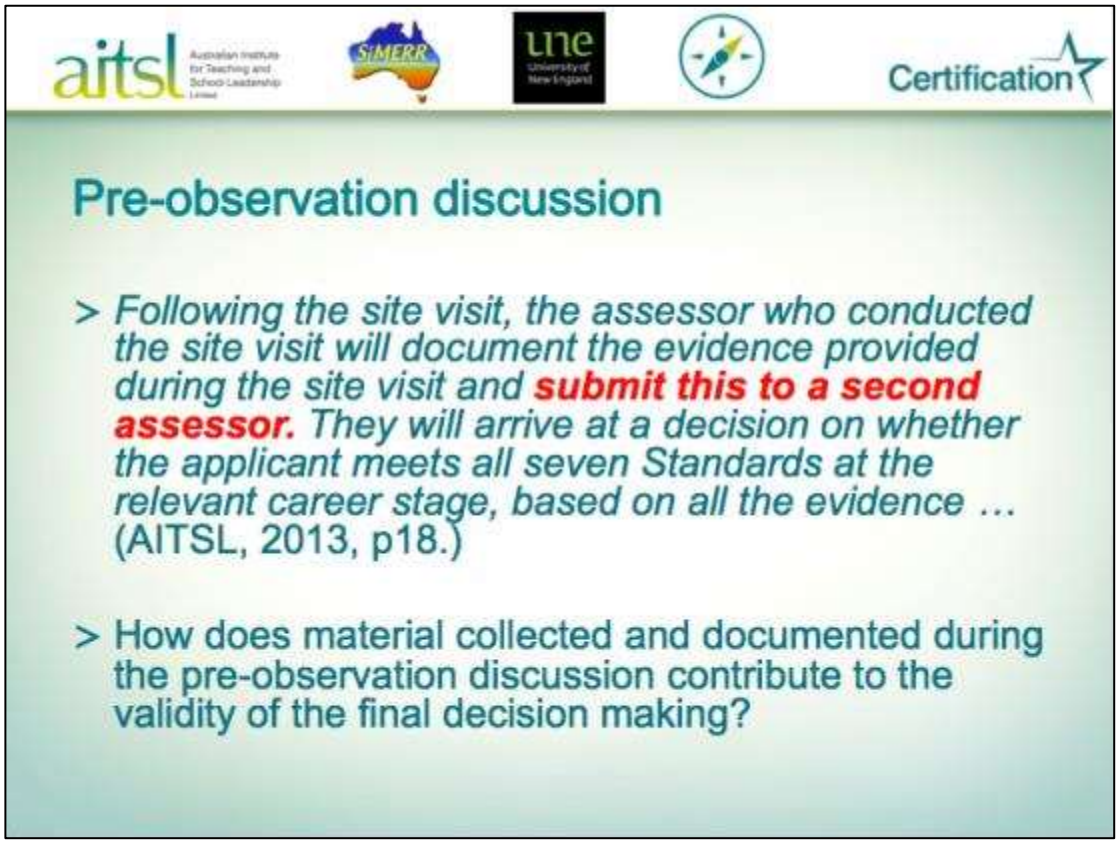
Dot point 1 cues presenter–led identification of applicant responsibility.

Dot point 2 cues presenter–led discussion of the ongoing relevance/contribution of Stage 1 to Stage 2.

Dot point 2 also cues presenter–led discussion of how the Stage 1 report informs: (i) assessors' formulation of discussion prompts/questions and (ii) on-site strategies for documenting meaningful and relevant information.

Dot points 3, 4 and 5 cue presenter–led discussion of the implications of previous points as they relate to the lesson(s) observed.

3.2.13 Slide 13

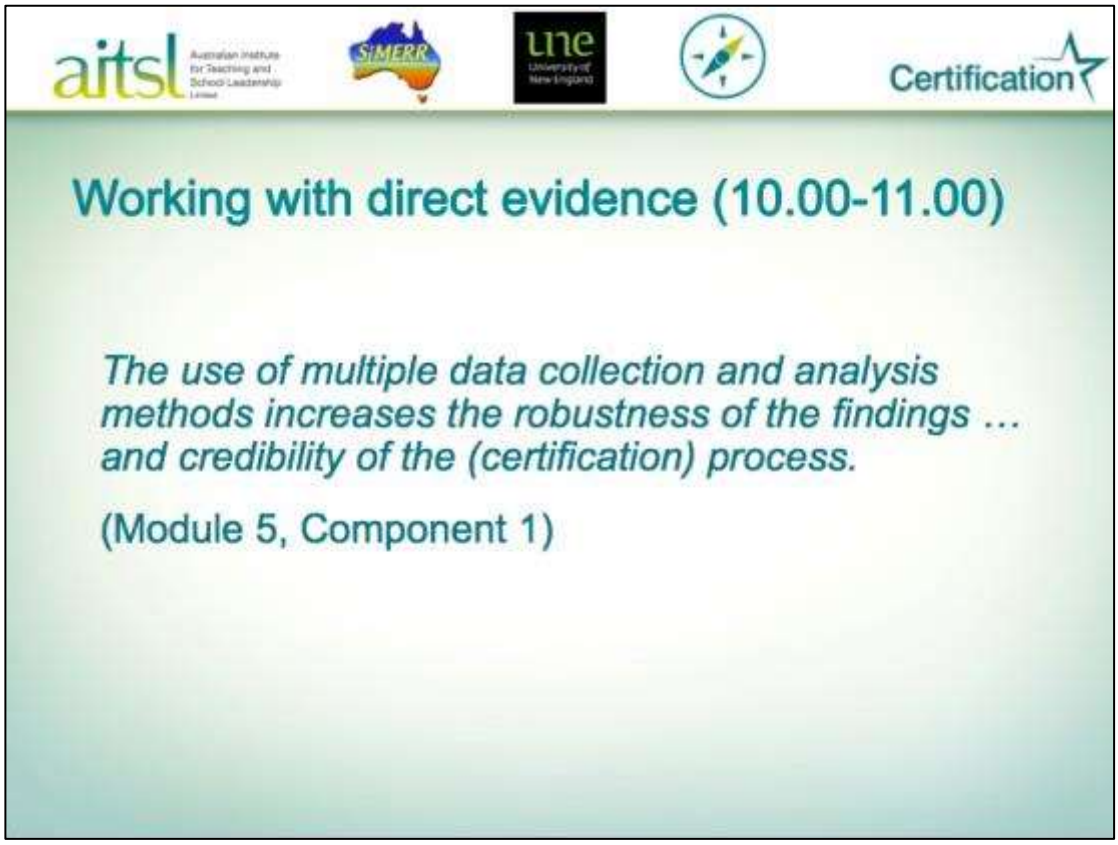


Purpose: .

- To stimulate further discussion of the roles and responsibilities for assessors.
- To highlight the importance of collecting and documenting meaningful and relevant information to share with a second assessor so that the integrity of the the data collected and documented is assured.
- To further promote the certification principles of 'credible' and 'evidence-based' (AITSL, 2012, p.3)

Activity Organisation: Sufficient time needs to be allocated to enable participants to discuss the question collaboratively and to provide feedback to the whole group.

3.2.14 Slide 14



Links to Online Materials:

Module 5, Component 1

Purpose:

This slide presents a segue to consideration of mechanisms, etc., for collecting meaningful and relevant data during the site visit.

Dot Point Clarification:

The quote from Module 5, Component 2 cues the presenter to:

1. compare the work of assessors with the conduct of research, which recognises that assessors systematically analyse data in the Collection of Evidence and that they systematically collect and analyse data in professional conversations with applicants, applicant's colleagues and referees;
2. compare the work of assessors with mixed-methods research, comprising
   - document analysis (Collection of Evidence)
   - conversation analysis (professional conversations) and
   - observations of practice
3. draw the issues of subjectivity and objectivity into relief and to acknowledge implications for assessor bias; and
4. raise consideration of (research) ethics as an important issue in the collection, documentation, storage and sharing of data.

Resource(s)

Some slides from the following online PowerPoint presentation might be informative and/or useful:

- Bulsara, C. (n.d.). Using a mixed-methods approach to enhance and validate your research http://www.nd.edu.au/downloads/research/ihrr/using_mixed_methods_approach_to_enhance_and_validate_your_research.pdf

3.2.15 Slide 15

Notes to Presenter(s):

A tick or a cross signifies whether or not the activity contributes to the overall purpose of Stage 2, which comprises three dimensions.

Links to Online Materials:

Modules 4 and 5

Purpose:

To provide an overview of how the Stage 2 activities align with the overall Stage 2 purpose.

Resources:

- AITSL, (2012) *Certification of Highly Accomplished and Lead Teachers in Australia,* Education Services Australia: Carlton South, Vic, (p. 9). http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf
- AITSL, (2013). *Guide to the certification of Highly Accomplished and Lead teachers in Australia,* Education Services Australia: Carlton South, Vic, (p. 17). http://www.aitsl.edu.au/verve/_resources/AITSL_Guide_to_Certification.pdf

3.2.16 Slide 16

Links to Online Materials:

Module 5

Purposes:

- To identify the specific type of information collected during the site visit according to role of interviewee.
- To provide a summary of certification requirements as specified in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012) and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013).

Implications/Relevance:

- The participants reflect on the scope and differentiation of information collected to ensure that assessors are constantly mindful that such information is appropriate to the role of the interviewee and the purpose of the interview.
- Commonality of some interview content across interviewee roles presents the opportunity to initiate a discussion of 'triangulation' as a means to support certification principles such as 'Credible' (AITSL, 2012, p. 3)

Resources:

- AITSL, (2012) *Certification of Highly Accomplished and Lead Teachers in Australia,* Education Services Australia: Carlton South, Vic, (p. 9). http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf
- AITSL, (2013). *Guide to the certification of Highly Accomplished and Lead teachers in Australia,* Education Services Australia: Carlton South, Vic, (pp. 17-18). http://www.aitsl.edu.au/verve/_resources/AITSL_Guide_to_Certification.pdf

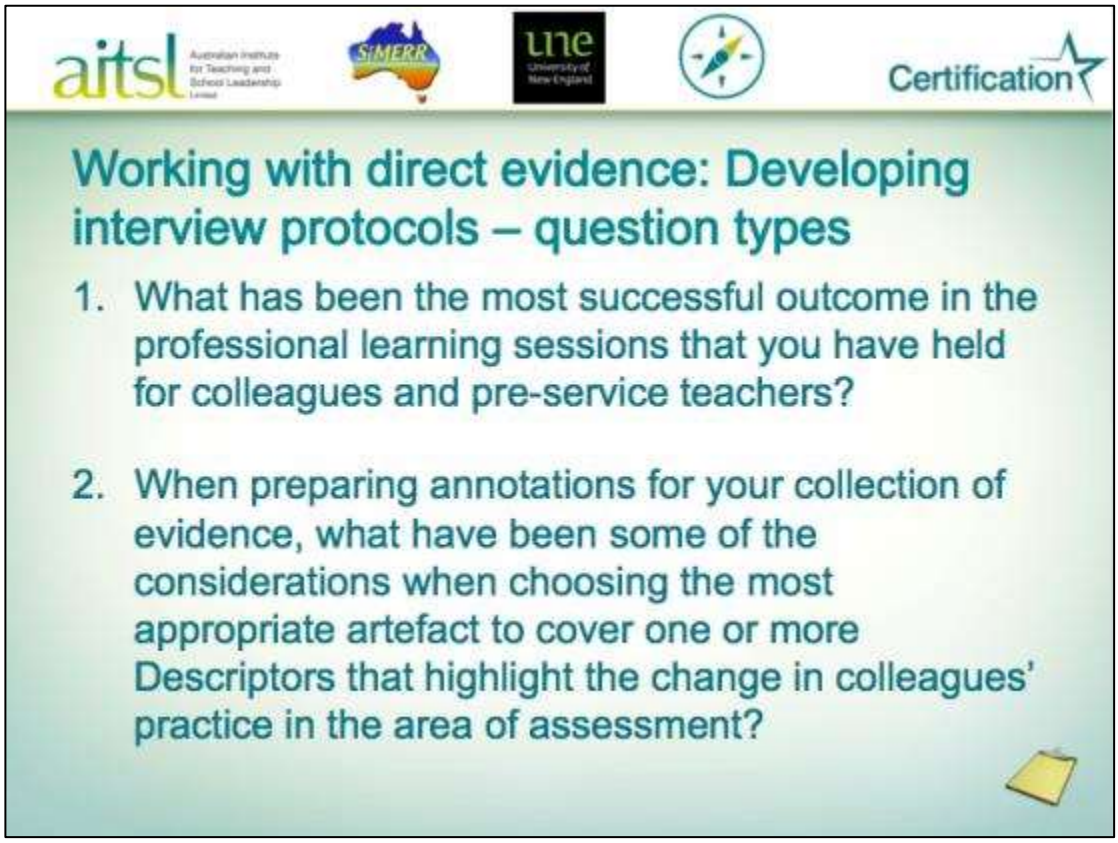
Dot Point Clarification

Presenter-led discussion that highlights that the some content collected can be common across roles, e.g. evaluative comments and that some content is specific to one role only.

'In a Nutshell'

Cautionary note: Assessors should not place interviewees in the position of providing information which is outside the specified scope per role as detailed in the 'Purpose-Content' column. The information summarised above, therefore, must be considered when formulating interview questions/prompts.

3.2.17 Slide 17



Notes to Presenters:

- Interviews conducted during site visits are ***semi-structured***, i.e. they contain a pre-determined set of interview questions to guide rather than constrain professional conversations. Unlike a structured interview, a semi-structure interview allows the opportunity for elaboration and clarification if and when necessary.
- ***Interview protocol*** refers to the set of pre-determined questions and any associated procedures that are used in structured or semi-structured interviews and which are tailored according to interviewee.
- The notes here refer to Slides 17 and 18.

Links to Online Materials:

Module 5

Purpose:

To consider appropriateness of interview protocols.

Activity Organisation:

Sufficient time needs to be allocated to enable participants to categorise and re-frame the questions, identifying and justifying aspects they would retain and aspects they would avoid.

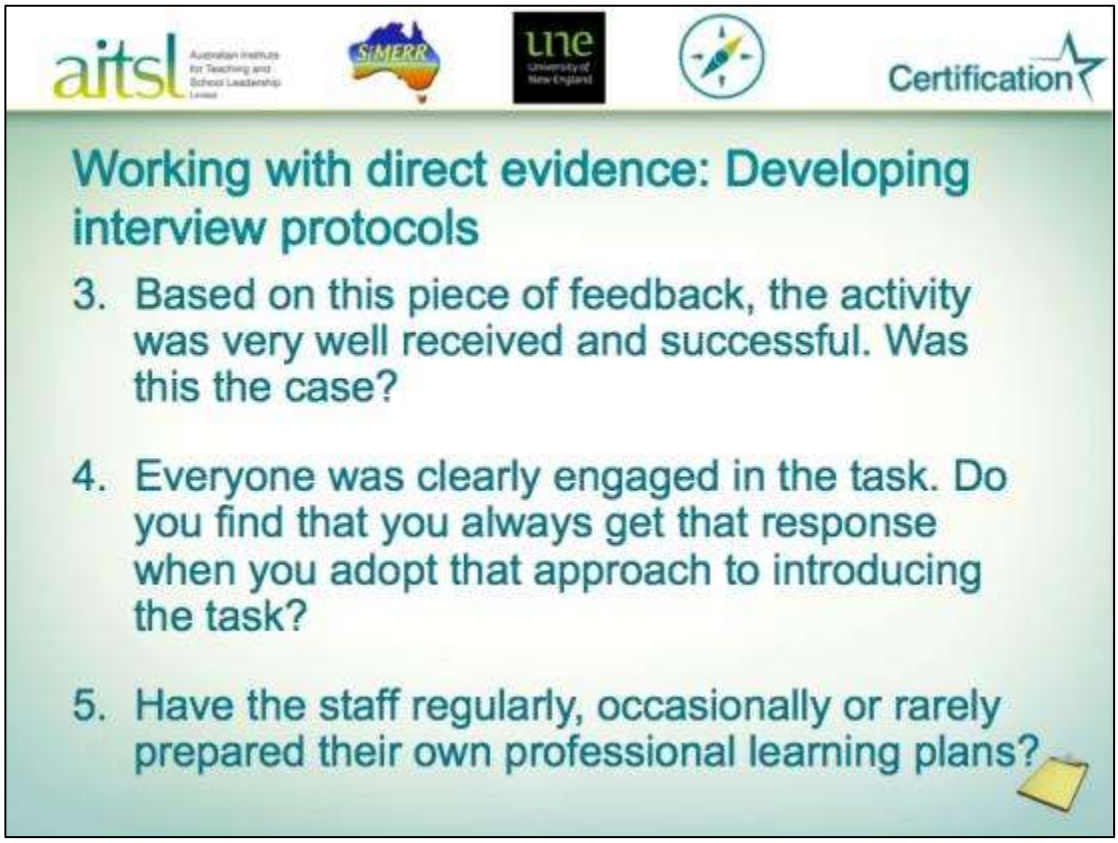
Dot Point Clarification:

The Activity Dot Points provide a set of question illustrative of the categories of questions presented in Module 5, Component 1, 'Types of Questions to Avoid'.

- Dot Point 1 is a double-barrelled question.
- Dot Point 2 is an overly long question.
- Dot Point 3 (on the following slide) is a leading question.

- Dot Point 4 (on the following slide) is a dead give away question
- Dot Point 5 (on the following slide) is a dangling alternative.

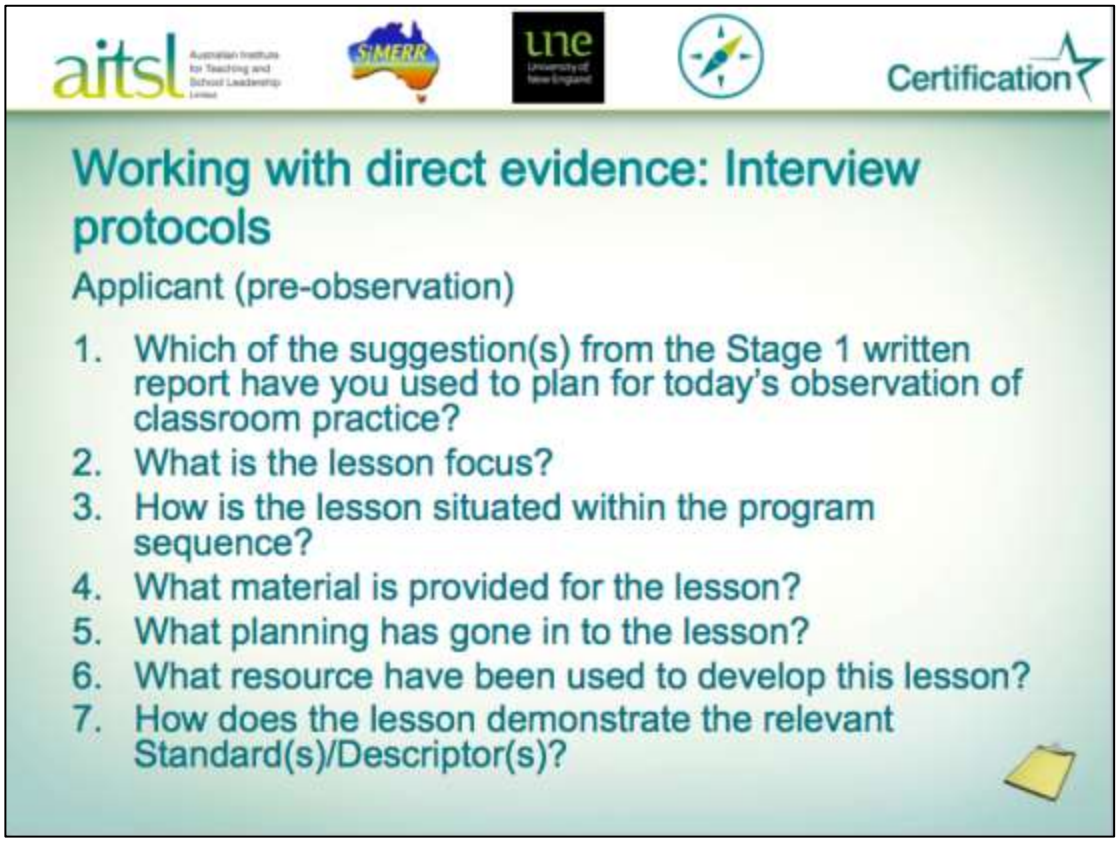
3.2.18 Slide 18



Notes to Presenters:

See notes on the previous slide.

3.2.19 Slide 19



Notes to Presenters:

The notes here refer to Slides 19 - 22.

Links to Online Materials:

Module 5

Purpose:

To critically evaluate the appropriateness of draft sets of interview questions for each role as specified in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012, p. 9) and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013, pp. 17-18).

Implications/Relevance

- Assessors will be able to identify and formulate interview questions that are appropriate for each role.
- Assessors will be able to draw on experiences of interviewing in other contexts, e.g. interviewing job applicants and conducting performance reviews.
- Adhering to the specifications in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012) and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013) enhances the nationally consistent approach to certification and strengthens the reliability of the processes involved.

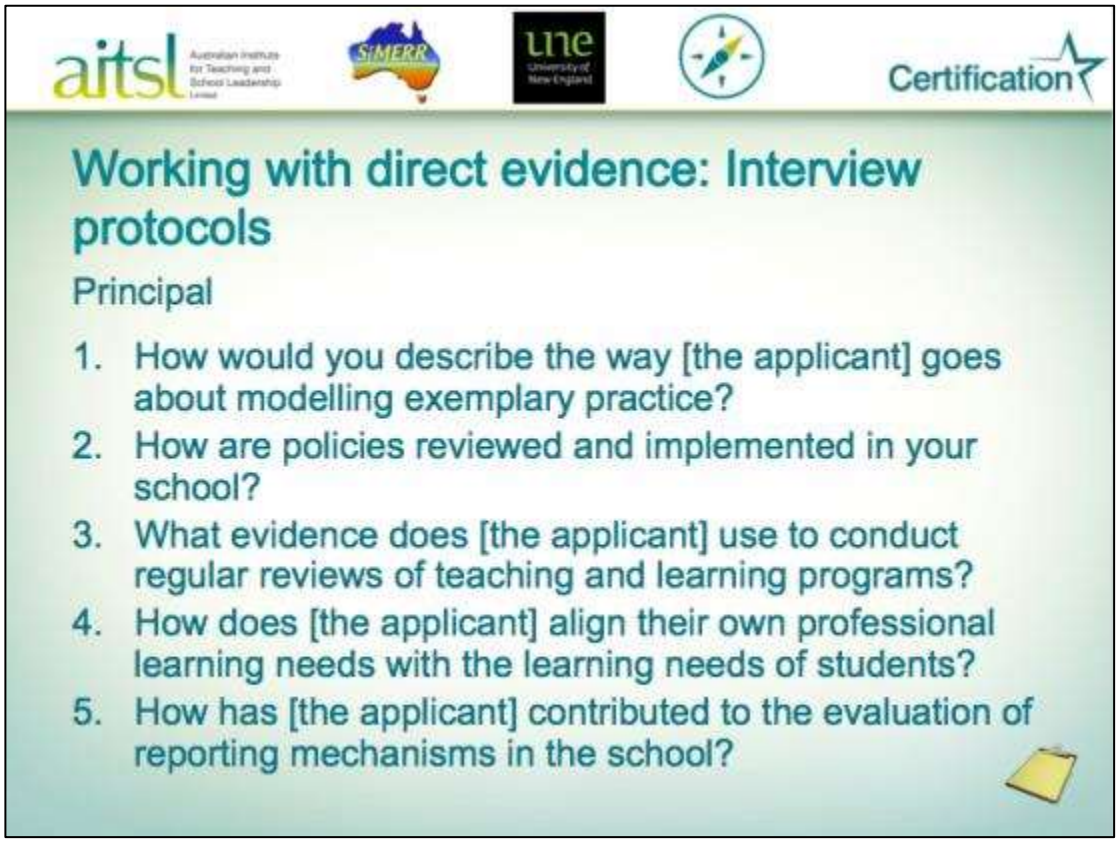
Activity Organisation:

- Sufficient time needs to be allocated to enable participants to discuss and evaluate the question sets on slides 19-22 in accordance with the specifications in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012, p. 9) and *Guide to the*

certification of Highly Accomplished and Lead teachers in Australia (AITSL, 2013, pp. 17-18).

- Time needs to be set aside for participants to share feedback with the whole group.

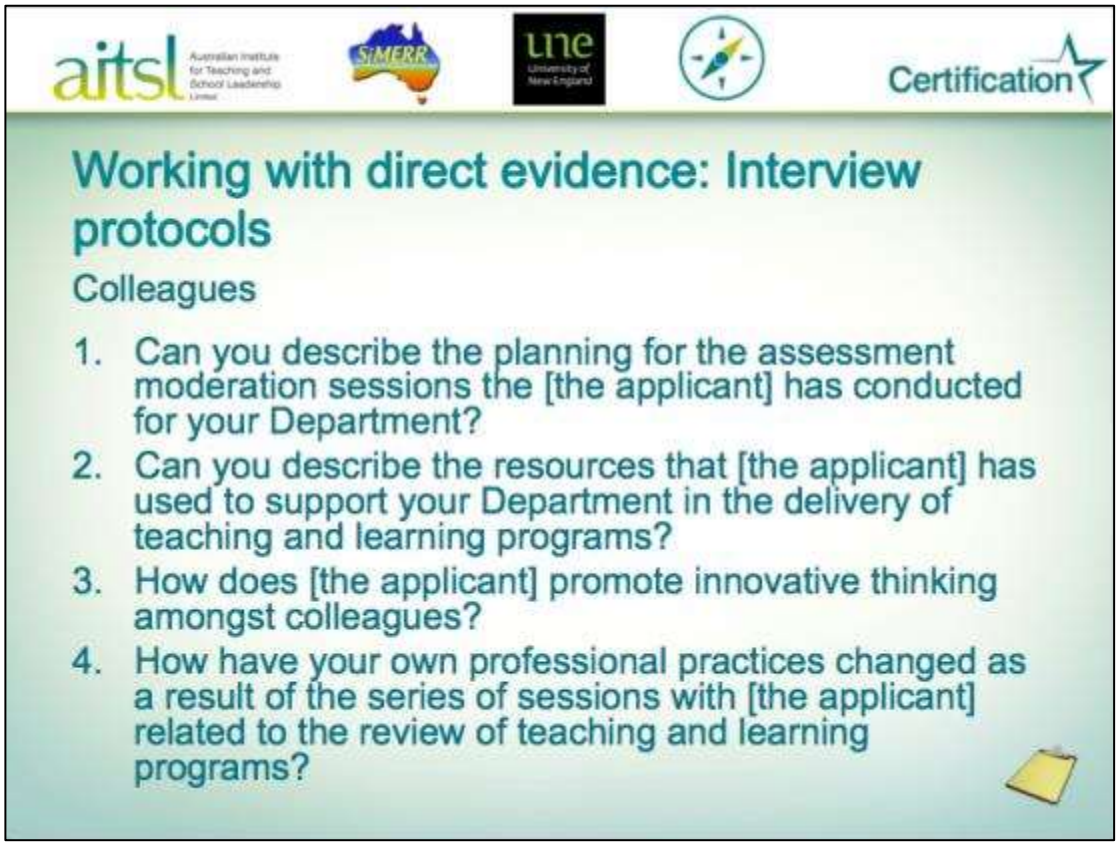
3.2.20 Slide 20



Notes to Presenters:

See notes on Slide 19.

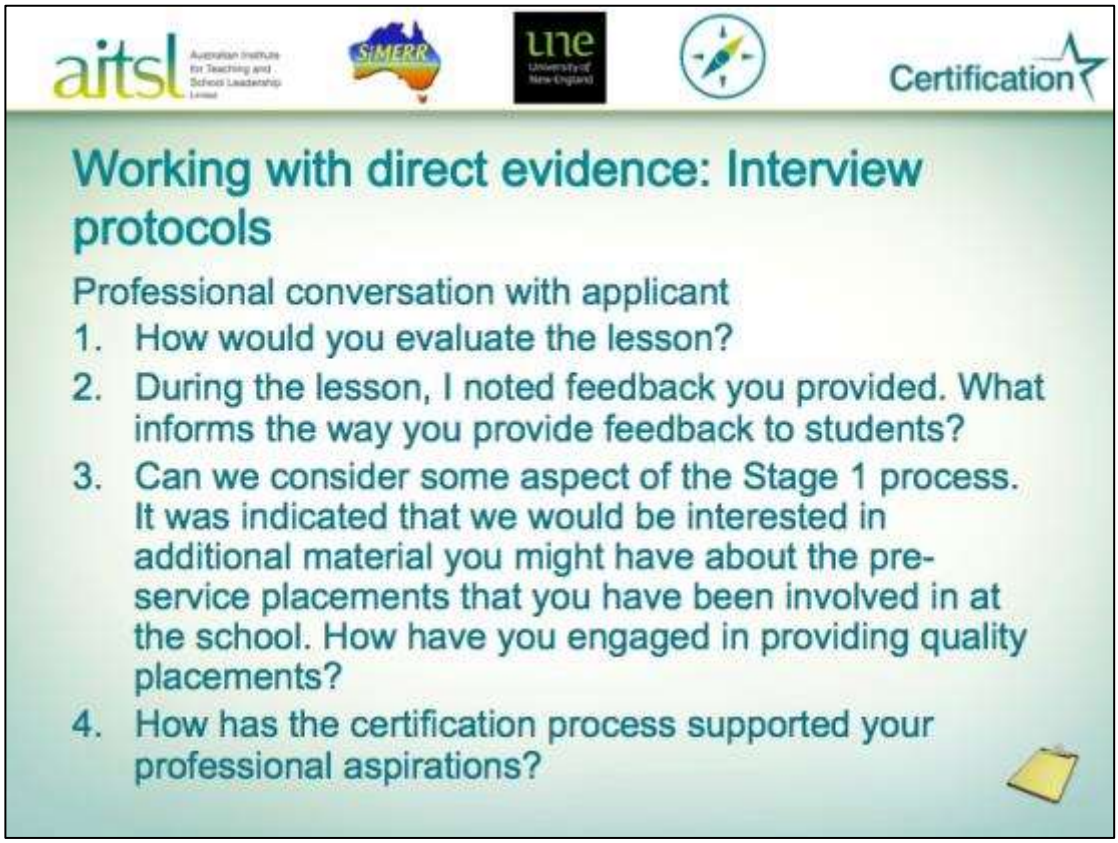
3.2.21 Slide 21



Notes to Presenters:

See notes on Slide 19.

3.2.22 Slide 22



Notes to Presenters:

See notes on Slide 19.

3.2.23 Slide 23

Notes to Presenters:

Presenters are to briefly recap the observation slides.

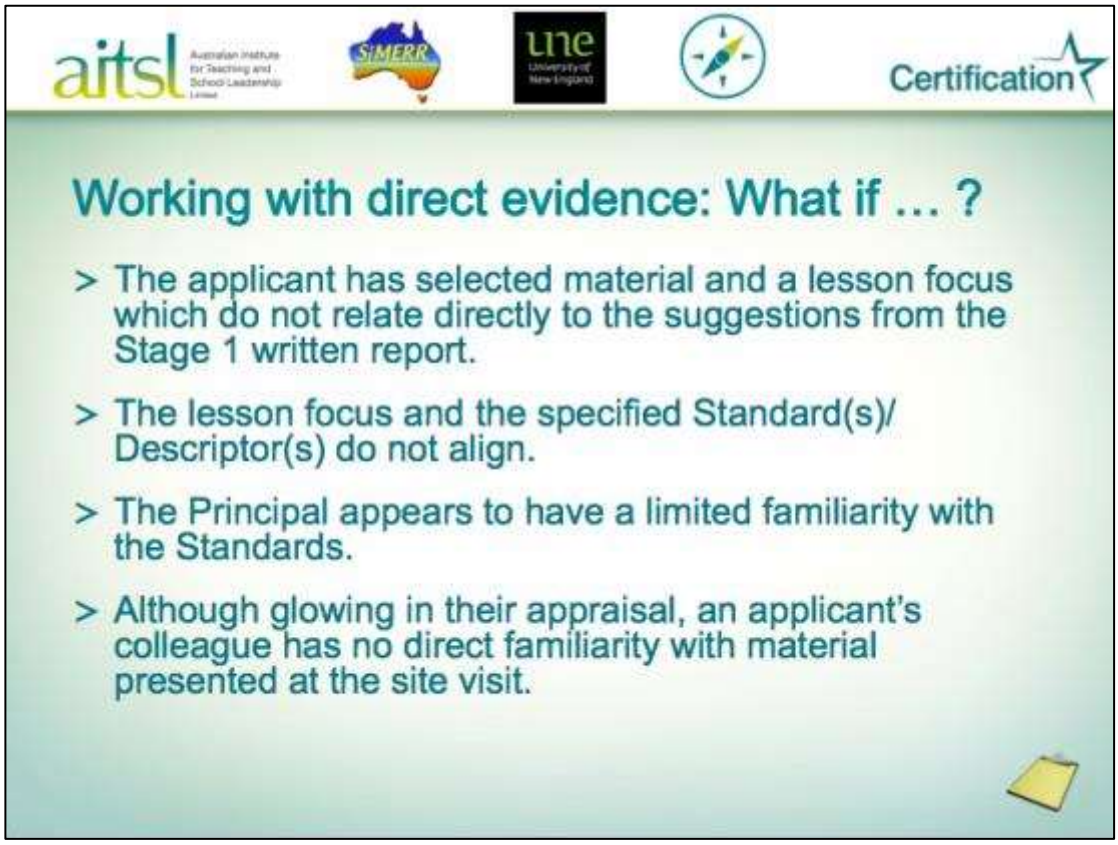
Links to Online Materials:

Module 4

Purpose:

To remind participants of the second dimension of the Stage 2 site visit, i.e., observation of practice.

3.2.24 Slide 24



Links to Online Materials:

Module 5

Purpose:

To critically explore potential site visit scenarios that could adversely affect the collection of meaningful and relevant information.

Implications/Relevance

Assessors are alerted to the need to be attentive, sensitive and adaptive to contextual factors.

Activity Organisation: Sufficient time needs to be allocated to enable participants to discuss collaboratively at least one of the questions on the slide and to provide feedback to the whole group.

3.2.25 Slide 25

Links to Online Materials:

Module 5

Purpose:

To provide a visual representation of Assessment Stage 2: Decision-making process (AITSL, 2013, p. 19) and links to Slide 13.

Implications/Relevance

During Stage 1 assessors work collaboratively on Collections of Evidence. The site visit, however, involves only one of the paired assessors, yet the final decision is again a collaborative undertaking. This slide provides a stimulus for discussing the need for accuracy and faithfulness of information transfer.

Content Clarification

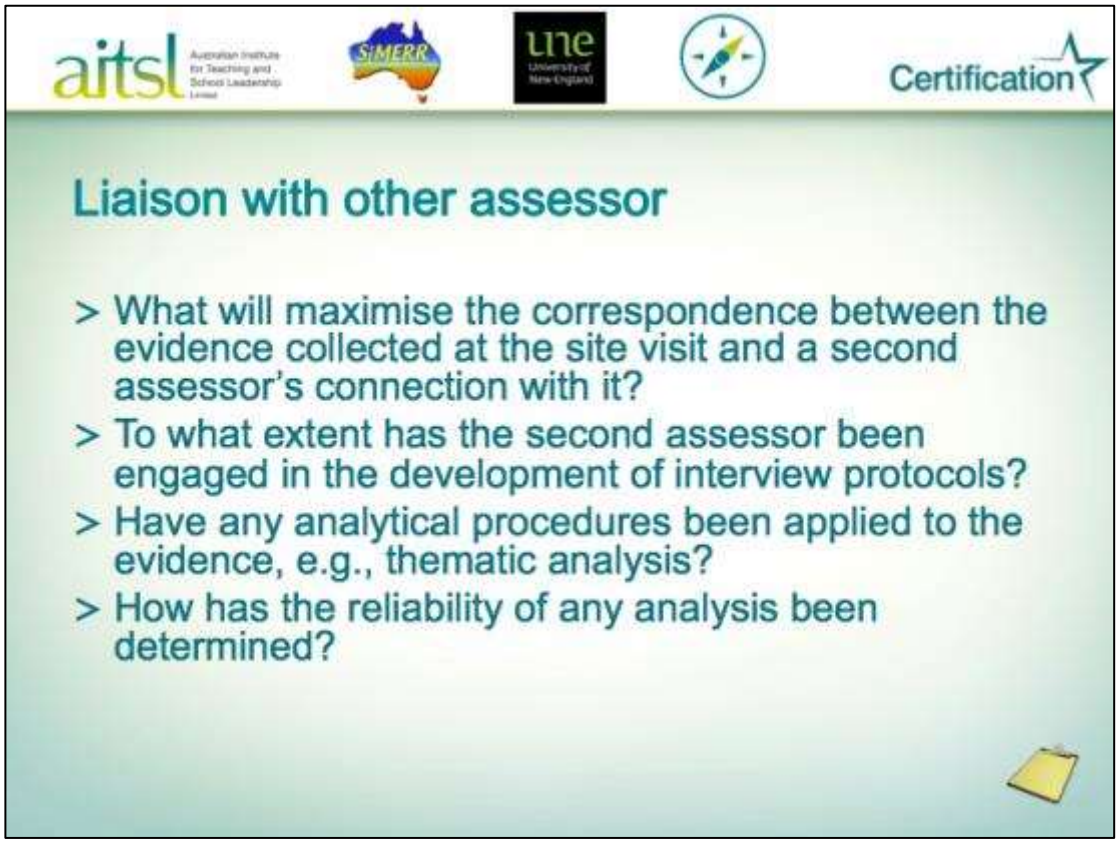
- The bee is a visual metaphor for the assessor gathering information from different sources during the site visit.
- The pollen represents the information gathered concerning direct evidence of practice.
- The moving sand in the hourglass represents the transfer of information from one assessor to the other.
- The ideas formulated by the second assessor need to correspond with the observations and preliminary decisions of Assessor 1.

3.2.26 Slide 26

Note to Presenters:

This slides presents an alternative representation of Slide 25, drawing on the alignment icon.

3.2.27 Slide 27



Links to Online Module(s)

Module 5

Purpose:

To reflect on strategies that could enhance the accuracy and fidelity of information transfer between assessors.

Implications/Relevance

Both assessors need to plan the site visit cognisant of the need to keep it manageable, i.e., to collect sufficient meaningful and relevant information, which can be accurately relayed and upon which both assessors can confer and reach consensus concerning the final recommendation.

Activity Organisation: Sufficient time needs to be allocated to enable participants to discuss the questions on the slide and to provide feedback to the whole group.

Resources:

AITSL, (2013). *Guide to the certification of Highly Accomplished and Lead teachers in Australia,* Education Services Australia: Carlton South, Vic, (p.19). http://www.aitsl.edu.au/verve/_resources/AITSL_Guide_to_Certification.pdf

3.2.28 Slide 28

Links to Online Module(s)

Module 5, Component 2

Purposes:

- To particularise the content from each professional conversation that needs to be shared with the paired assessor.
- To provide a structure for the final recommendation report.

Implications/Relevance

The content reiterates Slide 16 contents concerning the specifications in *Guide to the certification of Highly Accomplished and Lead teachers in Australia (*pp.17-18), related to the type of information collected from personnel during the site visit. Each of these areas needs to be referenced in the final recommendation as an integral part of enhancing the credible aspect of the process. Omission of any part of the certification process may result in an appeal.

Dot Point Clarification

This slide provides another opportunity for presenter-led discussion to reinforce the types of information that must be collected during the site visit.

'In a nutshell'

The site visit cannot be repeated: all mandated types of information must be collected in one working day.

3.2.29 Slide 29

Notes to AITSL/Presenter(s):

This is an optional slide to remind participants that all data must be systematically documented and mapped to the Standards. A heat map may be a convenient record keeping device of the coverage of particular standards and descriptors that are addressed during the site visit. The heat map and any other field notes may facilitate conversation between the assessors after the site visit.

3.2.30 Slide 30

3.2.31 Slide 31

3.2.32 Slide 32

Links to Online Module(s)

Module 5, Component 2

Purpose:

- To provide an advanced organiser to evaluative language.
- To reinforce that evaluative language is used throughout the entire certification process.

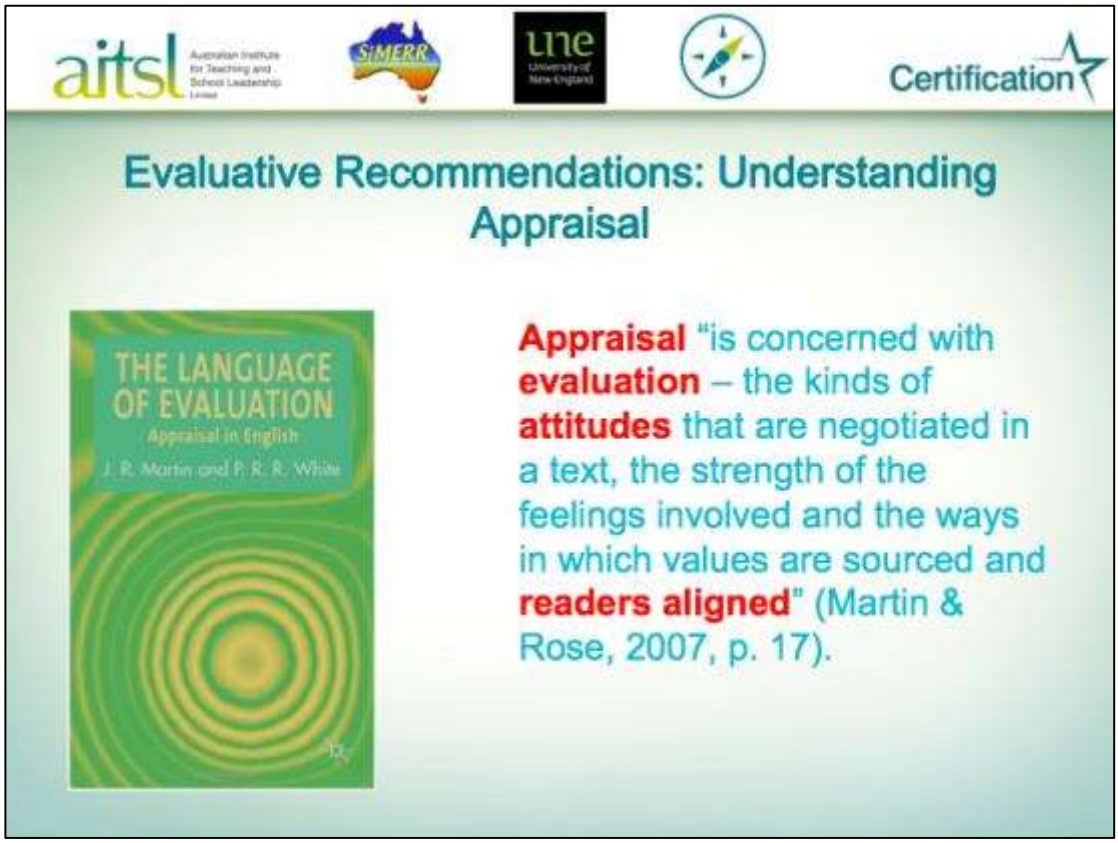
Implications/Relevance

Assessors need a consistent approach to recognising, understanding, analysing and using evaluative language. An approach is elaborated in the Appraisal framework (Slides 33 – 47).

Dot Point Clarification

- Dot points 1 - 4 apply to Stage 1
- Dot points 5 and 6 apply to Stage 2
- Dot point 7 applies to Stages 1 and 2.
- The presenter should identify that evaluative language is used and analysed in both written and oral texts.

3.2.33 Slide 33



Notes to Presenter(s):

This introduction to Appraisal provides an opportunity to acknowledge that some participants may have extensive knowledge of Appraisal already and they may know key exponents of Appraisal, e.g. Len Unsworth, Mary Macken-Horarik, Sally Humphrey, Susan Feez, etc. Supportive input from participants who are well versed in Appraisal should be welcomed. Presenters should acknowledge that Appraisal can be used in conjunction with other modes of analysis. Other theoretical frameworks and modes of analysis should not be excluded.

This session enables presenter-led acknowledgement of the focus on language throughout the Assessor Training Program. The presenters could acknowledge the focus on language in Module 1 (lexical patterns), Module 3 (writing bias) and Module 5 (professional conversations and evaluative language).

Links to Online Module(s)

Module 5, Component 2

Purposes

The purposes of the session are:

- to introduce participants to 'Appraisal' as a theoretical framework for evaluative language.
- to enable participants to identify, classify and analyse the effects of evaluative language in professional conversations, written evidence, etc.
- to use evaluative language appropriately in professional conversations and reports, etc.

The purpose of this slide is to introduce a working definition for Appraisal.

Implications/Relevance

Certain types of evaluative language are used extensively in the Standards and certification documents. It is crucial that assessors use the same evaluative resources in their work in order to ensure alignment.

Dot Point Clarification

- The brief quote provides an introductory, working definition.
- The words in red provide a brief 'in a nutshell' definition, i.e. "**Appraisal evaluates attitudes** that **align readers**"
- Presenters should acknowledge that Appraisal analysis can be used in all stages of certification.

Further Reading

- Droga, L. & Humphrey, S. (2003). *Grammar and meaning: An introduction for primary teachers,* Berry, N.S.W.: Target Texts.
- Martin, J. R. (2004) Mourning: How we get aligned, *Discourse and Society*, 15(2-3), pp. 321-344. http://www.grammatics.com/appraisal/Mourning-HowWeAreAligned-Martin-JR.pdf
- White, P.R.R. (2001a). An introductory tour through Appraisal theory. http://www.grammatics.com/appraisal/AppraisalOutline/AppraisalOutlineWPFiles.html:
- White, P.R.R. (2001b). Appraisal: An overview. http://www.grammatics.com/appraisal/AppraisalGuide/AppraisalGuideWPFiles.html
- Other downloads are available at http://www.grammatics.com/appraisal/AppraisalKeyReferences.html

3.2.34 Slide 34

Notes to Presenter(s):

Definitions of terms presented in the diagram are introduced progressively in subsequent slides.

Links to Online Module(s)

Module 5, Component 2

Purpose:

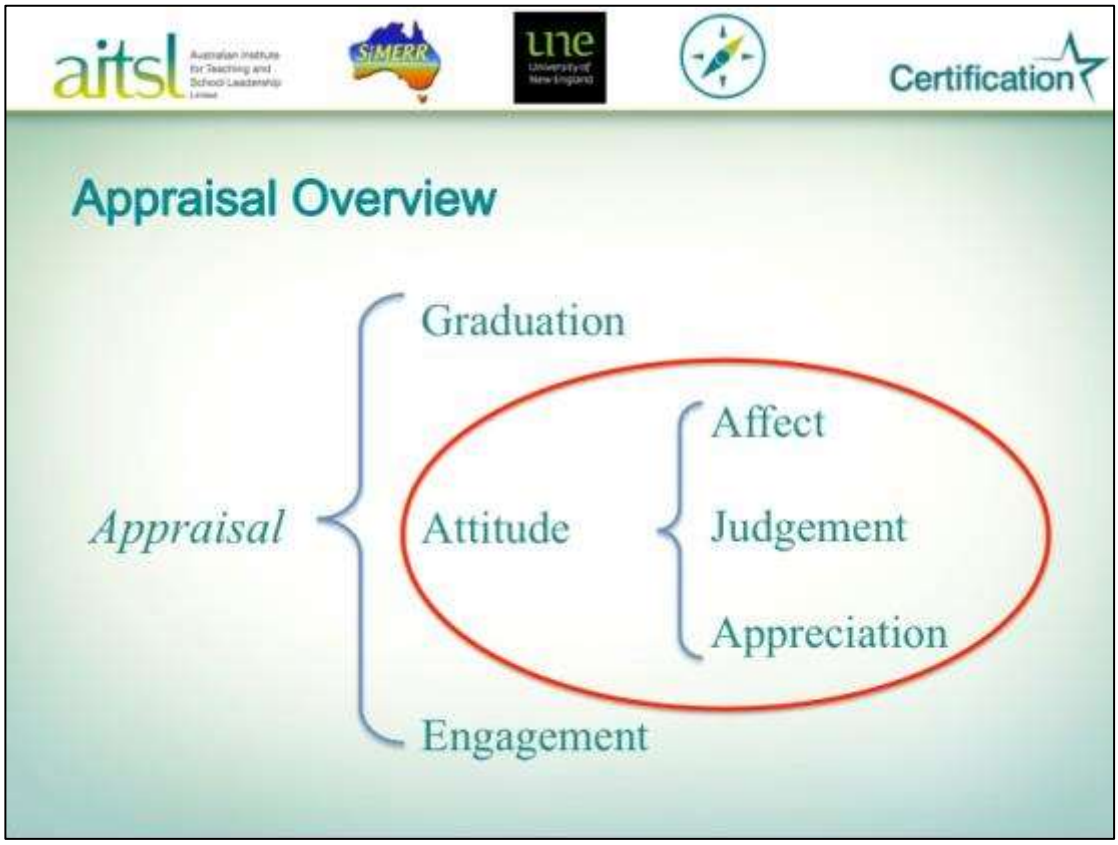
This slide outlines the components of the Appraisal framework.

Background Information

Appraisal comprises three domains, each of which is further sub-divided into regions. Attitude contains three regions: Affect, Judgement and Appreciation.

It is important to note that all terms in the Appraisal framework have technical definitions which set them apart from their everyday usage. This is signified by the use of uppercase.

3.2.35 Slide 35



Links to Online Module(s)

Module 5, Component 2

Purpose:

This slide highlights the domain and associated regions for discussion and consideration during the session.

Implication/ Relevance

Any participants who wish to extend their exploration of Appraisal beyond the Attitude domain can refer to the links in the online learning materials and Slide 47.

3.2.36 Slide 36

Links to Online Module(s)

Module 5, Component 2

Purpose:

- To make the interpretive aspect (i.e. negative or positive interpretations) of Attitudinal evaluation explicit.
- To introduce factors that influence attitudinal evaluation, e.g., context and ideology.

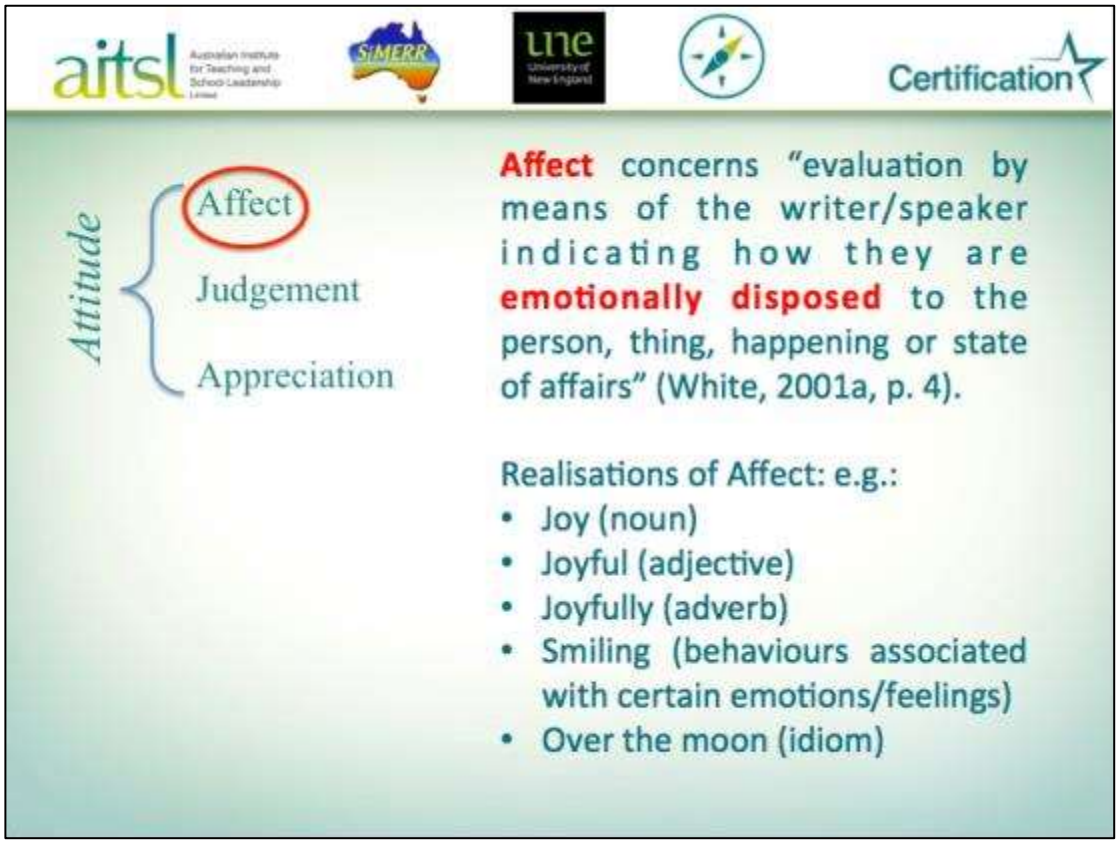
Implications/Relevance

Evaluation of teachers' practice is central to certification. Assessors need to understand the interpretive aspects of the attitudinal evaluations.

Dot Point Clarification

The red text highlights the crux of attitudinal evaluation.

3.2.37 Slide 37



Links to Online Module(s)

Module 5, Component 2

Purposes:

- To introduce the technical definition of 'Affect' and the means by which it may be realised.
- To develop understanding of the interpretive aspect of attitudinal evaluation.
- To make the influence of context explicit.

Dot Point Clarification

- The red text highlights the key aspect of the definition.
- 'Realisations of Affect' presents various ways Affect can be inscribed in texts.
- 'Realisations of Affect' can cue presenter-led discussion about the role of context in the interpretation of attitudinal evaluation. The presenter could mention that happiness, in the various ways in which it may be realised, is usually interpreted positively. Delusional happiness or perverted happiness, however, is likely to be interpreted negatively. The presenter could use other examples, e.g. anger is usually interpreted negatively unless it is righteous anger. Such examples will make the crucial role of context explicit.

Resources/Further Reading

White, P.R.R. (2001c). Stage 1 – Attitude – Affect. http://www.grammatics.com/appraisal/

3.2.38 Slide 38

Links to Online Module(s)

Module 5, Component 2

Purpose:

To illustrate the use of Affect in teachers' talk.

Implications/Relevance

Affect is a significant feature of the lexical fingerprint of teachers' talk: consider how often teachers use the words 'passion/ate'. Affect, however, is not appropriate in all aspects of teachers' work, e.g., Affect is not used in the Standards. Given that the certification "represents an assessment against the Standards" (AITSL, 2012, p. 3), references to Affect by applicants, assessors and other personnel is extraneous. It will also be argued later that it is potentially detrimental and has the capacity to undermine quality assurance mechanisms that are embedded in the certification process.

Dot Point Clarification

The use of red, uppercase highlights the use of Affect in the quote.

Background Information

The quote is taken from the 'BushTracks' research project conducted by the BushTracks Research Collective, University of New England. The research project addressed aspects of rural teachers' work, including rural pedagogies, professional identity and accelerated progression. It did not address teachers' feelings, however, teachers frequently animated their talk with unsolicited references to emotions (Affect).

3.2.39 Slide 39

Links to Online Module(s)

Module 5, Component 2

Purpose:

To further illustrate the use of Affect in teachers' discourse.

Implications/Relevance

The use of Affect shifts attention from the applicant's practice to the applicant's feelings. This diverts attention away from assessing an applicant's ***practice*** "against the Standard" (AITSL, 2012, p. 3).

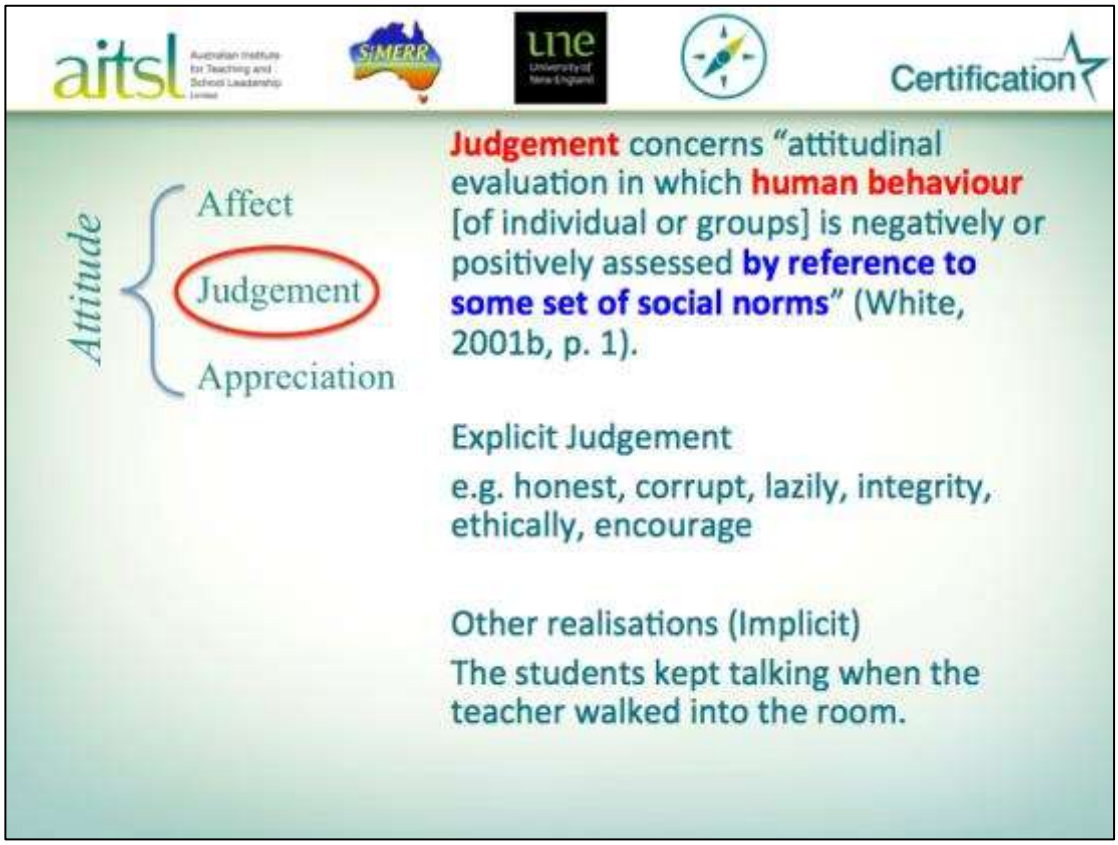
Dot Point Clarification

The use of red, uppercase signifies the use of Affect taken from a teacher's Collection of Evidence.

Background Information

The quote is taken from a 'Teacher reflection on the direct evidence' (AITSL, 2012, p. 9) that was included in a Collection of Evidence that was submitted in the ACT TQI Pilot Project (2012).

3.2.40 Slide 40



Links to Online Module(s)

Module 5, Component 2

Purpose:

To introduce the technical definition of 'Judgement' and the means by which it may be realised in texts.

Implications/Relevance

Given that Judgement concerns human behaviour, it is highly relevant to evaluations of teachers' practice.

Dot Point Clarification

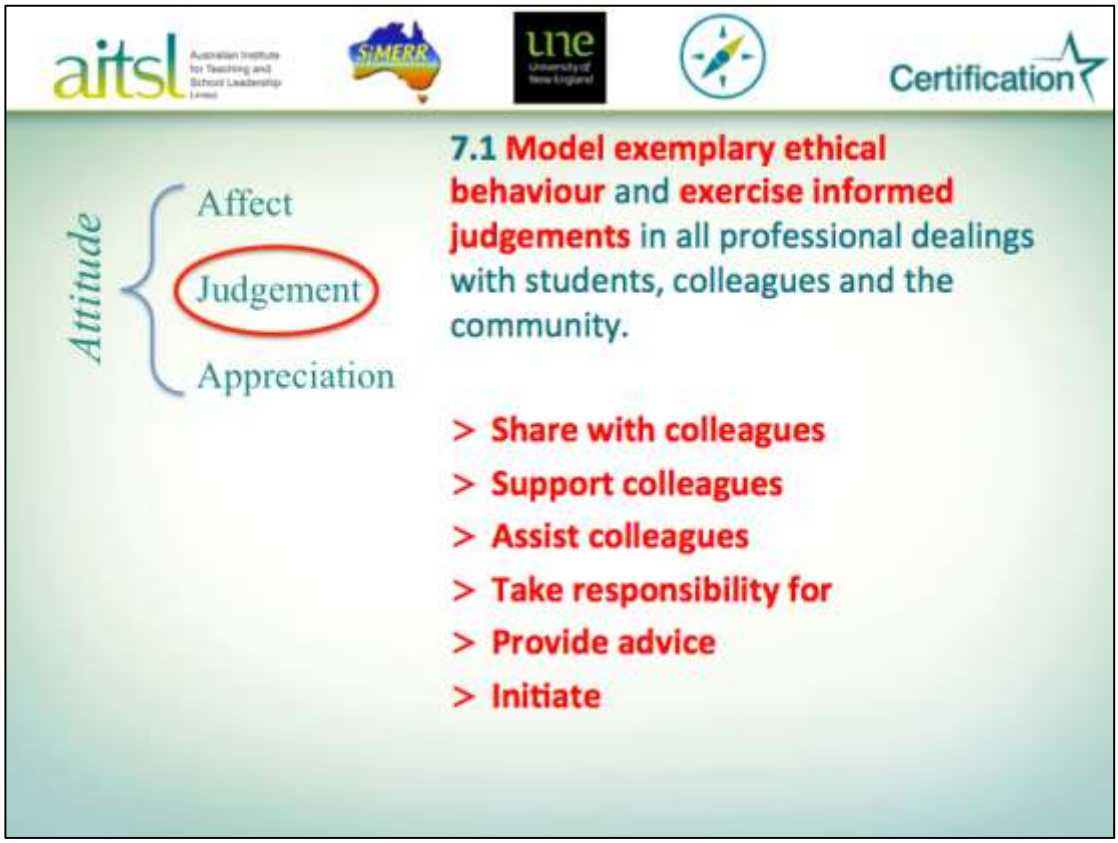
- The red text highlights the key aspects of the definition.
- The blue text highlights an important consideration in attitudinal evaluations of human behaviour.
- The presenter should emphasise the importance of social norms, such as the collective professional norms endorsed by teachers in the Validation of the Standards, in attitudinal evaluations of human behaviour.
- The terms listed in 'Explicit Judgement' cue the presenter to further indicate the interpretive aspect of altitudinal evaluation, i.e. to identify whether the terms would be interpreted positively or negatively, while acknowledging that such interpretations may change in the light of further information about context.
- 'Other realisations' cues the presenter to talk about the realisation of Judgement in the absence of attitudinal lexis. The presenter should identify that the seemingly factual statement, "The students kept talking when the teacher walked into the room," is likely to be evaluated negatively according to social norms concerning the behaviour of good/bad students, polite/rude behaviour, etc.

- The presenter could also point out that grammatical items can increase the force of attitudinal evaluations. For example, a negative evaluation is likely to be intensified by the inclusion of the word 'even', i.e., "The students kept talking ***even*** when the teacher walked into the room".

Resources/Further Reading

White, P.R.R. (2001e). Stage 2 – Attitude – Judgement. http://www.grammatics.com/appraisal/

3.2.41 Slide 41



Notes to Presenter(s):

Participants may identify that aspects of the red text in the descriptor can be analysed differently. The issue of 'dual coding' is not problematic and it will be addressed in a subsequent slide (Slide 42).

Links to Online Module(s)

Module 5, Component 2

Purpose:

To illustrate examples of explicit and implicit 'Judgement' within descriptors.

Implications/Relevance

The slide demonstrates the extensive use of terms/statements that contain Judgement value.

Dot Point Clarification

- The red text indicates items that have Judgement value.
- The collective professional norms as endorsed by teachers in the Validation of the Standards preconfigure the behaviours in red text to be evaluated positively.

Resources/Further Reading

White, P.R.R. (2001e). Stage 2 – Attitude – Judgement. http://www.grammatics.com/appraisal/

3.2.42 Slide 42

Links to Online Module(s)

Module 5, Component 2

Purpose:

- To introduce the technical definition of Appreciation.
- To present examples of Appreciation in a descriptor.

Implications/Relevance

The slide demonstrates the extensive use of terms/statements that contain Appreciation value within a single descriptor.

Dot Point Clarification

- The red text indicates items that have explicit and implicit Appreciation value.
- The collective professional norms as endorsed by teachers in the Validation of the Standards preconfigure the states of affairs and processes in red text to be evaluated positively.

Resources/Further Reading

White, P.R.R. (2001d). Stage 3 – Attitude – Appreciation. http://www.grammatics.com/appraisal/

3.2.43 Slide 43

Links to Online Module(s)

Module 5, Component 2

Purpose:

- To provide further examples of Appreciation.
- To highlight examples that can be dual coded as Appreciation and/or Judgement.

Implications/Relevance

Assessors will be evaluating behaviours (Judgement), states of affairs (Appreciation) and processes (Appreciation) when examining alignment with the Standards.

Dot Point Clarification

- The first three dot points indicate examples that have Appreciation value only.
- In 'Dual Coding', statements 1 and 3 contain Appreciation value only, whereas statements 2 and 4 contain both Appreciation and Judgement value.

Resources/Further Reading

White, P.R.R. (2001d). Stage 3 – Attitude – Appreciation. http://www.grammatics.com/appraisal/

3.2.44 Slide 44

Notes to Presenter(s):

The red and blue text cues presenter-led explanation of the analysis presented.

Links to Online Module(s)

Module 5, Component 2

Purpose(s):

To illustrate the use of evaluative language in the certification process.

Implications/Relevance

Assessors will be able to use evaluative language appropriately in written and spoken communication in the certification process.

Background Information

The text presented here was taken from the final draft of a Final Recommendation in the ACT TQI Pilot Project (2012).

3.2.45 Slide 45

Notes to AITSL/Certifying Authority:

- AITSL or the Certifying Authority needs to select a text that demonstrates frequent use of a range of evaluative devices. Newspaper items frequently use evaluative language.
- Permission to use the text will need to be gained by AITSL or the Certifying Authority. If using a newspaper article, permission will need to be gained from the journalist. It is, therefore, best to choose articles that include the author's name.
- The presenter needs to analyse the text prior to the session.

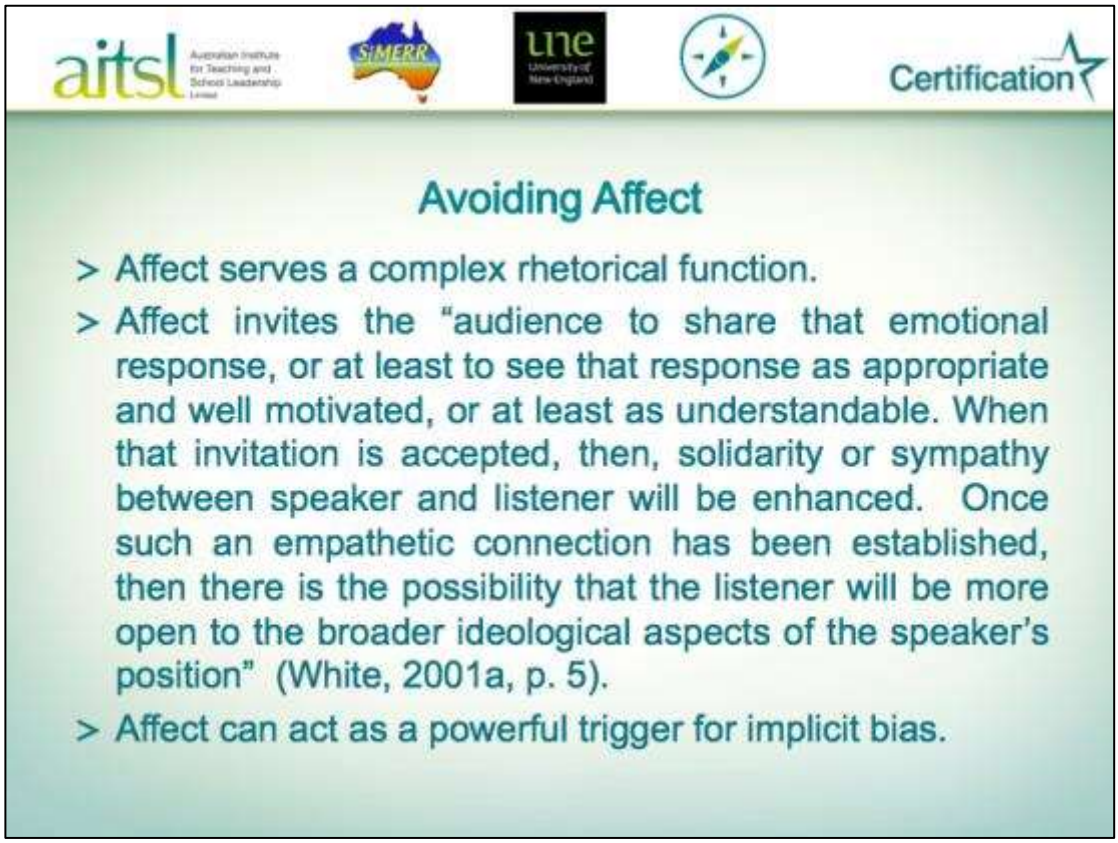
Purposes:

- To increase the participants' ability to identify and classify evaluative textual resources.
- To promote the assessors' ability to identify and analyse the use of evaluative language in Collections of Evidence, observation reports and professional conversations.
- To increase assessors' capacity to strategically use evaluative language appropriately and effectively throughout the certification process, e.g. in the preparation of reports to certifying authorities and the framing of discussion questions in the conversations with applicants, applicants' colleagues and referees.

Activity Organisation:

Sufficient time needs to be allocated to enable participants to analyse the text in pairs. It is not necessary that participants analyse the entire text, especially if it is long. A group discussion follows in which the presenter and the participants discuss some of the evaluative devices that are used.

3.2.46 Slide 46



Notes to Presenter(s):

The Further Reading by White (2001, pp. 9-11) is strongly recommended.

Links to Online Module

Module 5, Component 2

Purpose:

- To present functions of Affect.
- To identify the potential of Affect to undermine QA mechanisms.

Implications/Relevance

Participants will:

- understand that the empathic bond that Affect can create undermines important QA mechanisms in the certification process, such as Assessors not assessing submissions from applicants that they know and/or with whom they work (AITSL, 2012, pp. 6, 9, 13), etc.
- understand that Affect can act as a powerful bias trigger.

Dot Point Clarification

- The dot points cue presenter-led identification of the rhetorical function of Affect and possible implications for the credibility of the certification process.
- The presenter may also wish to acknowledge that the inclusion of an applicant's photo on the cover of a Collection of Evidence is similarly problematic. It invites the assessors to 'get to know' an applicant, but assessors cannot assess applications from people that they know and/or with whom they work.

Resources/Further Reading

White, P.R.R. (2001). An introductory tour through Appraisal theory. http://www.grammatics.com/appraisal/AppraisalOutline/AppraisalOutlineWPFiles.html (pp. 9-11).

Resources/Further Reading

White, P.R.R. (2001c). Stage 3 – Attitude – Affect. http://www.grammatics.com/appraisal/

3.2.47 Slide 47

Purpose

This slide presents the url of the Appraisal website for participants who may wish to explore Appraisal further.

3.2.48 Slide 48

Note to Presenters:

During this session, a number of slides from earlier sessions may be used to support presenter-led discussions. Some suggested slides for this purpose are included as slides 49 – 53.

Links to Online Materials:

Module 5 Component 2

Purposes:

Of this session:

- To provide a summary overview of the site visit.
- To revisit particular aspects of the site visit in terms of some key planning issues and the workload for assessors.

This slide:

- To summarise the sequence of site visit events as specified in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012, pp. 9-10) and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013, pp 17-19).
- To consider some planning issues and personnel related to key stages of the site visit.

Implications/Relevance:

- The participants reflect on the scope and differentiation of information to be collected and assessor workload to ensure that assessors are mindful of the need for prior preparation.

- Participants are reminded of the importance of being able to share site visit information reliably with the teamed assessor.

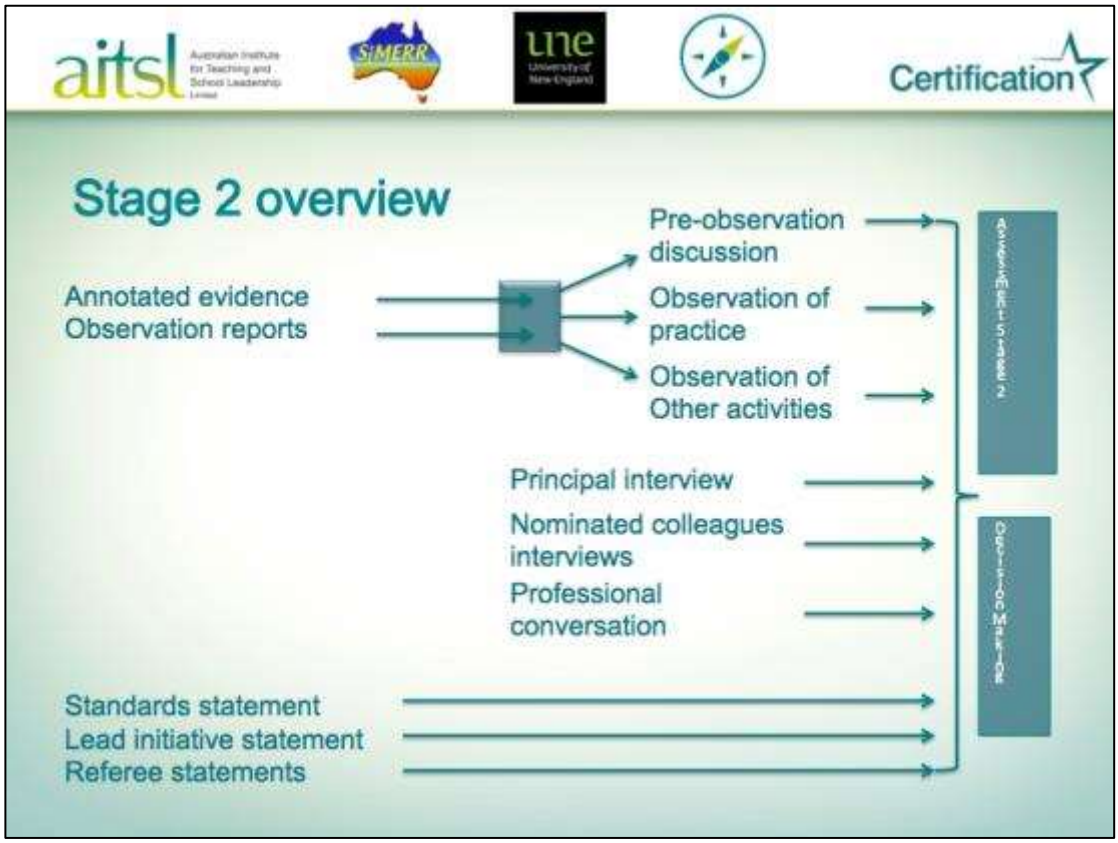
Resources:

- AITSL, (2012) *Certification of Highly Accomplished and Lead Teachers in Australia,* Education Services Australia: Carlton South, Vic, (p. 9). http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf
- AITSL, (2013). *Guide to the certification of Highly Accomplished and Lead teachers in Australia,* Education Services Australia: Carlton South, Vic, (pp. 17-18). http://www.aitsl.edu.au/verve/_resources/AITSL_Guide_to_Certification.pdf

Dot Point Clarification

- Dot Point 1: Presenter-led discussion that addresses contact between applicant and assessor (blue text). The Stage 1 report can inform planning for the site visit and Slide 49 is included as a reference to the continuity between Stages 1 and 2.
- Dot Point 2: Presenter-led discussion that addresses contact between assessors (green text) to ensure that the necessary draft professional conversation protocols are prepared. Slide 50 is included as a reminder of the need to develop appropriate questions.
- Dot Point 3: Presenter-led discussion that addresses the extent of information to be collected and all personnel involved (red text). Slide 51 is included as a reference to the scope of each professional conversation.
- Dot Point 4: Presenter-led discussion that addresses contact between assessors to ensure that the teamed assessor has a clear understanding of the meaningful and relevant information collected during the site visit. Slide 52 is a reference to the notion that the final recommendation report links 'eye-witness' evidence (Assessor 1) and the teamed Assessor's understandings of that evidence as communicated by Assessor 1.
- Dot Point 5: Presenter-led discussion that addresses contact between assessors to consider information from both Stages 1 and 2. Slide 49 can again be used to remind participants of the continuity between Stages 1 and 2.
- Dot Point 6-8: Presenter-led discussion that addresses contact between Assessors to consider whether or not all evidence collected is sufficient to indicate that an applicant has met all seven Standards at the appropriate career stage. Slide 53 provides a reference to the Appraisal framework presented in the previous session, and which can be applied in the analysis of information collected and in the writing of recommendations.

3.2.49 Slide 49



Links to Online Materials:

Modules 4 and 5

Purposes:

- To illustrate the articulation of Stages 1 and 2.
- To provide a diagrammatic overview of the elements in Stage 2.
- To itemise the elements that contribute to the final recommendation to the certifying authority.
- To emphasise that the Stage 2 recommendation is based on the totality of the materials presented/gathered and evaluated in Stages 1 and 2.

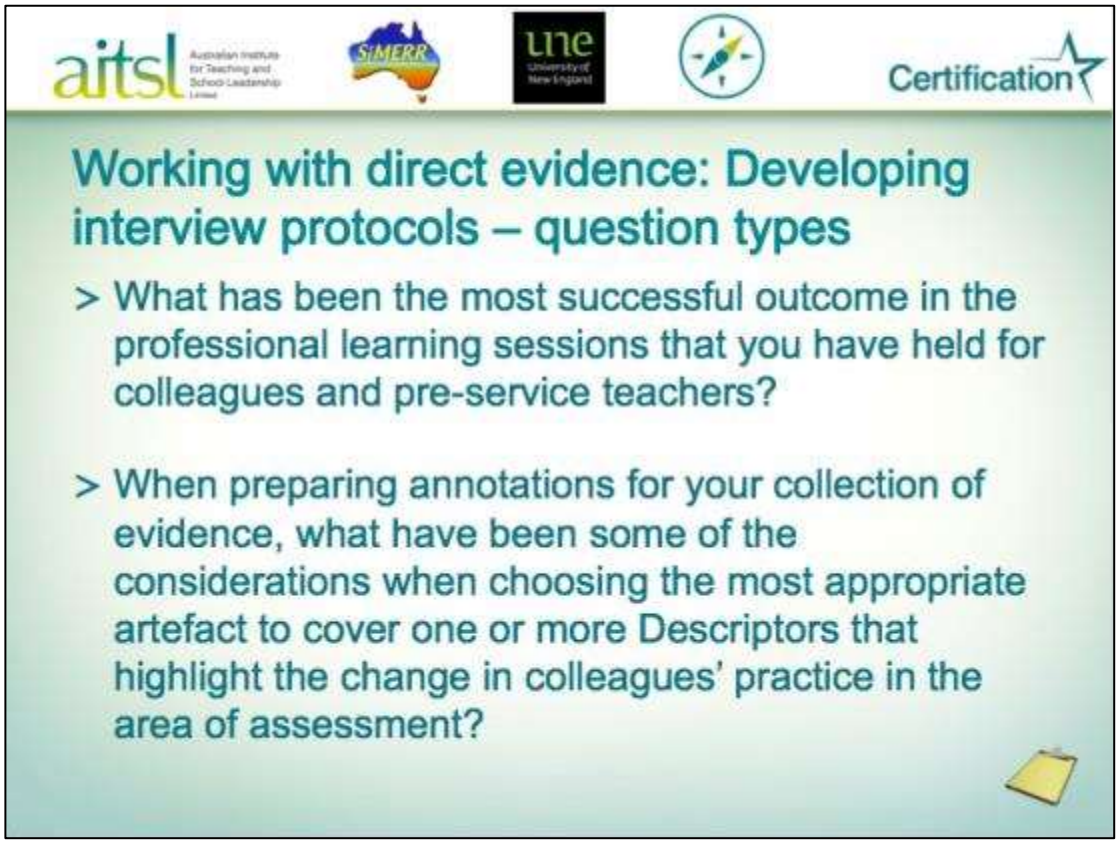
Implications/Relevance/Rationale

This is an introductory slide. It provides the foundation for the material presented in and discussion arising from following slides/activities.

Resource(s)

AITSL, (2013). *Guide to the certification of Highly Accomplished and Lead teachers in Australia,* Education Services Australia: Carlton South, Vic, (pp. 9-10). http://www.aitsl.edu.au/verve/_resources/AITSL_Guide_to_Certification.pdf

3.2.50 Slide 50



Notes to Presenters:

- Interviews conducted during site visits are ***semi-structured***, i.e. they contain a pre-determined set of interview questions to guide rather than constrain professional conversations. Unlike a structured interview, a semi-structured interview allows the opportunity for elaboration and clarification if and when necessary.
- ***Interview protocol*** refers to the set of pre-determined questions and any associated procedures that are used in structured or semi-structured interviews and which are tailored according to interviewee.
- The notes here refer to Slides 17 and 18.

Links to Online Materials:

Module 5

Purpose:

To consider appropriateness of interview protocols.

Activity Organisation:

Sufficient time needs to be allocated to enable participants to categorise and re-frame the questions, identifying and justifying aspects they would retain and aspects they would avoid.

Dot Point Clarification:

The Activity Dot Points provide a set of questions illustrative of the categories of questions presented in Module 5, Component 1, 'Types of Questions to Avoid'.

- Dot Point 1 is a double-barrelled question.
- Dot Point 2 is an overly long question.
- Dot Point 3 (on the following slide) is a leading question.

- Dot Point 4 (on the following slide) is a dead give away question
- Dot Point 5 (on the following slide) is a dangling alternative.

3.2.51 Slide 51

Links to Online Materials:

Module 5

Purposes:

- To identify the specific type of information collected during the site visit according to role of interviewee.
- To provide a summary of certification requirements as specified in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012) and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013).

Implications/Relevance:

- The participants reflect on the scope and differentiation of information collected to ensure that assessors are constantly mindful that such information is appropriate to the role of the interviewee and the purpose of the interview.
- Commonality of interview content across interviewee role presents the opportunity to initiate a discussion of 'triangulation' as a means to support certification principles such as 'credible' (AITSL, 2012, p. 3)

Resources:

AITSL, (2012) *Certification of Highly Accomplished and Lead Teachers in Australia,* Education Services Australia: Carlton South, Vic, (p. 9). http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf

AITSL, (2013). *Guide to the certification of Highly Accomplished and Lead teachers in Australia,* Education Services Australia: Carlton South, Vic, (pp. 17-18). http://www.aitsl.edu.au/verve/_resources/AITSL_Guide_to_Certification.pdf

Dot Point Clarification

- Presenter-led discussion that highlights that the content collected can be common across roles, e.g. evaluative comments.

'In a Nutshell'

Cautionary note: Assessors should not place interviewees in the position of providing information which is outside the specified scope per role as detailed in the 'Purpose-Content' column. The information summarised above, therefore, must be considered when formulating interview questions/prompts.

3.2.52 Slide 52

Note to Presenters:

Refer to note on Slide 48.

3.2.53 Slide 53

Notes to Presenter(s):

The red and blue text cues presenter-led explanation of the analysis presented.

Links to Online Module(s)

Module 5, Component 2

Purpose(s):

To illustrate the use of evaluative language in the certification process.

Implications/Relevance

Assessors will be able to use evaluative language appropriately to frame formal communications.

Background Information

The text presented here was taken from the final draft of a Final Recommendation in the ACT TQI Pilot Project (2012).

3.2.54 Slide 54

Notes to Presenters:

Slides 54 and 55 provide scenarios for participant discussion of issues that could emerge.

Links to Online Materials:

Module 5

Purpose:

To sensitise participants to issues that could emerge and which might impact upon information collected and analysed in the formulation of a final recommendation.

Implications/Relevance:

Assessors may need to be adaptable, flexible and prepared for some negotiations.

Activity Organisation:

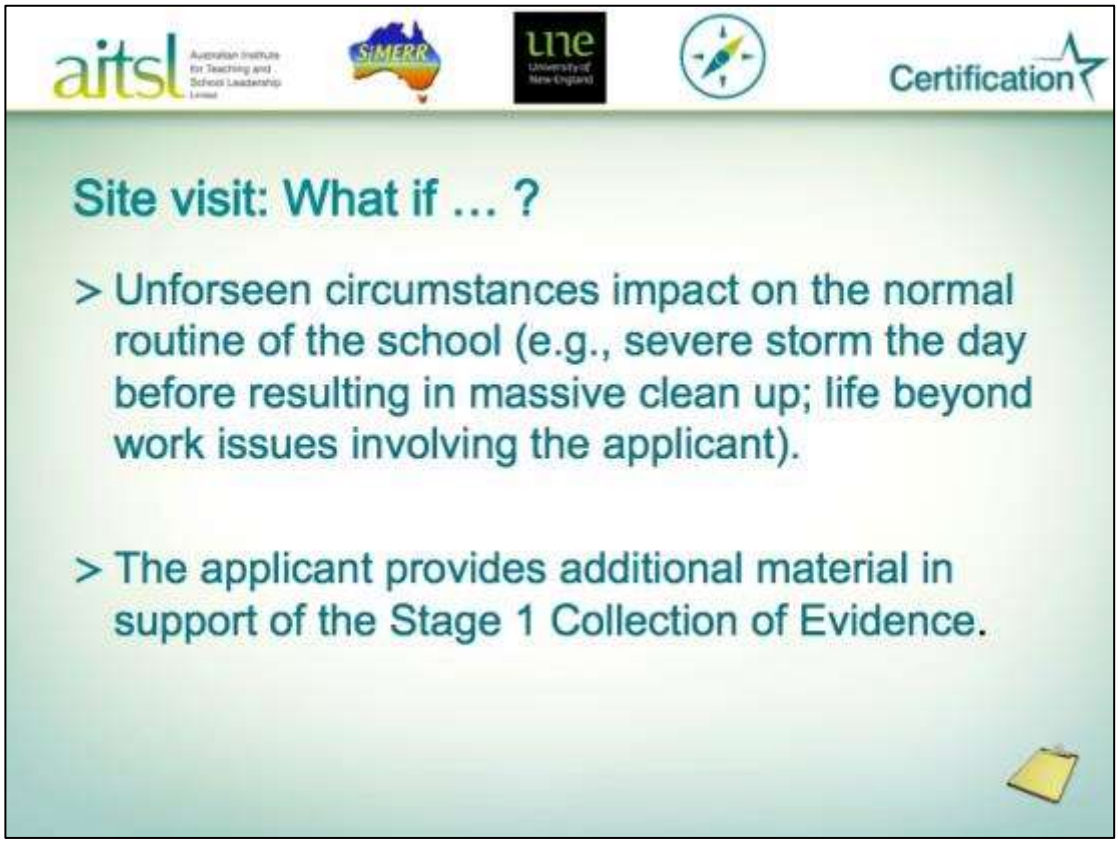
- Sufficient time needs to be allocated to enable participants to discuss and evaluate the question sets on slides 54 and 55, drawing on, where necessary, any specifications in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012) and *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013).
- Time needs to be set aside for participants to share feedback with the whole group.

Resources:

- AITSL, (2012) *Certification of Highly Accomplished and Lead Teachers in Australia,* Education Services Australia: Carlton South, Vic. http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf

- AITSL, (2013). *Guide to the certification of Highly Accomplished and Lead teachers in Australia,* Education Services Australia: Carlton South, Vic. http://www.aitsl.edu.au/verve/_resources/AITSL_Guide_to_Certification.pdf

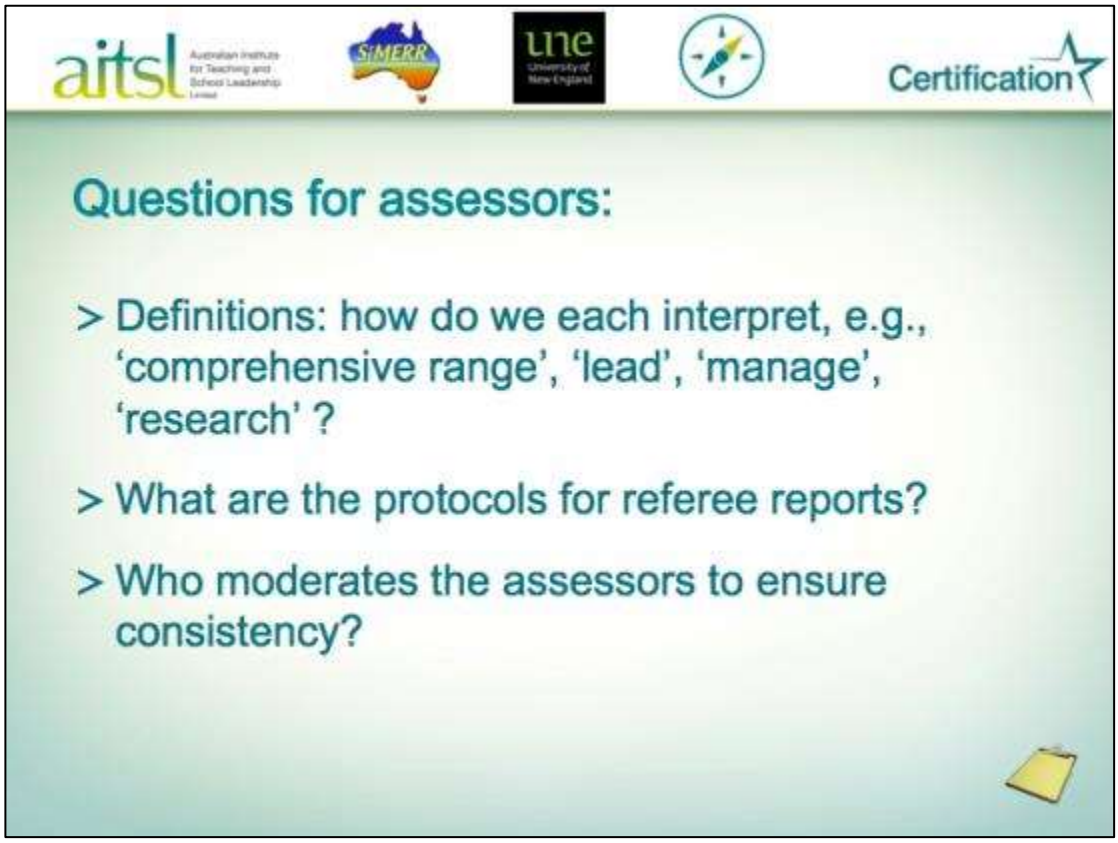
3.2.55 Slide 55



Notes to Presenters:

Refer to notes on Slide 54.

3.2.56 Slide 56



Notes to Presenters:

Slides 56 and 57 provide further questions for discussion. The content of this part of the session is flexible and may address issues raised by participants in other forums.

Links to Online Materials:

Modules 3 and 5

Purposes:

To provide discussion time for assessors to raise additional issues pertinent to their role, and to sensitise the participants to:

- conceptual issues related to quality assurance, such as interpretation, moderation and validity; and
- key procedural issues concerning information to be collected.

Implications/Relevance:

Assessors need to have a deep understanding of quality assurance and procedural issues to ensure the integrity of the certification process and to enable participants to be ambassadors.

Activity Organisation:

- Sufficient time needs to be allocated to enable participants to discuss and evaluate the question sets on slides 56 and 57, drawing on, where necessary, any specifications in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012), *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013) and concepts developed in the on-line learning materials, especially Module 3.
- Time needs to be set aside for participants to share feedback with the whole group.

3.2.57 Slide 57

Notes to Presenters:

Refer to notes on Slide 56.

3.2.58 Slide 58

Notes to Presenters:

Slides 58 and 59 refer to three documents in the Workbook that accompanies this session: (i) Observation Reports; (ii) *Context of Teaching*; and (iii) Standards Statement. The documents may need to be updated.

Links to Online Materials:

Modules 3 and 5

Purpose:

To provide discussion time for assessors to raise additional issues pertinent to their role, and to sensitise the participants to:

- conceptual issues related to quality assurance, such as interpretation, moderation and validity; and
- key procedural issues concerning information to be collected.

Implications/Relevance:

Assessors need to have a deep understanding of key quality assurance and procedural issues to ensure the integrity of the certification process and to enable participants to be ambassadors.

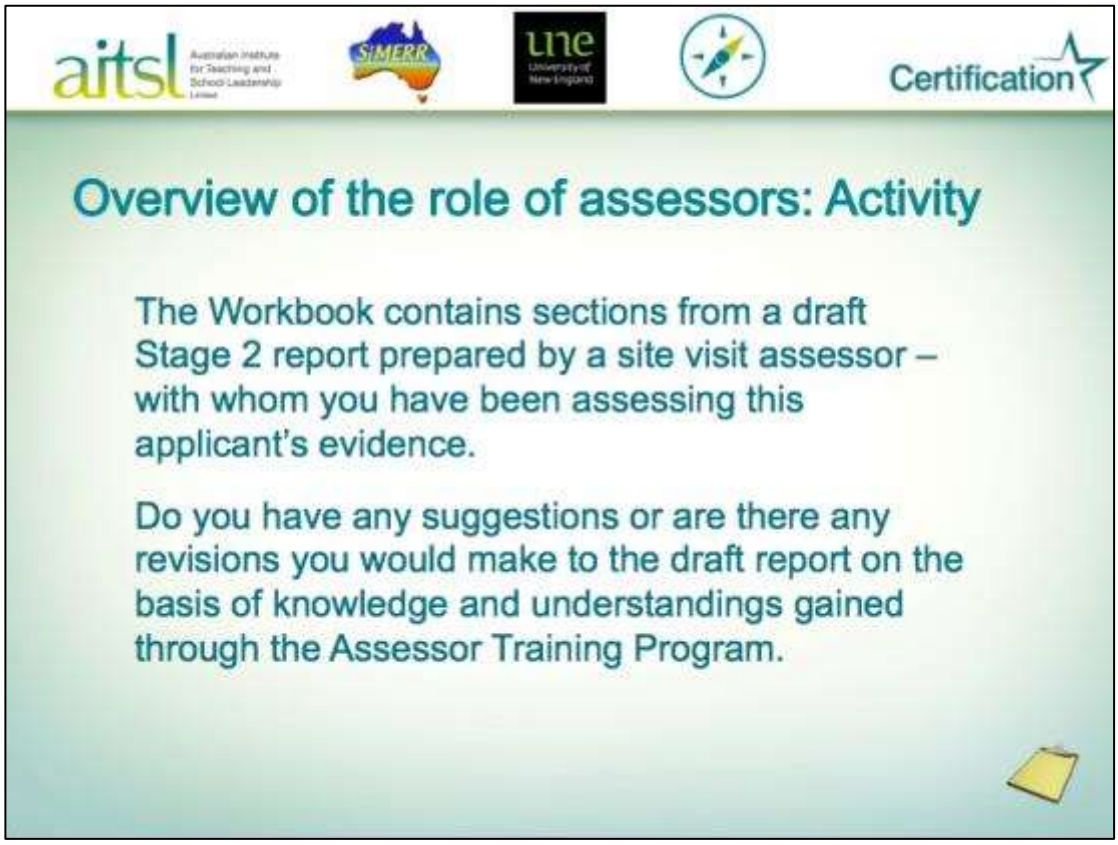
Resources:

AITSL, (2012) *Certification of Highly Accomplished and Lead Teachers in Australia,* Education Services Australia: Carlton South, Vic, (p. 14-21). http://www.aitsl.edu.au/verve/_resources/Certification_of_Highly_Accomplished_and_Lead_Teachers_-_Principles_and_processes_-_April_2012_file.pdf

Activity Organisation:

- Sufficient time needs to be allocated to enable participants to discuss and evaluate the question sets on slides 56 and 57, drawing on, where necessary, any specifications in *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2012), *Guide to the certification of Highly Accomplished and Lead teachers in Australia* (AITSL, 2013) and concepts developed in the on-line learning materials, especially Module 3.
- Time needs to be set aside for participants to share feedback with the whole group.

3.2.59 Slide 59



Links to Online Materials:

Module 5

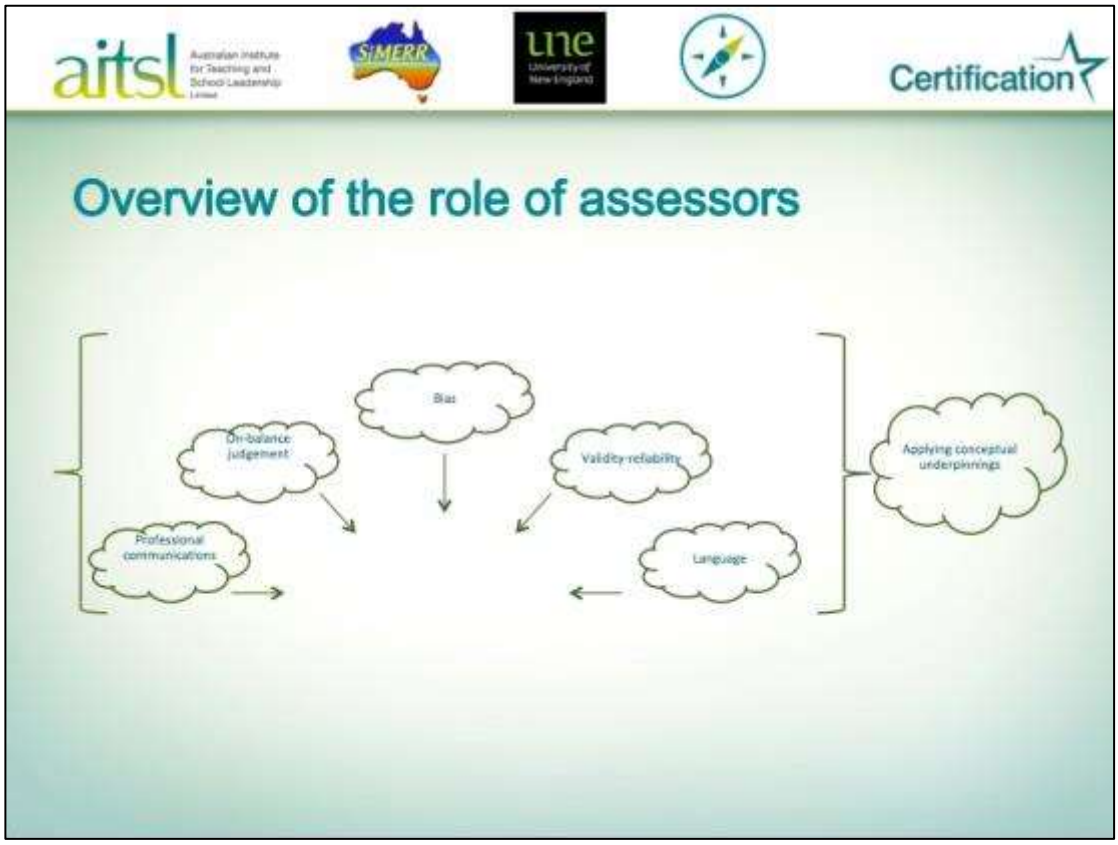
Purpose:

To consider the structure, content and appropriateness of documentation that is intended to indicate that an applicant has met Standards at the appropriate career stage.

Activity Organisation:

Sufficient time needs to be allocated to enable participants to discuss the material with other participants and to share feedback with the group.

3.2.60 Slide 60



Notes to Presenters/AITSL:

Slides 60 – 62 represent a sequence.

Links to Online Materials:

Module 5

Purposes:

- To provide a diagrammatic overview of the Assessor role.
- To provide the opportunity for presenter-led discussion to summarise the interconnectedness and big ideas and processes that make up the certification process.

Dot Point Clarification:

The 'clouds' represent some of the important conceptual underpinnings that have been introduced throughout the Assessor Training Program and, which together, help to define the unique assessor role. Additional ideas and/or frameworks that could also be mentioned include Lexical Fingerprints, interview protocols and Appraisal.

3.2.61 Slide 61

Links to Online Materials:

Module 5

Purposes:

- To provide a diagrammatic overview of the Assessor role.
- To provide the opportunity for presenter-led discussion to summarise the interconnectedness and big ideas and processes that make up the certification process.

Dot Point Clarification:

- The 'clouds' represent some of the important conceptual underpinnings that have been introduced throughout the Assessor Training Program and, which together, help to define the unique assessor role. Additional ideas and/or frameworks that could also be mentioned include Lexical Fingerprints, interview protocols and Appraisal.
- The Alignment Icon is introduced to indicate how the conceptual underpinnings relate to and inform the assessment of professional practice within the context of formaiised documents, such as the Standards.

3.2.62 Slide 62

Links to Online Materials:

Module 5

Purposes:

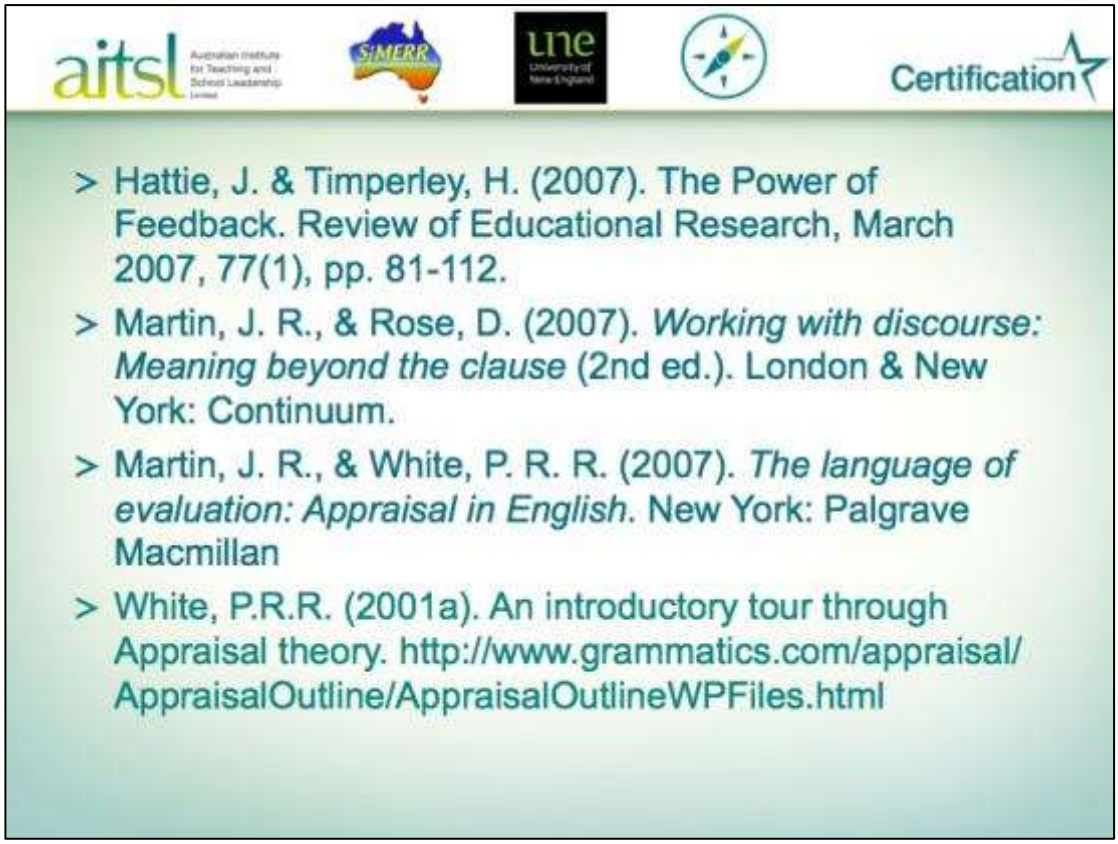
- To provide a diagrammatic overview of the Assessor role.
- To provide the opportunity for presenter-led discussion to summarise the interconnectedness and big ideas and processes that make up the certification process.
- To articulate the relevant components of Professional Practice at both Stages of Certification and the Frameworks & Guidelines which represent the formalised and generalisable expressions of that Professional Practice.
- To identify the two main outcomes of the Certification process, namely feedback and recommendations.

Implications/Relevance:

- The shared understandings that assessors acquire during the Assessor Training Program enhance both the nationally consistent approach to certification and its quality assurance.
- The articulation of correspondence of an applicants' professional practice (as demonstrated in Collections of Evidence and site visit information) with the Standards, relevant frameworks and guidelines is both informed and enhanced by the conceptual underpinnings.

3.2.63 Slide 63

3.2.64 Slide 64



3.2.65 Slide 65

3.2.66 Slide 66

3.3 Workshop 2 Resource Book 1

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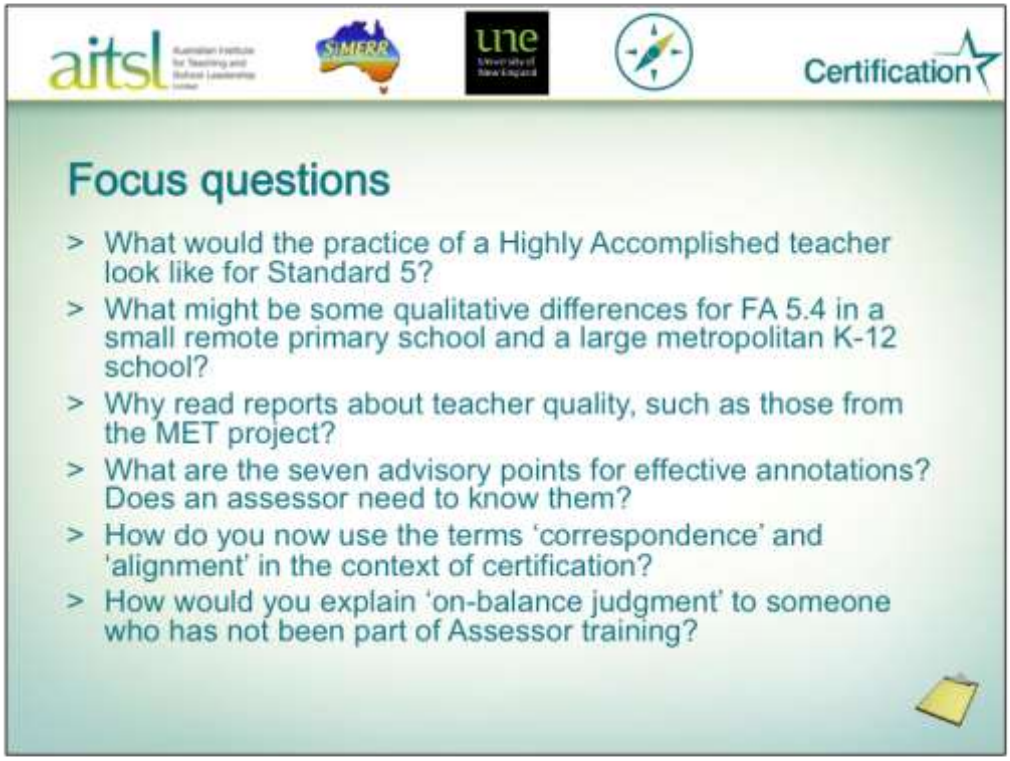
Activity: Icebreaker



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Activity: Stage 1 Reports – Feedback

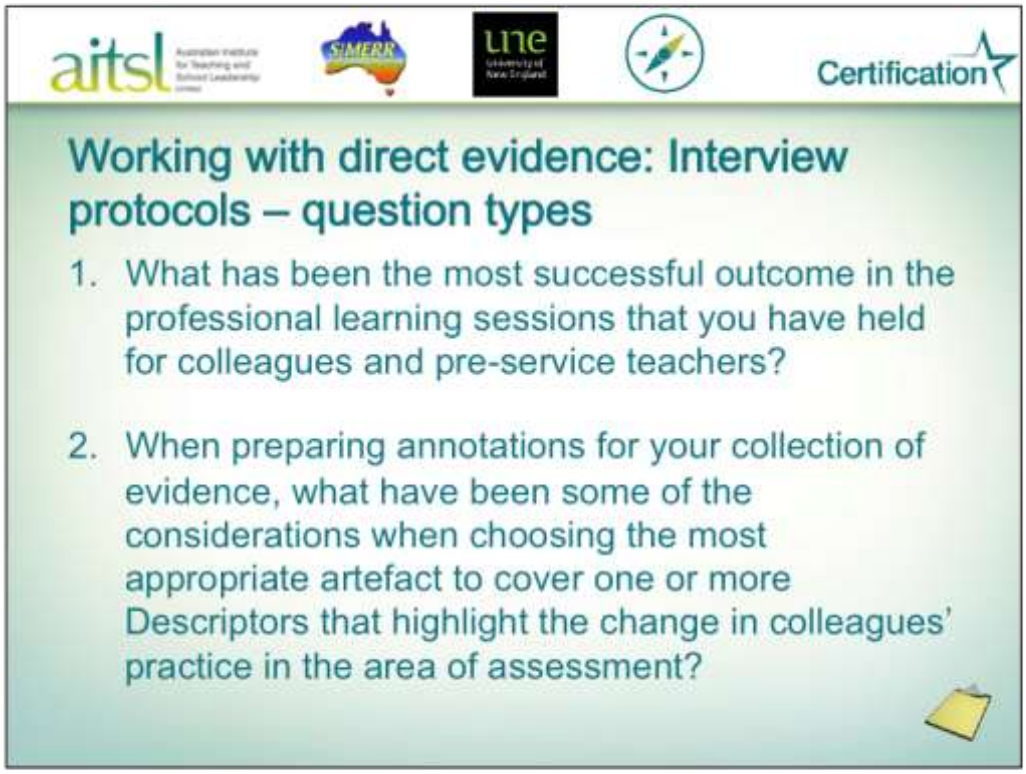
4

Activity: Roles and responsibilities discussion

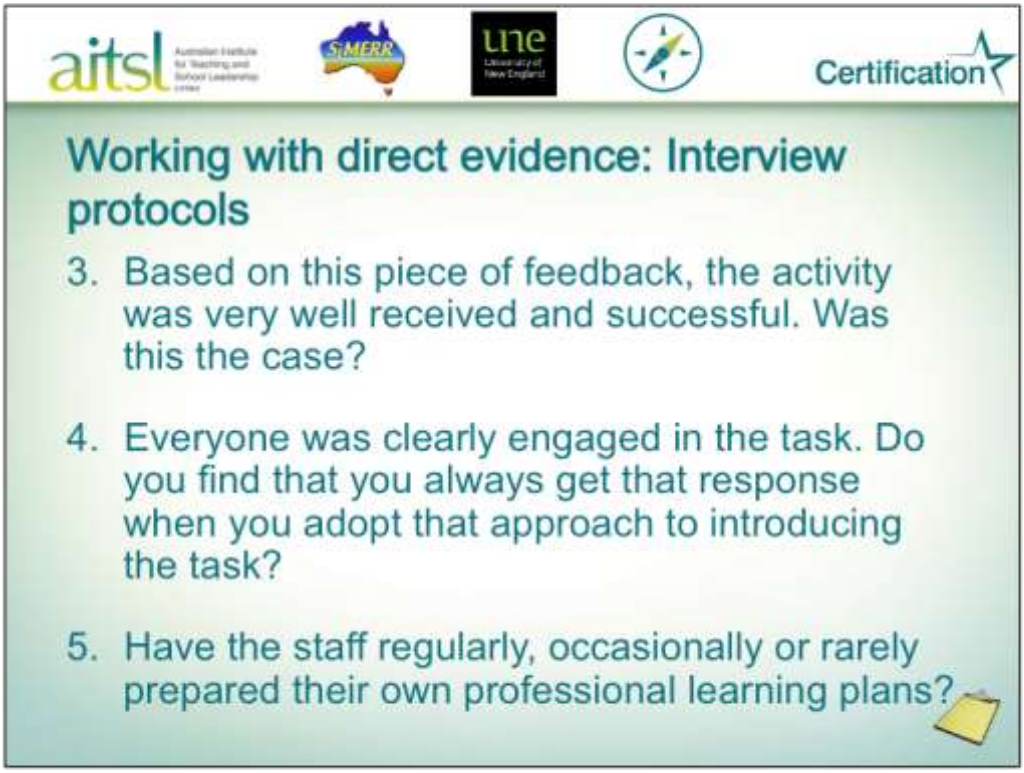
Activity: Pre-observation discussion

6

Activity: Interview protocols – questions types (1)



Activity: Interview protocols – questions types (2)



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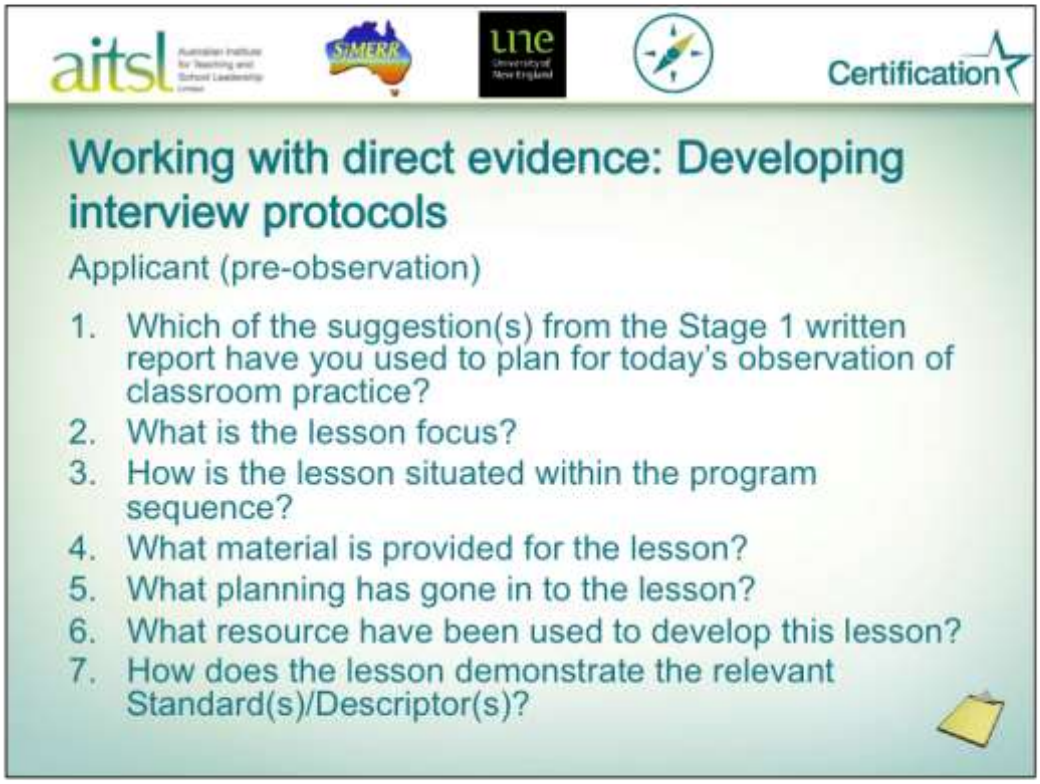
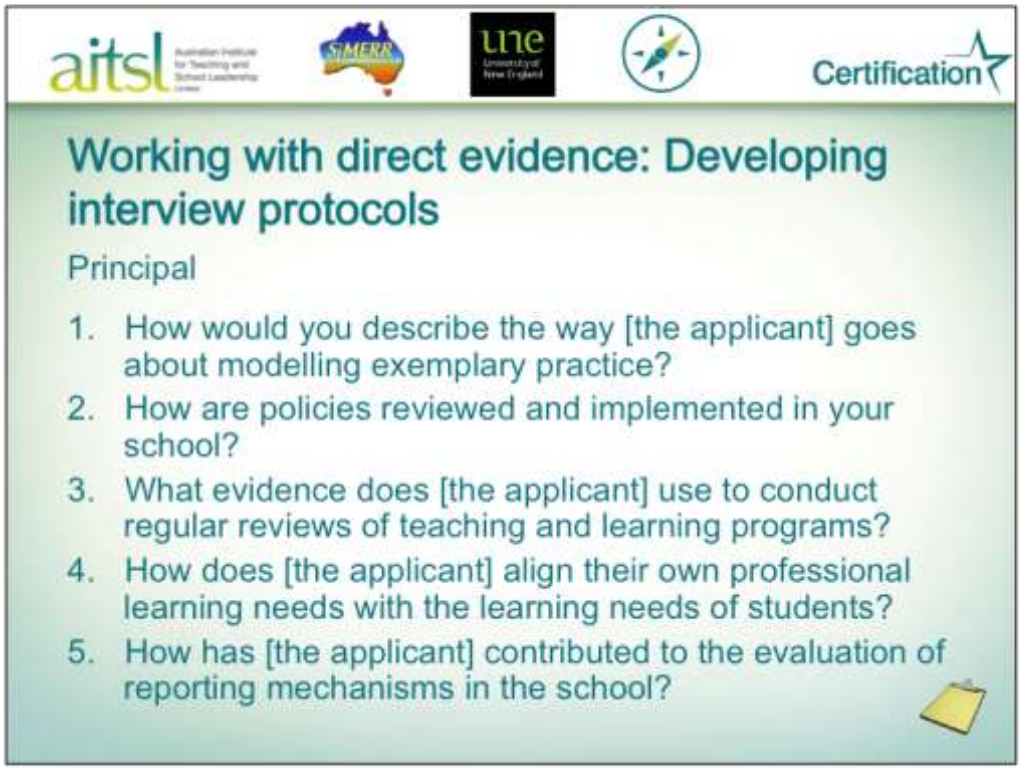
Activity: Developing interview protocols (1)



9

Activity: Developing interview protocols (2)



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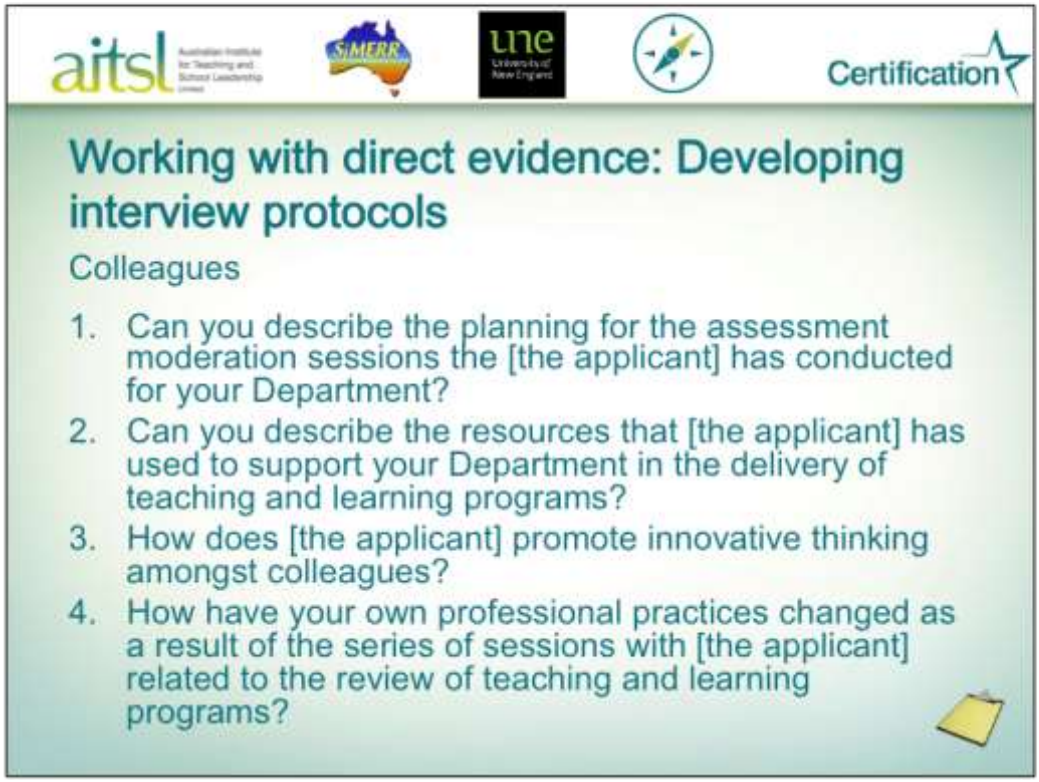
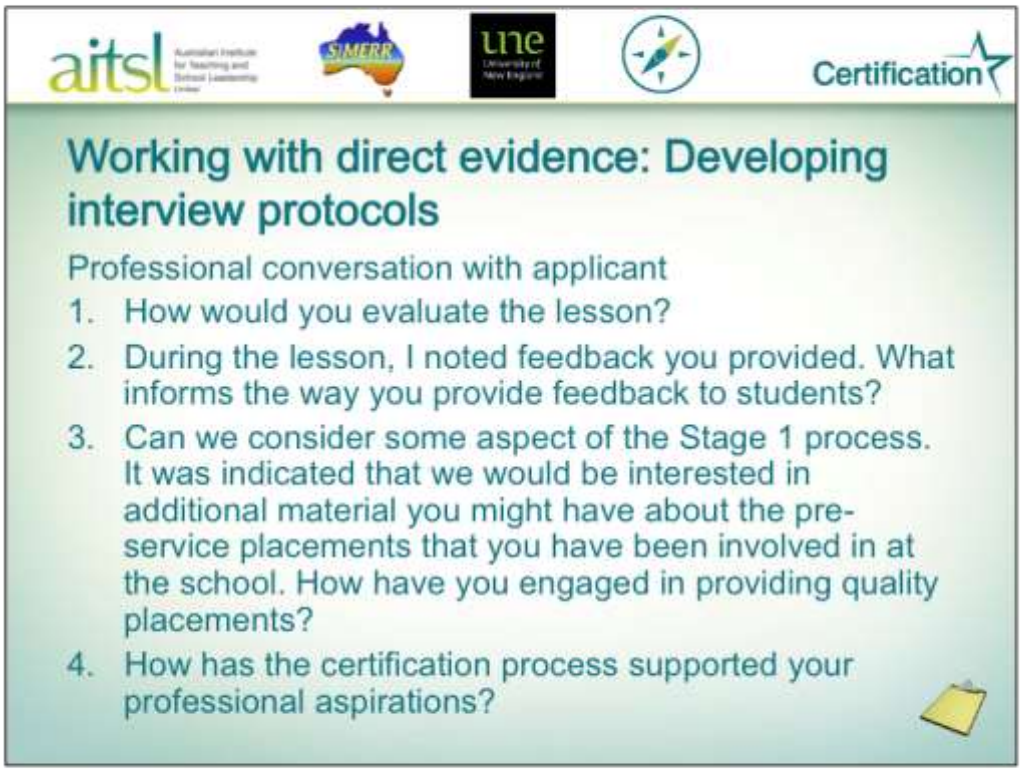
Activity: Developing interview protocols (3)



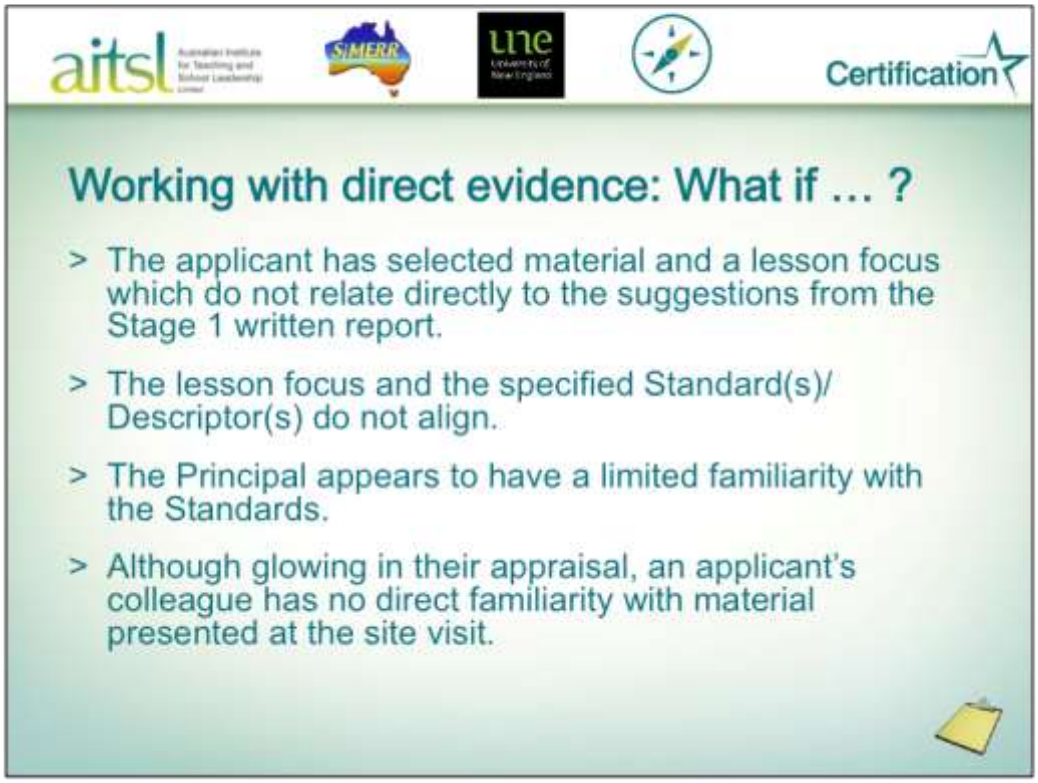
11

Activity: Developing interview protocols (4)



12

Activity: Working with direct evidence – problem scenarios



13

Activity: Liaison with teamed assessor

14

Activity: Appraisal analysis 1

Refer to Appendix E for the article to be used for this Activity.

15

Activity: Appraisal analysis 2

Aims:

1. to identify writing preferences that could affect assessments
2. to identify and classify evaluative language
3. to identify forms of evaluative language that could act as personal bias triggers

Method: Annotations 1 and 2 below address Focus Area 7.3 at the Lead career stage. The annotations utilise different evaluative resources. Analyse each annotation for examples of Affect, Judgement and Appreciation.

Annotation 1

Standard 7: Engage professionally with colleagues, parents/carers and the community

Focus Area 7.3 Engage with parents/carers

Descriptor: identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

Annotation: Through the ILP and PLP review process **(Attachment 7)**. I take the opportunity to engage with parents of the sight and hearing impaired student to focus on building optimal communication between home and school by organising a weekly meeting with parent/s, organise a take home folder that serves as a means of communication between teacher, student and parent. These two strategies are an effective means to keep parents informed of their child's learning and is also an educational priority of the school i.e. Building Quality Relationships Policy **(Attachment 7)**. According to the school policy **(see Staff Handbook (Evidence 5)**, assessment and reporting process is carried out formally, four times during the academic year. At each reporting time, parents are offered the opportunity to meet with all teachers connected to a child's learning (subject specific). The family ensures that they take up the opportunity to meet with all teachers and maintaining the weekly meeting with the family allows an ongoing and regular way to communicate effectively about the child's progress in the classroom. I also use the valuable experience and information that I have to assist and guide his elective teachers, health and physical education teacher as well as his Maths teacher who rely on me to keep them informed of the best practise for his learning and progress in the school. I also advise the new-educators and pre-service teachers to do the same especially, if such a practice can help the learning and achievement of the student/s.

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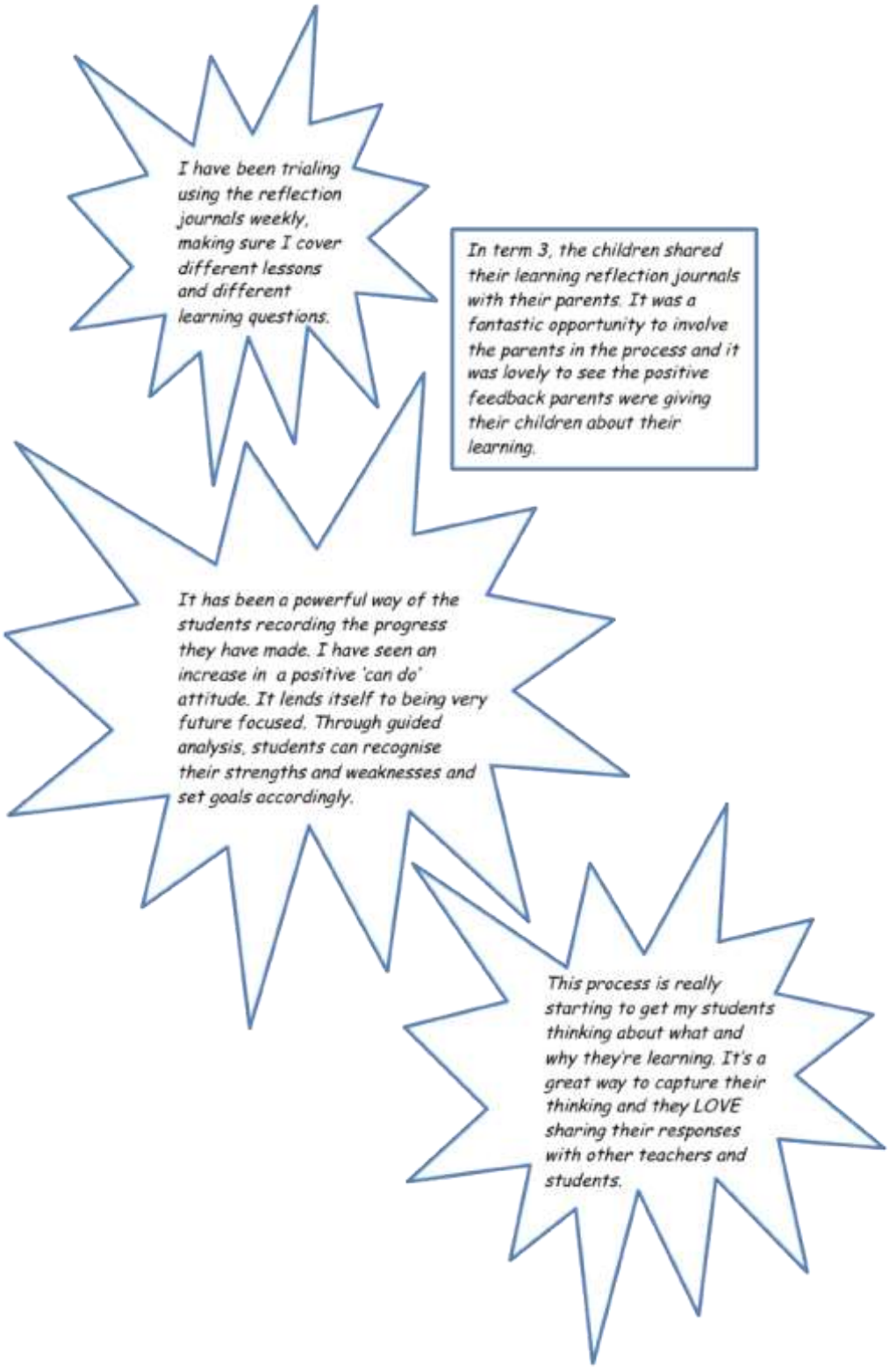
Annotation 2

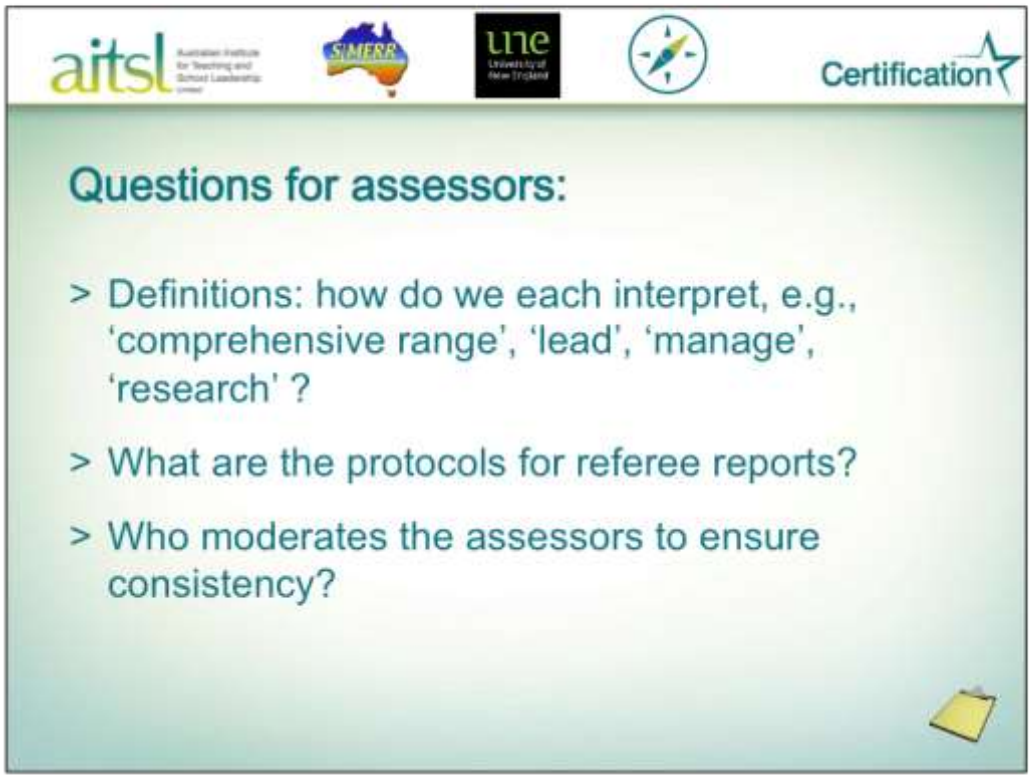


17

Activity: Site visit scenarios

18

Activity: Questions for assessors (1)



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Activity: Questions for assessors (2)

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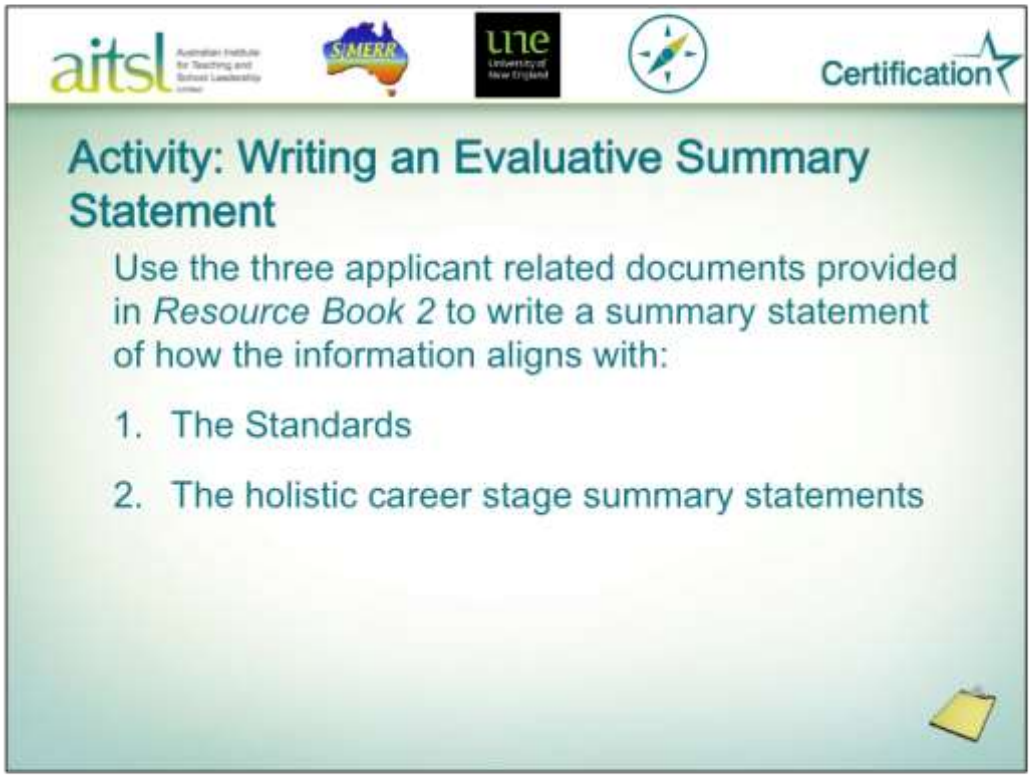
Activity: Writing an evaluative summary statement



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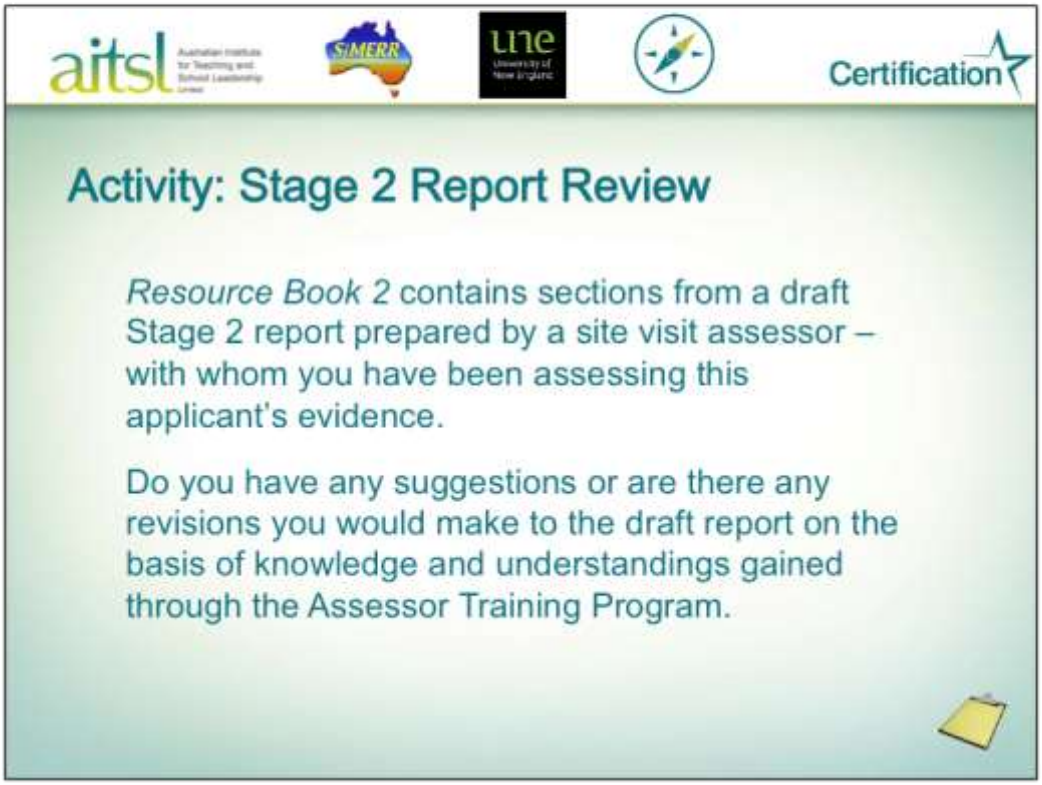
Activity: Stage 2 report review



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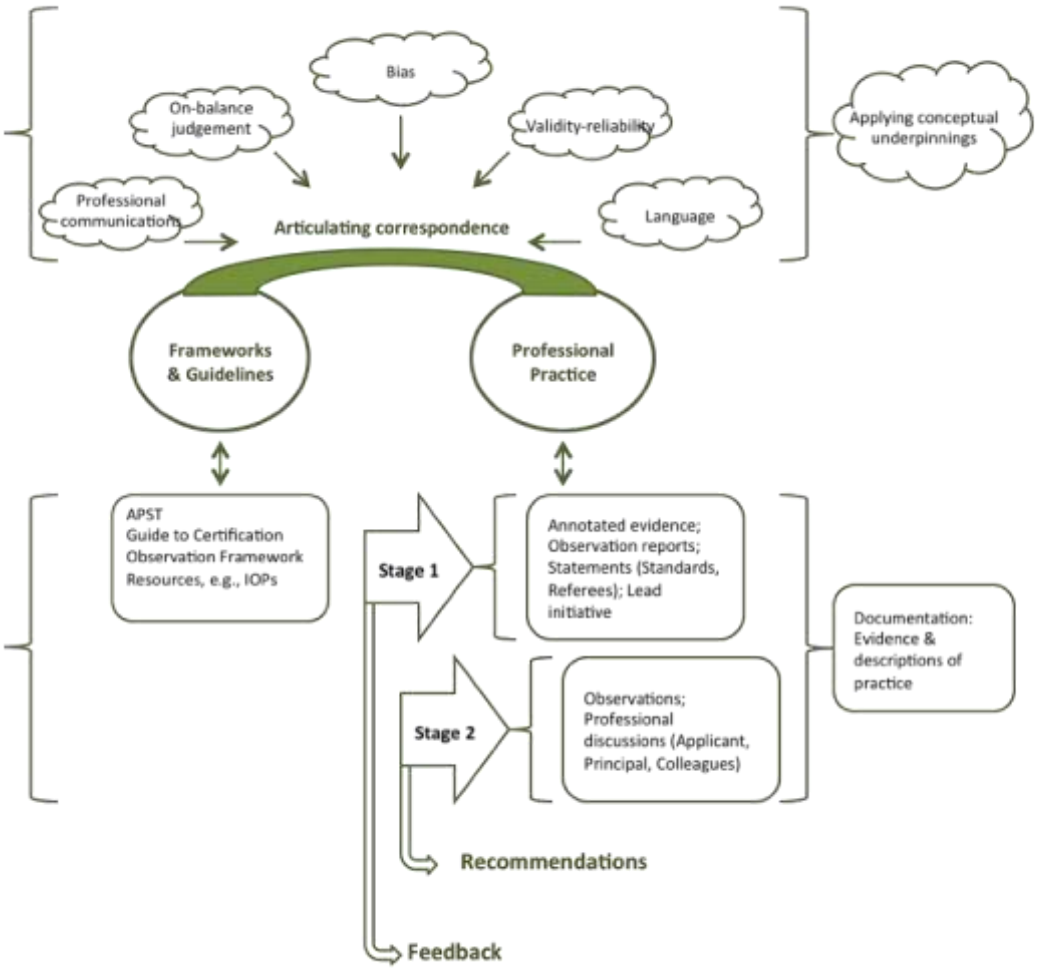
The Assessor Training Program: An overview



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Appendix A (i): Feedback Model

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Appendix A(ii): Article Details for *The Power of Feedback* (Hattie & Timperley, 2007)

Review of Educational Research

http://rer.aera.net

The Power of Feedback

John Hattie and Helen Timperley

REVIEW OF EDUCATIONAL RESEARCH 2007 77: 81
DOI: 10.3102/003465430298487

The online version of this article can be found at:
http://rer.sagepub.com/content/77/1/81

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Appendix B (i): Career Stage Descriptors – Graduate

Std 1: Know students and how they learn	Std 2: Know the content and how to teach it	Std 3: Plan for and implement effective teaching and learning	Std 4: Create and maintain supportive and safe learning environments	Std 5: Assess, provide feedback and report on student learning	Std 6: Engage in professional learning	Std 7: Engage professionally with colleagues, parents/carers and the community
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Identify strategies to support inclusive student participation and engagement in classroom activities.	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Organise content into an effective learning and teaching sequence.	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Demonstrate the capacity to organise classroom activities and provide clear directions.	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Understand the relevant and appropriate sources of professional learning for teachers.	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Include a range of teaching strategies.	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
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.	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	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.	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.		
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.				
		Describe a broad range of strategies for involving parents/carers in the educative process.				

Appendix B (ii): Career Stage Descriptors – Proficient

Std 1: Know students and how they learn	Std 2: Know the content and how to teach it	Std 3: Plan for and implement effective teaching and learning	Std 4: Create and maintain supportive and safe learning environments	Std 5: Assess, provide feedback and report on student learning	Std 6: Engage in professional learning	Std 7: Engage professionally with colleagues, parents/carers and the community
Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Set explicit, challenging and achievable learning goals for all students.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
Structure teaching programs using research and collegial advice about how students learn.	Organise content into coherent, well-sequenced learning and teaching programs.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.
Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Undertake professional learning programs designed to address identified student learning needs.	Participate in professional and community networks and forums to broaden knowledge and improve practice.
Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.		
Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.				
		Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.				

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Appendix B (iii): Career Stage Descriptors – Highly Accomplished

Std 1: Know students and how they learn	Std 2: Know the content and how to teach it	Std 3: Plan for and implement effective teaching and learning	Std 4: Create and maintain supportive and safe learning environments	Std 5: Assess, provide feedback and report on student learning	Std 6: Engage in professional learning	Std 7: Engage professionally with colleagues, parents/carers and the community
Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	Analyse the National Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and preservice teachers to improve classroom practice.	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.
Expand understanding of how students learn using research and workplace knowledge.	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning.	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies and processes.
Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Demonstrate responsiveness in all communications with parents/carers about their children's learning and wellbeing.
Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.
Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement.	Model, and support colleagues to develop, strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.		
Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.				
		Work with colleagues to provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.				

Appendix B (iv): Career Stage Descriptors – Lead

Know students and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on student learning	Engage in professional learning	Engage professionally with colleagues, parents/carers and the community
Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.	Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs; complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.	Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.	Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.
Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.
Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.	Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.
Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement.	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues		
Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.				
		Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.				

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Appendix C: Career Stage Summary Statements

The Australian Professional Standards For Teachers

The seven Standards identify what is expected of teachers within three domains of teaching. Teachers' demonstration of the Standards will occur within their specific teaching context at their stage of expertise and reflect the learning requirements of the students they teach.

Domains of teaching	Standards
Standard 1:	1. Know students and how they learn
Standard 2:	2. Know the content and how to teach it
Standard 3:	3. Plan for and implement effective teaching and learning
Standard 4:	4. Create and maintain supportive and safe learning environments
Standard 5:	5. Assess, provide feedback and report on student learning
Standard 6:	6. Engage in professional learning
Standard 7:	7. Engage professionally with colleagues, parents/carers and the community

Focus areas and descriptors

The focus areas and descriptors identify the components of quality teaching at each career stage. They constitute agreed characteristics of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning is valued.

Professional capability at four career stages

The four career stages in the Standards provide benchmarks to recognise the professional growth of teachers throughout their careers. The descriptors across the four career stages represent increasing levels of knowledge, practice and professional engagement for teachers. Progression through the stages describes a growing understanding, applied with increasing sophistication across a broader and more complex range of situations.

Graduate teachers

Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification means that they have met the Graduate Standards.

On successful completion of their initial teacher education, graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students. They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics. They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Graduate teachers have an understanding of their subject/s, curriculum content and teaching strategies. They are able to design lessons that meet the requirements of curriculum, assessment and reporting. They demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. They know how to select and apply timely and appropriate types of feedback to improve students' learning.

Graduate teachers demonstrate knowledge of practical strategies to create rapport with students and manage student behaviour. They know how to support students' wellbeing and safety, working within school and system curriculum and legislative requirements.

They understand the importance of working ethically, collaborating with colleagues, external professional and community representatives, and contributing to the life of the school. Teachers understand strategies for working effectively, sensitively and confidentially with parents/carers and recognise their role in their children's education.

Proficient teachers

Proficient teachers meet the requirements for full registration through demonstrating achievement of the seven Standards at this level.

These teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate.

They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements. They use feedback and assessment to analyse and support their students' knowledge and understanding. Proficient teachers use a range of sources, including student results, to evaluate their teaching and to adjust their programs to better meet student needs.

Proficient teachers are active participants in their profession and with advice from colleagues identify, plan and evaluate their own professional learning needs.

Proficient teachers are team members. They work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/carers and community members. They behave professionally and ethically in all forums.

Highly Accomplished teachers

Highly Accomplished teachers are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school.

Highly Accomplished teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students.

They maximise learning opportunities for their students by understanding their backgrounds and individual characteristics and the impact of those factors on their learning. They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments.

Highly Accomplished teachers have in-depth knowledge of subjects and curriculum content within their sphere of responsibility. They model sound teaching practices in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas for generalist teachers.

Highly Accomplished teachers are skilled in analysing student assessment data and use it to improve teaching and learning.

They are active in establishing an environment which maximises professional learning and practice opportunities for colleagues. They monitor their own professional learning needs and align them to the learning needs of students.

They behave ethically at all times. Their interpersonal and presentation skills are highly developed. They communicate effectively and respectfully with students, colleagues, parents/carers and community members.

Lead teachers

Lead teachers are recognised and respected by colleagues, parents/carers and the community as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students. They establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious and socio-economic backgrounds. They seek to improve their own practice and to share their experience with colleagues.

They are skilled in mentoring teachers and pre-service teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues.They apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers. They describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.

They lead processes to improve student performance by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents/carers. This is combined with a synthesis of current research on effective teaching and learning.

They represent the school and the teaching profession in the community. They are professional, ethical and respected individuals inside and outside the school.

Conclusion

The development of the Australian Professional Standards for the teaching profession is an integral part of ensuring quality learning and teaching in Australian schools. With their development and implementation, Australian education systems are well placed to be among the best in the world.

These Standards build upon the significant work undertaken previously in Australia. They are a fundamental component of the reforms agreed to in the National Partnership on Improving Teacher Quality and will help to realise the goals and commitments set out in the Melbourne Declaration.

Appendix D: Appraisal Analysis Table

		Affect	Judgement	Appreciation	Notes
H	[Insert article title]				
1	[Insert sentence 1]				
2	[Insert additional sentences here and below]				
3					
4					
5					
6					
7					
8					
9					
10					
11					
13					
14					
15					
16	[Add additional rows as required]				

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Appendix E: Appraisal Analysis Article

[AITSL or Certifying Authority to insert an article that demonstrates extensive use of evaluative language. The article is to be used for the Appraisal activity.]

3.4 Workshop 2 Resource Book 2

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Observation Report No 1

Certification of Highly Accomplished and Lead Teachers – Pilot

Principal (or delegate) Classroom Observation Record sheet

School: School 1

Principal: Principal

Teacher: Mrs Teacher 1

Level of Certification sought: Highly Accomplished Teacher

Year Level or curriculum area: Year 11 General Mathematics

Date of classroom observation: 23 August 2012

Period/s of time spent on the observation: 1 period

Context of the classroom session:

The General Mathematics class is a vibrant environment which consists of 22 students ranging in ability from a mathematical level of year 7 to students who would be capable of achieving in a Tertiary Course. In this lesson students will work, in groups of 4, through a number of stations relating to probability. Each station contains one practical activity/experiment and documentation that the students need to complete. At the end of the lesson students will be asked to present their findings to the class where a group discussion will take place.

Other teachers or support people involved during the classroom visit:

None

Major Standard as identified by the teacher:

4.1 Support student participation

4.2 Manage classroom activities

3.1 Establish challenging learning goals

2.2 Content selection and organisation

2.5 Literacy and numeracy strategies

Minor Standards as determined by the teacher:

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Standards and descriptors identified by the teacher as a focus	Records of observation during visit	Evaluative comment
4.1 Support student participation	Managed boys enthusiasm as this is a challenging group Responded to individual and group questions Engaged professionally and authoritatively with class Brought boys back on task when they became distracted	The class responded well to [redacted] Respected by boys. There was high level of engagement and work. Interest levels high.
4.2 Manage classroom activities	Moved around the groups Structured group well Resources well prepared Moved the activities along – changed to keep boys interest levels	Boys were on task. This was a positive learning experience. Boys enjoyed the activity. Effective classroom management.
3.1 Establish challenging learning goals	At the start of the lesson [redacted] made clear the objectives of the lesson. She explained that this lesson would require higher levels of skill and thought as she was responding to the class' view that the earlier work hadn't been challenging enough.	[redacted] is to be affirmed for her ability to engage the class and set high expectations of the boys by establishing the importance of the activity and its relevance.
2,2 Content selection and organization	A creative and practical lesson. Well prepared and well structured. The boys were divided into small groups. The level of difficulty was appropriate for the ability level. Suitable	Excellent content and organization. Lesson was enjoyable to observe. A hands on lesson which was relevant for the boys and suited their

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	gradation of tasks and questions. Practical tasks were related to the theory of probability.	learning needs.
2.5 Literacy and numeracy strategies	Spelling quiz of seven 'probability' words at start of lesson. Boys corrected these and recorded scores.	An excellent way to focus the class and link the lesson to the previous lessons.

Classroom Observation documentation:

The class observed was Year 11 General Mathematics. This group comprised students with a variety of learning abilities. This class generally responds best to "hands on", practical type lessons. The lesson was one of a series on the topic of probability. The class responded naturally to the presence of an observer and there seemed to be a tone of business as usual. The lesson was the first of a double.

Comments:

The class began with an outline of what would occur in the two lessons. This was clear. The boys quickly focussed when the spelling quiz was announced. After corrections and noting of results the group activities were explained as was their importance and how they connected with previous lessons. The boys formed groups. The activities were moved along with good momentum. Kathleen was mobile, answered questions, kept the boys on task.

This was a very well thought out and well prepared lesson. The boys responded accordingly. Content appropriate: ranging from straight forward to challenging.

On one or two occasions [redacted] would have done better to pause so that the boys settled to listen to her rather than chatter excitedly. This was the only recommendation I'd make. A very good lesson showing professionalism and effective classroom practice.

Signed [redacted] Signed [redacted]

Principal or Delegate *Teacher*

Date: 17/9/2012

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PRIDE - Professional Reflection Inspiring and Developing Educators

Inviting Observation of Your Lesson

Teacher:		**Observer:**	
Details for Lesson to be Observed			
Class Code:	11GM2a	Date of Observation:	2/8/2012
Year Group:	11	Cycle Day:	Thursday
Subject:	Yr 11 General Maths	Period:	2
Number of Students:	22	Room:	PT 7

Pre-meeting					
Date:	30/	Time:	3.20	Place:	Staffroom
Type of Lesson (e.g. practical, teaching & whiteboard, ICT etc.):	teaching & whiteboard / practical				
Planned teaching Strategies:	Group work/discussion, individual Work				
Intended student outcomes from this lesson:	To improve Literacy and learn about the insurance cost of owning a car				
Background for this lesson (talking points): History of this class, Student ability levels, any special needs, particular challenge **Practicalities**(talking points): Introductions? Seating? Participation?					
What I would like feedback on :	See provided attached sheet. - Engagement & Literacy in my class.				

Observation & Post-meeting	
Teacher's Comments Summary of main points of discussion	See attached sheet
What I gained from this observation	Encouragement and points for further improvement in my target area.
Follow up actions	Continue to develop my literacy strategy in the classroom. Continue to develop strategies for further engagement.

Signed Teacher:		Signed Peer Observer:	
Date:	2/8/12	2/8/12.	

Keep a copy in your PRIDE folder or ePortfolio.

OBSERVATION OF [redacted] YEAR 11 GENERAL MATHEMATICS CLASS PERIOD 2 TUESDAY 2/8

The class will be completing a task as part of their portfolio task on the cost of purchasing and running a car. The task they will be looking at today will look at the purchase of insurance and if there is time depreciation.

The key area's I'm focusing on are:

- Engagement – through meaningful assessment, use of ITC
- Literacy- Through a literacy program I'm running at the start of every class to improve students understanding of terminology used in the classroom

Observer : [redacted]

	ENGAGEMENT	LITERACY
WHAT WORKED? WHAT WAS DONE WELL?	Boys were interested especially when the lesson became more directly about insurance. Using a variety of strategies such as board, clip, computers.	They seemed to understand many of the words/terms involved in the topic. Lesson included a range of literacies - visual, text, aural, ICT.
AREAS IDENTIFIED FOR FURTHER CONSIDERATION	You did well managing a high energy, chatty class.	*Perhaps specifically address words like "comprehensive" "third party" so they get used to breaking apart a word when they don't automatically recognise a future word. * Ad 1- pay for 10 months could've been discussed/explained further.

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Lesson
Insurance
* Comprehensive
your car and someone else's
* Third party car insurance
- cover for damage to another persons car NOT your car
How long you have been driving for
Have you had any fines or accidents in the past
Type of car
- more expensive cars cost more to insure
Where you live
is there high crime rates?
Who else will be driving the car
Age & Gender
Extras you select
e.g Hire car
Excess
Extras
e.g paint work
sky light etc
things to consider
what's involved in the policy?
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Standards Statement

CONTEXT OF TEACHING

'Together we create fine young men'

(School 1)

School 1 is a non-selective, independent catholic boy's school. The school caters for about 1600 students from Year 4 to Year 12. The school is divided into two campuses, Year 4-6 and year 7-12. These are referred to as the Junior and Senior School respectively at School 1, where there is a significant focus on holistic education, including pastoral and academic care. In addition, students are encouraged to engage in community service and sporting opportunities. As a staff member there is an expectation of involvement in a range of areas of the College including extra-curricular activities, and mandatory involvement in pastoral care.

I have been teaching for five years and have taught in two Catholic Schools, School 1 being the second of these since 2009. I currently teach five classes, which make up a full time teaching load. These classes are: Year 12 Ethical Studies (19 students), Year 11 General Mathematics (22 students), Year 11 Specialist Mathematics (19 students), Year 11 Minor Religious Studies (25 students), and Year 10 Mathematic Intermediate(31 students). In all of these classroom situations I aim to support and improve student learning outcomes by providing engaging lessons, managing the classroom space, and administering fair and equitable assessment tasks. In addition, I attempt to get to know each of my students individually, and their academic care needs. Through my involvement in the extracurricular life of the school, the pastoral care system, and conversations in the classroom and on the playground I have built and maintained these professional relationships. This portfolio provides evidence that I am a highly effective teacher, constantly aiming to improve my own practice and those of colleagues for better student outcomes.

My philosophy is that teacher engagement in personal lifelong learning is vital to improving student learning outcomes. I have done this through selecting targeted professional development opportunities that strengthen my teaching practices. This has ranged from one day professional development opportunities, to completing a Certificate in Theology and my Masters in Educational Leadership and Management. In my participation in these ongoing educational opportunities I have selected courses that have direct impact on improved student learning outcomes, to develop sound pedagogical practices. I have also actively participated in Marist's performance evaluation program, the Quality Marist Teacher Project (QMTP). This has given me the opportunity to reflect on my professional practice, and to deliver professional development sessions, to the whole staff (on Differentiation in the Classroom), and to the Mathematics staff (on Literacy Strategies in the Mathematics Classroom). These opportunities have further developed my understanding of student learning, and have allowed me to share this knowledge with my peers.

If I had to describe my teaching style I would say I am dynamic, holistic, involved, student centred, and I cater to a variety of learning styles. I behave ethically at all times. My aim is to improve student learning outcomes through my engagement in the classroom, using quality teaching practices including scaffolding and differentiation, and providing quality assessment of students' knowledge and learning opportunities. I am applying to be classified as a Highly Accomplished teacher as I contribute to my colleague's learning, support positive and productive initiatives to improve student learning outcomes, constantly analyse, evaluate and modify teaching programs and communicate effectively and respectively with all stakeholders. Being a pilot program, I see this portfolio as an opportunity to have a very small influence on the future of my profession, as it is a very privileged role teachers have in educating Australians of the future.

The following portfolio of work serves as part of my application to the category of Highly Accomplished Teacher. It contains six packages of evidence in total, which consist of work no more than 5 years old, and provides evidence

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against the National Teaching Standards. The following table outlines the portfolio and where evidence of each domain, standard and descriptor number may be found.

Below is a map where each of the descriptors for the National Teaching Standards can be found within this portfolio. A colour code system has been used throughout the portfolio and can also be found below

Evidence Package Number	Standard	Descriptor Number
1	1, 2, 3, and 5	1.5, 2,1, 2.3, 2.6, 3.1, 3.2, 3.6, 5.1,5.2, 5.3, and 5.4
2	1 and 2	1.2, 1.3, 2.1, and 2.5
3	1, 3,4, 5, 6 and 7	1.6, 3.7, 4.5, 5.5, 6.2, 7.1, 7.2, and 7.3
4	1, 2, 3, 4, 5, 6 and 7	1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.6, 3.2, 3.3, 3.6, 4.1, 4.2, 5.4, 6.2, and 7.4
5	1, 2, 3, 6 and 7	1.2, 2.1, 2.3, 3.1, 3.4, 6.1, 6.2, 6.3, 6.4 and 7.4
6	2, 3, 4 and 5	2.4, 3.5,4.2, 4.3, 4.4, 5.1, and 5.3

For each evidence package the following colour code will be used:

Content within dark purple boxes indicate a link to the attached USB. Within the text box you will find the document name and a brief description of the attached document

Standard 1: Know students and how they learn

Standard 2: Know the content and how to teach it

Standard 3: Plan for and implement effective teaching and learning

Standard 4: Create and maintain supportive and safe learning environments

Standard 5: Assess, provide feedback and report on student learning

Standard 6:Engage in professional learning

Standard 7: Engage professionally with colleagues, parents/carers and the community

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National Teaching Standards-

The following are my claims against the criteria for the National Teaching Standards

Standard 1: Know students and how they learn.

Teaching across a range of years and a variety of subjects means that the physical, social and intellectual development of students varies, even within a single classroom. Accommodating for this diversity involves providing for different learning styles, in lessons and in assessment tasks. In a Mathematics classroom, for example, this may mean varying activities from book work to hands on experiments. I currently teach a year 11 General Mathematics class who have been studying a unit on fitness. An example of a lesson with a variety of activities has included: having students complete a range of activities outside to measure their heart rate, such as running up and down stairs, then returning inside to graph the results on the board as an entire class, and then individual work on handouts on the concrete ideas in the lesson.

While working as a teacher I have encountered students from a range of cultural and ability backgrounds. Catering for all learners means exactly that, putting strategies in place to cater for everyone. For example, I currently teach a student who is considered to have a mild intellectual disability. He requires a lot of extra time and instruction. He is currently in a low level Mathematics class. Some strategies I have employed to help ensure this student fills his potential are: peer mentoring, i.e. having a friend of the boy who is capable at this level as his 'buddy' and they are often paired up to complete tasks with the instruction that they are to help each other. So the student is not ostracised I also pair other students in the class, which has a positive flow on effect to the productivity of the room. In addition to this I often ask members of the class to repeat back instructions. This is of benefit to all students, but particularly the boy with the disability.

Standard 2: Know the content and how to teach it.

I believe education stands on the three pillars of pedagogy, collegiality and professionalism. Knowing the content of what you are teaching and how to teach it comes both under the pillars of pedagogy and professionalism. My pedagogical content knowledge has been developed through a mix of professional qualifications in the areas of Mathematics, Theology and Education and refined job practice. Teaching is something I have been passionate about from a young age, at school I had many teachers that provided me with model instruction and as a result I obtained a TER of 93. Through high level organisational skills I strive to deliver content that is relevant to student's lives and will give them essential life skills, and engage them. For example when teaching the unit Encountering Ethical Issues with year 12, I let the class vote on issues they wish to cover, and then adjust the teaching of the content around these selected topics.

I am aware of some of the challenges that face my students and change the delivery mode to meet these challenges. For example, in my year 11 General Mathematics Classroom, I have identified that literacy is a problem that is inhibiting student achievement. An early discovery that students couldn't answer test questions because they found it difficult to determine what the question was asking, rather than a lack of mathematical ability, led me to integrate a range of literacy activities that are relevant to students and the work being covered in the course.

To evaluate my teaching strategies and effect on learning I look at several factors, one being test results. When marking a test or assignment if a majority of students find certain parts difficult I will often revisit this within the classroom situation rather than just moving on with content. The second method is through end of semester evaluation, which covers both the content taught and teaching methods, and gives the students a voice to answer how things can be improved.

Information and Communication Technology play an important role in the teaching and learning strategies I use in the classroom. For example, in my Ethics class I utilise the school based learning management system, as a place where students can go for references. With my colleagues for my year 12 Religion class I have worked to develop a site that integrates a range of interesting resources and YouTube clips that is a place for constant reference for students. Through electing to be part of professional development programs I have kept on top of changes of IT within the school.

Standard 3: Plan for and implement effective teaching and learning.

As I have high goals and expectations for my class room practice, I also maintain high expectations for my students. However, I ensure that these goals are achievable by scaffolding learning opportunities when required, to ensure students meet these goals. I believe planning is essential for implementing effective teaching and learning. Without planning it is hard to incorporate meta-cognition and high level thinking skills to improve overall student outcomes. In my practice, while maintaining long term goals I break down the required goals into smaller lessons, ensuring that there are adequately engaging using the variety of resources available. I mostly plan my lessons outside school hours, based on the school curriculum. I plan in such a way that each lesson has a variety of options available to students, is connected and assesses previously learnt work. By reflecting on previously taught lessons I am able to refine lesson contents continually striving for high levels of engagement in the classroom.

Part of planning for learning is sharing lessons and resources with other members of staff, and being open to new ideas, technologies and pedagogies. As part of the Quality Teacher Project, the appraisal system in place at am engaging in action research in the area of literacy in low level Mathematics classes. I have backed up my practice with professional reading and will be undertaking surveys of current students I teach and relevant research to improve my practice within the classroom. This research will ensure that I am implementing effective teaching and learning based on my student's needs.

Part of effective teaching and learning is effective communication with students. Classroom communication is a process I have worked hard to refine since I have become a teacher and something that is constantly changing. My hope is that I am an effective communicator in my interactions with students, getting information to parents and the delivery of lesson content. I have learnt to communicate a key message by a variety of methods including speech, body language, and facial expressions. The focus at College of a restorative approach in solving problems has carried through to my class room practice. An important part of this has been actively listening to what is occurring in the classroom, and to any difficulties the students may be having. Having the skills to implement this technique has proven positive for restoring relationships amongst students and staff when problems arise.

Standard 4 Create and maintain supportive and safe learning environments.

In all my lessons I encourage student participation, through encouraging questions and leading class discussions. I establish a lesson with the idea in mind that every student should be able to experience success in some form. For example, in both my Mathematics and Religious Studies class room students know that they can ask questions at any time, and in fact they are encouraged to. I have focused on asking open ended questions and questions that invite students to participate. For example, I am currently teaching year 12 Ethical Issues which involves a lot of discussion to clarify ideas. Central to the success of this class is creating a culture where students respect each other and

encourage each other. I have worked to eliminate negative humour within the class room, rather getting students to challenge other views in a more constructive way backed up with reason.

When met with challenging behaviour I have worked to find a middle ground. For example in one of my Mathematics classes, a student who began to disrupt the class constantly had a passion for the gym and weight lifting. As part of a double lesson I integrated an SBS 'Insight' program on weightlifting and then led a discussion tying it back to our fitness unit. Since then the student, while still 'chatty' has found other means to integrate himself in the class in a positive way, frequently offering to help me teach the class. In this example I have managed to engage the student on a different level, one where both of us feels empowered.

Student safety is paramount to my teaching practice. The risks of any excursion or lesson outside are calculated carefully. For example, complying with school policy and filling out a risk management form when taking a group of students to the ANU Mathematics Day. In relation to the use of ICT, I ensure all lessons are well thought out and scaffolded, giving specific guidance to students. For example, when completing an assignment lesson in the library on finding a job, I gave the students a list of sights to look up and then continually checked that they were working in the correct direction.

Standard 5 Assess, provide feedback and report on student learning.

I have had the opportunity to assess students learning through a range of mediums including: formal written tests, oral presentations, quizzes and class room encounters. Through all of these consistent and comparable judgements are important. I have put checks in place to ensure I am consistent, including removing names from papers, and seeking a second teacher's opinion when any doubt arises. I actively engage in the moderation processes that are undertaken at the school and welcome feedback on my marking and assessment tasks by my colleagues. When assessing student's work I believe it is important to tell them one thing they have done positively, and then one piece of constructive feedback that they can build on. This has to be worded in such a way that the feedback encourages students to improve on future assessment. When returning work I encourage students to reflect on their performance, and set new goals for coming assessment items for the remainder of the term.

Being involved in BSSS Moderation Day's for both Religious Studies and Mathematics has been a valuable way of informing assessment for students. Collaborating with staff from all sectors Catholic, Government and Independent schools, provides an opportunity for feedback on assessment tasks that I have written and to look at exemplary tasks for further development of my own tasks.

Collecting relevant student data, through student assessment items, can inform reflection. When assessing any class I look for general problematic trends that can be addressed within the classroom as well as specific student problems. In this way student assessment is a reflection tool for consideration by me as well as the students. Through formal channels such as semester and mid semester reports I have had the opportunity to report on student learning. I also report to parents about both specific concerns and good performance through email when appropriate.

National Teaching Standards-

Standard 6 Engage with professional learning.

Since beginning my career in teaching I have continually built on the commitment and passion for my own learning. From the very first day of teaching I have identified and planned a program to meet my personal professional development needs. This has seen me enrol and complete a Graduate Certificate in Theology and a Masters of Educational Leadership and Management. I have continually taken up professional learning opportunities that have been offered by my school which have covered a wide range of subjects including information technology, classroom management and school visits to look at teacher appraisal systems in Queensland and reporting back to the school. College is working to develop a performance review system known as Quality Teacher Project (QMTP). I have actively engaged in this process, working to develop my goals, and working with my colleagues in a collaborative manner to improve their practice as well as mine. I have engaged in all of these professional learning actives with improved practice in mind.

Professional learning doesn't always happen in a course or degree. I have worked collaboratively with my colleagues to learn and to share ideas. I am fortunate that I work in a school that has a staff that contains a wealth of knowledge. Working with these people to create assessment items, lessons and courses is a professional development opportunity in itself. It also provides me with opportunities to reflect on my own teaching practice and what I am doing in the classroom. I see myself as a lifelong learner and I am always keen to take up professional development opportunities when they arise.

Standard 7: Engage professionally with colleagues, parents/carers and the community.

Education can only ever occur successfully in a team environment. Through recognising that parents are the first and primary educators of their children, we as teachers have an obligation to communicate professionally and keep them informed. I attempt to be proactive in my communication with parents through emails and placing information on the school Intranet. These types of communication often include information about upcoming tests, good results or when a student's behaviour changes (before crisis point). Over the semester I am happy to meet with parents at a range of events including parent teacher interviews and on request, either by the parent or by me.

I work constructively with my colleagues to deliver a range of courses and assessment items. This extends beyond the classroom to working with colleagues at other schools at days such as Moderation Day and identifying opportunities for our students to become involved with the wider community. Examples of these opportunities are the ANU Mathematics Day and through getting boys involved in the local St Vincent De Paul society, where they help run camps for disadvantaged students or raise money for various activities.

Draft Stage 2 Report: Highly Accomplished Applicant

❖ **Pre observation discussion**

During pre observation discussion X gave me a brief overview of the day and we discussed the areas highlighted in Stage One Report. These areas were: the Values Education Program and Numeracy.

❖ **Observation of classroom practice**

Lesson 1.

As Literacy and Numeracy Coordinator X led a Year One Literacy lesson that explored the structure of Narrative writing. X clearly articulated the lesson expectations and quality criteria that she wanted from the children. Her way of doing this was using the acronym W.I.L.F. What I Am Looking For (W.I.L.F.) Grouping strategies were clearly thought out. Each group was assigned an excellent reader to read to the group. Room displays were an integral part of the learning activities. Each group had to produce a wall display and explain their learning to the class as part of a follow-up. X's supervision, monitoring and response to the children's questions in each group were exemplary. She was continually providing informative feedback. The lesson provided structures and strategies that allowed all children to contribute and collaborate at their own level. The lesson was differentiated in that the children could illustrate, write sentences or key words, discuss their work within the group and read at their own ability level. This lesson was of a high quality and it was rich in discussion, reading and writing. It also provided a springboard from which many other lessons could be launched.

❖ **Observation of classroom practice**

Lesson 2.

X taught a year 3 Numeracy lesson exploring 'Mass.' She accurately explained the difference between 'mass' and 'weight.' X clearly articulated explicit criteria that she expected the children to attain as they used balance scales to explore the weight of various objects less than 100 grams. Organization of materials and resources was excellent as the children had various items that they could feel to try and assess what it felt like to hold an item of a particular weight in one's hand. Everyday items were available for the children to touch and try and estimate mass. Five balance scales were available and X modeled clearly to the children how they were to be used. The time spent at the beginning of the lesson paid off as the children remained extremely focused in their group work and most groups completed the sheet that they were given. As further back up X had another handout that the children could complete. Both sheets were clearly explained to the children and furthermore they provided activities that were interesting and related directly to focus of the lesson. This lesson was of a high quality. It achieved its stated purpose. Every child in the class had a much clearer understanding of the mass of various items under 100grams.

In both lessons a culture of high expectations was developed by X. She set challenging learning goals that were meaningful and she demonstrated to the children how they could go about achieving these goals in a 'hands on' manner that appealed to the children.

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❖ **Discussion with the principal/supervisor**

The Principal [Y] further verified the evidence that X had submitted as part of her portfolio. Y spoke effusively about the work that X had done in numerous areas including: Action Learning Friends (A.L.F.), the Values Education Program and her role as Literacy and Numeracy Coordinator and the associated mentoring that she was providing. It was notable that this mentoring work included mentoring that X was doing with teachers who were more experienced than her in regard to the number of years that they had taught.

❖ **Discussion with other colleagues**

In speaking with Z it became apparent that X's expertise was highly valued and sort after by many members of the staff at A. Teachers wanted her to mentor them. As stated in her evidence portfolio X had worked extensively with the Year One teachers in the area of numeracy. She has used the Count Me In Too (CMIT) program to assist in identifying the children's particular learning needs in the area of Numeracy. She had then led the teachers in grouping the children and provided ongoing classroom support as they met the children's differentiated learning needs. Z spoke of X's strengths as being: her knowledge of subject matter; her ability to communicate, her 'kid friendly' manner with students and her organizational ability. This latter quality 'organization' was clearly evident in X's lesson preparation and in the way X had prepared and annotated her evidence portfolio.

❖ **Observation of other activities within the school**

A School is a vibrant learning community. During a tour with the Principal I observed playground improvements and major building additions, that has provided the school with a new music and languages room. There are displays of the children's learning adorning the walls. The open learning areas are well organized and during lessons children were actively engaged in busily learning. The Quality Teaching Framework is being implemented throughout the school and each teacher was encouraged to be a part of a round. This is where time is made available for teachers to observe each other and reflect on their practice in the light of the framework. X is a leader in this initiative and is constantly working with teachers to improve their pedagogy.

❖ **Professional discussion with the applicant**

The discussions that I had with X provided further information that supported her evidence portfolio. We investigated X's mentoring and her role in implementing the Values Education Program and her role as a Literacy and Numeracy Coordinator. We also discussed Professional Learning that X and the Principal had delivered recently to staff, regarding the Australian Teaching Standards. X's evidence portfolio and her classroom practice and the discussions I have had with her colleagues have provided testimony to the significant contribution that X has made to the learning of the children and that of her colleagues at A.

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Draft Stage 2 Report: Lead Applicant

❖ Pre observation discussion

Discussion centered on the lessons to be viewed and the overall plan for the day.

The two lessons were in writing a narrative and cooperative reading. The first lesson was a based on writing a narrative in a mixed ability group of 3 using a new program on iPads. The second was reading in streamed groups of 4 -5 from 2 different classes.

❖ Observation of classroom practice

The observation was of 2 lessons. Notes on the lessons are attached. X demonstrated that she has a very well-organized class that follows instructions well. X had definite outcomes that she communicated clearly to the students. She used both visual and verbal skills to demonstrate what they were going to do and the quality of the work she expected from them. Any students who were not listening she brought into line by mentioning their name in the sentence she was speaking to give instructions. A student who was still not paying attention was given a 'first warning' and instructed to put their name on the board. The student complied without argument.

X affirmed students who were on task by acknowledging them and allocating points to the student for their group. After the instructions given on the IWB the students when dismissed went quickly to their assigned tasks. X circulated well amongst the groups, checking the students were on task, giving encouragement and answering questions.

It was obvious from the children's quick responses to instructions and routines that is a well-organized and managed classroom environment. The children demonstrated their respect for the teacher by telling her snippets of their personal lives.

❖ Discussion with the principal/supervisor [Principal]

The principal spoke very highly of X and her contribution to the school and the unit in which she taught. She described X's contribution to the school were

- presenting of Professional Learning to the staff of her unit (5 classes of combined Year 3 &4 students) and the Year 5 unit (3 classes).
- Bringing the needs and problems of students and staff to the school leadership. X did not just bring the problems but brought suggestions and courses of action that could be taken to solve the issues. Many of these suggestions were then implemented.
- X's teaching was always focused on student learning. X uses formative assessment to determine short term and long term goals for the whole class and individual students.
- X is very relational and knows her students well and at times has provided support for students who come to school with no food and kept clean uniforms.
- X is quiet by nature but is a definite presence in the school. The staff views X as a go-to person for help with difficult students or new ideas for teaching areas such as numeracy and literacy.

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❖ **Discussion with other colleague - Y**

Y is a colleague in the same teaching unit as X. Y spoke very highly of X and wished that she was able to work more closely with her. X had assisted Leigh and all the other teachers in the unit in using the Improve Data computer maths diagnostic program and the Collaborative Classroom using the Quality Teaching Model. She was also mentioned that X is the teacher we are able to send difficult students to when their behaviour is out of control. In fact there were other teachers in the unit who had used X's classroom as a place of refuge for special needs students.

❖ **Observation of other activities within the school**

Following tour of the school and conversations with other staff members it is apparent that X is well respected and involved in all activities within her unit.

X had a parent who was working one on one with individual students during the morning practicing their reading.

Other students were withdrawn at various times to work with the Special Needs teacher. These students were able to quickly reintegrate with the class when they returned.

❖ **Professional discussion with the applicant**

X had taken time to address the areas that we would like her to address from stage 1 report

4.3 X demonstrated that her classroom management strategies were consistent and effective by the way the children moved around the room and engaged in their learning.

4.4 The children clearly knew what was expected and were quietly reminded of correct procedures when they did not comply. She positively reinforced those who were quick to comply with instructions and class protocols.

4.5 X uses the IWB regularly as part teaching tools with instructions given both verbal and visual. The iPads were used in narrative story writing in group work. ICT is essential part of her teaching strategies.

7.1 X demonstrated that she at all times responds to parent enquires ethically and modifies programs when necessary to support student learning.

X responded to each the areas of focus for onsite observation with written information and through discussion.

Numeracy Program. X adopted the Improve Data program and used it first with her class to identify areas of need in Maths and later shared it with her team, teaching them how to use it with their classes.

Last year X had a PLP for her aboriginal student and discussed the measures she put into place to assist him both academically and socially.

X brought Cooperative reading to her unit and it has been well received. This was evidenced by the lesson observed during the onsite visit.

X has used the school's Collaborative Classrooms policy using the TQM to work alongside other teachers in her unit to model teaching strategies and effective behaviour management skills.

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4 Appendix D: ACT Now Item Banks

4.1 Module 1: ACT Now Item Bank

4.1.1 Group A

Instructions: 1 question per quiz

#	Question	Extra Info	Correct Responses and feedback for incorrect responses
A1	True / False Question: Lexical patterns are common across the career stages.	True = incorrect False = correct	**Feedback for incorrect response:** Distinctive patterns are inscribed in the sets of descriptors that specify particular career stages. **Feedback for correct response:** Correct, distinctive patterns are inscribed in the sets of descriptors that specify particular career stages.
A2	True / False Question: Descriptors across the four career stages represent increasing levels of knowledge, practice and professional engagement for teachers.	True = correct False = incorrect	**Feedback for incorrect response**: The Standards (AITSL 2011, p.5) specify descriptors across four career stages, representing increasing levels of knowledge, practice and professional engagement for teachers. Progression through the stages represents a growing understanding, applied with increasing sophistication across a broader and more complex range of situations.

A3	True / False Question: The *Australian Professional Standards for Teachers* (AITSL 2011) can be used for site-specific processes in addition to the formal processes of accreditation, registration, certification and improving teacher quality.	Correct response: True	**Feedback for incorrect response**: The Standards (AITSL 2011) *can* be used for site-specific processes in addition to the formal processes of accreditation, registration, certification and improving teacher quality.
A4	True/False: The lexical choices made in the specification of the descriptors strategically construct particular professional identities across the career continuum.	Correct response: True	**Feedback for incorrect response**: The lexical choices are neither random nor natural; they strategically construct particular versions of professional identity.

4.1.2 Group B

Instructions: 1 question per quiz

#	Question	Extra Info	Correct Responses and feedback for incorrect responses
B1	Drop Down Menu Select terms from the Drop Down Menus provided to complete the following paragraph. Please note: You will not use all the terms. The Standards are grouped into __a_ ___b___; ____c_____, _____d_____ and ____e____. Within each Standard, _____f_____ provide further illustration of teaching knowledge, practice and professional engagement. These are then differentiated into ___g_____ for ___h___ career stages.	Complete set of options, including additional 'dummy' options: , 3, 4, 5, 37 Professional Practice, Illustrations of Practice, Domains of Teaching, Professional Engagement, Focus Areas, Descriptors, , Professional Knowledge Please note a-f are included here for ease of our communication and are not to appear in the ACT Now item.	a = 3 b = Domains of Teaching c = Professional Engagement OR Professional Practice OR Professional Knowledge, d = Professional Engagement OR Professional Practice OR Professional Knowledge BUT NOT if listed as c e= Professional Engagement OR Professional Practice OR Professional Knowledge but not if listed as c or d f = Focus Areas g = Descriptors h= 4 All answers must be correct. Correct or incorrect outcome to be determined only after all responses have been entered. **Feedback for incorrect responses =** The Standards are grouped into 3 Domains of Teaching: Professional Knowledge, Professional Practice and Professional Engagement. Within each Standard, Focus Areas provide further illustration of teaching knowledge, practice and professional engagement. These are then

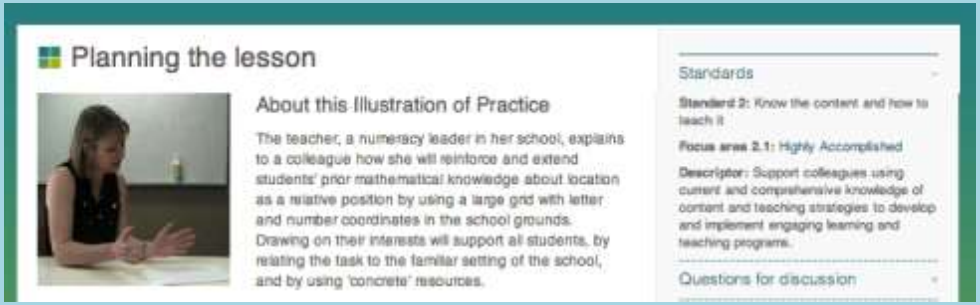
			differentiated into descriptors for 4 career stages.
B2	Drop Down Menu Select terms provided in the Drop Down Menus to differentiate the following two descriptors associated with the Highly Accomplished and Lead career stages. Organise assessment ____a___ activities that support _____b____ and ____c_____ judgements of students learning. _____d_____exemplary practice and ____e_____ programs to _____f____ colleagues in applying a range of timely, effective and appropriate feedback strategies	Options: moderation, model , consistent, support, initiate, comparable,	Correct responses: a = moderation b = consistent OR comparable c = comparable OR consistent d = model e = initiate f = support All responses must be correct. Correct or incorrect outcome to be determined only after all responses have been entered. **Feedback for incorrect responses:** **Highly Accomplished 5.3:** Organise assessment moderation activities that support consistent / comparable and consistent / comparable judgements of students learning. **Lead 5.2:** Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies

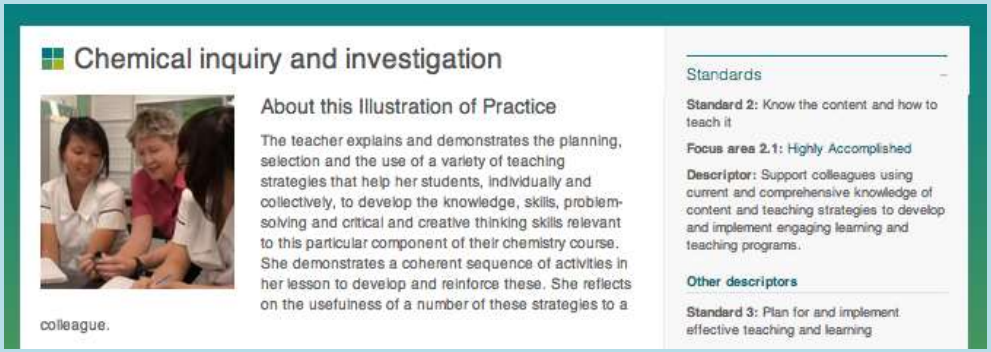
B3	Drop Down Menus: Select terms from the Drop Down Menus to complete the following statement. Please note: You will not use all the terms. The three Domains of Teaching are _____, _____ and _____.	Complete set of options, including additional 'dummy' options Professional Knowledge Professional Experience Professional Learning Professional Engagement Professional Practice Professional Development Professional Ethics Professional Responsibility	Correct response: the following in any order Professional Knowledge Professional Engagement Professional Practice All three must be correct. Correct or incorrect outcome to be determined only after all responses have been entered. **Feedback for incorrect responses**: The three Domains of Teaching are Professional Knowledge, Professional Practice and Professional Engagement.
B4	Drop Down Menus Select statements from the Drop Down Menus provided to complete the Standards. Standard 1:..... Standard 2:..... Standard 3:..... Standard 4:..... Standard 5:..... Standard 6:..... Standard 7:.....	Options in pull down menu for each Standard • Assess, provide feedback and report on student learning • Engage in professional learning • Know the content and how to teach it • Know students and how they learn • Engage professionally with	Correct Responses All must be correct Standard 1: Know students and how they learn Standard 2: Know the content and how to teach it Standard 3: Plan for and implement effective teaching and learning

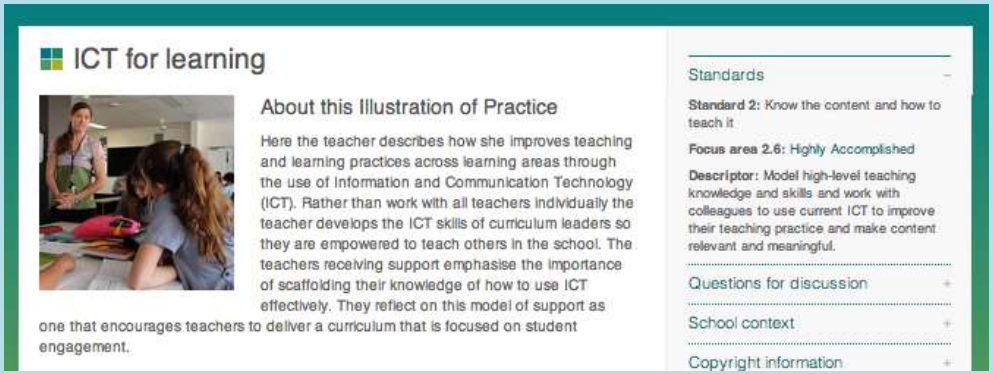
			colleagues, parent/carers and the community • Plan for and implement effective teaching and learning • Create and maintain supportive and safe learning environments	Standard 4: Create and maintain supportive and safe learning environments Standard 5: Assess, provide feedback and report on student learning Standard 6: Engage in professional learning Standard 7: Engage professionally with colleagues, parent/carers and the community All options must be correct. Correct or incorrect outcome to be determined only after all responses have been entered. **Feedback for incorrect responses:** present the complete correct matching (as above) with the participants' incorrect responses (now correctly placed) highlighted in some way.

4.1.3 Group C

Instructions: 2 questions per quiz

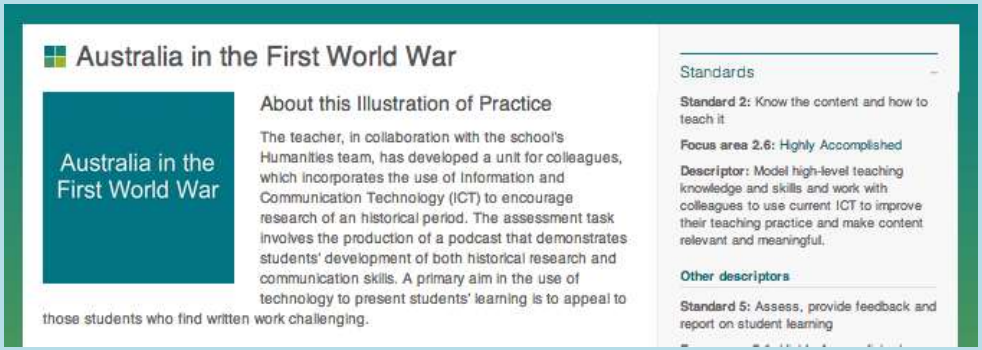
#	Question	Extra Info	Correct Responses and feedback for incorrect responses
C1	Multiple choice questions: A section of the Illustration of Practice for Focus area 2.1 (Highly Accomplished) is provided below:  The Descriptor for this career stage indicates that the Lead teacher "Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs." This teacher's support for colleagues is best described in the summary statement **About this Illustration of Practice** by: A) using concrete resources B) providing the colleague with concrete resources C) situating the learning in a familiar context, such as the school grounds D) explaining an approach to extending students' prior mathematical knowledge	Correct response = D	**Feedback for incorrect response:** Only response D, “explaining an approach to extending students' prior mathematical knowledge”, relates to working with colleagues as described in the Descriptor, which has a teaching strategies focus.

C2	Multiple choice questions: A section of the Illustration of Practice for Focus area 2.1 (Highly Accomplished) is provided below:  The Descriptor for this career stage indicates that the Lead teacher "Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs" This teacher's support for colleagues is best described in the summary statement About this Illustration of Practice (please see above) by: A) reflecting with colleagues on the usefulness of teaching strategies B) working with students on an individual and collective basis C) focusing on the importance of critical and creative thinking skills D) ensuring that students in her own class develop subject-based problem-solving skills	Correct response = A	**Feedback for incorrect response**: Only response A, “reflecting with colleagues on the usefulness of teaching strategies”, relates to working <u>with</u> colleagues as described in the Descriptor, which focuses on teaching strategies.

C3	Multiple choice questions: A section of the Illustration of Practice for Focus area 2.6 (Highly Accomplished) is provided below:  The Descriptor for this Career Stage indicates that the Lead teacher "Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful." This teacher's high level skills and work with colleagues is best described in the summary statement About this Illustration of Practice (please see above) by: A) ensuring that teachers provide her with feedback B) working with teachers individually and with curriculum leaders C) developing a model of professional learning that can be critiqued by staff to provide her with feedback D) using her own teaching and learning practices as the focus for empowering curriculum leaders to work with other teachers in the school	Correct response = D	**Feedback for incorrect response**: Response D, “using her own teaching and learning practices as the focus for empowering curriculum leaders to work with other teachers in the school”, relates to working with colleagues as described in the Descriptor.

C4	Multiple choice question: A section of the Illustration of Practice for Focus area 2.1 (Highly Accomplished) is provided below: The Descriptor for this career stage indicates that the Lead teacher "Supports colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs." This teacher's support for colleagues is described in the summary statement About this Illustration of Practice by: A) using hardware and software in her own class B) providing explanations to her own class about the use of ICT C) adapting her own class lesson for use in professional learning workshops D) allowing students in her own class to hear and see the Japanese language "in action"	Correct response = C	**Feedback for incorrect response**: Only response C, “adapting her own class lesson for use in professional learning workshops”, relates to working with colleagues.

C5	Multiple Choice Questions: A section of the Illustration of Practice for Focus Area 2.6 (Highly Accomplished) is provided below:	Correct response = B	Response B, “using technology to engage students in their learning, relates to making material meaningful for students as described in the Descriptor.



The Descriptor for this Career Stage indicates that the Lead teacher "Model high-level teaching knowledge and skills … to make content relevant and meaningful."
The way this teacher makes content relevant and meaningful is best described in the summary statement About this Illustration of Practice by:

A) using technology to encourage research
B) using technology to engage students in their learning
C) using technology to research a specific historical period
D) using technology to improve the ICT skills of the school's Humanities team

C6	Multiple Choice Questions: A section of the Illustration of Practice for Focus Area 3.2 (Highly Accomplished) is provided below: The Descriptor for this Career Stage indicates that the Lead teacher "Work with colleagues to plan and evaluate …" This teacher's work with colleagues is best described in the summary statement About this Illustration of Practice by: A) discussing productive learning environments B) leading a team meeting of preschool program coordinators C) describing the successes of the current program with preschool coordinators D) reviewing successes of the current program as a basis for making improvements	Correct response = D	Only response D, “reviewing successes of the current program as a basis for making improvements”, provides the clearest link between the summary statement and the Descriptor.

C7	Multiple Choice Questions: A section of the Illustration of Practice for Focus Area 3.2 (Lead) is provided below: Intercultural understanding About this Illustration of Practice The teacher of Indonesian is shown in a range of situations where her commitment to, and development of intercultural understanding is demonstrated on a classroom, whole school, intra-school and international level. Four illustrations of this include: the development of cultural task-based curriculum design; the use of a Voice Over Internet Protocol Service (VOIP) to facilitate teacher and student interactions with an Indonesian sister school; the mentoring of 'beginning' teachers at another Government school; and support for a local 'feeder' network of primary teachers. Standards **Standard 3:** Plan for and implement effective teaching and learning **Focus area 3.2:** Lead **Descriptor:** Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills. Other descriptors **Standard 6:** Engage in professional learning The Descriptor for this Career Stage indicates that the Lead teacher "Exhibit exemplary practice … to develop students' knowledge, understanding and skills." One instance of this aspect of the teacher's exemplary practice is best described in the summary statement About this Illustration of Practice by: A) skills in curriculum design B) the setting up of a sister school arrangement for her students C) a commitment to the development of intercultural understanding D) the introduction of Voice Over Internet Protocol Service to a local 'feeder' primary school	Correct response = C	Only response C, “a commitment to the development of intercultural understanding”, relates to the aspect in the Descriptor, which has a direct focus on the development of students' knowledge, understanding and skills.

C8	Multiple Choice Questions: A section of the Illustration of Practice for Focus Area 3.2 (Lead) is provided below: Professional learning networks About this Illustration of Practice The teacher describes a teacher exchange she has organised with a New Zealand school to share resources, ideas and programs. The program aims to facilitate professional learning opportunities for staff in both schools. An outcome of the visit by the teachers from the school in Rotorua is an exchange of ideas and experiences about the impact of technologies on traditional school libraries and their use by students for learning. The teachers discuss student blogging and the effect that a blogging program implemented in the New Zealand school has had on student achievement and engagement. Standards **Standard 3:** Plan for and implement effective teaching and learning **Focus area 3.2:** Lead **Descriptor:** Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills. **Other descriptors** **Standard 6:** Engage in professional learning The Descriptor for this Career Stage indicates that the Lead teacher "Lead colleagues to … review the effectiveness of their learning and teaching programs … " The way this teacher leads colleagues in this aspect of the Descriptor is best described in the summary statement About this Illustration of Practice by: A) setting up an exchange program to share resources, ideas and programs B) sharing ideas about the impact of technologies in traditional school libraries C) setting up an exchange program to share resources, ideas and programs for blogging D) setting up an exchange program for staff to plan engaging library-based professional learning programs	Correct response = B	Only response B relates to a focus on reviewing the effectiveness of programs, i.e., the exchange of ideas about the impact of technologies in traditional school libraries. All the other options are about setting up the exchange program.

4.1.4 Group D

Instructions: 2 questions per quiz

#	Question	Extra Info	Correct Responses and feedback for incorrect responses
D1	In the implementation of a school development plan, Teacher A is providing advice and support to colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives, whilst Teacher B is developing teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers. Teachers A and B are demonstrating aspects of which two career stages? A) Proficient and Lead respectively B) Graduate and Proficient respectively C) Highly Accomplished and Lead respectively D) Lead and Highly Accomplished respectively	Correct Response: C	**Feedback for incorrect response;** The correct response is 'C'. See Focus area 1.4 in the *Standards* (AITSL 2011).
D2	When incorporating Information Communication Technology in Professional Practice, Teacher A is using effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful, whilst Teacher B is modelling high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful. Teachers A and B are demonstrating aspects of which two career stages? A) Proficient and Lead respectively B) Graduate and Proficient respectively C) Highly Accomplished and Lead respectively D) Proficient and Highly Accomplished respectively	Correct response: D	**Feedback for incorrect response;** The correct response is 'D'. See Focus area 2.6 in the *Standards* (AITSL 2011).

D3	Multiple choice question: As part of a school-wide professional learning focus, Teacher A is working with colleagues to plan, evaluate and modify teaching and learning programs for a particular Year group, whilst Teacher B is working with a second group of colleagues to plan, implement and review the perceived effectiveness of their teaching programs. Teachers A and B are demonstrating aspects of which two career stages? A) Proficient and Lead respectively B) Graduate and Proficient respectively C) Highly Accomplished and Lead respectively D) Proficient and Highly Accomplished respectively	Correct response = C	Feedback for incorrect response: View Table 1 Module 1, Component 3 – Focus areas 3.2 (Highly Accomplished) and 2.6 (Lead).
D4	When managing challenging behaviour, Teacher A establishes and negotiates clear expectations with students and addresses discipline issues promptly, fairly and respectfully, whereas Teacher B develops and shares with colleagues a flexible repertoire of behavior management strategies using expert knowledge and workplace experience. Teachers A and B are demonstrating aspects of which two career stages? A) Proficient and Lead respectively B) Graduate and Proficient respectively C) Highly Accomplished and Lead respectively D) Proficient and Highly Accomplished respectively	Correct Response = D	**Feedback for incorrect response;** The correct response is 'C'. See Focus Area 4.3 in the Standards (AITSL 2011)..

D5	When providing feedback to students on their learning, Teacher A selects from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning, whereas Teacher B models exemplary practice and initiates programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies. Teachers A and B are demonstrating aspects of which two career stages? A) Proficient and Lead respectively B) Graduate and Proficient respectively C) Highly Accomplished and Lead respectively D) Proficient and Highly Accomplished respectively	Correct Response = C	**Feedback for incorrect response**; The correct response is 'C'. See Focus Area 5.2 in the *Standards* (AITSL 2011)..
D6	When engaging with colleagues and improving practice, Teacher A contributes to collegial discussions and applies constructive feedback from colleagues to improve professional knowledge and practice, whereas Teacher B initiates and engages in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students. Teachers A and B are demonstrating aspects of which two career stages? A) Proficient and Lead respectively B) Graduate and Proficient respectively C) Highly Accomplished and Lead respectively D) Proficient and Highly Accomplished respectively	Correct response = D	**Feedback for incorrect response;** The correct response is 'C'. See Focus area 6.3 in the Standards (AITSL 2011).

D7	When meeting professional ethics and responsibilities, Teacher A maintains high ethical standards and supports colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts, whereas Teacher B models exemplary ethical behavior and exercises informed judgements in all professional dealings with students, colleagues and the community. Teachers A and B are demonstrating aspects of which two career stages? A) Proficient and Lead respectively B) Graduate and Proficient respectively C) Highly Accomplished and Lead respectively D) Proficient and Highly Accomplished respectively	Correct Response = C	**Feedback for incorrect response**; The correct response is 'C'. See Focus area 7.1 in the Standards (AITSL 2011).
D8	When evaluating and improving teaching programs, Teacher A demonstrates broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning, whereas Teacher B evaluates personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning. Teachers A and B are demonstrating aspects of which two career stages? A) Proficient and Lead respectively B) Graduate and Proficient respectively C) Highly Accomplished and Lead respectively D) Proficient and Highly Accomplished respectively	Correct Response = B	**Feedback for incorrect response**; The correct response is 'C'. See Focus area 3.6 in the *Standards* (AITSL 2011).

4.1.5 Group E

Instructions: 1 Question per quiz

#	Question	Extra Info	Correct Responses and feedback for incorrect responses
E1	Multiple choice question: Each of the four career stages is described by a professional capability statement on pages 5-7 of the *Australian Professional Standards for Teachers* (AITSL 2011). The following extract is taken from one of the career stage statements: *They apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers. They describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.* The career stage from which this extract is taken is: A) Graduate B) Proficient C) Highly Accomplished D) Lead	Correct response = D	**Feedback for incorrect response:** Read pages 5-7 of the *Australian Professional Standards for Teachers* (AITSL 2011).

E2	Multiple choice question: Each of the four career stages is described by a professional capability statement on pages 5-7 of the Australian Professional Standards for Teachers. The following extract is taken from one of the career stage statements: *They work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/carers and community members. They behave professional and ethically at all times* The career stage from which this extract is taken is: A) Graduate B) Proficient C) Highly Accomplished D) Lead	Correct response = B	**Feedback for incorrect response**: Read pages 5-7 of the Standards (AITSL 2011).
E3	Multiple choice question: Each of the four career stages is described by a professional capability statement on pages 5-7 of the *Australian Professional Standards for Teachers* (AITSL 2011). The following extract is taken from one of the career stage statements: [They] *are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues.* The career stage from which this extract is taken is: A) Graduate B) Proficient C) Highly Accomplished D) Lead	Correct response = C	**Feedback for incorrect response:** Read pages 5-7 of the Standards (AITSL 2011).

4.1.6 Group F

Instructions: Remaining questions to be selected from this category (each quiz should contain 10 questions)

#	Question	Extra Info	Correct Responses and feedback for incorrect responses
F1	Multiple choice question: Differentiated professional knowledge, practice and engagement that is associated with particular career stages is stipulated in a) Domains of Teaching b) Standards c) Focus areas d) Descriptors	= incorrect = incorrect =incorrect d) =correct	**Feedback for incorrect responses**: Descriptors specify career stage-related professional knowledge, practices and engagement.
F2	Multiple choice question: Knowledge of the *terminology* of the Standards increases assessor accuracy; increases inter-assessor reliability; facilitates career stage-appropriate report writing; or D) all of the above.	= incorrect = incorrect =incorrect d) = correct	**Feedback for incorrect responses:** Knowledge of the *terminology* of the Standards supports all options listed.
F3	Multiple choice question: "Demonstration of knowledge and understanding" a) is used most frequently in descriptors that specify professional knowledge and practice at the Graduate career stage b) could be used unproblematically to describe a Lead teacher's professional knowledge and practice c) can be applied equally to professional knowledge and practices across all career stages d) none of the above	= correct =incorrect =incorrect d) =incorrect	**Feedback for incorrect responses:** The terminology of the Standards is differentiated across the descriptors associated with focus areas. The expression 'Demonstration of knowledge and understanding' is used most frequently in descriptors that specify professional knowledge and practice at the Graduate career stage.

F4	Multiple choice question: References to 'working with colleagues': are found in the Descriptors associated with each of the career stages; position Proficient, Highly Accomplished and Lead teachers as working with colleagues in distinctive ways; present receiving advice from colleagues as a characteristic of all career stages; or none of the above.	Correct = B	**Feedback for incorrect responses** Working with colleagues is not mentioned in the descriptors specified for the Graduate career stage. Receiving advice from colleagues is specified in descriptors for the Proficient career stage only. References to 'working with colleagues' position Proficient, Highly Accomplished and Lead teachers as working with colleagues in distinctive ways.
F5	Multiple Choice Question: The *Australian Professional Standards for Teachers* (AITSL 2011) delineate teacher knowledge, practice and engagement with increasing specificity from Standards, Domains, Focus areas to Descriptors Domains, Standards, Focus areas to Descriptors Standards, Focus areas, Domains to Descriptors Domains, Focus areas, Standards to Descriptors	incorrect correct incorrect incorrect	**Feedback for incorrect responses:** Teacher knowledge, practice and engagement are specified with increasing detail from Domains, Standards, Focus areas to Descriptors.
F6	Multiple choice question: The *Australian professional standards for teachers* (AITSL 2011) is presented as: a public statement of what constitutes quality teaching in Australia; defining the work of teachers and making explicit the elements of high-quality; enhancing the professionalism of teachers; or all of the above.	Correct response = D	**Feedback for incorrect responses** The Standards are presented as fulfilling the three statements outlined in options a, b and c. Please see the 'Purposes' section in Module 1, Component 1.

4.2 Module 2: ACT Now Item Bank

4.2.1 Group A

Instructions: 3 questions from Group A

#	Question	Extra Info	Correct Responses and feedback for incorrect responses
1	TRUE/FALSE Teachers need to be an Australian citizen or have a permanent residency visa in order to eligible to apply for certification.	Correct response = True	**Feedback**: "It *is* necessary for teachers to be an Australian citizen or have a permanent residency visa in order to eligible to apply for certification."
2	TRUE/FALSE It is necessary for teachers to have a four-year teaching qualification, or equivalent, in order to be eligible to apply for certification.	Correct response = False	**Feedback**: "The certification eligibility requirements do not specify qualification conditions."
3	TRUE/FALSE Self-assessment is required prior to commencing a certification application.	Correct response = False	**Feedback for correct and incorrect responses**. "Self-assessment is *recommended* prior to the commencing a certification application."
4	TRUE/FALSE Teachers need to be certified at the Highly Accomplished career stage before applying for certification at the Lead career stage.	Correct response = False	**Feedback**: "Teachers do not need to be certified at the Highly Accomplished career stage before applying for certification at the Lead career stage."
5	TRUE/FALSE Applicants applying for certification at the Highly Accomplished career stage must have been teaching for a minimum of five years	Correct response =False	**Feedback**: "Subject to meeting eligibility requirements, there is no additional minimum number of years required before applying for certification as Highly Accomplished or Lead teacher. To be eligible to apply for certification as a Highly Accomplished teacher, applicants must have been assessed as satisfactory in their two most recent annual performance assessments."

6	TRUE/FALSE Certification is available to regional support officers who have an authentic teaching role in which they teach students over a period of time.	Correct response = True	**Feedback**: "Providing applicants can demonstrate all teacher Standards through an ongoing teaching role with students including in a classroom situation, certification is available to teachers in a range of roles."
7	TRUE/FALSE The final recommendation to the certifying authority is made by the assessor who undertakes the site visit.	Correct = False	**Feedback:** "The two assessors make the final assessment and recommendation to the certifying authority based on the assessment of all evidence provided against the Standards at Stage 1 and Stage 2."
8	True/False: Four reflections on direct evidence are required for Stage 1 certification process.	Correct response = False	**Feedback**: See page 8 (Section heading is *Teacher reflection on the direct evidence*) of the *Certification of Highly Accomplished and Lead Teachers – Principles and Processes* (AITSL, 2012)
9	True/False Collectively, each of the seven Standards must be addressed by at least one piece of evidence, and each of the descriptors at the relevant career stage will be accounted for at least twice.	Correct response = False	**Feedback**: "Collectively, each of the seven Standards must be addressed by at least *two* pieces of evidence, and each of the descriptors at the relevant career stage will be accounted for at least *once*" (AITSL 2012, p. 8, emphasis added).
10	TRUE/FALSE Certification is granted for a fixed period of 5 years.	Correct response = True	**Feedback**: "Certification *is* granted for a fixed period of 5 years."
11	TRUE/FALSE The teamed assessors provide the final decision regarding the outcome of an application for certification.	Correct response = False	**Feedback**: "Assessors will make the final *recommendation* to the certifying authority … The certifying authority will endorse/decline the recommendation of the external assessors" (AITSL 2012, p. 10).

12	True False Only the Principal referee needs to have knowledge of the school and/or system wide initiative described in the Lead initiative reflection.	Correct response = False	**Feedback**: See *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL 2012, p. 8), last sentence – "At the Lead career stage, at least one referee must have knowledge of the within or across school initiative led by the applicant. A jurisdiction may require that all nominated referees provide comment."
13	TRUE/FALSE Applicants may be legitimately exempted from evidencing particular descriptors if the opportunity to practise particular descriptors does not exist where they work.	Correct response = False	**Feedback**: "Some teachers may not be able to provide direct evidence which accounts for every descriptor drawn from their regular work. For example, a teacher may not have had the opportunity to teach Aboriginal or Torres Strait Islander students or students with a disability. However, using annotation to draw links and explain a teacher's knowledge in this area enables evidence that is not directly related to the descriptor to be used" (AITSL 2012, p. 8).

4.2.2 Group B

Instructions: 4 questions from Group B

#	Question	Extra Info	Correct Responses and feedback for incorrect responses
1	MULTIPLE CHOICE: The purposes of the Certification of Highly Accomplished and Lead teachers include: a) recognising and promoting quality teaching; b) providing an opportunity for teachers to reflect on their practice; c) providing a reliable indication of quality teaching that can be used to identify, recognise and/or reward Highly accomplished and Lead teachers; and d) all of the above.	Correct response = d	**Feedback**: "The Certification of Highly Accomplished and Lead teachers is intended to satisfy the three purposes specified in options a, b and c."
2	MULTIPLE CHOICE The certification process involves: a) at least two assessors who both assess the evidence submitted by an applicant and conduct a site visit; b) a third assessor to ratify the decisions made by teamed assessors; c) a site visit by one of the teamed assessors; or d) the preparation of a report by the lead assessor.	Correct response = c	**Feed back** for responses. A) "The site visit is conducted by one assessor only" B) "A third assessor becomes involved when the teamed assessors cannot reach agreement." C) "The certification process involves a site visit by one of the teamed assessors" D) "The teamed assessors prepare reports together."

3	MULTIPLE CHOICE Stage 1 of the certification process involves assessment of the following forms of evidence; a) self-assessments, direct evidence, observation reports and teacher reflection on direct evidence b) self-assessments, observation reports, referee statements. c) observation reports, teacher reflection on direct evidence and referee statements d) All of the above	Correct response =(c)	**Feedback**: "Stage 1 of the certification process involves assessment of: • Direct evidence (including observation reports) • Teacher reflection on the direct evidence • Referee statements Applicants are strongly recommended to undertake a self-assessment prior to Stage 1 of the certification process."
4	MULTIPLE CHOICE The national approach to the certification of Highly Accomplished and Lead teachers in Australia is underpinned by the following principles; a) Credible, evidence-based and standards-based b) Development-driven and student-improvement focussed c) Authentic, credible and development-driven d) (a) and (b) e) (a) and (c)	Correct response = (d)	**Feedback**: "The national approach to the certification of Highly Accomplished and Lead teachers in Australia is underpinned by the following principles; • Standards-based • Student-improvement focussed • Development-driven • Credible • Evidence-based"

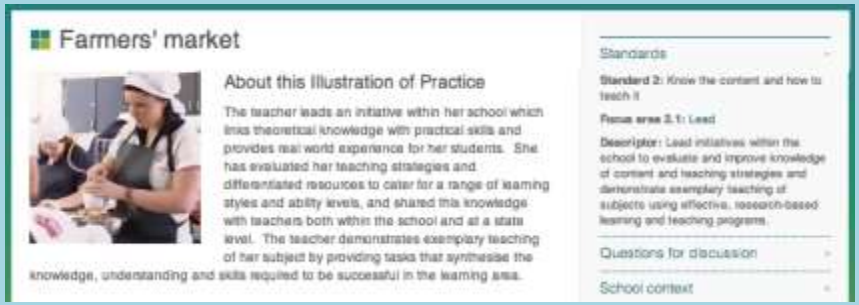
5	Multiple Choice: An applicant's Collection of Evidence submitted against the Standards must include all of the following: A) Annotated artefacts of practice, a statement addressing the Standards written by the applicant, a statement addressing each of the Standards from the principal/supervisor or delegate, a list of referees. B) Annotated artefacts of practice, a statement addressing the Standards written by the applicant, at least two classroom observation reports, one referee report that includes an additional list of up to five referees. C) Annotated artefacts of practice, a statement addressing the Standards written by the applicant, at least two classroom observation reports (including one from the principal/supervisor or delegate), a list of referees that includes the principal. D) Annotated artefacts of practice, a list of referees that does not include the Principal, parent testimonials, at least two classroom observation reports from colleagues other than the principal.	Correct response = C	**Feedback**: "An applicant's Collection of Evidence submitted against the Standards must include all of the following: annotated artefacts of practice, a statement addressing the Standards written by the applicant, at least two classroom observation reports (including one from the principal/supervisor or delegate), a list of referees that includes the principal."
6	Multiple Choice: In a Collection of Evidence, an applicant's decision to include an index to locate evidence is: A) mandatory B) compulsory C) non compulsory D) highly recommended	Correct response = D	**Feedback**: "Refer to Figure 2, Module 2, Component 2, Slide 2 (third row of text boxes, bullet point #2)."
7	Multiple Choice: Two requirements for documenting the Lead initiative in a Collection of Evidence are: A) references to authentic evidence and links to system-wide initiatives only. B) a timeframe of twelve months and references to direct and authentic evidence. C) references to school or system wide initiatives and evidence of impact on colleagues knowledge, practice and/or engagement. D) a timeframe of at least twelve months and a demonstration of the applicant's leadership in design, implementation, evaluation and review.	Correct response = C	**Feedback**: "See *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL 2012, p. 8)."

8	Multiple Choice Unsuccessful Lead applications: a) can be reassessed at the Highly Accomplished career stage; b) can be revised and resubmitted to demonstrate the Standards at the Highly Accomplished career stage; c) cannot be revised and resubmitted to demonstrate the Standards at the Highly Accomplished career stage; d) can be revised and resubmitted to demonstrate the Standards at the Highly Accomplished career stage after a minimum period of 2 years.	Correct response = b	**Feedback**: "Unsuccessful Lead applications can be revised and resubmitted to demonstrate the Standards at the Highly accomplished career stage. See *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL 2012, p. 10)."
9	Multiple Choice: The following extract is taken from a Lead initiative reflection: In surveying the students, the school was able to gain an understanding of how they perceived their learning. The envisioning process will require teachers to evaluate the effectiveness of teaching programs by creating a school wide pedagogy (Descriptor 1.2). In creating the school wide pedagogy much care is placed on the importance of differentiating the programs to suit the specific learning goals of all students (Descriptor 1.5). Of the four requirements for the reflection, this extract addresses: A) one only – the time frame B) two only – the school/system wide initiative, and evidence of impact on colleagues' practice C) three only – the time frame, the school/system wide initiative, and evidence of impact on colleagues' practice D) all four requirements	Correct response = B	**Feedback**: Based on *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL 2012, p. 8). In surveying the students, the school was able to gain an understanding of how they perceived their learning. The envisioning process will require teachers to evaluate the effectiveness of teaching programs by creating a school wide pedagogy (Descriptor 1.2) (requirement 4). In creating the school wide pedagogy (requirement 2) much care is placed on the importance of differentiating the programs to suit the specific learning goals of all students (Descriptor 1.5).

10	Multiple Choice: The following extract is taken from a Lead initiative reflection: In surveying the students, the school was able to gain an understanding of how they perceived their learning. The envisioning process will require teachers to evaluate the effectiveness of teaching programs by creating a school wide pedagogy (Descriptor 1.2). In creating the school wide pedagogy much care is placed on the importance of differentiating the programs to suit the specific learning goals of all students (Descriptor 1.5). The purpose of the reference to Descriptor 1.2 (*Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.*) in the context of sentence two, would be to: A) provide details of a time frame. B) provide details of the school wide initiative. C) provide details of the applicant's leadership in design, implementation, evaluation and review. D) provide evidence of the impact on colleagues' knowledge, practice and/or engagement.	Correct response = D	**Feedback:** Sentence 2 refers to the requirements of teachers as part of the program and this links with Reflection requirement #4 – "demonstrate evidence of impact on colleagues' knowledge, practice and/or engagement." The reference to Descriptor 1.2 applies to the artefact in the Collection of Evidence that would be associated with requirement #4. Engagement is the evaluation and creating a school-wide pedagogy is the impact.
11	Multiple Choice: The purpose of an annotation is to: A) provide a summary statement of explicit links between direct evidence and referee statements B) provide a summary statement of explicit links between direct evidence and observation reports. C) provide a summary statement of explicit links between direct evidence and applicant reflections. D) provide a summary statement of explicit links between direct evidence and Standards Descriptors.	Correct response = D	**Feedback:** See paragraph 3, Slide 1/13 Module 2 Component 2.

4.2.3 Group C

Instructions: 1 question from Set C

#	Question	Extra Info	Correct Responses and feedback for incorrect responses
1	Multiple Choice: A section of the Standards Illustration of Practice for Focus Area 2.1 (Lead) is provided below:  The summary statement for this IoP could be slightly modified to describe a Lead initiative, as distinct from the purpose of the IoP as an example of a teacher who "leads an initiative." Which two additional pieces of information need to be included to reflect a Lead initiative: A) a time frame of at least 6 months and evidence of colleague's support. B) a time frame of at least 12 months and evidence of colleague's support. C) a time frame of at least 6 months and evidence of impact on colleague's practice. D) a time frame of at least 12 months and evidence of impact on colleague's practice.	Correct answer = C	**Feedback**: See *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL 2012, p. 8).

2	Multiple Choice: A section of the Standards Illustration of Practice for Focus Area 2.1 (Lead) is provided below: The summary statement for this IoP reflects the Descriptor's reference to leading colleagues "to plan, implement and review" – actions that are mandatory requirements of the Lead initiative. Which two additional pieces of information need to be included for this IoP to reflect a Lead initiative: A) a time frame of at least 6 months and evidence of colleague's support. B) a time frame of at least 6 months and evidence of impact on colleague's practice. C) a time frame of at least 12 months and evidence of colleague's support. D) a time frame of at least 12 months and evidence of impact on colleague's practice.	Correct response = B	**Feedback**: See *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL 2012, p. 8).

4.2.4 Group D

Instructions: 2 questions from Set D

#	Question	Extra Info	Correct Responses and feedback for incorrect responses
1	DRAG and DROP Drag and drop descriptions of the elements of certification into the appropriate boxes in the diagram below. 	Correct response = diagram as shown here	**Feedback**: Diagram as shown here

2	Drop down menu Select the correct option from the drop down menu to complete the following statement. The ---------- has the responsibility for constructing of the site visit schedule.	Options applicant assessor regulatory authority Correct response = Applicant	**Feedback** "The applicant has the responsibility for constructing of the site visit schedule."
3	Drop Down Menu Select the correct options to complete the statement. ____a_____ will make the final recommendation to ____b_____ based on the assessment of evidence against the _____c_____, observations of practice, ____d____ and onsite discussions.	Options • student outcomes • referee statements • assessors • the certifying authority • the applicant • Descriptors • Standards Correct response A = assessors B = the certifying authority C = Standards D = referee statements All entries must be correct. Response evaluated after all options have been inserted.	**Feedback**: "Assessors will make the final recommendation to the certifying authority based on the assessment of evidence against the Standards, observations of practice, referee statements and onsite discussions." (See *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL 2012, p. 10).)

4	DRAG and DROP Select the correct options to complete the statement. Referees will have _____a_____ knowledge of the applicant's practice and the ____b____ they have provided against nominated _____c_____. Referees may include but are not limited to classroom teachers, school leaders, education consultants, teacher educators, and/or specialist staff, and must include the _____d_____ or _____e_____.	Options principal/supervisor reflections delegate evidence self-assessment authentic direct Standards/Descriptors Correct response A = direct B= evidence C= Standards/Descriptors D = principal/supervisor E = delegate All entries must be correct. Response evaluated after all options have been inserted.	**Feedback** "Referees will have *direct* knowledge of the applicant's practice and the *evidence* they have provided against nominated *Standards/Descriptors*. Referees may include but are not limited to classroom teachers, school leaders, education consultants, teacher educators, and/or specialist staff, and must include the *principal/supervisor* or *delegate*."

5	DRAG and DROP Select the correct options to complete the statement. The collection of _____a_____ is the entire submission of evidence for ____b_____ assessment. This is _____c_____ evidence which demonstrates the impact of the applicant's practice, observation reports, a written statement addressing the _____d_____ and a written description of a _____e____ (for _____f_____).	Options Stage 1 Stage 2 Lead initiative evidence authentic annotated direct Lead applicants Standards Descriptors Correct response A= evidence B= Stage 1 C= annotated D= Standards E = Lead initiative F= Lead applicants All entries must be correct. Response evaluated after all options have been inserted.	**Feedback**: "The collection of *evidence* is the entire submission of evidence for *Stage 1* assessment. This is *annotated* evidence which demonstrates the impact of the applicant's practice, observation reports, a written statement addressing the *Standards* and a written description of a *Lead initiative* (for *Lead applicants*). "

6	DRAG and DROP Select the correct options to complete the statement. Referee statements and/or ____a_____ verify the practice described in the ____b____ evidence and evaluate the teacher's practice against specific _____c_____. These referee statements are _____d_____ the _____e_____ that provide direct evidence of the Standards/Descriptors.	Options observations authentic direct discussions additional to I nclusive of Standards/Descriptors Correct response: A= discussions B= direct C= Standards/Descriptors D = additional E = artefacts All entries must be correct. Response evaluated after all options have been inserted.	**Feedback**: "Referee statements and/or *discussions* verify the practice described in the *direct* evidence and evaluate the teacher's practice against specific *Standards/Descriptors*. These referee statements are *additional to* the *artefacts* that provide direct evidence of the Standards/Descriptors. "

4.3 Module 3: ACT Now Item Bank

4.3.1 Group A

Instructions: 1 Question from this group

<table>
<tr><th>#</th><th>Question</th><th>Extra Info</th><th>Correct Responses and feedback for incorrect responses</th></tr>
<tr><td>1</td><td>Multiple Choice
Consider the Heat Map below. The Heat Map represents an assessor's assessment of a Collection of Evidence. Please note that it is not necessary to refer to the descriptor statements to answer the question below.

<table>
<tr><th>STANDARD1</th><th>STANDARD 2</th><th>STANDARD 3</th><th>STANDARD 4</th><th>STANDARD 5</th><th>STANDARD 6</th><th>STANDARD 7</th></tr>
<tr><td>1.1</td><td>2.1</td><td>3.1</td><td>4.1</td><td>5.1</td><td>6.1</td><td>7.1</td></tr>
<tr><td>1.2</td><td>2.2</td><td>3.2</td><td>4.2</td><td>5.2</td><td>6.2</td><td>7.2</td></tr>
<tr><td>1.3</td><td>2.3</td><td>3.3</td><td>4.3</td><td>5.3.</td><td>6.3</td><td>7.3</td></tr>
<tr><td>1.4</td><td>2.4</td><td>3.4</td><td>4.4</td><td>5.4</td><td>6.4</td><td>7.4</td></tr>
<tr><td>1.5</td><td>2.5</td><td>3.5</td><td>4.5</td><td>5.5</td><td></td><td></td></tr>
<tr><td>1.6</td><td>2.6</td><td>3.6</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td>3.7</td><td></td><td></td><td></td><td></td></tr>
</table>

<table>
<tr><td>KEY</td><td>Lime green</td><td>Descriptor fully evidenced</td></tr>
<tr><td></td><td>Light green</td><td>Descriptor partially evidenced</td></tr>
</table></td><td>Correct Answer = C</td><td>Feedback
A = It is possible to make an on-balance judgement when one or more Descriptors in a Standard have not been validly evidenced.
B = Applicants must evidence <u>all</u> Descriptors, using direct or indirect evidence
C = Correct. A positive on-balance judgement is possible for Standard 6.
D = On-balance judgements are made at the level of individual Standards. It is not permissible to consider multiple Standards together to arrive at a combined on-balance judgement.</td></tr>
</table>

White	Descriptor addressed but not evidenced validly
Red	Descriptor not addressed in the Collection of Evidence

Select the correct statement from the options below.

a) An on-balance judgement is not possible for Standard 2 because the applicant has not validly evidenced the Descriptor for Focus Area 2.6.
b) The applicant could proceed to Stage 2 if and only if it was not possible to meet Descriptor 4.1 in his or her workplace.
c) A positive on-balance judgement is possible for Standard 6.
d) Standards 6 and 7 can be considered together to achieve a combined on-balance judgement.

2 Multiple Choice

Consider the Heat Map below. The Heat Map represents an assessor's assessment of a Collection of Evidence. Please note that it is not necessary to refer to the descriptor statements to answer the question below.

STANDARD1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5	STANDARD 6	STANDARD 7
1.1	2.1	3.1	4.1	5.1	6.1	7.1
1.2	2.2	3.2	4.2	5.2	6.2	7.2
1.3	2.3	3.3	4.3	5.3.	6.3	7.3
1.4	2.4	3.4	4.4	5.4	6.4	7.4
1.5	2.5	3.5	4.5	5.5		
1.6	2.6	3.6				
		3.7				

KEY		
	Lime green	Descriptor fully evidenced
	Light green	Descriptor partially evidenced
	White	Descriptor addressed but not evidenced validly
	Red	Descriptor not addressed in the Collection of Evidence

Select the correct statement below.

A) A positive on-balance judgement results because the applicant has fully or partially evidenced 32 of the 37 Descriptors.
B) On-balance judgements can not be made for Standards 2, 3 4 and 5.

Correct answer = D

Feedback

A= On-balance judgments are made at the level of each Standard, not across total descriptor sets.
B = Invalid evidencing of one or more Descriptor within a Standard does not prevent making an on-balance judgement.
C= Applicants can not be asked to provide further documentary evidence to redress shortfalls in a Collection of Evidence.
D = Correct. On-balance judgements for Standards 4 and 5 are likely to be the most complex.

C) The applicant should be asked to provide further documentary evidence for Descriptors 2.6, 3.1, 4.1, 4.5 and 5.4 before the Stage 1 assessment can be made.
D) On-balance judgements for Standards 4 and 5 are likely to be the most complex.

3 Consider the Heat Map below. The Heat Map represents an assessor's assessment of a Collection of Evidence from an applicant applying for the Lead career stage. Please note that it is not necessary to refer to the descriptor statements to answer the question below.

Correct Response = A

STANDARD1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5	STANDARD 6	STANDARD 7
1.1	2.1	3.1	4.1	5.1	6.1	7.1
1.2	2.2	3.2	4.2	5.2	6.2	7.2
1.3	2.3	3.3	4.3	5.3.	6.3	7.3
1.4	2.4	3.4	4.4	5.4	6.4	7.4
1.5	2.5	3.5	4.5	5.5		
1.6	2.6	3.6				
		3.7				

KEY		
	Lime green	Descriptor fully evidenced
	Light green	Descriptor partially evidenced
	White	Descriptor addressed but not evidenced validly
	Red	Descriptor not addressed in the Collection of Evidence

Select the correct statement below.

A) On-balance judgements are possible for all Standards.
B) On-balance judgements can not be made for Standards 2, 3, 4 and 5.
C) The applicant should be invited to resubmit the application for assessment at the Highly Accomplished

Feedback

A) Correct. On-balance judgements are possible for all Standards.
B) It is possible to make an on-balance judgement when one or more Descriptors in a Standard have not been validly evidenced.
C) Applicants are not invited to re-apply for Certification at another career stage.
D) Applicants can not be asked to provide further documentary evidence to redress shortfalls in a Collection of Evidence.

career stage.

D) The applicant should be asked to provide further documentary evidence for Descriptors 2.6, 3.1, 4.1, 4.5 and 5.4 before the Stage 1 assessment can be made.

4 Multiple Choice

Consider the Heat Map below. The Heat Map represents an assessor's assessment of a Collection of Evidence. Please note that it is not necessary to refer to the descriptor statements to answer the question below.

STANDARD1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5	STANDARD 6	STANDARD 7
1.1	2.1	3.1	4.1	5.1	6.1	7.1
1.2	2.2	3.2	4.2	5.2	6.2	7.2
1.3	2.3	3.3	4.3	5.3.	6.3	7.3
1.4	2.4	3.4	4.4	5.4	6.4	7.4
1.5	2.5	3.5	4.5	5.5		
1.6	2.6	3.6				
		3.7				

KEY		
	Lime green	Descriptor fully evidenced
	Light green	Descriptor partially evidenced
	White	Descriptor addressed but not evidenced validly
	Red	Descriptor not addressed in the Collection of Evidence

Select the correct statement below.

a) On-balance judgements can not be made for Standards 3, 4 and 5.
b) On-balance, the application has satisfied the requirements for Stage 1.
c) The assessor should request to see evidence of Descriptors 1.4 and 2.4 during the site visit.

Correct = D

Feedback

A= On-balance judgements can be made for Standards 3, 4 and 5.
B= The application has not satisfied the requirements for Stage 1. All Descriptors must be evidenced.
C= The application will not proceed to the site visit because the Collection of Evidence is incomplete.
D= Correct. The applicant should have included indirect evidence for Descriptors 1.4 and 2.4 if it was not possible to provide direct evidence from his or her working context.

d)	The applicant should have included indirect evidence for Descriptors 1.4 and 2.4 if it was not possible to provide to provide direct evidence from his or her working context.	

4.3.2 Group B

Instructions: 3 Questions from this group

#	Question	Extra Info	Correct Responses and feedback for incorrect responses
1	TRUE / FALSE Bias refers to personal and societal views that shape perceptions.	Correct = FALSE	**Feedback** Bias refers personal and societal views that result in actions that cause unfair outcomes.
2	True / False Assessors may view certain teaching styles more favourably, particularly styles similar to their own.	Correct = True	**Feedback** "Assessors may view certain teaching styles more favourably, particularly styles similar to their own" (Szpara & Wylie 2005, p. 803).
3	True / False Frame-of-Reference training, which uses performance standards such as the *Australian Professional Standards for Teachers* (AITSL, 2011), increases inter-assessor reliability, accuracy and validity.	Correct = True	**Feedback** Frame-of-Reference training, which uses performance standards such as the *Australian Professional Standards for Teachers* (AITSL, 2011), *does* increase inter-assessor reliability, accuracy and validity.
4	TRUE/FALSE The Stage 1 Report is developed prior to contact with referees.	Correct response = False	**Feedback**: "The Stage 1 report is produced at the conclusion of assessor deliberations about the evidence provided by the applicant and follows an assessor's contact with at least two referees."

5	TRUE/FALSE The Stage 1 Report is a recommendation to the certifying authority.	Correct response = True	**Feedback**: "The Stage 1 Report is a recommendation to the certifying authority as to whether or not an applicant has satisfied the requirements of Stage 1."
6	TRUE/FALSE: The sole purpose of an effective annotation is to provide the opportunity for applicants to articulate their understanding of a Descriptor.	Correct Response = False	**Feedback**: "An annotation enables an applicant to demonstrate how each artefact they have submitted addresses the Standards." Refer to *Guide to the Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2013) pages 13-14; 28
7	TRUE/FALSE: An effective annotation describes how a piece of evidence demonstrates achievement of the Standards/Descriptors.	Correct Response = TRUE	**Feedback**: Refer to *Guide to the Certification of Highly Accomplished and Lead Teachers in Australia* (AITLS, 2013), p. 13.
8	TRUE/FALSE: Annotations included in a collection of evidence must refer only to direct representations of teacher's practice.	Correct Response = False	**Feedback**: Depending on context, an applicant might not be able to draw direct evidence from their regular work. In these cases, Authentic Evidence can be used. See *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL 2012, p. 8), or refer to *Guide to the Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL, 2013, p. 12).
9	TRUE/FALSE: Reliability of a process or measuring instrument refers to its dependability and predictability.	Correct Response = True	**Feedback**: Refer to Slide 2, Module 3, Component 3.

10	TRUE/FALSE: Reliability of a process or measuring instrument refers to the consistency with which the outcome is confirmed.	Correct Response = True	**Feedback**: Refer to Slide 2, Module 3, Component 3.
11	TRUE/FALSE: Validity of a process or measuring instrument can be altered by inherent bias.	Correct Response = True	**Feedback**: Refer to Slide 4, Module 3, Component 3.
12	TRUE/FALSE: A validity consideration for assessors arises if an annotation for an artefact does not correspond with the specified career stage Descriptor.	Correct Response = True	**Feedback**: Refer to Slide 5, Module 3, Component 3, point 2 above Figure 5.

4.3.3 Group C

Instructions: 3 Questions from this group

#	Question	Extra Info	Correct Responses and feedback for incorrect responses
1	Multiple choice Inter-assessor reliability refers to a) bias and error reduction b) increased accuracy and validity c) comparable judgements being made by an assessor in relation to comparable evidence d) comparable judgements being made by different assessors in relation to the same evidence	Correct response = D	**Feedback**: Inter-assessor reliability refers to comparable judgements being made by different assessors in relation to the same evidence.
2	Multiple choice Writing bias may be triggered by a) layout b) lexical choices c) grammatical features d) all of the above	Correct = D	**Feedback** Writing bias may be triggered by all of the factors listed.
3	MULTIPLE CHOICE A successful applicant should expect to receive feedback that: a) Is respectful and affirming b) Is carefully considered and well written c) Identifies possible areas of focus for onsite observations d) All of the above	Correct response = d	**Feedback**: "Acknowledging the effort of the applicant, the Stage 1 Report should be respectful, affirming, and well written. For applicants progressing to Stage 2, feedback will identify the areas of focus for onsite observations".
4	MULTIPLE CHOICE The format for the Stage 1 Report will: a) Normally be determined by the certifying authority b) Normally be determined by the assessors c) Reflect the Standards that have been demonstrated by the applicant d) Reflect all Career Stages	Correct response = a	**Feedback**: "Certifying authorities will normally determine a format to be used by assessors developing the Stage 1 Report."

5	MULTIPLE CHOICE: An annotation: A) has a 350 word limit if it addresses multiple Descriptors; B) includes analysis and reflection on practice demonstrated; C) identifies impact on the practice of other colleagues, where applicable; D) All of the above.	Correct Response = D	**Feedback**: Refer to *Guide to the Certification of Highly Accomplished and Lead Teachers in Australia* (AITLS, 2013), pages 13-14
6	MULTIPLE CHOICE: Focus Area 1.4 relates to Strategies for Teaching Aboriginal and Torres Strait Islander Students. If a teacher works in a school that does not have any Aboriginal and Torres Strait Islander (ATSI) students enrolled, the teacher could include in his/her Collection of Evidence: A) Resources shared by colleagues who have taught ATSI students; B) A Principal statement detailing the school's inclusive education policy; C) An annotation that draws links and explains his/her knowledge in the area; D) A referee statement that addresses the Descriptor by highlighting his/her understanding in the area.	Correct Response = C	**Feedback**: See *Certification of Highly Accomplished and Lead Teachers in Australia* (AITSL 2012, p. 8).
7	MULTIPLE CHOICE: A reliability consideration for assessors relates to the consistency observed in: A) the word length of an annotation; B) the number of artefacts provided for each Standard; C) establishing correspondence between artefact and Descriptor via an annotation; D) establishing correspondence between artefact, Descriptor and observation reports.	Correct Response = C	**Feedback:** Refer to Slide 3, Module 3, Component 3.

8 MULTIPLE CHOICE:

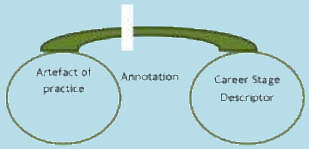
Correct Response = B

Feedback: Refer to Slide 5, Module 3, Component 3, Figure 5.

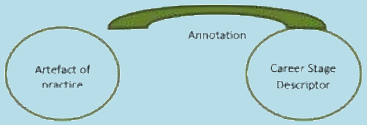
An assessor makes the comment that an applicant has clearly described how his/her professional practice exemplifies aspects of a particular Descriptor, however, the associated artefact does not explicitly link to the Descriptor aspects.

Which of the following artefact-annotation-Descriptor unit diagrams illustrates this assessor's comment:

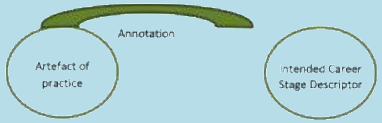
A)



B)



C)



D) All of the above

4.3.4 Group D

Instructions: 1 Question from this group

#	Question	Extra Info	Correct Responses and feedback for incorrect responses
1	Drag and Drop Choose from the options provided to correctly complete the following statement regarding Stage 1 Assessment. Assessment will be at the level of the _____a_____ Standards. Assessors will make an ____b_____ judgement about whether there is sufficient evidence that each Standard has been demonstrated, based on the _____c_____ provided which takes account of each _____d_____ within that Standard. Applicants who do not provide sufficient evidence of meeting any of the seven Standards ____e____ proceed to Stage 2.	Options three seven thirty-seven focus area annotations on-balance correspondence evidence descriptor will not may not Correct responses A= seven B = on-balance C= evidence D= descriptor E= will not All responses must be correct. Item evaluated after all responses have been inserted.	**Feedback**: Assessment will be at the level of the *seven* Standards. Assessors will make an *on-balance* judgement about whether there is sufficient evidence that each Standard has been demonstrated, based on the *evidence* provided which takes account of each *descriptor* within that Standard. Applicants who do not provide sufficient evidence of meeting any of the seven Standards *will not* proceed to Stage 2.

2	Drop Down Menu Choose from the options provided to correctly complete the following statement about the Stage 1 Report. The Stage 1 Report is structured around the ____a____ and presents an on-balance _____b____ at the level of each Standard. It relates only to the ____c____ and ____d____.	OPTIONS referee reports judgement Standards evidence Descriptors Certification process assessment Correct response a = Standards b = judgement c = evidence d = referee reports All entries must be correct. NB c and d can be in any order, but not repeated. Response evaluated after all options have been inserted.	**Feedback**: "The Stage 1 Report is structured around the *Standards* and presents an on-balance *judgement* at the level of each Standard. It relates only to the *evidence* and the *referee reports.*"

3	Drag and Drop Choose from the options provided to correctly complete the following statement. Each of the _____a_____ Standards must be addressed by at least _____b_____ pieces of evidence, including each of the ____c_____ at the relevant career stage being accounted for at least _____d_____. An individual piece of evidence may include ____e_____ annotation and/or demonstrate more than one Standard/Descriptor.	Options more than one no more than one once twice two six seven Descriptors Domains Focus Areas Correct responses A=seven B=two C= Descriptors D = once E= more than one All entries must be correct. Response evaluated after all options have been inserted.	**Feedback**: "Each of the *seven* Standards must be addressed by at least *two* pieces of evidence, including each of the *Descriptors* at the relevant career stage being accounted for at least *once*. …. An individual piece of evidence may include *more than one* annotation and/or demonstrate more than one Standard/Descriptor" *Guide to the Certification of Highly Accomplished and Lead Teachers in Australia*, p. 13.

4	Drag and Drop Choose from the options provided to correctly complete the following statement. Referees will have ___a___ knowledge of the applicant's _____b____ and the evidence they have provided. Applicants will state which ____c____ each referee can provide evidence against. Those referees, including the ____d____, who have provided _____e_____, will refer to the _____f_____ in their statement.	Options practice direct reference authentic context Domains Focus Areas Standards/ Descriptors observation principal/ supervisor principal or delegate observation reports Correct responses A= direct B=practice C= Standards/ Descriptors D= principal/ supervisor E= observation reports F= observation All entries must be correct. Response evaluated after all options have been inserted.	**Feedback**: "Referees will have *direct* knowledge of the applicant's *practice* and the evidence they have provided. Applicants will state which *Standards/ Descriptors* each referee can provide evidence against. Those referees, including the *principal/ supervisor*, who have provided *observation reports*, will refer to the *observation* in their statement" Standard/Descriptor" *Guide to the Certification of Highly Accomplished and Lead Teachers in Australia*, p. 15.

4.3.5 Group E:

Instructions: 2 Questions from this group

#	Question	Extra Info	Correct Responses and feedback for incorrect responses
1	MULTIPLE CHOICE: This question relates to Focus Area 3.2 and the Descriptor for the Highly Accomplished career stage: *Plan, structure and sequence learning programs: Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.* The three statements provided below are taken from the Artefact of Practice introduced in Module 3 for Focus Area 3.2. They have been chosen as providing potential points of alignment with the Descriptor: 1. Ms A will be responsible for overseeing changes and ensuring smooth transition for reading groups. 2. The goal of the meeting is to identify positive outcomes and experiences resulting from the program. 3. It was decided that the students identified would be moved into a separate group and the groups reassigned based on mid-program reading assessment. These statements collectively, which might be further supported in the Artefact, provide a degree of alignment with which of the following Descriptor aspect/s: A) planning only B) modifying only C) planning and evaluating D) planning, evaluating and modifying	Correct Response = D	**Feedback**: The respective emphasis/es are: Statement 1 = planning Statement 2 = evaluating Statement 3 = planning and/or modification

2	MULTIPLE CHOICE: This question relates to Focus Area 3.2 and the Descriptor for the Highly Accomplished career stage: *Plan, structure and sequence learning programs: Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.* The three statements provided below are taken from the Artefact of Practice introduced in Module 3 for Focus Area 3.2. They are taken from the record of a team meeting to evaluate a Cooperative reading program and have been chosen as providing potential points of alignment with the Descriptor: 1. Teachers are collecting the student response journals; 2. Mr T will be responsible for assessing the progress of students in the new group; 3. It was decided that implementation would benefit from the following modification: Students identified as requiring further support … should be moved into a separate group in Phase 2 of the program. These statements collectively, which might be further supported in the Artefact, provide a degree of alignment with which of the following Descriptor aspect/s: A) evaluating only B) planning and modifying C) planning and evaluating D) Student engagement only	Correct Response = B	**Feedback**: The respective emphasis/es are: Statement 1 = planning Statement 2 = planning Statement 3 = planning and/or modification

3	MULTIPLE CHOICE: The three statements provided below are taken from an Artefact of Practice. 1. Teachers are collecting the student response journals. 2. Mr T will be responsible for assessing the progress of students in the new group. 3. Students are showing capacity to relate the texts to real-world situations. As a group of three, each of these statements, which might be further elaborated in the complete annotation, represent: A) applicant role modelling; B) impact on colleagues' practice; C) impact on student learning outcomes; D) contributions made by other teachers.	Correct Response = C	**Feedback**: Each statement has a focus on students and what they have done/can do, providing an opportunity to highlight impact (of teaching, programs, etc.) on student learning.

4	MULTIPLE CHOICE: This question relates to Focus Area 1.6 and the Descriptor for the Lead career stage: *Strategies to support full participation of students with disability: Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system requirements.* The three statements provided below are taken from the Artefact of Practice introduced in Module 3 for Focus Area 1.6. They have been chosen as providing potential points of alignment with the Descriptor: 1. Have two staff PD sessions in incorporating understanding the ASD [Autism Spectrum Disorder] and strategies when working with students. 2. Work closely with the Year 5/6 Peer Support leaders to help them eventually run the program on a roster basis. 3. We purchased games, puzzles, chalkboards and chalk, as well as large foam mats to create two 'quiet courtyards' during lunch breaks. Which of the descriptor aspects listed below, which might be further supported in the Artefact, is aligned with each of the statements above? A) Leading only; B) Initiating only; C) Compliance only; D) Leading and compliance;	Correct Response = B	**Feedback**: 'Leading' potentially applies to 1 and 2 'Initiating' potentially applies to all three statements – what is intended and what has been done. 'Compliance' is not a feature of any of the statements.

5	MULTIPLE CHOICE: The three statements provided below are taken from an Artefact of Practice. 1. Teachers were instructed to discuss Learner profiles and student needs both academically and socially. 2. Work closely with the Year 5/6 Peer Support leaders to help them eventually run the program on a roster basis. 3. Teachers with students on the autism spectrum created learner profiles, which outlined their disability, likes and dislikes. As a group of three, each of these statements, which might be further elaborated by an applicant in an annotation, represent: A) applicant role modelling; B) impact on colleagues' practice; C) impact on student learning outcomes; D) contributions made by other teachers.	Correct Response = B	**Feedback**: Each statement has a focus on the practice of colleagues and how that practice might undergo some change, providing an opportunity to highlight impact. In the statements, there are no references that could be directly elaborated about: applicant role modelling or student learning outcomes. Only statement 3 provides an indication of contributions made by other teachers.

4.4 Module 5: ACT Now 5 Item Bank

4.4.1 Group A

Instructions: 1 Question from this group

#	Question	Correct Responses and feedback
1	True-False Carefully structured interview protocols are the basis for best practice communications.	Correct response = True **Feedback** Carefully structured interview protocols *are* the basis for best practice communications.
2	True-False Because the interview is a formal component of the certification process, familiarity should be encouraged to ensure that 'rich' responses are collected from interviewees.	Correct response = F **Feedback**: "Interviewers should develop professional rapport rather than familiarity."
3	True-False Only two assessors are ever involved in the Stage 2 certification process.	Correct response = False **Feedback:** "Following the site visit, the assessor who conducted the visit will document the evidence provided during the site visit, and submit this to a second assessor. Where practical, this will be the same assessor who was involved in Stage 1. They will arrive at a decision on whether the applicant meets all seven Standards at the relevant career stage. *Again, a third assessor may be involved where the first two are unable to reach a decision*" (AITSL 2012, p. 10).

4	True-False A valid recommendation at Stage 2 of the certification process accurately articulates the alignment of evidence against the Career Stage Descriptors of the Standards.	Correct response = True **Feedback** A valid recommendation at Stage 2 of the certification process *does* accurately articulate the alignment of evidence against the Career Stage Descriptors of the Standards.
5	True/False Affect has a high profile in the Highly Accomplished and Lead Descriptors.	Correct response = False Affect is not present in any descriptors.

4.4.2 Group B

Instructions: 4 Questions from this group

#	Question	Correct Responses and feedback
1	Multiple Choice The rationale for adopting multiple data collection and analysis methods is to: A. Promote credibility B. Eliminate assessor bias C. Accommodate teachers' learning styles D. Triangulate data on improved student outcomes	Correct response = A **Feedback** The use of multiple data collection and analysis methods promotes the principle of credibility, which involves rigorous, valid and reliable measures and processes. See AITSL (2012, p. 3).
2	Multiple Choice Questions developed for use in interviews comprise: A. Open questions only B. Closed questions only C. Scaffolded open questions D. A mixture of both open and closed questions	Correct Response = D **Feedback** Questions developed for use in interviews comprise a mixture of open and closed questions.

3	Multiple Choice Which types of question should be avoided when developing questions for use in interviews: A. Open questions B. Closed questions C. Leading questions D. Scaffolded open questions	Correct response = C **Feedback**: "Leading questions should be avoided when developing questions for use in interviews."
4	Multiple Choice This question is based on the following four interview questions: **Question 1:** Has Jane led colleagues to select and develop teaching strategies to improve student learning? **Question 2:** Have staff commented on Jane's capacity to lead colleagues to select and develop teaching strategies to improve student learning? **Question 3:** Would you please outline any examples of Jane leading colleagues to select and develop teaching strategies to improve student learning? **Question 4:** How has Jane led colleagues to select and develop teaching strategies to improve student learning? Which Questions are open questions? A. Questions 1 and 2 B. Questions 2 and 3 C. Questions 3 and 4 D. Questions 1 and 4	Correct response = C Questions 3 and 4 are open questions.

5 **Pairing/Matching**

This question is based on the following Table of descriptions of question types:

1. Double-barrelled questions	A. These questions use lexical choices or other structures that prompt a particular response. Other structures include incorporating references to attitudes and feelings.
2. Overly long questions	B. These questions place options before the subject matter of a question, e.g. Has the applicant consistently, occasionally or rarely mentored pre-service teachers?
3. Leading questions	C. These questions can result in partial responses and in some instances it is not possible to discern which question has been answered.
4. Dead giveaways	D. These questions include all inclusive or exclusive terms such as: 'all', 'always', 'everyone', 'no-one' and 'never'. Such terms do not allow for exceptions and few people will disagree with statements containing such terms.
5. Dangling alternatives	E. These questions can place a burdensome cognitive load on respondents and may result in partial responses.

Which sequence of descriptions in the right hand column matches the question type in the left hand column?

A. 1-A, 2-C, 3-E, 4-B, 5-D
B. 1-B, 2-A, 3-C, 4-E, 5-D
C. 1-C, 2-E, 3-A, 4-D, 5-B
D. 1-D, 2-E, 3-A, 4-B, 5-C

Correct response = C
Feedback
Double-barrelled questions: **These questions can result in partial responses and in some instances it is not possible to discern which question has been answered.**
Overly long questions: **These questions can place a burdensome cognitive load on respondents and may result in partial responses.**
Leading questions: **These questions use lexical choices or other structures that prompt a particular response. Other structures include incorporating references to attitudes and feelings.**
Dead giveaways: **These questions include all inclusive or exclusive terms such as: 'all', 'always', 'everyone', 'no-one' and 'never'. Such terms do not allow for exceptions and few people will agree with statements containing such terms.**
Dangling alternatives: **These questions place options before the subject matter of a question, e.g. Has the applicant consistently, occasionally or rarely mentored pre-service teachers?**

6	Multiple Choice Which of the following can be used cautiously during interviews to clarify a particular point: A. Slang B. Jargon C. Double negatives D. None of the above	Correct response = D **Feedback**: "Slang, jargon and double negatives should be ***avoided*** in interviews."
7	Multiple Choice Which of the following strategies can assist in the management of 'difficult' professional conversations? A. Keep talking to the interviewee until he/she appears ready to proceed. B. Ask the interviewee if he/she would prefer an alternative time for the interview. C. Clearly establish the parameters of the interview at the beginning of the session. D. Offer your view of a question to establish an informal conversation before proceeding with the interview.	Correct response = C **Feedback**: Clearly establishing the parameters of the interview at the beginning of the session can assist in the management of 'difficult' professional conversations.
8	Multiple Choice Why is it important to maintain a 'social distance' during an interview: A. To ensure that the interview finishes on time B. To maintain the formal nature of the interview C. To ensure that Stage 1 impartiality is preserved D. To avoid uncritical acceptance of information at face value	Correct response = D **Feedback**: Maintaining a 'social distance' helps to prevent uncritical acceptance of information at face value.

9	Multiple Choice The Stage 2 Certification process comprises: A. Contacting referees and a site visit B. Direct observation of practice and professional discussions C. Contacting referees and a review of the Collection of Evidence D. Professional discussions with the applicant, principal, students and parents	Correct response = B **Feedback**: The Stage 2 Certification process comprises direct observation of practice and professional discussions.
10	Multiple Choice The purpose of Stage 2 Certification process is to: A. eliminate potential bias and ensure that all quality assurance considerations have been satisfied. B. provide additional evidence to inform a final judgement as to whether an applicant meets the Standards C. collect further evidence to verify the assessment based on the Collection of Evidence and Referee reports. D. enable the principal and the applicant's colleagues to authenticate the case made by the applicant.	Correct response = B **Feedback**: "Stage 2 provides additional evidence to inform a final judgement as to whether an applicant meets the Standards" (AITSL 2012, p. 9).
11	Multiple Choice Who takes responsibility for structuring the site visit: A. Assessors only B. The applicant only C. The applicant and the assessors D. The applicant and the certifying authority	Correct response = B **Feedback:** The applicant is responsible to structuring the site visit. See AITSL (2012, p. 9).

12	Multiple Choice The time frame for the site visit is: A. Half day only B. One day only C. One-two days D. At the discretion of the applicant	Correct response = B **Feedback**: "The visit is expected to be undertaken within one day" (AITSL 2012, p. 9).
13	Selection Which of the following is not included in the Stage 2 site visit: A. pre-observation discussion led by the teacher about what is to be observed, which Standards will be demonstrated, the context and background of the observation B. discussion with other colleagues as nominated by the applicant to provide further evidence against the Standards C. discussion with the principal/supervisor to explain the applicant's Stage 1 report against the Standards D. professional discussion with the applicant of up to one hour in length to debrief and reflect on the observation	Correct response = C Feedback: Discussion with the principal/supervisor to explain the applicant's Stage 1 report against the Standards is *not* included in the Stage 2 site visit.
14	Multiple Choice The outcome of the Stage 2 certification process is communicated to the applicant by: A. the Principal B. the two assessors C. the certifying authority D. the applicant's line manager	Correct Answer = C Feedback: The outcome of the Stage 2 certification process is communicated to the applicant by *the certifying authority*.

15	Multiple Choice The final recommendation made following Stage 2 of the certification process can be described as: A. a holistic summary of all information collected. B. a holistic summary of all information against the Standards. C. a holistic summary of all conversations that took place at the site visit. D. a holistic summary of classroom observations and conversation with the Principal.	Correct response = B **Feedback**: The final recommendation made at Stage 2 of the certification process can be described as a holistic summary of all information against the Standards.

4.4.3 Group C

Instructions: 2 Questions from this group

#	Question	Correct Responses and feedback
1	Multiple Choice Which of the following statements correctly applies to the Appraisal framework: A. the Judgement Domain comprises Attitude, Affect and Appreciation. B. the Attitude Domain comprises Affect, Judgement and Appreciation. C. the Affect Domain comprises Attitude, Judgement and Appreciation. D. the Appreciation Domain comprises Attitude, Affect and Judgement.	Correct response = B **Feedback**: The Attitude Domain of the Appraisal framework comprises Affect, Judgement and Appreciation.
2	Multiple Choice Which of the following terms are associated with the Affect region of the Appraisal framework: A. honest, integrity, reliable B. sadly, happiness, smiling C. elegant, ugly, efficient D. extremely, beyond doubt, unlikely	Correct response = B **Feedback**: Affect concerns emotional disposition; therefore, 'sadly', 'happiness' and 'smiling' are associated with the Affect region of the Appraisal framework.
3	Multiple Choice Which of the following contains Judgement value? A. Passionate teacher B. Highly qualified teacher C. Ethical teacher D. Registered teacher	Correct response = C **Feedback** To describe a teacher as 'ethical' conveys an evaluative assessment of the teacher's *behaviour*. Therefore, 'ethical teacher' contains Judgement value.

4	Multiple Choice Which of the following contains Appreciation value? A. Timely feedback B. Support colleagues C. Compassionate support D. Demonstrate responsiveness	Correct response = A **Feedback**: Appreciation concerns positive and negative assessments of objects, artefacts, processes and states of affairs; therefore, 'timely feedback' can be interpreted as having Appreciation value.

4.4.4 Group D:

Instructions: 1 Set from this group

4.4.4.1 Set A

The next 3 questions refer to the following transcript excerpt.

Key: ↑ **= rising intonation,** ↓ **= falling intonation, (.) = untimed pause, (x) = timed paused indicating duration (seconds), // = interruption,** talk **= emphasised talk, ((comment)) = transcriber's comment, Ir = Interviewer, T = Teacher, '=' = unseparated or very closely connected talk, ta::lk = elongated vowel sound, [= beginning of overlapping talk**

1	Ir	Now year five they're supposed to have done narrative genres?
2	Tr	Ye::[eah
3	Ir	[supposed to be consolidated [right?=
4	Tr	[yep
5	Ir	=by [this=
6	Tr	[yep
7	Ir	=time↓ (.) so what's happened (.) do you [reckon what's your]=
8	Tr	[u::ummmmmmm↑]
9	Ir	=best guess (.) on this
10	Tr	(4.0)

Source: **Adapted from Freebody, P. (2004).** ***Qualitative research in education: Interaction and practice*****. London, Thousand Oaks & New Dehli: SAGE, p. 171.**

#	Question	Correct Responses and feedback
1	Multiple Choice What type of question is used in Turn 1? A. Dangling alternative B. Open question C. Closed question D. Dead give away	Correct response = C **Feedback**: A *closed* question is used in Turn 1.
2	Multiple Choice What type of question is used in Turn 3? A. Dangling alternative B. Open question C. Leading question D. Dead give away	Correct response = C **Feedback**: A *leading* question is used in Turn 3.
3	True / False The interview could have been improved by the use of an interview schedule.	Correct response = True **Feedback**: The interview could have been improved by the use of an interview schedule.

4.4.4.2 Set B

The next 3 questions refer to the following transcript excerpt.

Key: ↑ **= rising intonation,** ↓ **= falling intonation, (.) = untimed pause, (x) = timed paused indicating duration (seconds), // = interruption,** talk **= emphasised talk, ((comment)) = transcriber's comment, Ir = Interviewer, T = Teacher, '=' = unseparated or very closely connected talk, ta::lk = elongated vowel sound, [= beginning of overlapping talk**

1	T	I lost my train of thought (0.5) What comes first=
2	Ir	=What you started saying is they are coming here and you can't tell which is the problem yet because they are not trying and not doing it because they haven't got the language to do it.
3	T	Very good. I'm glad you're here. Exactly yes.
4	Ir	So coming from the other end, what comes first? Is it that they are not being given the language at home or is it that they are not being encouraged to try and learn? ↑
5	T	Mmmm, that's right. ↓ (1.5)
6	Ir	It's a sticky one=
7	T	=Yes, and it is one that you battle with forever.

Source: **Adapted from Freebody, P. (2004).** ***Qualitative research in education: Interaction and practice*****. London, Thousand Oaks & New Dehli: SAGE, p. 145.**

#	Question	Correct Responses and feedback
1	True / False The interviewer has supported the interviewee by repairing the interview in Turn 2.	Correct response = True **Feedback** The interviewer supported the interviewee and repaired the interview in Turn 2 by jogging the interviewee's memory.
2	Multiple Choice What type of question is used in Turn 4? A. Open question B. Double-barreled C. Dead give away D. Dangling alternative	Correct response = B **Feedback** The question posed in Turn 4 is double-barelled.

3	True / False The question posed in Turn 4 can skew the data by closing down alternative responses.	Correct answer = True **Feedback**: The question posed in Turn 4 closes down alternative responses by creating a false dichotomy.

4.4.4.3 Set C

The next 3 questions refer to the following transcript excerpt.

Key: ↑ **= rising intonation,** ↓ **= falling intonation, (.) = untimed pause, (x) = timed paused indicating duration (seconds), // = interruption,** talk **= emphasised talk, ((comment)) = transcriber's comment, Ir = Interviewer, T = Teacher, '=' = unseparated or very closely connected talk, ta::lk = elongated vowel sound, [= beginning of overlapping talk**

1	Ir	The conflict between home and school, does that↑ happen often?=
2	T	=Yes, heaps↑ of times this year (.) Just enough to be concerned. We have an ongoing thing with one of the children with that. They don't believe they have to be grown up here because they're not (.) They're treated as very young at home. Whereas we expect the opposite here.
3	Ir	So is it that with just taking responsibility↑ or is it//
4	T	//with their learning. Oh↑ most definitely. They won't problem solve. They won't get up and have a go at anything. They will sit back and let someone else work out their problems for them even within their work so that they will sit beside a stronger person, because that person will get everything right on their work and they will just take down the information. So they won't actually go out and actively seek information for themselves.
5	Ir	I guess that we're talking about impacting on their learning and development↑
6	T	And literacy↑ development, very much so. A self esteem type of issue I guess it comes down to

Source: **Adapted from Freebody, P. (2004).** ***Qualitative research in education: Interaction and practice*****. London, Thousand Oaks & New Dehli: SAGE, p. 145.**

#	Question	Correct Responses and feedback
1	Multiple Choice What type of question is used in Turn 1? A. Open question B. Closed question C. Dead give away D. Dangling alternative	Correct response = B **Feedback**: A closed question is used in Turn 1.

2	Multiple Choice The statement “They won’t get up and have a go at anything” can be interpreted as: A. Negative Affect B. Negative Judgement C. Negative Appreciation D. All of the above	Correct response = B **Feedback**: The statement “They won’t get up and have a go at anything” can be interpreted as negative Judgement because it refers to ***behaviour*** that would be appraised negatively.
3	True / False Turns 4 and 6 demonstrate that the teacher holds the power in the interview.	Correct response = True **Feedback**: Yes, the teacher demonstrates that s/he holds the power in the interview by determining the focus of the questions in Turns 4 and 6.

5 Appendix E: Feedback Module 4 ACT Now

Classroom Observation Module Four – ACT NOW
Feedback to Assessors

The purpose of the ACT Now Observation Task is to provide a level of quality assurance by assessing each assessor's capability in aligning observable behaviours with the relevant Australian Professional Standards for Teachers and Focus Areas. It would be difficult to make valid inferences about the effectiveness of teachers based on the Standards unless multiple assessors arrive at the same position independently and consistently.

As the Classroom Observation Framework is still under construction and there is no scaled rubric to enable assessors to locate the practice observed, it was important for assessors to interact with a minimum of 5 videos. This was designed to support the reliability and validity of observations undertaken during Stage 2 of the certification process. International certification processes and other pedagogical tool training designed to increase reliability of judgements across assessors generally ensure that a minimum of 4-8 master rated videos of practice are observed and rated by assessors.

Feedback:

The majority of assessors:

- used the descriptive voice to describe what they saw in the videos of classroom practice
- clearly documented observable behaviors that showed what the teachers or students were doing, saying, making or writing
- aligned the evidence with the relevant Standards and Focus Areas
- demonstrated an understanding of the interdependencies of the Standards and hence that evidence observed could be aligned with a number of different Focus Areas
- used the language of the Descriptors as the basis for summary comments
- created a clear profile of the teacher's practice in the summary statement.

Focus for reflection:

Some assessors wrote what they thought 'should' or 'could' be expected to see rather than focusing on what the teacher and students were actually doing. A small number of assessors made comments related to their beliefs about what *good teaching* looks like rather than what they actually saw in the classrooms – these comments are not consistent with Certification assessment processes. As no context was provided for assessors as they viewed the videos, it was not possible to presume anything about the school's context, student profile, teacher profile, or purpose of the particular lesson. One snapshot of practice cannot provide a reliable basis for inferring the level at which a teacher is operating. However it does provide the opportunity to hone skills in observing and describing the practice of teachers, the responses of students, the nature of the content and the intended purpose of the lesson.

Reflect on the role of the assessor in Stage 2:

Direct assessment of teacher practice onsite by an external assessor

Stage 2 consists of direct observation of the applicant's practice and discussion with the applicant and with his/her supervisor, and other colleagues as negotiated by an external assessor. Stage 2 provides additional evidence to inform a final judgement as to whether an applicant meets the Standards, and allows the applicant to reflect on and demonstrate deep understanding of the evidence presented during Stage 1 and its impact on teaching and learning. The additional evidence is provided through the onsite observations and professional

discussion.

The Stage 2 direct assessment of practice onsite by an external assessor includes:

- observation of practice
- professional discussion with applicant
- referee discussion with the principal/supervisor, and with other colleagues as negotiated and nominated by the applicant.

Prior to visiting the classroom it is worthwhile revisiting the summary description provided in the Standards documentation of Highly Accomplished and Lead Teachers.

Highly Accomplished Teachers

*Highly Accomplished teachers are recognised as **highly effective, skilled classroom practitioners** and routinely work independently and collaboratively to **improve their own practice** and the practice of colleagues. They are knowledgeable and active members of the school.*

Highly Accomplished teachers contribute to their colleagues' learning. They may also take on roles that guide, advice or lead others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students.

*They **maximise learning opportunities for their students** by understanding their backgrounds and individual characteristics and the impact of those factors on their learning. They provide colleagues, including pre-service teachers, with support and strategies to create positive and productive learning environments.*

*Highly Accomplished teachers have **in-depth knowledge of subjects and curriculum content** within their sphere of responsibility. They **model sound teaching practices** in their teaching areas. They work with colleagues to plan, evaluate and modify teaching programs to improve student learning. They keep abreast of the latest developments in their specialist content area or across a range of content areas.*

*Highly Accomplished teachers are skilled in analysing student assessment data and **use it to improve teaching and learning.***

They are active in establishing an environment which maximises professional learning and practice opportunities for colleagues. They monitor their own professional learning needs and align them to the learning needs of students.

*They behave ethically at all times. **Their interpersonal and presentation skills are highly developed.** They **communicate effectively and respectfully with students**, colleagues, parents/carers and community members.*

Lead Teachers

*Lead teachers are **recognised** and respected by colleagues, parents/carers and the community **as exemplary teachers**. They have **demonstrated consistent and innovative teaching practice** over time. Inside and outside the school they initiate and lead activities that focus on improving educational opportunities for all students. **They establish inclusive learning environments that meet the needs of students** from different linguistic cultural, religious and socio-economic backgrounds. They **seek to improve their own practice** and to share their experience with colleagues.*

They are skilled in mentoring teachers and pre-service teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues.

*They **apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities** and share this information with colleagues and pre-service teachers. They **describe the relationship between highly effective teaching and learning** in ways that inspire colleagues to improve their own professional practice.*

*They **lead processes to improve student performance** by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents/carers. This is combined with a synthesis of current research on effective teaching and learning.*
*They represent the school and the teaching profession in the community. They are professional, ethical and respected individuals inside and outside the school.**

**Page 14 Certification of Highly Accomplished and Lead Teachers in Australia*