A guide to successfully applying for accreditation with the NSW Institute of Teachers

ACCREDITATION: Highly Accomplished Teacher Lead Teacher

Lorraine White
lorraine.j.white@det.nsw.edu.au
BEVERLY HILLS GIRLS HIGH SCHOOL
November 2013

Outline of Session 2: Developing the Evidence

1. Developing a Professional Development Plan to meet the requirements of Accreditation
2. Selecting and Organising your Evidence
3. Annotating the Evidence

⊕ Developing a Personal Development Plan to Meet the Requirements of Accreditation

The most important goal of your professional development plan is to improve your skills and practice. A plan created by a teacher at Highly Accomplished and Lead Teacher levels will result in school improvement; increased teacher capacity; and improved student learning outcomes. The implementation of the plan will therefore automatically generate evidence for your accreditation.
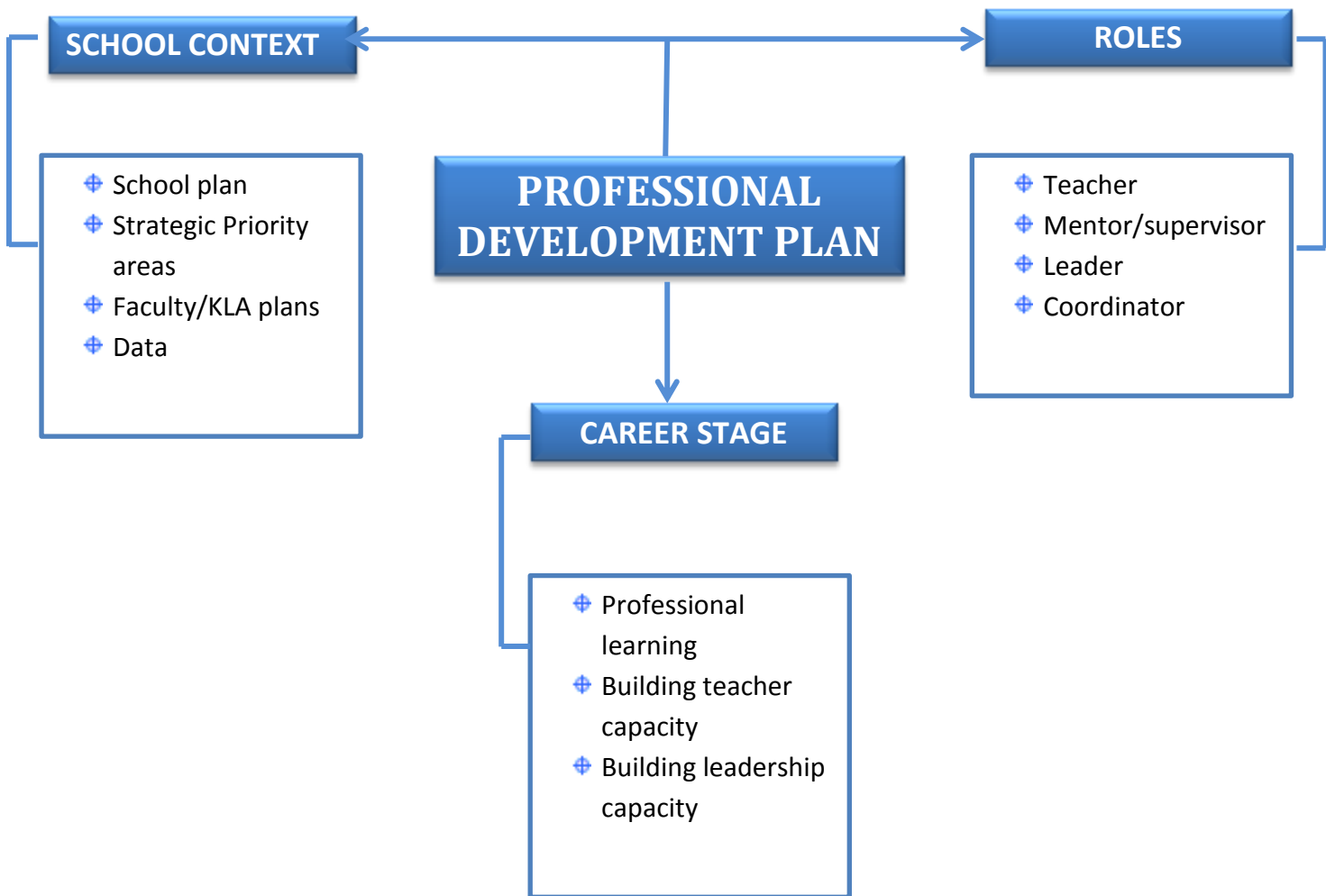
- Discuss your personal development plan with your principal or line manager
- Identify your current roles within the school
- Consider what roles you are likely to have or want to have in the future
- Align your personal development plan to the school plan and school context
- Align to the Strategic Priority Areas
- Map your personal development plan against the Australian Professional Standards for Teachers
- Use feedback from the online preliminary application to identify Standards that require further development
- Identify what actions you need to take in order to reach your goals
- Decide on a time frame for your goals and actions (3 years to submit evidence)
- Embed reflection and evaluation of your current skills levels and practices
- Consider the 'big' picture
- Use the language of the Standards
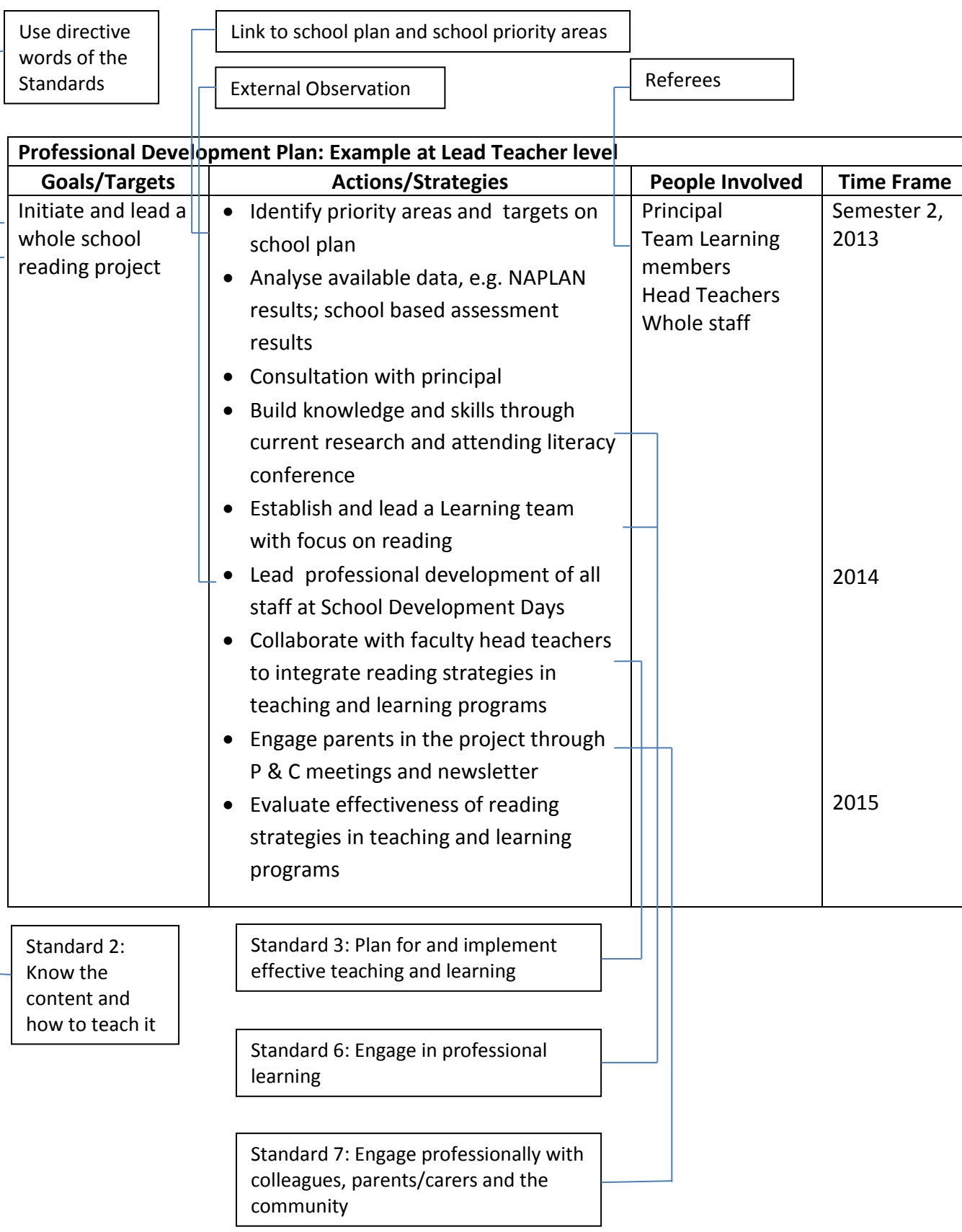
Personal Reflections … Roles versus Practice

What are my roles?	What do I do?

ACCREDITATION: Highly Accomplished; Lead Teacher

➕ **Key considerations**

SCHOOL CONTEXT

- ➕ School plan
- ➕ Strategic Priority areas
- ➕ Faculty/KLA plans
- ➕ Data

PROFESSIONAL DEVELOPMENT PLAN

ROLES

- ➕ Teacher
- ➕ Mentor/supervisor
- ➕ Leader
- ➕ Coordinator

CAREER STAGE

- ➕ Professional learning
- ➕ Building teacher capacity
- ➕ Building leadership capacity

ACCREDITATION: Highly Accomplished; Lead Teacher

✛ How your professional development plan will support your accreditation

Use directive words of the Standards

Link to school plan and school priority areas

External Observation

Referees

Professional Development Plan: Example at Lead Teacher level

Goals/Targets	Actions/Strategies	People Involved	Time Frame
Initiate and lead a whole school reading project	• Identify priority areas and targets on school plan • Analyse available data, e.g. NAPLAN results; school based assessment results • Consultation with principal • Build knowledge and skills through current research and attending literacy conference • Establish and lead a Learning team with focus on reading • Lead professional development of all staff at School Development Days • Collaborate with faculty head teachers to integrate reading strategies in teaching and learning programs • Engage parents in the project through P & C meetings and newsletter • Evaluate effectiveness of reading strategies in teaching and learning programs	Principal Team Learning members Head Teachers Whole staff	Semester 2, 2013 2014 2015

Standard 2: Know the content and how to teach it

Standard 3: Plan for and implement effective teaching and learning

Standard 6: Engage in professional learning

Standard 7: Engage professionally with colleagues, parents/carers and the community

✥ **Selecting and Organising the Evidence**

When selecting evidence ask yourself these questions.	
Focus for the Evidence:	
What are the goals or purpose of the activity?	
Does it require an action plan? What would it look like?	
Does it support the targets identified in the school plan? Which ones?	
What resources; teaching and learning materials have been created?	
Who would I be working with? Could they act as a referee?	
Does it require use of data? What data is available?	
What form would data analysis take?	
Will there be an opportunity for feedback and evaluations?	
What correspondence will be necessary?	
Can the evidence be observed?	
Does it recognise yours or others' achievements?	
What are the achievable outcomes? How are they being measured?	

Professional Development Plan			
Goals/Targets	**Actions/Strategies**	**People Involved**	**Time Frame**

ALIGNING EVIDENCE AGAINST THE STANDARDS: STANDARD 1 - Know students and how they learn					
Focus	Physical, social and intellectual development and characteristics of students	Understand how students learn	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Strategies for teaching Aboriginal and Torres Strait Islander students	Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Strategies to support full participation of students with disability
Highly Accomplished Teacher	**1.1.3** Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	**1.2.3** Expand understanding of how students learn using research and workplace knowledge.	**1.3.3** Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	**1.4.3** 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 reps.	**1.5.3** 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.	**1.6.3** 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 disability.
What do I currently do that meets this standard?						
What evidence have I already generated?						
How could I demonstrate this standard to an external observer?						
Who could I approach to be a referee to write against this standard?						

ALIGNING EVIDENCE AGAINST THE STANDARDS: STANDARD 1 - Know students and how they learn						
Focus	Physical, social and intellectual development and characteristics of students	Understand how students learn	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Strategies for teaching Aboriginal and Torres Strait Islander students	Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Strategies to support full participation of students with disability
Lead Teacher	**1.1.4** 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.	**1.2.4** Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.	**1.3.4** Evaluate and revise school learning and teaching, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds.	**1.4.4** Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community reps and parents/carers.	**1.5.4** 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.	**1.6.4** 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.
What do I currently do that meets this standard?						
What evidence have I already generated?						
How could I demonstrate this standard to an external observer?						
Who could I approach to be a referee to write against this standard?						

ALIGNING EVIDENCE AGAINST THE STANDARDS: STANDARD 6 - Engage in professional learning				
Focus	**Identify and plan professional learning needs**	**Engage in professional learning and improve practice**	**Engage with colleagues and improve practice**	**Apply professional learning and improve student learning**
Highly Accomplished Teacher	6.1.3 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.	6.2.3 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.	6.3.3 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.	6.4.3 Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.
What do I currently do that meets this standard?				
What evidence have I already generated?				
How could I demonstrate this standard to an external observer?				
Who could I approach to be a referee to write against this standard?				

ALIGNING EVIDENCE AGAINST THE STANDARDS: STANDARD 6 - Engage in professional learning				
Focus	**Identify and plan professional learning needs**	**Engage in professional learning and improve practice**	**Engage with colleagues and improve practice**	**Apply professional learning and improve student learning**
Lead Teacher	**6.1.4** 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.	**6.2.4** Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.	**6.3.4** 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.	**6.4.4** Advocate for, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.
What do I currently do that meets this standard?				
What evidence have I already generated?				
How could I demonstrate this standard to an external observer?				
Who could I approach to be a referee to write against this standard?				

CERTIFICATION DOCUMENTARY EVIDENCE SUPPLEMENTARY (HAT)

Evidence categories Examples of evidence grouped into common evidence types. This list is not exhaustive and other categories and evidence types may be used to demonstrate the achievement of the Standards.	
Teaching and learning programs: **>** term, semester or full year teaching and learning programs **>** lesson plans **>** learning resources **>** learning tasks and activities **>** evaluation of teaching and learning programs **>** individual student learning plans.	**Student assessment and learning:** **>** student conference outcomes **>** teacher records of student performance **>** assessment plan **>** assessment schedule **>** assessment tools/tests/strategies **>** student self/peer assessment feedback **>** diagnostic assessments **>** exhibitions/display of student work, feedback and outcomes.
Classroom observations: **>** lesson observation notes **>** post-observation meeting notes **>** video clips of practice **>** video/photos of classroom environment **>** student survey data **>** peer observation notes.	**Collaboration and communication:** **>** video clip of team teaching **>** resources co-constructed/shared with colleagues **>** common assessment tasks **>** team meeting notes **>** online blogs, wikis, discussion forums **>** meeting logs **>** emails/letters/correspondence **>** parent teacher interview notes **>** community partnerships and engagement notes and meeting logs **>** policy review and development notes and meeting logs.
Reflection and feedback: *Importantly, feedback requires the support of direct evidence to which it relates* **>** student conference notes **>** teacher student records **>** student feedback and survey data **>** parent-teacher interview notes **>** parent feedback **>** 360 degree feedback **>** peer feedback **>** professional reading log and reflection **>** diary of practice and reflection **>** performance review feedback.	**Professional learning:** **>** professional learning plan **>** professional learning journal **>** action research project **>** participation in professional associations **>** professional learning workshops/forums delivered **>** graduate and post graduate studies.

Note: Preferred format of evidence is a PDF. If using other forms of evidence such as PowerPoints or video, you could use screenshots. If evidence is an audio file you could use a transcript.

Detailed examples of evidence

These examples are not an exhaustive list and serve only as an illustration. They should not be viewed as a checklist. Please note: one quality item can provide evidence for a range of Descriptors if it has been appropriately annotated to explain, justify or reflect on practice. Simply providing a piece of evidence listed here does not guarantee that an applicant will be assessed as meeting a particular Standard.

STANDARD 1
Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

Descriptor

Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.

Examples of evidence

- **learning tasks** that have been constructed and differentiated based on the teacher's knowledge of students' physical, social or intellectual development
- **individual learning plans** that incorporate a range of teaching strategies selected specifically to address students' physical, social or intellectual development and characteristics
- **notes of meetings** that reference discussion, agreement and actions about the use of particular strategies for individuals/groups of students
- **professional learning** organised for colleagues that has assisted them to learn about new teaching strategies appropriate to their students' physical, social or intellectual development
- **analysis of records** collected on the progress of individual students over time
- **lesson observation notes** by colleagues that reference the teacher's ability to modify instruction to make language comprehensible and instruction accessible and challenging
- **unit/lesson plans** that articulate learning outcomes that are differentiated where necessary for individual students
- **correspondence** in relation to collaboration and responsive communication with families, professionals and/or colleagues to promote learner growth and development
- **lesson observation notes** by colleagues that reference the teacher's use of a repertoire of strategies and resources selected to accommodate learner needs
- **diagnostic assessments** undertaken to determine students' prior knowledge and readiness to learn to inform instruction
- **lesson sequence** documentation designed to demonstrate teaching of key concepts
- **other**

NSW Institute of Teachers: Evidence Guide for Professional Accomplishment Support Document

| ELEMENT 3 |
| Teachers plan, assess and report for effective learning |

Standard	Demonstrated by indicators that might include but are not limited to:
3.4.2	— Demonstrating high-level knowledge and skills when promoting, supporting and contributing to exemplary teaching and learning programs.
	This may be supported by one or more of the following types of evidence and/or by equivalent evidence developed by the candidate:
	D – Documentation that details how the candidate has undertaken or initiated ways to model exemplary teaching
	O – The candidate's demonstration lessons are focused and provide the basis for professional discussions on effective teaching and learning
	R – The candidate assists colleagues to implement teaching practices that contribute to the development of effective teaching and learning programs and practices

✦ **Example of Evidence Sets**

(Note: Standards are from NSW Institute of Teachers Professional Teaching Standards)

Targeted Literacy Learning Program

Evidence	Standards
Student Profile Exemplar	5.4.5
Orientation Program UNSW Tutors	6.4.2; 6.4.5; 6.4.6; 7.4.4
Professional Development: Teaching Literacy Strategies	3.4.4; 4.4.5; 5.4.4
Example of Session Program	3.4.1; 3.4.2; 4.4.4
Examples of Student Learning	2.4.5; 2.4.6; 3.4.5; 3.4.6; 3.4.10
Student Evaluation Comments	2.4.5; 2.4.6; 3.4.2
Pre-Service Teachers Evaluation	6.4.1; 6.4.5
Feedback to Staff: Prezi Presentation	2.4.2; 2.4.4; 6.4.1; 6.4.4

ASSESSMENT FOR LEARNING

Evidence	Standards
Extract from Centre for Excellence Plan	6.4.7; 6.4.8
Action Plan for School Improvement 2011 - 2012	6.4.8
Extract from Staff Evaluation Survey Analysis	3.4.6
Summative Assessment Task Consultation Process	1.4.2; 1.4.3; 3.4.5; 3.4.6
Summative Assessment Task Template	3.4.5
Certificate of Professional Learning: Leadership for Assessment for Learning	6.4.1; 6.4.2; 6.4.3; 6.4.4
Selected slides from School Development Day	6.4.1; 6.4.4; 6.4.6; 6.4.7; 6.4.8
Email from East Hills Boys High School	6.4.1; 6.4.4; 6.4.6; 6.4.7; 6.4.8
Collation of Cross-faculty Discussion School Development Day	3.4.5; 3.4.6; 6.4.5
Extracts from Collation of Faculty Evaluation School Development Day	1.4.2; 1.4.3; 2.4.3; 3.4.2; 3.4.5; 3.4.6
Flyer Promoting Peer and Self-Assessment Professional Development	6.4.3; 6.4.6; 6.4.7
Extracts from Peer and Self-Assessment Professional Development	3.4.1; 3.4.2; 3.4.4; 4.4.3; 5.4.3; 5.4.4; 6.4.8
Extracts from 'Assessment for Learning Resource' Support Document	3.4.4; 4.4.5; 5.4.4
Agenda for Singapore Ministry of Education Visit	7.4.6
Newsletter Article – Ministry of Education Singapore	7.4.6
Email re Singapore visit	7.4.6

✛ Writing the Annotation

When writing your annotations consider the following:

1. **Degree** – scope of the project in relation to size and composition; is the project sustainable over time
2. **Value** – rationale for the project and its importance to the school/community of schools
3. **Impact** – evidence of improvement in teaching and learning

- Focus on **your role** using the descriptor words in the Standards such as – mentoring, supporting, sharing, leading, monitoring, evaluating, initiating
- Use the **language** of the Australian Professional Standards for Teachers
- Include reference to **research** and latest developments
- Identify the **need** to which you responded
- Explain the **actions**/steps taken (action plan)
- Outline the **outcomes** achieved – changes: new teaching practices, programs, policies
- Link to DEC policies; the school plan and school priority areas
- Include **critical analysis** of the problem and the goals and explain how problems were solved
- Explain how your actions/leadership:-
    o Enhanced quality teaching and learning
    o Provided and recognise professional learning
    o Effected and sustained change
    o Recognised and promoted talent
    o Communicated to the wider community
- Identify the **colleagues** who were involved – teachers, casuals, temps, pre-service teachers, specialist support staff, executive, principal, teacher educators, consultants, networking group
- Articulate the link between quality professional practice across the school and **student learning**
- Identify strategies that maximise student learning and influence the **degree** to which colleagues accept and implement these strategies (number of staff/schools involved)
- Must show how initiatives/actions improved student learning and colleagues' professional learning and practice
- Focus on **teaching practice** and content knowledge as well as contributions to the development of colleagues' skills, pedagogy and classroom management
- Reference Teaching Standards and the **Quality Teaching Framework**
- Describe how **successful implementation** of the initiatives:
    o valued public education
    o built teacher capacity
    o supported core activities of the school
    o contributed to an educational environment characterised by professionalism, integrity and ethical decision making
- Describe innovative **organisational structures**

✦ **Example of Annotation**

Assessment for Learning	
In collaboration with the principal it was determined that a focus goal for school improvement was to define, describe and refine what "quality teaching and assessment" means within the context of the school, aligned against prescribed frameworks. I accepted the responsibility of developing and leading a whole school assessment strategy that would result in increased student commitment to learning and improved student outcomes. In developing the Centre for Excellence plan I embedded appropriate strategies to identify features of quality assessment tasks and develop best practice. (6.4.8)	**Link to identified school needs** **Role** **Link to student outcomes**
An analysis of student assessment data indicated that assessment practices across Stage 6 were effective in promoting and measuring student learning. However, a staff survey I conducted in 2011 identified the need to improve consistency in designing summative assessment tasks and assessment practice across Stages 4 and 5. (3.4.6) I initiated the evaluation of summative assessment tasks and in consultation with executive designed a proforma that ensured all tasks would be linked explicitly to syllabus outcomes and include marking critieria to support student learning and achievement. (3.4.6)	**Data collection and analysis** **Evaluation Collaboration**
A critical review of evidence-based research conducted by educationalists such as Hattie, and Black and Wiliam, provided evidence of the effectiveness of Assessment for Learning (AfL) as a key factor in improving student learning outcomes. I established an Assessment for Learning Leadership Team and built a shared understanding of AfL by organising attendance at the UNSW 'Leadership for Assessment for Learning' conference. (6.4.2; 6.4.3) I used this research and professional learning as a stimulus for developing professional development activities for teachers at BHGHS and East Hills Boys High School. (6.4.1; 6.4.4; 6.4.6; 6.4.7; 6.4.8)	**Research** **Engagement in professional learning Scope**
At School Development Days I organised cross-faculty group structures to facilitate discussion of current assessment practices and begin the development of a shared vision of best practice. Under my guidance head teachers led an evaluation of current practices and the extent to which AfL was embedded in teaching and learning programs. Feedback from the workshops was collated and used to inform faculty and school planning. (1.4.2; 3.4.2; 3.4.5; 3.4.6) Peer and self-assessment was identified as an area of weakness in programming. I responded to this by developing and leading professional development workshops for teachers at BHGHS and schools in the East Hills SEG to promote and model peer and self-assessment strategies that would develop exemplary teaching and maximise student learning. (3.4.1; 3.4.2; 3.4.4; 4.4.3; 5.4.3; 5.4.4; 6.4.8) To assist colleagues embed effective AfL strategies in their teaching practices, I developed an Assessment for Learning Resource Support Document which highlights best practice based on current research and provides quality teaching strategies and resources. (3.4.4; 4.4.5; 5.4.4)	**Building teacher capacity** **Feedback Evaluation** **Wider learning community** **Teaching and learning resources**
Our success in leading AfL has been widely recognised. In 2012 I was invited to host a delegation from the Singapore Ministry of Education to share our experiences. This was followed by an invitation to present at UNSW conference after which I was asked to present at Killara High School in 2013. (6.4.7; 7.4.6)	**Outcomes Impact**

ACCREDITATION AT HIGHLY ACCOMPLISHED /LEAD TEACHER

Record of Annotations

Evidence Set	Standards	Annotation (500 words maximum)	Directive words	Key focus words
			HAT • Support • Advise • Evaluate • Exhibit • Model • Assist • Share • Analyse • Engage **LEAD** • Lead • Initiate • Evaluate • Revise • Review • Develop • Monitor • Support • Demonstrate • Model • Exhibit • Coordinate • Identify	**SCOPE; DEGREE; IMPACT** • Context • Identified school needs • Role/actions • Student learning • Building teacher capacity • Data collection and analysis • Research • Engagement in professional learning • Collaboration • Feedback • Evaluation • Wider community • Outcomes/Impact