

ADVANCED CLASSROOM EXPERTISE TEACHER RECOGNITION

Portfolio Guide for Principals

About Advanced Classroom Expertise Teacher recognition

The Advanced Classroom Expertise Teacher (ACET) allowance was introduced as part of the settlement of the *Primary Teachers' Collective Agreement 2013-2015* (PTCA) to recognise exemplary practice in primary teaching.

Invited teachers have 19 weeks to compile their portfolios, which comprise both the *Portfolio Form* and a supporting body of evidence. Portfolios are required to be submitted no later than **6 August 2018**.

The purpose of this guide is to provide principals with the information they need to a) confirm a portfolio's authenticity by signing the appropriate sections of the teacher's Portfolio Form before it is submitted, and b) make a recommendation in relation to the content of the teacher's portfolio against the ACET professional criteria.

It is strongly recommended that principals make themselves familiar with the *Portfolio Guide for Teachers* available at www.teachnz.govt.nz/ACET.

The principal's role in the portfolio compilation process

The role of the principal and pedagogical leader in the school is fundamental to this process, as you have provided professional guidance and support to the teacher seeking ACET recognition, which allowed the teacher to recognise and develop their classroom and professional practice. As the leader of learning within your school, you are perfectly placed to reflect on the professional conversations and observations that have taken place within both the appraisal cycle and the day-to-day professional practice of the teacher seeking ACET recognition. You may wish to use that knowledge and experience to certify and evaluate for recommendation the teacher's portfolio against the ACET criteria before submitting it to TeachNZ.

Although the portfolio compilation needs to be self-directed by the teacher, it is suggested that the teacher and the principal have regular professional discussions about the teacher's progress. This will enable the principal to identify whether the teacher is on track to present a final portfolio that best demonstrates their classroom and professional practice.

In particular, if the principal feels that the teacher's practice is likely to meet all the ACET professional criteria, but that the draft portfolio does not appropriately demonstrate this, a professional conversation at this stage will provide the teacher with an opportunity to make adjustments before submitting the final portfolio to the principal for endorsement.

The principal must use their professional judgment in determining their level of input to the portfolio compilation process, although it is strongly suggested that professional conversations between the principal and the teacher occur throughout the 19-week period.

A panel of independent experts from the education sector needs to be able to assess recent and/or current work that is genuinely that of the teacher.

Before a teacher's portfolio can be submitted to TeachNZ it must be signed by the teacher's principal. Before signing the *Portfolio Form*, a principal must:

- certify (or not) that the portfolio is an accurate representation of the teacher's classroom and professional practice
- make a recommendation as to whether in their professional judgment the teacher should or should not be ACET recognised.

Any portfolio submitted without the principal's signature, regardless of whether or not the portfolio has been recommended for ACET recognition, will not be evaluated.

Process

- The *Portfolio Form* and supporting body of evidence must be submitted to TeachNZ by post or courier and be postmarked on or before the closing date. It must:
 - be certified by the principal as an accurate representation of the teacher's classroom and professional practice
 - contain a recommendation from the principal
 - be signed by the teacher seeking ACET recognition.
- A panel of independent experts will consider the portfolio and make a decision based on the portfolio and the principal's recommendation.
- Teachers whose portfolios are ACET recognised will be notified by TeachNZ. TeachNZ will also write to the school principal to confirm the teachers' FTTE during 2018 and that they achieved a successful attestation against the *Experienced Teacher Professional Standards* (Schedule 3 of the PTCA or the applicable *Individual Employment Agreement*) in 2018.
- If continued eligibility is confirmed by the principal, the teacher will receive the ACET allowance effective 28 January 2019.

Timeline

6 August 2018

Portfolio submissions close.

11 October 2018

Teachers notified of outcomes of their portfolios.

19 November 2018

If portfolios confirmed, continued eligibility during 2018 verified with principals.

28 January 2019

Allowances effective.

Portfolio content

Each portfolio should demonstrate the ways in which the teacher meets the relevant criteria.

A portfolio includes the *Portfolio Form* and a supporting body of evidence. For the purposes of this process, a portfolio is defined as a collection and/or collation of information (evidence) with analysis that explicitly demonstrates practice that meets or exceeds the ACET professional criteria.

A portfolio should draw on a rich, broad curriculum context (the *New Zealand Curriculum* or *Te Marautanga o Aotearoa*), for example across learning areas and key competencies.

It must be sufficiently explicit and coherent that the evaluation panel can navigate the material and draw the same conclusions as those expressed by the teacher within 60 minutes.

The *Portfolio Form* consists of:

- key personal details to enable TeachNZ to confirm the teacher in its administrative systems
- Section A: 'Overall impact on student learning outcomes', which focuses on coherence in the teacher's overall professional practice and has a limit of 1,000 words
- Sections B to E, which address the four quadrants (four levers and aspects of ACET criterion 3a, 3b, 3c, and 3d) and have a limit of 500 words each.

Professional tools

Teachers have been encouraged to make use of the professional tools noted below in preparing their portfolios:

Effective Pedagogy: Teaching as Inquiry (New Zealand Curriculum or Te Marautanga o Aotearoa)

<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

Best Evidence Synthesis findings (BES A3) and exemplars

<http://www.educationcounts.gov.nz/topics/BES/resources/bes-exemplars>

Inquiry and Knowledge Building Cycle

<http://www.ero.govt.nz/publications/managing-professional-learning-and-development-in-primary-schools/> (See Appendix 2: *Principles of professional learning and development*)

Best Evidence Synthesis and cases

<http://www.educationcounts.gov.nz/topics/BES/bes-and-cases>

Learning Outcomes Quadrant

<https://www.teachnz.govt.nz/assets/Uploads/ACET/Learnings-Outcome-Quadrant.pdf>

Certification of a portfolio

The principal's certification of the teacher's portfolio ensures the integrity of the ACET recognition process and that the evidence upon which ACET recognition is based is a true and accurate representation of the teacher's own classroom and professional practice.

To certify a portfolio, the principal will use their knowledge of the teacher's practice alongside what the teacher provides in the supporting body of evidence to determine whether the body of evidence is a true reflection of the teacher's classroom and professional practice. Evidence must be current (within the previous three years) and should include planning through to outcomes.

If a principal is not able to certify a portfolio it should not be submitted to TeachNZ as the teacher will no longer be able to continue in the ACET recognition process. For administrative purposes, principals are encouraged to notify TeachNZ at ACET.Recognition@education.govt.nz if they are unable to certify teachers' portfolios.

Recommendation for ACET recognition

Once a principal has certified a portfolio they need to make a judgment as to whether the teacher should be ACET recognised on the basis of the final portfolio they have presented.

This judgment requires the principal to consider the quality of the evidence provided, coupled with the commentary from the teacher, to determine whether the portfolio demonstrates that the teacher meets all of the ACET professional criteria (see below). Each section of the *Portfolio Form* and the supporting body of evidence should demonstrate that the teacher's classroom and professional practice is at an exemplary level (i.e. over and above accepted practice).

A principal must make a recommendation. The recommendation will be that, in the principal's professional judgment, either:

- the portfolio demonstrates that the teacher's practice meets the ACET professional criteria, and therefore the teacher should be ACET recognised; or
- the portfolio does not demonstrate that the teacher's practice meets the ACET professional criteria, and therefore the teacher should not be ACET recognised.

The *Portfolio Form* requires the principal to provide their signature to validate their recommendation. If a principal is recommending that the teacher should not be ACET recognised they must indicate the section(s) of the portfolio that, in their professional judgment, do not meet the ACET professional criteria. They must also provide a brief explanation of their decision.

All portfolios that carry recommendations from the principal, whether they are for or against ACET recognition, should then be submitted to TeachNZ for evaluation by the independent panel of experts.

Professional criteria

To be recognised as an ACET, teachers must demonstrate that they meet each of the following professional criteria:

1. Practice demonstrably higher than the *Experienced Teacher Professional Standards*.

Evidence is needed of practice that demonstrates creativity and innovation with ongoing development built on an evidential base from both research and academic theory, and sound analysis of children's learning.

2. Explicitly demonstrating positive outcomes for all learners with specific information about meeting the needs of students identified as 'priority learners' in Government policy.

Evidence is needed of positive student learning outcomes related to the *New Zealand Curriculum* or *Te Marautanga o Aotearoa* or other relevant official curriculum documents through taking account of, and planning for the learning needs of all children.

3. Together with each of the following:

- a. **Exemplary use of evidence and research to inform practice.**

Requires multiple sources of evidence and research referenced to inform and develop practice. A clear link between theory and its application to practice must be apparent. This should include evidence of the way it has developed the teacher's practice.

- b. **Exemplary engagement with families/whānau in improving outcomes for their children.**

Requires evidence of a pro-active approach and effective engagement with families/whānau that supports student learning.

- c. **Leadership in developing practice amongst peers.**

Requires evidence of strong professional relationships with colleagues that demonstrate leadership in teaching practice.

- d. **Exemplary ongoing professional learning and development.**

Requires evidence of ongoing professional learning and development as part of a regular in school appraisal process.

Professional criteria design

The ACET criteria have been mapped to a single coherent framework (see Figure 1 on page 4).

The professional framework takes the four key levers for educational improvement from the *Best Evidence Synthesis* findings and maps the relevant elements of the *Experienced Teacher Professional Standards* onto each lever.

Independent evaluation panel

All certified portfolios that carry recommendations from the teachers' principals (both for and against ACET recognition) will be considered by the evaluation panel. The evaluation panel's role is to confirm or otherwise the principals' recommendations for ACET recognition. It has a crucial role in ensuring national consistency.

For each portfolio, the evaluation panel will examine the extent to which commentary and evidence demonstrate coherence in overall professional practice that leads to positive outcomes for diverse (all) students. On that basis an evaluation will be made as to whether there is sufficient evidence that the criterion has been met.

Therefore, sufficient evidence and analysis should be provided in each section of the portfolio to enable the evaluation panel to draw the same conclusions as those expressed by the teacher.

While the evaluation panel will make the final decision on whether a portfolio demonstrates that the teacher meets the ACET professional criteria, it will need to provide justification for a departure from the principal's recommendation. The principal's recommendation therefore carries significant weight in the ACET recognition process. The involvement of the evaluation panel in the final stages of the judgment does not absolve any principal of the responsibility to make a professional recommendation to the best of their ability.

Judgment against ACET professional criteria

When making a recommendation as to whether a teacher's portfolio should be ACET recognised, the following points from the evaluation panel are relevant.

Important feedback from the portfolio evaluation process

- The guidance given to teachers that the panel would need to be able to read a portfolio in 60 minutes had not, in many cases, been heeded. Creating a portfolio is an exercise in being clear and succinct.
- The evidence presented by teachers was both qualitative and quantitative. That was appropriate and helped to provide a rich picture of the teachers' practice.
- All evidence needs to be clearly linked to criteria and to clear claims made about teaching practice.

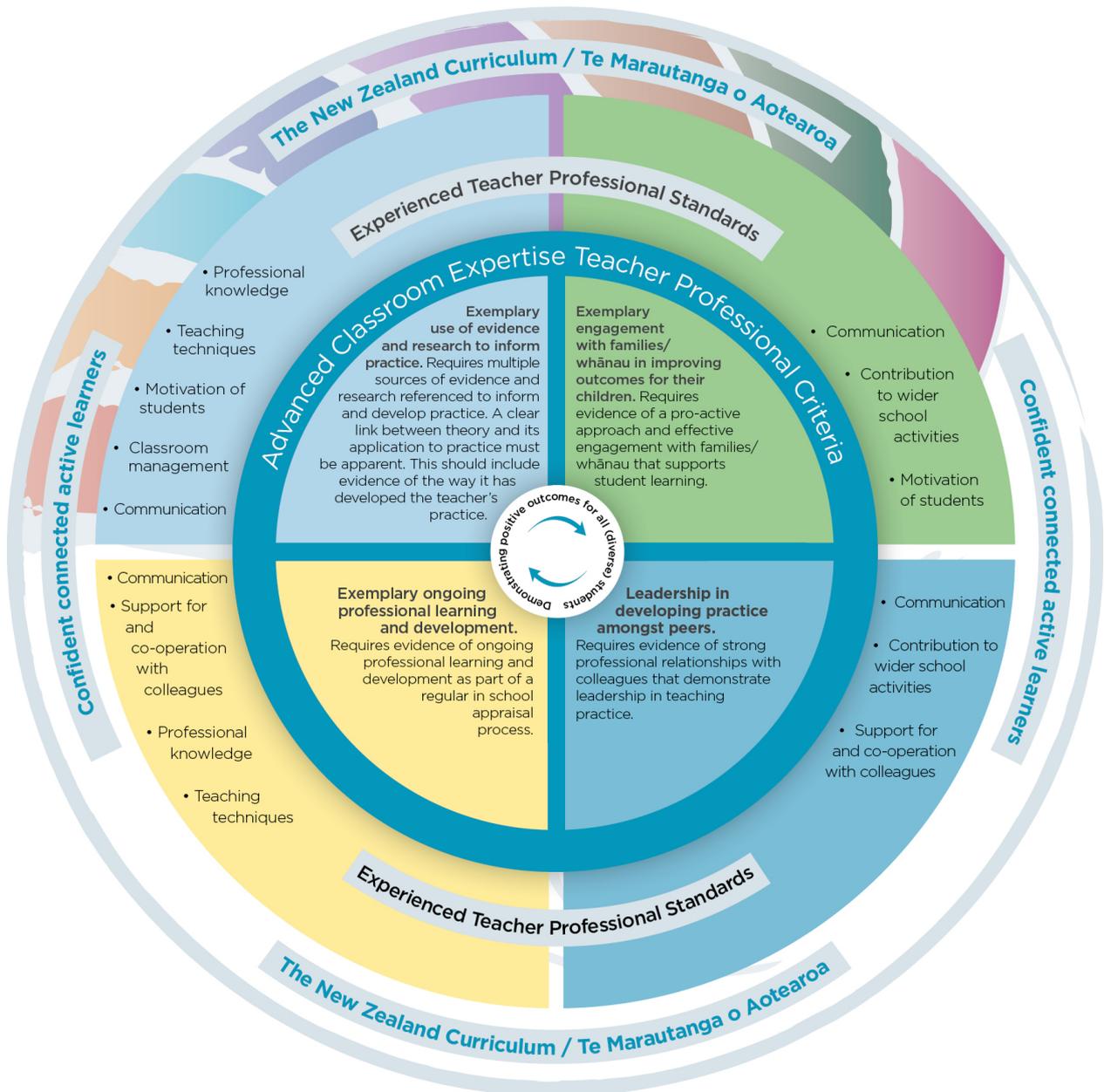
Submitting evidence - requirements

- Evidence must be current (within the past three years) and should include planning through to outcomes.
- Evidence should follow the inquiry cycle that is central to the New Zealand Curriculum.
- Data explicitly showing positive outcomes (social, cultural and academic) for all learners is required, with specific information about meeting the needs of priority learners.
- Data showing learner outcomes should show progress over time.
- Submit any piece of evidence only once and consider the section in which it best fits.
- Ensure that references are dated and signed and other correspondence is presented in original form.
- Provide explanations for, and links to, criteria for photos, videos and other pictorial data.
- Reference readings or articles that indicate the impacts they had on their practice, but don't include copies of the readings or articles.

Contact information

Contact TeachNZ by phoning 0800 165 225 or by emailing ACET.Recognition@education.govt.nz

Figure 1. Advanced Classroom Expertise Teacher Professional Framework



BES Four key levers for educational improvement

-  **Professional practice**
Effective pedagogy for valued outcomes for diverse (all) learners.
-  **Engagement**
Activation of educationally powerful connections.
-  **Peer leadership**
Leadership of conditions for continuous improvement.
-  **Professional learning and development**
Productive inquiry and knowledge building for professional and policy learning.

Section A: Overall impact on student learning outcomes

This section provides an opportunity for you to describe how the various areas of your professional practice and knowledge contribute to positive student outcomes.

Describe how your overall professional practice has led to positive social, cultural and academic outcomes for diverse (all) students, taking account of the following matters (which are separately further detailed in the sections below):

- Professional practice (criterion 3a)
- Engagement (criterion 3b)
- Peer leadership (criterion 3c)
- Professional learning and development (criterion 3d).

Evaluation by panel

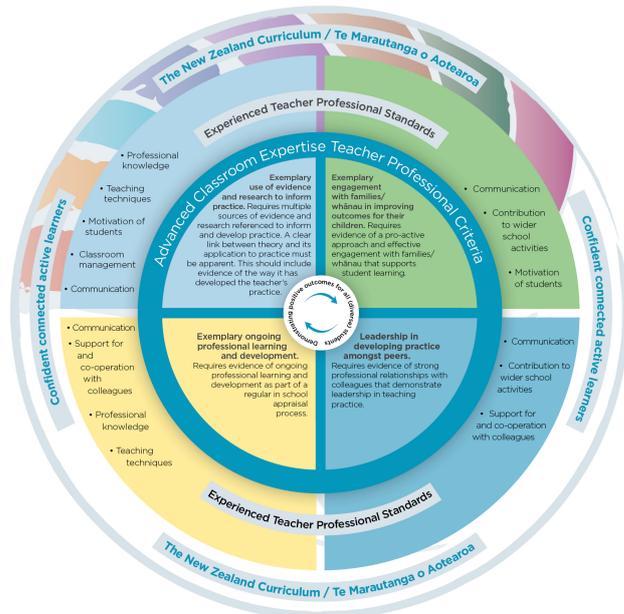
- Panellists will examine the extent to which this section provides a coherent overview of professional practice that leads to positive outcomes for diverse (all) students, as discussed in greater detail in Sections B, C, D and E of the *Portfolio Form*. On that basis an evaluation will be made as to whether there is sufficient evidence that criterion 2 has been met.
- A strong linking of ACET criteria 1 and 3 to descriptions of practice and supporting evidence that are leading to positive outcomes for all learners (criterion 2) should be apparent.
- Sufficient evidence and analysis should be provided to enable an independent educator to draw the same conclusions as those expressed by you.

Evidence could include:

- commentary and evidence sufficient to demonstrate impacts on positive outcomes for diverse (all) students.

Evidence should include:

- social, cultural and academic indicators and specifically reference impacts on priority learners
- a range of assessment tools and judgments to describe student progress and any achievement gains
- a sufficient analysis of evidence and/or data as commentary to enable an independent educator to draw the same conclusions about impacts.



Related criteria and evidence required in order of direct relevance

ACET criterion 2:

Explicitly demonstrating positive outcomes for all learners, with specific information about meeting the needs of students identified as 'priority learners' in Government policy.

Evidence supporting your description of positive learning outcomes for all students in relation to the *New Zealand Curriculum* or *Te Marautanga o Aotearoa* or other relevant official curriculum documents.

Evidence should include:

- an overview of a selected area or areas of your planning, teaching practice and assessment judgments that show how you have (a) identified student needs, (b) designed and implemented a teaching programme to meet those needs, and (c) tracked and analysed student progress through a teaching-as-inquiry cycle
- attestation and/or appraisal documentation and/or parental feedback and/or principal or teaching colleague feedback that supports this.

Section B: Professional practice (criterion 3a)

Demonstrate how your exemplary use of evidence and research to inform professional practice has led to positive outcomes for diverse (all) students.

Evaluation by panel

- Panellists will examine the extent to which the commentary in the portfolio and evidence demonstrate exemplary professional practice in relation to the use of theory, research and data analysis that leads to positive outcomes for diverse (all) students. On that basis an evaluation will be made as to whether there is sufficient evidence the criterion has been met.
- Sufficient evidence and analysis should be provided to enable an independent educator to draw the same conclusions as those expressed by you and your principal.

Evidence could include:

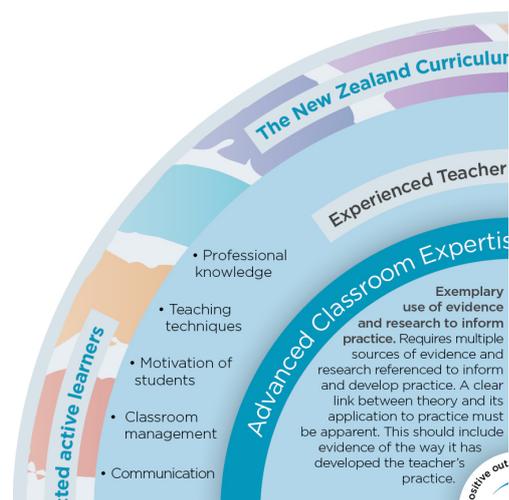
- commentary and analysed data sufficient to demonstrate evidence of professional practice that leads to positive outcomes for diverse (all) students
- a brief, reflective discussion of how links have been made between analysed data and relevant education theory and/or research in order to provide a way forward for diverse (all) students
- feedback from students and colleagues
- feedback, correspondence or any other attestation that is sufficient to demonstrate applied professional practice that leads to improved student outcomes
- analysed data (for example, unit diagnostic/formative/summative) showing progress and achievement over time in relation to your interventions. Any analysis of evidence should provide sufficient information for an independent educator to draw the same conclusions as those expressed in the portfolio. Note, used in this context data can be taken to mean all qualitative and quantitative information that you would normally gather and use to assess student progress.

Evidence should include:

- social, cultural and academic indicators and specifically reference impacts on priority learners.

Possible professional tools include:

- *Best Evidence Synthesis* findings series; in particular, the implementation of high-impact pedagogy for valued outcomes for diverse (all) learners
- *Inquiry and Knowledge Building Cycle*
- citing of a range of professional tools, for example self-review tools, *Best Evidence Synthesis* exemplars, *Ka Hikitia Measureable Gains Framework*, and *Tātaiako*
- *Best Evidence Synthesis Quality Teaching*.



Related criteria and evidence required in order of direct relevance

ACET criterion 3a:

Exemplary use of evidence and research to inform practice.

Requires multiple sources of evidence and its application to practice. This should include evidence of the ways that theory, research, professional learning and development have informed practice. A list of references to research that has informed your professional practice should be provided.

ACET criterion 1:

Practice demonstrably higher than the *Experienced Teacher Professional Standards*.

Evidence is needed of practice that demonstrates creativity and innovation with ongoing development built on an evidential base from both research and academic theory, and sound analysis of children's learning:

- professional knowledge
- teaching techniques
- motivation of students
- classroom management
- communication.

ACET criterion 2:

Explicitly demonstrating positive outcomes for all learners, with specific information about meeting the needs of students identified as 'priority learners' in Government policy.

Evidence is needed of positive student learning outcomes for all learners related to the *New Zealand Curriculum* or *Te Marautanga o Aotearoa* or other relevant official curriculum documents through taking account of, and planning for the learning needs of all children.

Section C: Engagement (criterion 3b)

Demonstrate how your exemplary engagement with families/whānau has led to positive outcomes for diverse (all) students.

Evaluation by panel

- Panellists will examine the extent to which the commentary in the portfolio and evidence demonstrates exemplary engagement with families/whānau that leads to positive outcomes for diverse (all) students. On that basis an evaluation will be made as to whether there is sufficient evidence that the criterion has been met.
- Sufficient evidence and analysis should be provided to enable an independent educator to draw the same conclusions as those expressed by the applicant and principal.

Evidence could include:

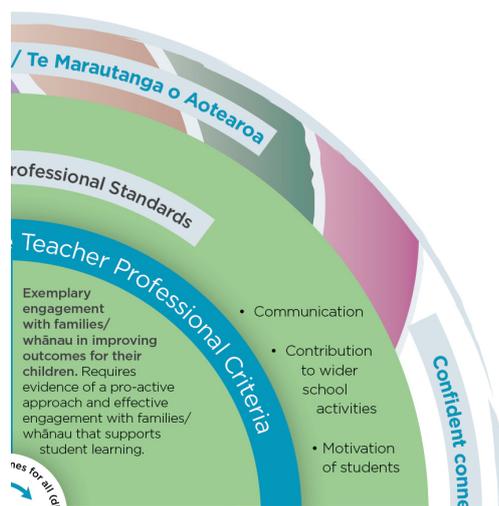
- commentary and evidence on how greater/more innovative engagement with families and whānau has led to positive outcomes for diverse (all) students
- feedback from families/whānau, students and colleagues
- surveys, feedback forms, correspondence or any other attestation sufficient to demonstrate engaging around student needs and interests for improved outcomes.

Evidence should:

- be sufficient for an independent educator to draw the same conclusions as those expressed in the portfolio
- include social, cultural and academic indicators and specifically reference impacts on priority learners.

Possible professional tools include:

- *Best Evidence Synthesis* findings series; in particular, the activation of educationally powerful connections
- *Inquiry and Knowledge Building Cycle*
- *Best Evidence Synthesis Families Communities, Leadership*, Chapter 7.



Related criteria and evidence required in order of direct relevance

<p>ACET criterion 3b: Exemplary engagement with families/whānau in improving outcomes for their children.</p>	<p>Requires evidence of a proactive dialogue and engagement with families/whānau that supports student learning.</p>
<p>ACET criterion 1: Practice demonstrably higher than the <i>Experienced Teacher Professional Standards</i>.</p>	<p>Evidence is needed of practice that demonstrates creativity, forms partnerships and demonstrates innovation with ongoing development built on an evidential base from both research and academic theory, and sound analysis of children's learning:</p> <ul style="list-style-type: none"> • communication • contribution to wider school activities • motivation of students.
<p>ACET criterion 2: Explicitly demonstrating positive outcomes for all learners, with specific information about meeting the needs of students identified as 'priority learners' in Government policy.</p>	<p>Positive social, cultural and academic outcomes for priority learners. Evidence is needed of positive student learning outcomes for all learners related to the <i>New Zealand Curriculum</i> or <i>Te Marautanga o Aotearoa</i> or other relevant official curriculum documents through taking account of, and planning for the learning needs of all children.</p>

Section D: Peer leadership (criterion 3c)

Demonstrate leadership in developing practice among peers that has led to positive outcomes for diverse (all) students.

Evaluation by panel

- Panellists will examine the extent to which the commentary in the portfolio and evidence demonstrate peer leadership practices that lead to positive outcomes for diverse (all) students. On that basis an evaluation will be made as to whether there is sufficient evidence that the criterion has been met.
- Sufficient evidence and analysis should be provided to enable an independent educator to draw the same conclusions as those expressed by you and your principal.

Evaluation could include:

- commentary and evidence sufficient to demonstrate peer leadership practices that has led to positive outcomes for diverse (all) students
- descriptions with supporting evidence of how your exemplary classroom teaching practice has positively influenced your peers in ways that have resulted in improved student outcomes
- feedback from colleagues, the principal and work-related discussion groups
- feedback, correspondence or any other attestation that is sufficient to demonstrate peer leadership for improved outcomes.

Size analysis is not required, but data should be sufficient for an independent educator to draw the same conclusions as those expressed in the portfolio.

Evidence should include:

- social, cultural and academic indicators and specifically reference impacts on priority learners.

Possible professional tools include:

- *Best Evidence Synthesis* findings series; in particular, the leadership of conditions for continuous improvement
- *Inquiry and Knowledge Building Cycle*
- *Best Evidence Synthesis Leadership*.



Related criteria and evidence required in order of direct relevance

<p>ACET criterion 3c: Leadership in developing practice among peers.</p>	<p>Requires evidence of strong professional relationships with colleagues that demonstrate leadership in teaching practice.</p>
<p>ACET criterion 1: Practice demonstrably higher than the <i>Experienced Teacher Professional Standards</i>.</p>	<p>Evidence is needed of practice that demonstrates creativity and innovation with ongoing development built on an evidential base from both research and academic theory, and sound analysis of children's learning:</p> <ul style="list-style-type: none"> • communication • contribution to wider school activities • support for and co-operation with colleagues.
<p>ACET criterion 2: Explicitly demonstrating positive outcomes for all learners, with specific information about meeting the needs of students identified as 'priority learners' in Government policy.</p>	<p>Evidence is needed of positive student learning outcomes for all learners related to the <i>New Zealand Curriculum</i> or <i>Te Marautanga o Aotearoa</i> or other relevant official curriculum documents through taking account of, and planning for the learning needs of all children.</p>

Section E: Professional learning and development (criterion 3d)

Demonstrate how your ongoing professional learning and development has led to positive outcomes for diverse (all) students.

Evaluation by panel

- Panellists will examine the extent to which the commentary in the portfolio and evidence demonstrate professional learning that leads to positive outcomes for diverse (all) students. On that basis an evaluation will be made as to whether there is sufficient evidence that the criterion has been met.
- Sufficient evidence and analysis should be provided to enable an independent educator to draw the same conclusions as those expressed by the applicant and principal.

Evidence could include:

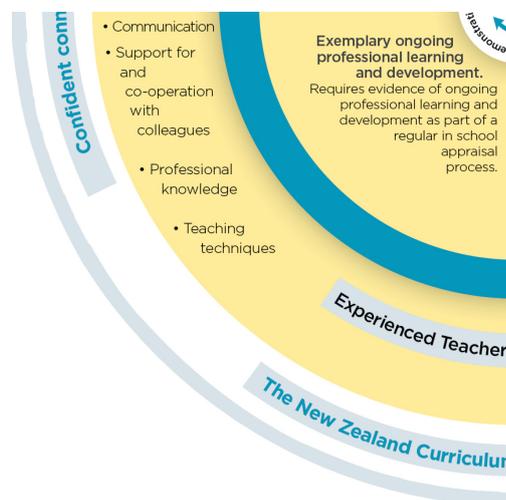
- commentary and evidence sufficient to demonstrate professional learning practices that has led to positive outcomes for diverse (all) students
- feedback from colleagues and the principal
- qualifications, research, correspondence or any other attestation sufficient to demonstrate professional learning for improved outcomes.

Evidence should include:

- social, cultural and academic indicators and specifically reference links to identified student needs in relation to current classroom practice and impacts on priority learners.

Possible professional tools include:

- *Best Evidence Synthesis* findings series; in particular, productive inquiry and knowledge building for professional learning
- *Inquiry and Knowledge Building Cycle*
- *Best Evidence Synthesis Professional Learning and Development*.



Related criteria and evidence required in order of direct relevance.

ACET criterion 3d:

Exemplary ongoing professional learning and development.

Requires evidence of ongoing professional learning and development as part of a regular in school appraisal process.

ACET criterion 1:

Practice demonstrably higher than the *Experienced Teacher Professional Standards*.

Evidence is needed of practice that demonstrates creativity and innovation with ongoing development built on an evidential base from both research and academic theory, and sound analysis of children's learning:

- professional knowledge
- teaching techniques
- support for and co-operation with colleagues
- communication.

ACET criterion 2:

Explicitly demonstrating positive outcomes for all learners, with specific information about meeting the needs of students identified as 'priority learners' in Government policy.

Evidence is needed of positive student learning outcomes for all learners related to the *New Zealand Curriculum* or *Te Marautanga o Aotearoa* or other relevant official curriculum documents through taking account of, and planning for the learning needs of all children.