

Preparing for Assessment

What is an Advanced Skills Teacher?

- Excellent results with high value-added
- Excellent, innovative teaching
- Superb assessment and planning
- Leadership qualities, ability to inspire



The Framework for Accreditation

What are the key elements?

- **Professional Attributes**
- **Professional Knowledge and Understanding**
- **Professional Skills**

Professional Attributes

- **Frameworks:** willingness, enthusiasm to take on leadership role or pioneer initiatives
- **Personal professional development:** drive to know how to improve teaching by evaluation; enquiring mind; research how to boost learning

(Key standards: A1, E2)

Professional Knowledge and understanding

Expertise in:

- Teaching, subject, assessment and inclusion
- Demonstrated by **impact**

**Key Standards: E3, E4, E5 and E6.
(plus P3, P4 and P6 for main scale
candidates)**

Professional Skills

**This section is the nub of the
assessment**

Professional Skills

- **Superb outcomes from superb, innovative teaching** (Standards E8, E9)
- **Excellent contributory factors:** planning (shared and cross-curricular); assessment for learning, excellent feedback (Standards E7, E10, E11, E12)
- **Teamworking:** impact on colleagues; outward looking (Standards A2, E14, A3)

Your application

Your application

- Carefully read what the standard says
- Give a clear statement stating how you met it. *I have shown my readiness and enthusiasm to take a lead...*
- Give a good supporting example; describe briefly what you did
- State the impact on outcomes, learning and/or teaching.

Assembling evidence

Sources of evidence in AST assessment

- Application
- Documentation
- Interview with headteacher
- Interview with candidate
- Two lesson observations
- Interviews with colleagues, LA personnel
- Interview with parents
- Interview with pupils

Evidence about Professional Attributes

Evidence of:

- how proactive and **willing** you have been to be involved in activities, to take a lead and develop practice in school (e.g. testimonials; examples of own initiatives)
- policies you significantly contributed to and helped to implement.
- Evidence of impact (e.g. data, surveys, testimonials)

Evidence about research and evaluation:

- Evidence of evaluations carried out and /or action research
- Examples of impact on own and/or other's practice; (e.g. before /after data; testimonials).

Evidence about Professional K and U (1)

Evidence of subject and pedagogical knowledge

- professional development activities and the impact on practice,
- evidence from lesson observations:
- information about involvement in professional networks and the impact on practice
- Schemes of work, plans.

Evidence about expertise in assessment:

- evidence of ability to analyse and interpret data
- knowledge of assessment for learning (e.g planning or in lesson observations)
- Knowledge of test and examination requirements

Evidence about Professional K and U (2)

Evidence of inclusion

- High level of inclusion in teaching and impact on pupils' learning e.g special needs, EAL... (e.g Lesson observations)
- Comments from pupils and parents, also colleagues
- Planning that caters for all pupils and learning styles

(Main scale) Evidence about health and well being

- E.g Evidence from class teacher or tutor role

Evidence about Teaching and Learning: E8

Evidence of impact of teaching /excellent outcomes

- Outcomes from at least two years of assessment (e.g NC, test or GCSE results with high value added)
- Very positive comparison with whole school data, (e.g graphs and VA summary)
- Summary of tracking data
- Evidence about excellent progress made in lessons (observation records)
- Pupils' work
- High take-up figures

Evidence about Teaching and Learning: E9

Evidence of innovative teaching

- Examples of creative, imaginative teaching approaches (lesson observations; lesson plans;)
- Evidence of your inspiration: e.g pupil feedback



Evidence about E7, E10, E11, E12

**Evidence of impact of shared and cross curricular
planning**

Evidence of assessment practice

- Feedback and marking
- Reports
- Pupil self assessment
- Use of data and analysis to plan improvement

Evidence about A2, E14, A3

- **Evidence of strategic work:** C/f A1
Evidence of outward looking approach; examples of links with other workplaces
- **Evidence of ability to support, mentor, train, advise others;** testimonials
- **Evidence of analytical and organisational skills.** E.g observing lessons and giving feedback

The lesson observations

What is the assessor looking for?

- Outstanding learning
- Excellent generic teaching skills: planning, questioning, expositions; AfL
- Superb rapport and relationships with pupils, leading to superb response
- Creativity and well calculated risks;
- Impressive expertise