
ACCOMPLISHED PRIMARY TEACHER LEVEL
PORTFOLIO ENTRY 4: ENGAGING YOUR PROFESSIONAL
COMMUNITY

DRAFT EVALUATION GUIDE

Key Criterion for Entry 4

Certification level: The entry provides clear evidence that, over an extended period of time, the teacher has collaboratively engaged colleagues in a project that promoted professional learning and addressed an identified issue or need in his or her teaching and learning community.

This entry focuses mainly on Standard 6 in the APST:
Professional Engagement

Highly accomplished teachers:

- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning

How will my entry be scored?

There are three stages in the scoring process. Stages 1 and 2 engage the assessors in analytic scoring to inform Stage 3, which engages them in holistic scoring.

Stage 1: Identify and record the evidence: In Stage 1 assessors read the whole entry carefully noting on an Assessment Record Form (ARF) what evidence they see relevant to each criterion and where they see it in the entry.

Stage 2: Evaluate the evidence for each Section: In Stage 2 assessors return to each Section in the ARF and make a judgement about the extent to which the evidence in that section is clear and convincing on a 4-point scale. (4 = to a major extent, 3 = to an acceptable extent, 2 = to a limited extent, 1 = little or no evidence.)

Stage 3: Overall judgement: In Stage 3 assessors step back and make a judgment about the portfolio entry as a whole in relation to the key criterion for that entry, looking for consistency and clear links between its Sections. The overall judgment is expressed as a score on the four point scale.

This assessment process reflects the fact that teaching in practice is necessarily a complex process, interweaving many attributes and skills. Ultimately, the focus of a performance assessment is the overall performance itself, not its component parts.

Part A: ASSESSMENT RECORD FORM

NOTE AND RECORD EVIDENCE INDICATING THAT:	(Notes made here should summarise what the evidence is, not make judgments)
1. A clear need or opportunity for professional learning has been identified in collaboration with colleagues, based on evidence about current teaching practices, and/or student learning and engagement.	
2. The teacher has collaboratively found and used research in the area of the need to inform the decision.	
3. The teacher has investigated and used research on teacher collaboration and leadership to guide his or her actions in engaging and leading colleagues in the project.	
4. A plan for professional learning to meet the need has been developed, in collaboration with colleagues, with clear goals, rationale and timeline.	
5. In collaboration with colleagues, the teacher has ensured that the project plan was integrated with existing school policies and practices.	
6. The professional learning plan has drawn on research about effective professional learning and relevant factors affecting student learning.	
7. The professional learning plan has been effectively implemented, with participation by colleagues and opportunities for effective professional learning.	
8. The initiative has led to productive discussions among teachers about their teaching, based on evidence about student engagement and outcomes.	
9. The teacher has described the assessment tools and data collection methods chosen to monitor the progress of the initiative and its effects on teacher collaboration, professional practice, and student opportunities to learn.	
10. The teacher has gathered and presented evidence that the project led to improved professional practices among colleagues and improved learning opportunities for students.	
11. In collaboration with colleagues, the teacher has developed a clear understanding of what worked and did not work, and why.	
12. The teacher has gained new knowledge about how to engage colleagues in a change process, and what they would do differently in a similar situation in the future.	

PART B: OVERALL JUDGEMENT

<p>More than meets the highly accomplished standard</p> <p>The entry provides <u>clear, consistent and convincing</u> evidence that the teacher has engaged colleagues collaboratively in an initiative over an extended period of time that promoted professional learning and addressed an identified issue or need in relation to the quality of science teaching and student learning in his or her school.</p>	
<p>Meets the highly accomplished standard</p> <p>The entry provides <u>clear</u> evidence that the teacher has engaged colleagues collaboratively in an initiative over an extended period of time that promoted professional learning and addressed an identified issue or need in relation to the quality of science teaching and student learning in his or her school.</p>	
<p>Meets some elements of the highly accomplished standard</p> <p>The entry provides <u>limited</u> evidence that the teacher has engaged colleagues collaboratively in an initiative over an extended period of time that promoted professional learning and addressed an identified issue or need in relation to the quality of science teaching and student learning in his or her school.</p>	
<p>Does not yet meet the highly accomplished standard</p> <p>The entry provides <u>little or no</u> evidence that the teacher has engaged colleagues collaboratively in an initiative over an extended period of time that promoted professional learning and addressed an identified issue or need in relation to the quality of science teaching and student learning in his or her school.</p>	