Assessors’ Report: Experienced Teacher 2011

The following comments are based on feedback provided by the 2011 ISTAA Experienced Teacher Assessment Panel members.

1. Standards
   a. Standards 1.1, 1.2 and 1.3 require a program or unit of work. A sequence of lessons is not appropriate evidence to demonstrate these standards.
   b. Some teachers found it a challenge to ensure that they included evidence that demonstrated all parts of Standard 1.4 i.e. three different ICT programs and effective use of the internet and an evaluation by the teacher of ICT programs used by the students. Some teachers did not include in their evidence sufficient detail to demonstrate how the teaching and learning activities enabled students to learn how to use the ICT programs. Others failed to provide their evaluation of the ICT programs they selected for their students’ use.
   c. Standards 2.1, 2.2, 2.3 and 2.4 required the submission of notes about all students or a group of students that informed the development of a program or unit of work or sequence of learning activities. In some cases notes were not provided or were not the kind of notes specified in the Evidence Guide for that standard. Where notes were provided in some submissions there was no clear link indicating how this information informed the development of the program, unit of work or teaching and learning sequence. Similarly for Standards 2.5 and 2.6, an annotated bibliography of research articles was required. Some applicants did not include an annotated bibliography and/or did not indicate in sufficient depth how this information informed the development of the program or unit of work.
   d. For Standards 2.2, 2.5, and 2.6 a list of activities does not provide sufficient specific detailed information about how these activities are integrated and differentiated in a program or the unit of work. In order to demonstrate how a program or unit of work has been differentiated there must be clear evidence to show what is different for the selected student or students from the class group.
   e. In Element 3, some submissions for Standard 3.8 did not include both quantitative and qualitative records of student achievement. A list of marks that does not reflect learning progress over time is not sufficient quantitative evidence.
      In addition, for Standards 3.2, 3.3 and 3.4 some applicants did not include an evaluation or did not address the criteria specified for these elements in the Evidence Guide in their evaluation.
   f. Some teachers in submitting evidence for Standard 4.5 did not include all the parts indicated in the Evidence Guide. Particular attention needs to be taken to ensure evidence for all parts is included.
   g. For Element 6 teachers must include the correct number of certificates or records of attendance at PD within the correct timeframe; and submit agendas and detailed minutes, notes or reflections on PD taken by the applicant and series of ongoing communication. Many teachers did not include for Element 6.2 their analysis of Experienced Teacher Professional Teaching Standards with identified areas for professional development that then linked to evidence of current PD.
   h. Evidence for the standards in Element 7 requires specific content and professional interactions including communication with parents, colleagues, support teachers, community
groups and supervisors. Some teachers submitted evidence of communication which did not address the specific purpose outlined in the Evidence Guide.

2. Testimonials
Testimonials submitted by applicants that did not address the standards fell into the following common areas that required additional evidence:
   a. The testimonial was incomplete because it did not address all 11 standards. It was not written on the correct proforma, not signed by the testimonial writer and/or the head of school and did not include dates when the teacher was observed by the testimonial writer.
   b. The description of how the standard was demonstrated to the observer was insufficient. The information provided as evidence may have been detailed however, did not include at least two relevant and clear examples for this standard.
   c. The information provided no or only one clear example of how the standard was demonstrated to the observer. Two clear, specific and different examples must be provided for each of the 11 standards in the testimonial.

3. References
   a. Some standards for example those in Element 2 It may be wise to choose other standards that are more easily demonstrated to an observer than those that require documentary evidence.

4. Selection of evidence
Teachers can only use one piece of evidence for 5 standards. If teachers use an item for more than five standards they will be required to provide additional evidence for some of the standards. For 2012 applicants using the proforma for the Index will assist in keeping track of the number of times one piece of evidence is used.

5. Organisation and presentation of evidence
Assessors noted the following aspects assisted them in assessing evidence:
   a. All pages have a unique number
   b. Having the submission checked by a colleague for spelling, grammar, punctuation, ease of following the organisation of evidence
   c. Annotations presented in a separate document or immediately preceding the evidence for each standard
   d. Using small markers or highlighting specific aspects of evidence for a particular standard.

6. Templates
Using the correct templates downloaded from the ISTAA website located at http://www2.aisnsw.edu.au/Services/TeacherAccred/ISTAA/expteacher/Pages/default.aspx

7. Acknowledgement of sources
Where evidence used is created by other teachers, colleagues or produced commercially it must be referenced and acknowledged. Assessors check the authenticity commercial material used that is not acknowledged.
8. **Confidentiality**
   All students, teachers and other names must be removed. In most cases using a black marker pen does not fully conceal names or photographs of students were permission has not been acquired.

9. **Annotations**
   A common mistake made by applicants is the provision of detailed information in the annotation rather than including this in the evidence e.g. Standard 2.1 notes about students backgrounds, Standard details of specific literacy strategies, how a program has been differentiated for a student or group of students for Standard 2.5, an evaluation of the ICT programs in Standard 1.4, the teacher’s evaluation of the program or unit of work in Standard 3.4. Applicants need to be aware that information in the annotation directs the assessor to the evidence. Information in the annotation is not evidence and therefore cannot be assessed.

10. **Currency of evidence**
    Evidence can only be used that has been created and implemented within the specific period for Experienced Teacher accreditation. **Dating** and signing teaching and learning programs, units of work, assessment tasks and records, samples of communication and records of PD assists assessors in validating the currency of the evidence.