## HIGHLY ACCOMPLISHED TEACHER ASSESSMENT RUBRIC

### Highly Accomplished Teacher

<table>
<thead>
<tr>
<th>Exemplifies description of Highly Accomplished Teacher</th>
<th>Overview statement</th>
<th>Documentary evidence</th>
<th>Referee evidence</th>
<th>External Observation evidence</th>
<th>Evidence of impact on practice</th>
<th>Overall Quality</th>
</tr>
</thead>
</table>
| Overall, the submission is at the identified career stage across the scope of the Standard Descriptors | Grounded in Standard Descriptors
Annotates link practice to Standard Descriptors
Documentary Evidence at Highly Accomplished Teacher provided for most Standard Descriptors | Documents address the identified Standard Descriptors at the level of Highly Accomplished Teacher
Each identified Standard Descriptor is explicitly addressed
The claims made in the annotation s are evident in the documents.
The number of Standard Descriptors attributed to an individual document is appropriate
Documents are easily read and understood
Documents show relationship to teacher practice
Templates demonstrate clear evidence of use with intended stakeholders, such as completed samples and analysis of responses
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 the practice
- the way in which each identified Standard Descriptor is explicitly addressed
School-based teaching observation document:
- is standards based
- describes highly effective teaching practice
- includes two observations and at least one is by the principal/delegate | Referees effectively select the candidate to cover the scope of their practice
Referees include the principal, a peer and a member of the school/centre
Referees’ relationship to the candidate is stated clearly and succinctly
Referee statements:
- support the candidate’s address the identified Standard Descriptors
- include explicit examples of the candidate’s practice
- are succinct and provide first-hand insight into the candidate’s practice
- support the documentary evidence and claims of impact made in annotations | Candidate selected appropriate Standard Descriptors for the observation
Candidate organised an effective series of observations across the day
Candidate’s practice demonstrated the Standard Descriptors selected
Where Standard Descriptors were not met, or were partially met during the observation, they were met elsewhere in the submission
At least two sessions of highly effective teaching practice were observed
The day included observations of the candidate’s professional interactions with colleagues and/or parents, such as through meetings | Across the submission, there is clear evidence of the candidate’s impact on:
- student learning outcomes
- the practice of teacher education students
- the practice and professional learning of colleagues and/or parents, such as through
- there is evidence of reflection to improve practice | Evidence provides a valid assessment of the candidate’s impact on the tasks that the teacher has undertaken throughout the term in the following areas:
- supports the evidence of the candidate’s impact on the tasks that the teacher has undertaken throughout the term in the following areas: | 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 depth |

### Classroom Practice:
- Highly effective, skilled practitioner. Works independently.
- Demonstrates improvement in their practice
- Skilled in analysing and using student assessment data
- Demonstrates an in-depth subject and curriculum content knowledge
- Models sound teaching practices
- Maximise opportunities for their students by understanding their background and individual characteristics

### Working with colleagues:
- Works collaboratively
- Demonstrates improvement in the practice of others
- Contributes to colleagues’ learning
- Takes roles that support, guide or advise others
- Monitors colleagues professional learning needs and aligns them with the Standards
- Actively establishes an environment for effective professional learning and practice
- Co-learns, evaluates and modifies teaching programs
- Initiates and engages in discussions about effective teaching practice
- Provide colleagues, including teacher education students, with support and strategies
- Provide colleagues with development opportunities
- Contributes to colleagues’ learning
- Provides feedback and evidence to colleagues

### Professional and personal qualities:
- Highly developed interpersonal and presentation skills are evident
- Behaves ethically at all times: Is an effective communicator
- Knowledgeable and active member of the school/centre
- Keeps abreast of latest developments

### Does not meet expectations for accreditation

<table>
<thead>
<tr>
<th>Classroom Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly effective teaching practice is not evident</td>
</tr>
<tr>
<td>Analysis of teaching practice and student learning, including assessment data, is unclear</td>
</tr>
<tr>
<td>In-depth knowledge about teaching practice, curriculum, and subject matter is not evident</td>
</tr>
<tr>
<td>Improvement in teaching practice is not evident</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Working with colleagues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks clear evidence of modelling for, mentoring and supporting colleagues</td>
</tr>
<tr>
<td>Collage practice is not featured</td>
</tr>
<tr>
<td>Improvement in practice and professional growth of colleagues is not evident</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional and personal qualities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-depth knowledge about the school community, is not evident</td>
</tr>
<tr>
<td>Communication and presentation skills are not well developed</td>
</tr>
</tbody>
</table>
| Submission reflects unethical practices, such as failure to cite resources created by others and poor attention to de-identification of sensitive documents | NESA Highly Accomplished Teacher Assessment Rubric