

## PORTFOLIO ENTRY 4: ENGAGING YOUR PROFESSIONAL COMMUNITY

### DRAFT EVALUATION GUIDE

#### Key Criterion for Entry 4

**Certification level:** The entry provides clear 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.

#### 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

However, the entry will also provide evidence in relation to Standard 7: **Engage professionally with colleagues, parents/carers and the community.**

Highly accomplished teachers:

- 7.1 Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgment in all school and community contexts
- 7.2 Support colleagues to review and interpret legislative, administrative and organisational requirements, policies and processes.

#### How will the 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

## Stage 1: Identify and record the evidence (Assessment Record Form)

(Note: Section 1 is not assessed)	NOTE AND RECORD EVIDENCE INDICATING THAT:	(Notes made here should indicate what and where the evidence is, not make judgments)	Evaluation (1 to 4 scale)
<b>Section 2 Need</b>	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 in science.		
	2. The entry reflects a deep knowledge and understanding of students and factors affecting their attitudes toward, or their progress in, learning science.		
	3. Knowledge has been used to identify areas where professional knowledge and practice may need to improve and in developing activities and projects to meet those needs.		
<b>Section 3 Planning</b>	4. A plan for professional learning to meet the need has been developed, in collaboration with colleagues, with clear goals, rationale and timeline.		
	5. The professional learning plan has drawn on research about effective professional learning and factors affecting student learning in science.		
<b>Section 4 Implement- ation</b>	6. The professional learning plan has been implemented, with participation by colleagues and opportunities for effective professional learning.		
	7. The initiative has led to productive discussions among teachers about their teaching, based on evidence about student engagement and outcomes		
	8. Teachers are comparing their practice with standards and receiving useful feedback by means such as conversations about their students' work samples, observations and student surveys		
<b>Section 5 Outcomes</b>	9. The initiative has led to improved practices in teaching science		
	10. The initiative has met an identified need to improve student		

<b>and reflection</b>	engagement and/or outcomes in science.		
	11. The teacher has described, analysed and evaluated their initiative accurately.		
	12. The teacher has reflected insightfully on their experience in leading and managing an initiative to improve science teaching in their school.		

### **Stage 2: Evaluate the evidence for each Section**

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**

Step back and review the portfolio entry as a whole in relation to the key criterion for that entry, looking for coherence, consistency, and clear links between its Sections.

<b>Performance levels</b>	<b>Choose the level of performance</b>
<p><b>More than meets the highly accomplished standard</b></p> <p>The entry provides clear, consistent and convincing 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>	

<b>Meets the highly accomplished standard</b> The entry provides clear 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.	
<b>Almost meets the highly accomplished standard</b> The entry provides limited 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.	
<b>Does not yet meet the highly accomplished standard</b> The entry provides little or no 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.	