

LEAD TEACHER ASSESSMENT RUBRIC

Lead Teacher	Exemplifies description of Lead Teacher Overall, the submission is at the identified career stage across the scope of the Standard Descriptors	Overview Statement Practice is at Lead across the Domains Lead Initiative	Documentary evidence Grounded in Standard Descriptors Annotations link practice to Standard Descriptors Evidence at Lead Teacher provided for most Standard Descriptors	Referee evidence Grounded in the Standard Descriptors Contain specific examples of practice Referees well selected, individually and collectively	External Observation evidence Identified Standard Descriptors observed Specific Behaviours described Range of practice observed	Evidence of impact on practice There is evidence of impact of the teacher's practice on students and colleagues There is evidence of reflection to improve practice	Overall Quality Complexity is demonstrated The three sources of evidence confirm each other The evidence covers the breadth of the Standard Descriptors with the required quality Evidence underpinned by research
Meets expectations for accreditation	<p>Classroom Practice:</p> <ul style="list-style-type: none"> Demonstrates consistent and innovative teaching practice over time Establishes inclusive learning environments Effective learning opportunities result from candidate's skill, in-depth knowledge and understanding <p>Leadership practices:</p> <ul style="list-style-type: none"> Initiates and leads activities inside and outside the school Seeks to improve their own practice and the practice of colleagues Synthesises current research on effective teaching and learning Inspires others through descriptions of highly effective teaching and learning Leads processes to improve student performance Evaluates and revises programs, based on assessment data and feedback from parents/carers Skilled mentor of colleagues and teacher education students, promoting creative and innovative thinking Focuses on improving educational opportunities for all students <p>Professional and personal qualities:</p> <ul style="list-style-type: none"> Recognised and respected by colleagues, parents/carers and the community as an exemplary teacher Professional, ethical and respected educator Represents the school and the profession in the community 	<p>Overview statement: Effectively addresses all Domains -Professional Knowledge -Professional Practice -Professional Engagement</p> <p>Describes the practice of a Lead Teacher</p> <p>Demonstrates an understanding of the Australian Professional Standards for Teachers</p> <p>Reflects the evidence in the submission</p> <p>Provides the context for the evidence across the submission</p> <p>Lead Initiative: -clearly and concisely explained -implemented over 6 months or more -linked to school and/or system initiatives -demonstrates candidate's leadership and impact</p>	<p>Documents address the identified Standard Descriptor/s at the level of Lead Teacher</p> <p>Each identified Standard Descriptor is explicitly addressed</p> <p>The claims made in the annotations are evident in the documents</p> <p>The number of Standard Descriptors attributed to an individual document is appropriate</p> <p>Documents are easily read and understood</p> <p>Documents show relationship to teacher practice</p> <p>Templates demonstrate clear evidence of use with intended stakeholders, such as completed samples, analysis and evaluation of responses</p> <p>Annotations to each document effectively explain: - why the evidence was developed -the candidate's own role in the development of the evidence -how the document was used, and with whom -the evidence for the impact of that has been described -the way in which each identified Standard Descriptor is explicitly addressed</p> <p>School-based teaching observation document: -is standards-based -describes exemplary practice of a Lead Teacher -includes two observations and at least one is by the principal/delegate</p>	<p>Referees effectively selected by the candidate to cover the scope of their practice</p> <p>Referees include the principal, a peer and a mentee.</p> <p>Referee's relationship to the candidate is stated clearly and succinctly</p> <p>Referee statements: -support the candidate -address the identified Standard Descriptors -include explicit examples of the candidate's practice -provide explicit and supportive comments about the candidate's Lead Initiative -are succinct and provide first-hand insight into the candidate's practice -support the documentary evidence and claims of impact made in annotations</p>	<p>Candidate selected appropriate Standard Descriptors for the observation</p> <p>Candidate organised an effective series of observations across the day</p> <p>Candidate's practice demonstrated the Standard Descriptors selected</p> <p>Where Standard Descriptors were not met, or were partially met during the observation, they were met elsewhere in the submission</p> <p>At least two observations of exemplary teaching practice were observed</p> <p>If possible, the Lead Initiative is validated during the External Observation</p> <p>The day included sessions of the candidate's professional interactions with colleagues and/or parents, such as through meetings</p>	<p>Across the submission, and in the Lead Initiative, there is clear evidence of the candidate's impact on:</p> <ul style="list-style-type: none"> student learning and assessment outcomes the practice of teacher education students the practice and professional learning of colleagues members of the broader school community <p>Evidence is based on items such as: -evaluation of student assessment results -analysis and evaluation of student learning surveys -analysis and evaluation of feedback from colleagues and parents/carers -opportunities to initiate, innovate and lead</p> <p>Teaching observations include the candidate's reflections on their teaching practice</p> <p>There is clear evidence that the candidate has actively observed the practice of colleagues and provided effective feedback against the Standards</p>	<p>Evidence provides validation across the three evidence sources through:</p> <ul style="list-style-type: none"> -referee statements that support claims made in annotations -external observer comments that are consistent with referee comments, especially in relation to observations of the candidate's exemplary teaching -documents that support the practice described in the annotations <p>Candidate demonstrates appropriate ethical practice through the de-identification of documents, removal of photos of students and personal details</p> <p>Documents are connected to each other to demonstrate the breadth and depth of the candidate's practice</p> <p>There is sufficient evidence for each Standard Descriptor across the submission</p> <p>The three sources of evidence provide an appropriate balance.</p> <p>Candidate initiates, inspires and innovates across their sphere of influence (context)</p>
Lead Teacher	Does not exemplify description of Lead Teacher	Overview Statement Lead Initiative	Documentary evidence	Referee evidence	External Observation evidence	Evidence of impact on practice of self and others	Overall Quality
Does not meet expectations for accreditation	<p>Classroom Practice:</p> <ul style="list-style-type: none"> Exemplary teaching practice is not evident <p>Leadership practices:</p> <ul style="list-style-type: none"> Lacks clear evidence of mentoring, innovating and initiating Limited or no evidence of initiating and inspiring others Focus on improvement in teaching practice and professional growth is not evident Evaluation and analysis of programs, based on assessment data and feedback is not featured Limited influence in programs that are school-wide and/or beyond the school In-depth knowledge and understanding about teaching practice, the school community, curriculum, and subject matter is not evident Evaluation of teaching practice and student learning, including assessment data, is unclear <p>Professional and personal qualities:</p> <ul style="list-style-type: none"> Demonstrated capacity to represent the school and the profession is weak Submission reflects unethical or unprofessional practices 	<p>Does not address all three Domains</p> <p>Provides a general description of practice that is unrelated to the Domains of the Standards</p> <p>Does not effectively reflect the evidence in the submission</p> <p>Describes practice at Highly Accomplished or Proficient Teacher level</p> <p>Does not provide an Overview Statement</p> <p>Lead Initiative: -does not meet requirements, or -is not included</p>	<p>Does not address some of all of the Standard Descriptors attributed to the document</p> <p>Links between the evidence and the Standard Descriptors are unclear</p> <p>Documents are excessively long, or are repeated, for no effective purpose</p> <p>Evidence lacks authenticity, such as emails that appear contrived for the purpose of meeting Standard Descriptors</p> <p>Annotations are ineffective</p> <p>School-based teaching observations are absent or do not reflect exemplary teaching practice</p> <p>Over-reliance on email communication as evidence of practice</p>	<p>Referees poorly selected, such as: -principal not included -peer not included -mentee not included Referee statements do not contribute to the quality of the submission, for instance they: -do not validate Lead initiative -are not strongly supportive -do not explicitly address the identified Standard Descriptors -do not include examples from the candidate's teaching practice at the required level -are unrelated to the documentary & external observation evidence</p>	<p>Candidate selects Standard Descriptors poorly:</p> <ul style="list-style-type: none"> -too many for the observer to effectively observe on the day -too few to support the submission -selected Standard Descriptors are not observable -selected Standard Descriptors are not demonstrated during the observation (and supplementary evidence of these Standard Descriptors is not provided) The day is poorly planned, such as: -does not include at least two sessions of teaching -does not include any practice other than teaching 	<p>Evidence of impact on student learning is not clear</p> <p>Evidence of impact on the professional learning of colleagues is not clear</p> <p>Evidence that the candidate feedback provided to colleagues is absent or the feedback inappropriate</p> <p>Reflections are not supported by research (this may include practitioner research)</p>	<p>Evidence is significantly unbalanced, with over-reliance on one source of evidence</p> <p>Significant unsubstantiated claims are evident</p> <p>There is a lack of clarity about how the candidate's practice is connected across the sources of evidence</p> <p>There is insufficient evidence for one or more Standard Descriptors across the submission</p> <p>There is a lack of evidence that the candidate is influential across their sphere of influence (context)</p>