



The AAMT *Standards* Assessment Model

This is an outline of the model used to assess teachers against the *Standards for Excellence in Teaching Mathematics in Australian Schools*. The Council of the AAMT has established the National Professional Standards Committee (NPSCM) as the committee responsible for conduct of assessments and associated activities.

Guiding principles

The AAMT *Standards* explicitly provide a framework for teachers' career-long professional growth. They do not seek to advantage any particular style of, or approach to, teaching and learning of mathematics.

Participation in any assessment process conducted by the AAMT will be strictly voluntary. The assessment process will be:

- rigorous and valid;
- adaptable to and applicable in all teaching contexts;
- fair to all candidates no matter what their teaching situation;
- equally accessible to teachers across the country;
- controlled by the candidate insofar as this is possible; and
- oriented towards contributing to the professional growth of the candidate.

Overall process

Candidates who volunteer for assessment for the credential of Highly Accomplished Teacher of Mathematics will normally:

- be currently teaching mathematics;
- hold qualifications as teachers of mathematics that include mathematics and mathematics education content appropriate for their level of teaching; and
- be an individual member of the AAMT, through membership of an affiliated association (eg MAV).

They will register as candidates with the AAMT and pay the appropriate fees for administration and assessment.

Candidates will be required to:

- respond to questions that simulate teaching decisions in a Written Assessment;
- submit a Portfolio of their work and achievements as a teacher; and
- take part in an Interview.

Assessment Processes

The **Written Assessment** will consist of several unseen questions seeking the Candidate's responses. The time allowed for responses will be limited. The questions will simulate teaching decisions and will include commenting on student work and responding to hypothetical situations. The context and content of the questions will be linked to the educational level at which the Candidate is teaching. The paper will be provided to the Candidate's Principal. They will arrange the time and space for the Candidate to sit the Written Assessment and return the Candidate's finished script to the AAMT office.

The **Portfolio** enables the Candidate to illustrate their abilities and to demonstrate their performance in relation to the *Standards*. The portfolio will normally consist of the following items:

- A statement of the Candidate's **Professional Journey** that is a personal account of how their career as a teacher of mathematics has developed.
- An account of a sequence of lessons that creates a coherent whole as an example of **Current Teaching and Learning Practices**.
- A **Case Study** of at least two students' learning of mathematics over an extended period.
- An entry that provides some **Validation** of the teacher and their work.
- **Documentation** that provides evidence — often from others — of the Candidate's work in teaching mathematics.

The Portfolio may also include further items chosen by the Candidate.

It is essential that the Candidate provide clear annotations of the material submitted in order to provide information about the teaching context for the assessors and, most importantly, to identify how the work links to the *Standards*.

The **Interview** will provide additional evidence, and further confirmation of evidence. Prior to the Interview, the Candidate will be advised of particular areas about which further information and evidence is being sought. The Interview will normally be held by teleconference.

Assessors, assessment and feedback

A Coordinating Assessor appointed by the AAMT Executive on an annual basis will manage the assessment process. The Coordinating Assessor will assign two appropriately trained Assessors to the Candidate once their application is accepted. Assessors will be people with expertise and experience at the level of schooling at which the Candidate is teaching. They will normally be practising classroom teachers. Assessors will be excused from assessing any Candidate who is well known to them.

Assessors will evaluate the evidence presented by the candidate (Written Assessment, Portfolio and Interview) against the *Standards*. The design of the assessment instruments allows for verification of evidence from different sources. Candidates who provide sufficient evidence in relation to all of the *Standards* will be recommended to the NPSCM for the credential Highly Accomplished Teacher of Mathematics (HAToM).

The Candidate will receive feedback on their performance at after each stage of the assessment process There will be Interim Reports after the Written Assessment and on the Portfolio. In both cases those Candidates who are at significant risk of not meeting the *Standards* on the evidence provided are advised not to continue in the process. There will also be a Final Report at the end of the process. All reports will provide guidance on strengths and weaknesses in the evidence, and suggestions of strategies teachers can use to improve what they do.

The Candidate who does not provide sufficient evidence that they meet the *Standards* will be counselled by the Chair of the NPSCM (or nominee) on the possibilities for their next step based on the advice provided by the Assessors.

The Candidate may appeal any result by writing to the Chair and identifying the nature and reasons for their dissatisfaction with the result. The Chair will consider any appeal in consultation with the Assessors and other relevant personnel, and make an appropriate decision.

Timeline and timeframe

The Candidate will normally have a maximum of two years to complete the assessment process, though most will complete it within twelve (12) months. The Candidate may present material in the Portfolio that was prepared before the period of candidacy.

The Credential

Candidates deemed by the NPSCM to have met the *Standards* will be awarded the HAToM credential. The credential will expire after five (5) years. During the fourth year of its currency each HAToM will be invited to present sufficient evidence for them to retain the status for a further five (5) years. The details of what is required for this renewal are yet to be determined, but it is anticipated that the process will be much smaller in scope and cost substantially less than the initial assessment.