



## TEACHER ACCREDITATION POLICY (PROFICIENCY Level)

Policy Classification		
Policy Number:	Date of Origin: April 2008	By Whom: Director of Professional Learning
Policy Audience: Public Domain	Review Dates: January 2010 July 2010 March 2016 June 2018 July 2018 February 2021	Next Review Date: February 2023
Policy Approval: This policy was approved by the Board, 2018.		
This policy supersedes all previous policies relating to matters contained herein.		
This policy is in accord with the Safeguarding Standards of Catholic Professional Standards Ltd which align with the National Principles of Child Safe Organizations.		

## **1.0 Rationale**

- 1.1 It is widely acknowledged that Teachers have a large influence on student achievement and therefore are a significant resource. The support, guidance and mentoring of our Teachers seeking Accreditation are critical factors in the development of quality teaching and effective learning environments that will benefit our students.
- 1.2 Under the Teacher Accreditation Act (2004), Teacher Accreditation Authorities (TAAs) have the responsibility for developing, implementing and monitoring a school-based accreditation process that meets the requirements of the Act and supports the development of teachers towards the achievement of Accreditation at the Proficient Teacher level. The purpose of this Policy is to provide support to the Teacher seeking accreditation and the Supervisor. (Note: at Oakhill, the Supervisors are called Mentors).

## **2.0 Guiding Principles**

- 2.1 This policy aims to support Teachers through the accreditation process, challenging them to meet or exceed the Australian Professional Standards for Teachers (the Standards) at Proficient Teacher level.
- 2.2 It is expected that this policy will encourage Teachers, Supervisors and the College staff to develop as a Learning Community by sharing ideas and resources, observing colleagues' teaching, giving constructive feedback to one another, critically discussing student learning and focusing on improvement in teachers' practice.
- 2.3 It is expected that this policy will contribute to Supervisors' professional development by providing an opportunity for leadership and professional learning due to their interaction with Teachers seeking accreditation.
- 2.4 This policy is inclusive of the College Safeguarding Policy and Child Protection Policy.

## **3.0 The Policy**

### **3.1 Scope**

This policy directly applies to teachers who are in their first few years of teaching in NSW and are working towards mandatory accreditation at the level of Professional Teacher in the Standards overseen by NESA. Hence this policy applies to:

- Teachers with provisional or conditional accreditation;
- Teachers returning to teaching in NSW after a gap of five years or more.

### **3.2 Links to other Policies**

This policy works in tandem with the Graduate Teachers Induction Policy and the Mentoring Teachers for Accreditation Policy, the College Safeguarding Policy and Child Protection Policy, and with the teaching profession and the culture of the College.

### **3.3 Broad Guidelines**

- 3.3.1 Oakhill College is a TAA under the Teacher Accreditation Act, 2004.
- 3.3.2 Teachers are supported throughout the accreditation process.
- 3.3.3 Teachers are responsible for the collection and documentation of evidence to be used to establish their attainment of accreditation at Proficient Teacher level.
- 3.3.4 A Supervisor will be appointed to assist the Teacher through the process.
- 3.3.5 In general the College expects Teachers to complete the mandatory accreditation process within a period of two years.
- 3.3.6 Resources are provided to the Supervisor and Teacher formally via a College Accreditation folder in both hard and electronic versions.
- 3.3.7 Procedures are in place should a Teacher wish to appeal the decision-making of the College re accreditation.

### **3.4 Teacher Accreditation Authority**

Oakhill College is formally known as the Teacher Accreditation Authority (or TAA) for its teaching staff. At present the responsibilities of the TAA are delegated to the Principal. The

Principal has delegated duties to the Director of Professional Learning who is called the TAA Delegate, particularly for managing Accreditation at Proficient Teacher level.

### **3.5 Role of TAA Delegate**

The TAA Delegate has overall responsibility for the management of Teacher Accreditation at Proficient level.

### **3.6 Role of the Supervisor**

The Supervisor, who may be the Academic Head or a suitable and experienced teacher called the Mentor, assists the Teacher in his or her professional development against the Standards for the purposes of Accreditation at Proficient Teacher level. The Supervisor supports the Teacher in professional practices such as observing peers, receiving feedback, discussing pedagogy and gathering evidence to demonstrate the various Descriptors within the Standards.

### **3.7 Role of the Teacher Seeking Accreditation**

The teacher takes responsibility for managing their own portfolio of evidence and progress towards Accreditation at Proficient Teacher level.

### **3.8 Time Frames for Completing Accreditation at Proficient Teacher Level**

Beginning Teachers need to be aware of their deadline for completing the accreditation process. This generally varies from three to six years depending on the nature of employment (full-time/part-time/casual) and their initial level of accreditation (conditional or provisional). The DPL guides the Teacher to finish the process at least three months before the deadline.

A keyway to monitor a Teacher's progress towards completion is to use the Guide for Managing the Evidence Folder. The Supervisor or the DPL signs off and dates each stage on the Guide after periodic interviews with the Teacher. Part of the feedback given to the Teacher includes an indicative time frame for completion of successive steps in the accreditation process.

While variable, the total time for completing the process for accreditation (at Proficient Teacher level) can vary from 160 days/32 weeks (NESA minimum) to three years, with a norm of two years expected at Oakhill College.

## **4.0 Procedures**

### **4.1 Requirements for Proficient Teacher Accreditation**

Teachers with provisional or conditional accreditation must:

- Meet the Standards for Proficient Teacher;
- Submit evidence which shows their practice meets the Standards;
- Submit evidence which shows they have reflected on their practice against the Standards;
- Pay the annual accreditation fee;
- Hold a current NSW WWCC clearance number (Employee class);
- Provide a certified copy of their teacher education transcript (if conditionally accredited).

### **4.2 Key Elements and Procedures**

The process to determine the accreditation of a Teacher involves several parties assessing the evidence over time (usually one to two years). Key elements in this process are outlined below.

#### **4.2.1 Observations**

The Academic Head, the Supervisor and the DPL will all observe the Teacher teaching. The Observation Cycle is used to report formally on the Teacher's teaching in regard to each of Standards 1-5. The Teacher will need to gather at least one Observation Report on each of

Standards 1-5 which are directly linked to the classroom. As the Teacher will be observed formally several times, each of Standards 1-5 may be observed more than once, for instance if the Supervisor decides that one of the Standards requires further development or attention.

#### **4.2.2 Feedback**

Feedback is given to the Teacher in the post-Observation meet. The feedback needs to be linked to the Standard Descriptors agreed upon for the Observation. Furthermore, the Teacher needs to reflect on to what extent those Standard Descriptors were demonstrated in the lesson observed. Both the Observer's and the Teacher's reflections on the lesson are recorded on the Report, thus generating self-feedback and a peer's feedback. At times, the Supervisor may recommend follow up action by the Teacher.

#### **4.2.3 Self-reflection**

The Teacher is to meet the Supervisor regularly. This allows the Teacher to gather evidence linked to the Standards, assess the quality and relevance of that evidence, receive feedback, reflect on that feedback, refine their practice and receive mentoring and coaching if required. The Academic Head, the Supervisor, the DPL and other appropriate teachers can all play a supportive role, simultaneously gaining experience in leadership.

#### **4.2.4 Evidence Portfolio**

The evidence needs to be collected across the seven Standards and inserted into an evidence portfolio by the Teacher. It is advised that each item is linked to two Standard Descriptors but the evidence needs to be varied, including Observation Reports, teaching resources developed by the Teacher, student responses, Teacher feedback and a record of observing other teachers teach. However, the Teacher is expected to gather "hard evidence" for only half the Descriptors within any one Standard to reach Proficiency at the College which is in accordance with TAA guidelines.

#### **4.2.5 Evidence for Submission (The Slice)**

When it has been decided that the Teacher has met the Standards, a "Slice" or subset of evidence is selected from the evidence portfolio to accompany the Report submitted to NESAs.

Features of the Slice include:

- Five to eight items of evidence (demonstrating the Teacher's engagement in a range of professional activities) plus an Observation Report by the Supervisor.
- Each item addressing two to four Descriptors;
- An annotation per item explaining how it demonstrates the Teacher's achievement of the Descriptors cited;
- At least one Descriptor demonstrated from each Standard;
- The items of annotated evidence limited to 35 single sided pages in total.

#### **4.2.6 The Submission to NESAs**

This consists of:

- The Slice of with five to eight items of evidence
- An Observation Report of the teacher's practice completed by the Supervisor;
- The Accreditation Report completed by the Supervisor (within 21 days of the Teacher's submission the Slice of evidence and the observation Report)

### **4.3 Making the Decision about a Teacher's Attainment of the Standards at Proficient Teacher Level**

The process for assessing whether the Beginning Teacher has met the Standards is multifarious. Firstly, Supervisors are delegated to support the Induction, Mentoring and Accreditation Policies because they are regarded as professional role models. Hence their feedback on the Teacher's teaching in the Observation Reports is expected to be reliable. Likewise, linking the collected evidence to Standard Descriptors is done by the Teacher in consultation with the Supervisor and/or the Academic Head and the DPL. As a result, the combined assessment of the evidence by these three personnel increases the reliability of the

judgement to determine the accreditation level of the Teacher. In addition, the Supervisor considers not only the “hard evidence” in the evidence folder but also other evidence such as electronic evidence and informal observations about the Teacher’s interactions with peers, students and parents over time. This allows the Supervisor to formally recognise the above by signing off the Teacher’s Completion of Standards form. Finally, the DPL, in consultation with the Supervisor, determines the Teacher’s accreditation level by assessing the evidence as well as the Teacher’s knowledge, skills and professional practice against the Standards.

#### **4.3.1 Progress Towards Accreditation**

An overview of the key stages in the process for the Teacher to reach accreditation at Proficient Teacher level is reflected in the Guide to Managing the Evidence Folder for Accreditation as a Proficient Teacher. This 12-step Guide is used as a basis for meetings between the Teacher and the DPL to monitor the Teacher’s progress towards accreditation. The timeline for this process has some flexibility to meet the needs of the Teacher but it is ultimately tailored to precede the relevant “deadline” set down by NESAs by three months.

#### **4.4 Supporting the Teacher at Risk**

At times Teachers may be regarded as “at risk” of not meeting the Standards. If this is the view of one of the assessors, such as the Academic Head and the Supervisor, then steps are taken to remedy the situation. The Teacher needs to be informed about what Standard or Descriptors require more development. Furthermore, the Supervisor is crucial here as a support person. Observing other teachers teach or model the skill can be instructive. Coaching by a peer, experiencing relevant professional learning and receiving feedback may prove useful. Moreover, Teachers seeking accreditation need to be given several opportunities, if necessary, to remedy and demonstrate that aspect of their professional practice which requires improvement.

However, if a Teacher fails to meet a Descriptor or Standard repeatedly over time, then the DPL would ultimately consider refusing to accredit that Beginning Teacher.

#### **4.5 Storage of Accreditation Records**

Key evidence, such as the Observation Reports, Completion of Standards form and the Guide (which notes the Teacher’s completion of each stage), is stored as records in a folder for each Teacher seeking accreditation. These records are used by the DPL and Supervisor for making decisions on accreditation.

#### **4.6 Accreditation of Returning Teachers**

4.6.1 A Returning Teacher is a teacher who does not hold current Proficient accreditation due to a gap of five years or more away from teaching in NSW. However, a returning teacher is eligible to be accredited as Proficient.

4.6.2 A Returning Teacher must apply for Provisional level accreditation with NESAs to return to teaching in NSW. In addition, they can apply to their TAA for immediate accreditation as a Proficient teacher via their NESAs online account. In making such a decision, a TAA must consider:

- The length of time away from teaching;
- The length of time employed as a teacher before the long absence from teaching in NSW;
- The nature of employment during their absence (such as employment as a teacher overseas);
- Any relevant further study completed during the absence;
- Other appropriate professional circumstances

The usual elements like annotated evidence, an observation Report and an Accreditation Report by a Supervisor are not required. However, a TAA may require some documentation to assist in the decision to accredit a Returning Teacher. Such a decision must be made within 28 days of the Teacher’s request.

## 5.0 Policy Review

The College will review this policy periodically, especially in response to changes in legislation or NESA accreditation procedures.

## 6.0 Supporting and Related Documents, Procedures & Guidelines

- NESA Website: Accreditation & Proficient Teacher information
- BOSTES Guidelines for the Regulation of Teacher Accreditation Authorities for Non-Government Schools, Oct. 2015
- NESA Website: Administering Accreditation/TAAAs, 2018
- NESA Proficient Teacher Policy Jan 2018

### 6.1 Explanatory Notes & Definitions

(from NESA's Proficient Teacher Accreditation Policy 2018)

The Act	Teacher Accreditation Act 2004
Annotation (of documentary evidence)	A written description by the teacher that explains how an item of documentary evidence relates to the two to four Standard Descriptors identified, and how the teacher has successfully integrated the identified Standard Descriptors in their teaching practice.
Authorised Delegate	An officer of NESA that has been delegated authority to make accreditation decisions and who is an accredited teacher, or eligible to be accredited under the Act.
Documentary evidence	Primary evidence of the teacher's practice that they produce in the course of their work that illustrates practice at the Standard Descriptors for Proficient Teacher.
Immediate accreditation at Proficient Teacher	The accreditation at Proficient Teacher of a 'returning teacher' at any point during their provisional (re-)accreditation timeframe without the requirement to submit documentation set out in Section 4.2 of the Policy to NESA.
Returning teacher	A teacher who has previously been accredited at Proficient, Highly Accomplished or Lead Teacher, or is eligible to be accredited at Proficient Teacher and has had more than five years away from teaching in NSW.
Standard Descriptors	The organisers within the Standards that describe professional knowledge, practice and engagement at four career stages – Graduate, Proficient, Highly Accomplished and Lead.
Supervisor	For the purposes of this Policy, the term supervisor refers to a teacher who has been delegated in line with the TAA's procedures to support a provisionally/conditionally accredited teacher develop their practice against the Standards and to fulfil the roles and responsibilities described in Section 11.2 of the Policy. Supervisors must be accredited at Proficient Teacher or above. It is not required that a teacher undertaking the supervision as described in this Policy hold a formal supervisory or management role.

Teacher Accreditation Authority (TAA)	<p>A person or body authorised to accredit teachers at specified levels of accreditation, in accordance with Part 4 of the <i>Teacher Accreditation Act 2004</i>.</p> <p>In government schools the TAA is the Principal.</p> <p>In Catholic systemic schools the TAA is an officer appointed by the Diocese.</p> <p>In most independent schools the TAA is the Principal.</p>
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## 6.2 Roles of Key Personnel

### 6.2.1 Role of the Teacher Accreditation Authority (TAA)

The College is the TAA for its teaching staff and is formally responsible for managing the processes of accreditation of teachers. Specifically, the TAA:

- Understands and manages the process of accreditation at the school and the roles of the TAA, NESA, the Supervisor, Mentor and Teacher seeking accreditation;
- Ensures that the process of meeting the Standards will be used to assess the Teacher's progress towards Accreditation;
- Provides a framework, a process and resources for Teachers aiming for Accreditation at Proficiency level
- Has a copy of and implements the school's internal appeals process.

### 6.2.2 Role of the TAA Delegate

As the TAA Delegate, the Director of Professional Learning has overall responsibility for the efficient and effective management of the process for teachers seeking accreditation at Proficient teacher level. Specifically, the Director of Professional Learning (DPL):

- Develops a deep knowledge of the Standards;
- Liaises with NESA re Accreditation;
- At the commencement of a Teacher's employment, the DPL checks that Teachers are provisionally/conditionally accredited and have a verifiable Working with Children Check number (E class);
- Provides information re the Accreditation process to Teachers by holding a formal Accreditation session within the Induction program;
- Provides each Teacher with an Accreditation folder with resources supporting the Accreditation process at Oakhill College;
- Appoints an appropriate teacher as a Mentor to the Teacher and liaises with the Mentors and Supervisors re their support role in the accreditation process;
- Orients the Teacher to the Observation Cycle (pre-Ob meet/ the Ob/ the post-Ob meet);
- Observes the Teacher formally, conducts a feedback session and writes an Observation Report with the Teacher in their first term to model the Observation Cycle (this orients the Teacher to the Observation process, so that the Teacher will feel more comfortable with the idea that the Supervisor, the Mentor and other appropriate teachers may formally observe them over the accreditation period);
- Conducts sessions with the Teacher singly and in groups to monitor their progress in demonstrating the Standards, annotating relevant evidence and compiling a collection of their own resources linked to the Standards and Descriptors;
- Maintains records of accreditation decisions and copies of reports;
- Fosters a mentoring culture and ensures quality supervision for Teachers;
- Manages accreditation-linked professional development for Teachers, Supervisors, and Mentors;
- Negotiates a suitable timeframe for the completion of the Accreditation Report with the Supervisor and the Teacher;
- After discussion with the Supervisor, the Principal makes an informed decision on the accreditation level of the Teacher based on a holistic professional judgment of the Teacher's professional performance in relation to the evidence and the Standards;
- Completes the TAA recommendation re the Teacher's attainment of accreditation (Proficient level) in the NESA online account
- Maintains all necessary documentation;



- Ensures consistency in decision making on accreditation;
- Oversees the appeals process.

### **6.2.3 Role of the Supervisor**

The Supervisor, either the Academic Head or the Mentor, an appropriate experienced teacher selected by the DPL and Subject Coordinator, has responsibility for assisting and supporting the Teacher to meet the Standards for Professional Competence. Specifically, the Supervisor:

- Develops an appropriate knowledge of the Standards and the Evidence Guide;
- Supports the Teacher's participation in a school-based Induction program and accreditation process;
- Provides opportunities for the Teacher to describe their support needs;
- Supports the Teacher's access to appropriate professional learning opportunities (aligned to the Standards) and directs them to resources and courses that address these;
- Discusses a schedule for classroom observations and feedback sessions in consultation with the Teacher. This evidence is crucial for determining the Teacher's progress against the Standards. Part of this will include meetings before and follow-up meetings after the observations for on-going collegial discussions, feedback and reflection (the Observation cycle);
- Meets regularly with the Teacher to discuss his/her progress and give guidance for further development, discuss classroom observations, review and analyse teaching programs and student learning outcomes;
- Keeps signed and dated records of teaching observations and feedback discussions;
- Discusses and analyses with the Teacher the link between the evidence and the Standards (Evidence Guide is useful here);
- Keeps the DPL informed as to the Teacher's progress towards the achievement of the Standards;
- Makes an informed decision on the accreditation level of the Teacher based on a holistic professional judgment of the Teacher's performance in relation to the evidence and the Standards (this decision is reached in consultation with the DPL- the Mentor may also be consulted);
- Co-signs and dates with the Teacher the evidence provided to support their application;
- Completes the Accreditation Report on-line and submits it to NESA.

### **6.2.4 Role of Mentors**

Mentoring is viewed as critical to the accreditation process and as such the encouragement of a mentoring culture is vital in building capacity in the Teacher to meet the Standards. Specifically, the Mentor:

- Supports the Teacher in their progress towards accreditation;
- Provides a confidential sounding board for the Teacher;
- Encourages discussion about teaching practice;
- Encourages the Teacher to work actively with other teachers on professional tasks;
- Shares ideas/resources and explores and evaluates new teaching strategies;
- Encourages the Teacher to observe and reflect on other teachers' teaching;
- Observes and provides constructive feedback on the Teacher's teaching and professional practice against the Standards;
- Provides advice about other sources of support from within and outside the school;
- Provides counselling and coaching when required.

### **6.2.5 Role of the Teacher**

Teachers should take responsibility for managing their progress towards mandatory accreditation. Specifically, the Teacher:

- Understands the Descriptors required for Accreditation as described in the Standards and the type of evidence required as described in the "Evidence Guide";
- Takes responsibility for managing his/her own progress and communicating their professional needs to the Supervisor;
- Communicates regularly with colleagues to discuss their professional practice;
- Maintains a collection of observation reports of colleagues' teaching;



- Collects and documents an evidence folder across the seven Standards to include such items as: lesson plans, units of work, annotated student work samples (that have been authorised by their Supervisor), teaching/learning resources, self-reflection statements on professional learning and observation reports (on the Teacher) as evidence for accreditation;
- Analyses and documents their own progress against the Standards by linking items of evidence to specific Descriptors and writing annotations;

### **6.3 Accrediting, Not Accrediting, and Review Process**

#### **6.3.1 Reasons for the TAA Accrediting a Teacher at Proficient Teacher Level**

Reasons include:

1. The Supervisor has signed off on the Teacher's Completion of Standards Sheet.
2. The Supervisor's Report outlines how the Teacher meets the Standards.
3. The Teacher's knowledge, skills and professional practice meet the Standards in the opinion of those responsible for accreditation decisions (i.e. the DPL, the Supervisor and the Mentor).
4. The Teacher organises the Evidence Folder in sufficient time and at a satisfactory standard for submission to the DPL and for sending of documentation to NESa by the deadline.
5. The evidence in the Evidence Folder demonstrates that the Teacher meets Standards 1-7. This includes the evidence showing sufficient variety, such as:
  - Observation Reports (on the Teacher's teaching across Standards 1-5) by the Supervisor and other suitable teachers;
  - A Record of the Teacher's Observation Reports on his peers;
  - Items of evidence linked clearly to Descriptors;
  - Student responses linked to Descriptors;
  - Teaching, learning and assessment resources genuinely developed by the Teacher;
  - The Slice, the subset of evidence submitted to NESa contains items of evidence, evidence cover pages and annotations which meet at least one Descriptor per Standard at Proficient Teacher level.

#### **6.3.2 Reasons for the TAA Refusing to Accredite a Teacher at Proficient Teacher Level**

Reasons include:

1. The Supervisor refuses to sign off Descriptors or whole Standards on the Teacher's Completion of Standards Sheet.
2. The Supervisor's Report explains how the Teacher has not met one or more Standards.
3. The Teacher's knowledge and/or skills and/or professional practice do not meet one or more Standards in the opinion of those responsible for accreditation decisions (the DPL, the Supervisor and the Mentor).
4. The Teacher fails to organise the Evidence Folder in sufficient time and at a satisfactory standard for submission to the DPL and for sending of documentation to NESa by the deadline.
5. The evidence in the Evidence Folder fails to meet one of Standards 1-7. This may include evidence showing a lack of sufficient variety or failing to include:
  - Observation Reports (on the Teacher's teaching);
  - A Record of the Teacher's Observation Reports on his peers;
  - Items of evidence linked to Descriptors;
  - Student responses linked to Descriptors;
  - Teaching/learning/assessment resources genuinely developed by the Teacher.
6. The Slice does not contain sufficient items of evidence and/or evidence cover pages and/or annotations or it fails to meet at least one Standard at Proficient Teacher level.

#### **6.3.3 Procedure re a Decision Not to Accredite a Teacher: Review Process**

The TAA may refuse to accredit a Teacher or decide that they are unable to make an accreditation decision for a Teacher if:

1. The Supervisor has provided the teacher with sufficient supervision, feedback and support;

2. The Supervisor informed the teacher which Standard Descriptors have not been met and provided advice on how to address them;
3. The Teacher has failed to provide more evidence showing they have addressed the Descriptors not previously met;
4. The Teacher has been given 28 calendar days written warning of the TAA's intention to refuse their accreditation.
5. The TAA must advise the Teacher and NESa about the refusal of accreditation within 28 days of the teacher's acknowledgement of the Supervisor's Report, including the reasons for the decision.
6. The TAA must also advise the Teacher of their right to request an internal review of the decision within 28 days of being notified of the decision.

A TAA may also decide not to accredit a teacher if:

7. The teacher has not completed at least 160 days of teaching;
8. The Teacher has not worked long enough in the College for the TAA to make an informed decision to accredit, including consultation with the previous TAA.

In such cases where a TAA has been unable to accredit a Teacher, the teacher remains at provisional or conditional level accreditation, may continue to teach and may seek accreditation from another TAA in another school.

If the decision to not accredit is upheld following an internal review, the Teacher must be informed by the TAA that, under the Teacher Accreditation Act, he/she may apply to the Civil and Administrative Tribunal for an external review of the internal accreditation decision.

## 7.0 Appendix

### Guide to Managing the Evidence Folder for Accreditation as a Proficient Teacher

This is a general guide for Teachers, Supervisors and Mentors. This guide follows the requirements of NESa and supports the College's Proficient Teacher Accreditation Policy.

1. The Teacher organises a **Folder** across Standards 1-7 with at least *half* the Descriptors within each Standard evidenced. There needs to be at least two items of evidence per Standard. Each item should be linked to two specific Descriptors within one Standard. *The key is: collect a variety of evidence* e.g. student responses, feedback to students, LORs, lesson plans/resources, Record of Observations of peers, Teacher's reflections about their practice.
2. This Folder must include **Lesson Observation Reports** (LORs) as part of the evidence for Standards 1-5. The number of LORs should average about two per term.
3. In addition, there should be the **Record of Observations** showing the Teacher's Observations of other teachers – average about two/ term (useful for Standard 6).
4. The **Supervisor Record** should be completed by the Supervisor or Teacher to indicate their meetings over the Accreditation period (usually 1.5-2 years).
5. The Supervisor should be satisfied that the Teacher has demonstrated all 37 Descriptors at the level of Proficient Teacher. The Supervisor makes this decision based on the Folder of evidence and general observation of the Teacher's practice over time. Then the Supervisor signs off the **Summary** sheet, **Teacher's Attainment of the Standards**.
6. The Teacher shows the evidence for steps 1-4 to the Supervisor and DPL. With their advice the Teacher should select the evidence to be submitted for the External Assessor from NESa.
7. This evidence **submission** is a "slice" or subset of the folder of evidence in step 1. NESa requires, as a minimum: Supervisor's Observation Report; five to eight items of evidence, each demonstrating two to four Descriptors; and at least one Descriptor from each Standard demonstrated. For instance, five items

of evidence could demonstrate a total of 10 Descriptors across seven Standards. These items of evidence are uploaded by the Teacher to their NESAs online account. Furthermore, each item is to be **annotated** in the online account by the Teacher explaining how the item demonstrates his/her achievement of the Descriptors claimed. In quantity, this annotated evidence must not exceed 35 single sided pages, with a maximum of 10 MB per item.

8. The Teacher must upload to their NESAs account the **Supervisor's Observation Report** using the pro-forma provided. It includes: a record of the pre-Ob discussion, two to four Descriptors, the Supervisor's observations of the lesson re the Descriptors, the Teacher's reflection of the lesson re the Descriptors and the Supervisor's feedback re the Descriptors.
9. Now the Supervisor completes the **Accreditation Report** in their NESAs online account by outlining the Teacher's professional practice in each of the seven Standards. The Teacher must read and acknowledge the Report in their online account.
10. The **submission** to NESAs must contain: the Accreditation Report signed by the Teacher and Supervisor; annotated items of evidence; and the Supervisor's Observation Report.
11. Within 28 days the Principal completes the attestation and the TAA makes the accreditation decision in their online accounts if the teacher meets the requirements.
12. Accreditation is achieved by the Teacher when it is signed off by the Principal and the TAA-Delegate (the DPL). NESAs send out a formal Proficiency Certificate for the Teacher.