Standards for Advanced Teaching: A Review of National and International Developments

A GUIDE TO THE REPORT

This report, by Lawrence Ingvarson and Elizabeth Kleinhenz, reviews national and international developments in relation to advanced standards and certification processes for teaching. It also considers the implications of current research on teaching for the development of advanced teaching standards and related improvements in teaching and learning.

The report is introduced in Chapter One and the authors findings are summarised in Chapter Eight.

Case studies (Chapter One)

The authors selected as case studies four sets of standards for detailed examination. They chose these four examples because they were operational within standards-based professional learning systems, had relatively wide coverage, and were used to provide some form of recognition to teachers who demonstrated that they had met the standards. The basic components of a standards-based professional learning system are:

- **Standards** that describe advanced teaching and what counts as meeting the standards
- Provision of an *infrastructure for professional learning* that enables teachers to develop the attributes and capabilities embodied in the standards
- Methods for assessing and providing *professional certification* to teachers who meet the standards
- Recognition from school authorities for those who gain professional certification.

The four case studies chosen for review were:

*The Performance Threshold Standard for Teachers in England and Wales*

This is a process through which experienced teachers can choose to demonstrate that they have moved to a stage of highly effective practice, and receive a salary increase.

Teachers complete an application form and provide evidence of competence against the standards to their principals. The assessment process is then carried out under
the authority of school governing bodies, which delegate the receipt and assessment of applications to the head teacher¹.

The Chartered Teacher Award in Scotland

The “Standard for Chartered Teacher” is designed to encourage experienced teachers to embrace new challenges and improve their skills and practice, and in return be awarded a salary increase. It is a process through which experienced teachers (those at the top of the salary scale) may proceed towards a salary increase.

There are two routes to Chartered Teacher status: the “program” route and the “accreditation” route. The program route involves enrolling in a course of study, and if successful, being awarded a Masters’ degree as well as Chartered Teacher Status. The accreditation route involves submitting a portfolio of work to a course provider and, if successful, receiving the Professional Award of Chartered Teacher Status (i.e. not a Masters’ degree).

Teachers on both routes must complete a common self-evaluation module based on guidelines developed by the General Teaching Council for Scotland (GTCS), which is then assessed by their chosen course provider. Teachers choosing the program route then complete three further core modules, four optional modules, and one four-module or two two-module work-based projects. Teachers on the accreditation route are required to submit a 10,000 word portfolio and commentary showing how they have achieved and maintained the Standard for Chartered Teacher. The requirements for evidence are broad based and portfolio preparation is supported at a local level.

Although the Chartered Teacher Award is managed by the General Teaching Council for Scotland (GTCS), all assessments are carried out by the registered course provider – for both the program route and the accreditation route. This arrangement reduces the transparency of the assessment process making it difficult to ascertain the extent to which practising teachers are involved in the assessment of candidates. Course providers must be registered by the GTCS to deliver the Chartered Teacher modules.

The Level 3 Classroom Teacher Position in Western Australia

This is a means of recognising skilled teachers in the classroom who are leaders and mentors of other teachers. Any teacher may apply and the reward (for those at the top of the pay scale) is a pay rise of ten per cent.

Teachers applying for Level 3 status must complete two types of assessment to demonstrate that they possess the competencies defined in Phase 3 of the WA Teacher Competency Framework. The first assessment task is to prepare a portfolio and the second task is to participate in a collaborative group ‘reflective review’.

¹ A previous external verification process was discontinued because the external verifiers agreed with almost 100 per cent of the school decision, therefore the process was perceived as an expensive ‘rubber stamp’.
The assessment is carried out by assessors with two days’ training who are Level 3 classroom teachers (although not necessarily in the same field as the candidate). The assessment processes are perceived as rigorous by those involved. Although quotas apply to the number of Level 3 positions awarded, there has never been a need to apply the quota because the number of successful applicants has never exceeded it.

**The National Board for Professional Teaching Standards (NBPTS) in the USA**

The NBPTS is an independent, not-for-profit corporate body which sets standards and assesses experienced practising teachers who apply for NBPTS certification. Increasingly, school system authorities in various jurisdictions are using NBPTS-certification as a measure of teacher performance and are awarding higher salaries on this basis.

The NBPTS sets standards in more than thirty fields of teaching covering developmental stages and subject areas (e.g. Early Childhood, Mathematics). These standards are determined by Standards Committees in each field comprised of 15 members who are broadly representative of accomplished teachers in their fields, including practising teachers, teacher educators, researchers and other professionals.

Practising teachers with more than three years’ experience are eligible to apply for NBPTS certification. A fee of over $1,000 per teacher is charged, but this is often met by employers. The applicant must complete ten assessment tasks: four portfolio entries and six assessment centre exercises, based on the standards that are assessed by up to 20 assessors drawn from the relevant field. The NBPTS certification process is noted for its technical rigour and fairness.

**Differences between the case studies**

The authors’ analysis of each of these case studies illustrates that advanced teaching standards are developed by different agencies for different purposes. In some cases, such as the Performance Threshold Standard for Teachers in England and Wales, the standards process appears little more than another step in the pay scale, in the sense that the teacher is assessed by their school principal or Head teacher. In contrast, the NBPTS system of certification in the USA is carried out by practising teachers who are experts in their field under the auspices of the Board, which is a professional body for teachers. The Level 3 Classroom Teacher Position in Western Australia rests somewhere between these two extremes, in that the process is controlled by and was initiated by the employer, in cooperation with the AEU, but the assessors are practising Level 3 teachers. The Chartered Teacher Award in Scotland differs from the rest, in that the assessment process is outsourced to course providers by the General Teaching Council, and teachers may attain the award through what appears to be an academic route.

Only the NBPTS system operates profession-wide, in that it offers the certification process to any teacher from any jurisdiction or system, regardless of employer. The NBPTS system also appears to have the most practitioner involvement, in that practising teachers are heavily involved in both the development of the standards and in the assessment of applicants in relation to them.
Definitions and purposes of advanced teaching standards (Chapter Two)

Chapter two of the report suggests that standards can be interpreted in at least two ways:

- Flags/rallying points that define professional principles and values; and
- Tools for measurement, in that they provide “the necessary context of shared meanings and values for fair reliable and useful judgement” (p.17)

When standards are used in assessing teaching performance, there are three essential steps in their development:

1. Defining what is to be measured (ie. what are the essential elements of advanced teaching? – often called content standards);
2. Deciding how it will be assessed (ie. how valid evidence about practice will be gathered); and
3. Identifying what counts as meeting the standard (ie. how good is good enough?)

The authors argue that standards for development and standards for assessment are two sides of the same coin. “Standards are useful for professional reflection and professional development to the extent that they are useful for assessing performance” (p.19). They cite research on professional development for teachers that shows the vital importance of informed coaching (assessment) and feedback for to the acquisition of new teaching skills, which supports their argument that “to place value on teachers' work, it is necessary first to be able to evaluate (measure) it, within a framework of shared meanings and values” (p.19).

Advanced teaching standards should embody the kind of teaching that is highly valued in the profession. The authors are critical of standards such as those in the English and Scottish examples, which imply that advanced standards are simply what one might expect a teacher at the top of the salary scale to have attained. “Ultimately, the level of performance that counts as meeting advanced standards of practice is a matter of professional judgement by teachers from the same field of teaching who have been carefully trained to apply the standards reliably and to minimise the influence of personal biases” (p.20).

There appear to be two broad purposes for standards that serve different “audiences”. The first group of purposes, such as performance management, is the responsibility of employing authorities to ensure that teachers fulfil their contractual duties. The second group of purposes is for professional learning and recognition, which is the main intention of professional bodies in developing standards – the focus of this research. The authors point out that the standards developed for these two purposes will be similar, but the audiences different.

Advanced teaching standards can provide a valuable bridge between research and practice, in the sense that standards writers attempt “to articulate the implications of research for what effective teachers know and do” (p.27). Research can also help to
demonstrate the extent to which advanced teaching standards improve learning outcomes for students. The authors cite several independent studies commissioned by the NBPTS which assess the impact on student learning of teachers with NBPTS-certification compared to non-certified teachers. There is an increasing body of evidence to suggest that NBPTS-certified teachers make a major contribution to successful students’ learning.

The authors identify five trends evident in the development of teaching standards:

1. They are developed by teachers themselves
2. They aim to capture substantive knowledge about teaching and learning – what teachers really need to know and be able to do to promote learning of important subject matter.
3. They are performance-based. They describe what teachers should know and be able to do rather than listing courses that teachers should take
4. They conceive of teachers’ work as the application of expertise and values to non-routine tasks. Assessment strategies need to be capable of capturing teachers’ reasoned judgements and what they actually do in authentic teaching situations.
5. Assessment of performance in the light of teaching standards is becoming a primary tool for teacher education and on-going professional learning.

The history of professional teaching standards (Chapter Three)

For over thirty years, the potential of professional standards for strengthening the teaching profession’s responsibility for teacher education and professional learning has been explored by teachers, policymakers and stakeholders in Australian education. In chapter three, the authors point out successive attempts to engage in this issue dating back to the Australian Schools Commission in 1973, including Award Restructuring Processes during the 1980s and the work of the Schools Council of the National Board of Employment, Education and Training. During the 1990s, interest in teaching standards re-surfaced among teacher subject associations and professional bodies, followed by government investigations such as the Senate Committee report, A Class Act (1998), and the Ramsey report in New South Wales in 2000. The Australian College of Educators brought together a National Statement from the Teaching Profession on Teacher Standards, Quality and Professionalism in 2003 and as part of this process, Paul Brock prepared a national discussion paper on standards of professional practice for accomplished teaching. The Commonwealth Minister for Education, Science and Training commissioned an extensive review, published as Australia’s Teachers: Australia’s Future in 2003. The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) also published a National Framework for Professional Teaching Standards in 2003.

The rapid establishment of Teacher Registration authorities at the state and territory level and changes in the legislation governing existing authorities has provided additional impetus to the development of professional teaching standards. The current arrangements of registration and advanced standards in each state are summarised in chapter three of the report. Although all registration bodies set
standards for teacher registration, only the New South Wales Institute of Teachers has defined professional standards at four levels of performance: Graduate Teacher; Professional Competence; Professional Accomplishment; and Professional Leadership. The Victorian Institute of Teaching is developing Standards of Professional Practice for Renewal of Registration, which will apply to teachers after five years of registration, and are likely to include a mandated number of hours of professional development activity.

When Teaching Australia was established in 2004, professional associations had recognised that a new national body would have the potential to enable them to provide professional leadership in areas that they could not provide for themselves separately, such as facilitating conversations within the profession on the development and potential uses of national standards for advanced teaching and school leadership. Teaching Australia’s work will build on three decades of interest in professional standards within the Australian policy community.

**Advanced Teaching Standards in Australia (Chapter Four)**

In chapter four, the authors list 18 examples of work on advanced teaching standards that has been completed in Australia over the past ten years, by bodies as diverse as the New South Wales Institute of Teachers, various employing authorities, and professional associations of teachers.

The Australian Association of Mathematics Teachers (AAMT) has developed and implemented a process for assessing teachers as Highly Accomplished Teachers of Mathematics (HAToMs). The Australian Science Teachers’ Association (ASTA) is trialling the use of portfolio tasks as part of professional development courses and is conducting several standards-based professional development programs for science teachers. The Standards for Teachers of English Language and Literacy in Australia (STELLA) were developed by the Australian Association for the Teaching of English (AATE) and the Australian Literacy Educators Association (ALEA) and university researchers. STELLA standards have been used as a framework for professional learning, yielding some rich and informative stories of classroom practice that have recently been published.

In comparing these three Australian projects developed by subject associations, the report points out that teachers’ practical knowledge and skills are highlighted in all of them, and they were written by accomplished practising teachers. The advanced teaching standards aimed to be representations of excellent practice to which all teachers might aspire and there was a strong sense of “ownership” of the standards within the profession.

One difference between the sets of standards is that the STELLA standards writers emphasised the importance of ‘narratives’, to contextualise the standards and to supply a critical perspective. It was not intended that the STELLA standards would be used for formal assessment of teachers’ practice. In contrast, the ASTA and AAMT envisaged that their standards would eventually be part of a national professional learning and certification system. Thus the standards writers paid attention to establishing guidelines for teachers about the kinds of evidence they should provide to demonstrate that they had met the standards.
Other standards mentioned briefly in the report include those by the Australian Library and Information Association (ALIA) and the Australian School Library Association (ASLA), the Australian Council of TESOL Associations (ACTA), and the Australian Federation of Modern Languages Teachers (AFMLTA).

The authors conclude that the *National Framework for Professional Standards for Teaching*, agreed by MCEETYA has provided a useful ‘architecture’ within which standards can be developed, promoting consistency and consensus in important areas. The authors also note the dilemma faced by many teachers’ professional associations over the extent to which they should be involved in processes of assessment leading to the certification of accomplishment against the professional standards that they have developed. In reply to concerns that such involvement by the associations may somehow contravene their professional role and obligations, they point out that peer assessment and certification are common practices in other professions. These factors are defining characteristics of a mature profession that establishes and protects its own high standards.

**Advanced Teaching Standards overseas (Chapter Five)**

The four case studies chosen by the authors for analysis differ from other standards mentioned in the report because they are not only used to guide professional learning, but also provide the basis for providing some form of recognition to teachers who are able to demonstrate that they meet the standards. In chapter five of the report, the authors compare each of the four examples of standards to identify:

- Who developed the advanced standards for teaching and for what purposes?
- How were the standards developed and on what foundation?
- What is included in the standards, and how are the standards organised?

In response to the first question, the report illustrates how different bodies can develop standards for quite different purposes:

- The *English Threshold* system was developed by the Department for Education and Skills as part of the government’s new performance management system. The standards were developed with the assistance of a consulting firm.
- The *Standard for Chartered Teacher* was developed by a consortium of two universities and a private consulting firm, on behalf of the General Teaching Council for Scotland – an independent statutory body with responsibilities similar to a registration board. The impetus for the Standard came from an industrial settlement between unions and employers in the late 1990s which agreed to reform the career structure for teachers to give more rewards for evidence of professional development.
- The *Level 3 Classroom Teacher Position* in Western Australia was also initiated by an employer – the Department of Education and Training Western Australia (DETWA), on the advice of university researchers and teacher educators at Murdoch University, and in consultation with education
stakeholders. Negotiated with the Australian Education Union, Western Australian Branch, the purpose of the Level 3 Classroom Teacher Position is to retain exemplary teachers in the classroom.

- The National Board for Professional Teaching Standards (NBPTS) was established in 1987 in response to a government report urging greater professionalism to combat a crisis in the status and attractiveness of teaching. The NBPTS is an independent, not-for-profit corporate body with a wide membership base including practising teachers, state governors, school administrators, teacher unions, school board leaders, college and university officials, business executives, foundations and concerned citizens. Its Board has a majority of teacher members and its aim is to build a national certification system for accomplished teachers, which will recognise accomplished teaching and provide teachers with the opportunity to improve their practice in light of contemporary research and profession defined standards.

The report describes the general architecture of professional standards, which commonly have three domains that depict teachers' work at a high level of generality, such as:

1. Knowledge
2. Practice
3. Attributes

These general domains are used to guide what is written in each of the standards, in the sense that they reflect three essential domains within each category of teachers' work defined by the standards.

The Standards usually start with a ‘Level 1’ statement of core educational values and principles. Level 1 statements are general and inspirational, rather than operational. The substance of the standards begins with ‘Level 2’ organising categories that define accomplished teachers' work and the knowledge base of teaching, with examples of what a competent teacher would do. An example of ‘Level 2’ organising categories (without the examples of what this might look like in practice), is taken from a set of standards for beginning teachers:

Beginning teachers:

- Collect and analysing information about students for the design of learning experiences
- Plan learning goals and experiences
- Provide intellectually challenging learning experiences in the classroom
- Assess and report on student learning
- Create a safe and supportive learning environment
- Demonstrate a commitment to professional practice
- Make a contribution to professional teams
- Maintain effective relationships with the wider community
In a full set of standards, each of these organisers would, in turn, be elaborated further (i.e. to a third level of depth and specificity), to accurately represent what teachers need to know and be able to do to provide quality learning opportunities for students and how they would do it. “Level 3 statements should be useful for making judgements about a teacher’s performance. They point to elements of observable, appropriate behaviour, but transcend reference to specific practices” (Table 1p.67).

The authors summarise the following general characteristics of well-written standards (using science teaching as an example):

1. The standards point to a large, meaningful and significant “chunk” of a teacher’s work – which exemplify the core purposes they are trying to achieve, rather than micro-level competencies, or personality traits. Teachers should readily identify this type of standard as referring to an authentic (i.e. valid) example of the kind of work they do (or aspire to do).

2. The standards are context-free, in the sense that they describe practices that most agree accomplished science teachers should follow no matter where the school is. For example, “engaging students in scientific inquiry” is likely to be regarded as a core responsibility of science teachers.

3. The standards are non-prescriptive about how to engage students (eg. in “doing science” and “thinking scientifically”); they do not standardise practice or force teachers into some kind of straightjacket, accepting that there are many ways to engage students in scientific enquiry. While the standards identify an essential element of good (science) teaching, they do not prescribe how the standards are to be met, allowing teachers to show the many different ways that they meet the standards.

4. The standards point to something that is measurable, or observable. It is possible to imagine the kinds of evidence that a science teacher will assemble over time to show that they meet the standards, such as samples of students’ work or videotape segments over time provided by the teacher.

In summary, (using the teaching of science as a context), good standards for teachers should:

- be grounded in clear guiding conceptions of what it means to do (science)
- be valid; that is, represent what (science teachers) need to know and do to promote quality learning opportunities for students to learn (science)
- identify the unique features of what (science teachers) know and do
- delineate the main dimensions of development the profession expects of a teacher of (science) – what (science teachers) should get better at over time, with adequate opportunities for professional development.
- be assessable; that is, point to potentially observable features and actions

The report notes that standards developed predominantly by teachers and their associations appear to be more likely to have the good features identified by the
authors. The profession-defined standards of the NBPTS appear to be the most successful in terms of providing valid representations of what teachers need to know and do to provide opportunities for students to learn. The NBPTS standards are context free, in that they describe practices that could apply to all teachers, regardless of the school or state. They are also non-prescriptive, and point to aspects of teachers’ practice that are readily observable and measurable.

The authors conclude that advanced teaching standards developed and “owned” by the profession have more professional integrity than those developed by other parties (such as employers) in consultation with the profession. For example, employer-designed standards for teachers – such as those in England and Western Australia – are more likely to describe specific teacher actions incrementally, which can lead to “an overload of detail and a fragmented, atomistic, check-list approach to teacher assessment” (p.68).

In contrast, teaching standards developed primarily by the profession, such as the NBPTS system, describe teachers’ work in a more holistic way, albeit with sufficient detail to support the assessment of a teacher’s ability against the standards – either by the teacher individually or by a panel of peers (p.69).

The report also asserts that the content of standards should be able to withstand legal challenges to their validity, and recommends the following criteria for procedural validity to helps standards writers and responsible agencies to assert the validity of their standards development processes and procedures:

- Ensuring the integrity and independence of the body responsible for developing the standards
- Ensuring that the standards developing body is composed primarily of those who are already highly accomplished practitioners
- Ensuring that the diversity of perspective in the profession is represented
- Ensuring that the process of defining the standards is developed on a sound scientific basis
- Ensuring that the process of developing the standards is formally documented
- Ensuring that a wide sampling of agreement is sought for the standards from the major professional groups regarding the content and appropriateness of the standards.

The authors note that most sets of advanced standards for teaching seem to have been developed with little close attention to matters either of content or procedural validity. The exception is the NBPTS system, which has sought to ensure the validity and reliability of its standards and standards setting processes. All of the NBPTS content standards have been subject to validation studies involving panels of highly experienced teachers in the relevant certification fields and the authors cite research concluding that the NBPTS processes meet all the criteria for procedural validity and that the process for establishing the standards could be defended.
Recognising teachers who meet the standards (Chapter Six)

There are different ways of gathering evidence to assess teachers’ performance against advanced teaching standards. In chapter six, the four case studies are examined to ascertain:

- What forms of evidence are used to determine whether the standards have been attained?
- Who assesses whether the standards have been attained, and how are these people trained?
- Who provides certification for teachers who are able to demonstrate the achievement of standards of advanced practice?
- What recognition is given by employing authorities to teachers who gain professional certification?

In all four case studies, the provision of information is voluntary on the part of teachers who choose to be assessed against the standards. In each system, different forms of evidence are required and the assessment system is different:

- Teachers who wish to cross the Threshold in England are asked to provide a form with no more than three examples of each standard and to limit their responses to 250 words per standard. Assessments are conducted at the school level by Head Teachers. Successful teachers are recognized by attaining a higher level on the salary scale.

- Teachers who undertake the Standard for Chartered Teacher in Scotland through the Program route provide evidence of having completed the course requirements of individual providers. Teachers who chose the Accreditation route present a portfolio of evidence based on the standards, to the course provider. These course providers carry out the assessments. Successful teachers are recognised by attaining a higher level on the salary scale.

- Aspiring Level 3 teachers in WA also present a portfolio of evidence against the standards, as well as participating in a round table ‘Reflective Review’ process. Assessments are conducted externally by trained peer assessors who may not be specialists in the teacher’s field. Successful teachers are recognised by attaining a higher level on the salary scale.

- The NBPTS processes require teachers to prepare a portfolio of evidence on all standards in response to specific tasks which are carefully structured to guide candidates in how to make good choices in presenting evidence and to ensure fairness and reliability in assessment. Assessments are conducted externally by trained peer assessors who are specialists in the teacher’s field. Successful teachers are recognised with NBPTS-certification which is increasingly used by various employing authorities throughout the USA as a basis for paying higher salaries.

Of the four examples, only the NBPTS regularly monitors its assessment programs to ensure the validity of its standards, the processes for developing the standards, and the validity of its assessment tasks and scoring rubrics.
Teachers who show that they meet the Threshold and WA Level 3 Classroom Teacher standards are promoted to a higher level on the employers’ pay scales. Those who attain the status of Chartered Teacher receive a substantial increase in salary. NBPTS certification is portable. State and District education authorities in the US who wish to attract NBPTS certified teachers offer various rewards and incentives, including salary bonuses and assistance with certification fees. In some states, policies exist to attract National Board Certified Teachers (NBCTs) to disadvantaged schools.

**Advanced Teaching Standards and Professional Learning (Chapter Seven)**

The links between advanced teaching standards and professional development do not appear particularly strong or explicit in two of the four case studies reviewed. In chapter seven, the authors note that teacher participation in professional learning tends to be “brief, fragmentary and rarely sequential” (p.86). Furthermore, teachers are traditionally consumers of professional learning, rather than providers of a professional learning system for their colleagues.

The authors cite research by Hawley and Valli about the importance of making teachers’ practice and evidence about practice, the site for professional learning. Thus if effective systems of standards-based professional learning and certification are practice-based, they will reflect the best principles of what is known currently about effective professional learning.

Hawley and Valli’s principles for the design of effective professional development are:

1. The content of professional development (PD) focuses on what students are to learn and how to address the different problems students may have in learning the material.

2. Professional development should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning.

3. Professional development should involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.

4. Professional development should be primarily school-based and built into the day-to-day work of teaching.

5. Professional development should be organized around collaborative problem solving.

6. Professional development should be continuous and on-going, involving follow-up and support for further learning-including support from sources external to the school that can provide necessary resources and new perspectives.

7. Professional development should incorporate evaluation of multiple sources of information on (a) outcomes for students and (b) the instruction and other processes that are involved in implementing the lessons learned through professional development.
8. Professional development should provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.

9. Professional development should be connected to a comprehensive change process focused on improving student learning.

The case studies suggest that although participation in professional development courses is occasionally a by-product of engaging in a certification process, it is not required in any of the four case studies reviewed. An exception is the Chartered Teacher process (program route) in Scotland which is based on the principle that successful participation in a professional development course (ie. course work) is a sufficient criterion to meet the standard. Nevertheless, teachers seeking Level 3 positions in WA, NBPTS-certification in America, and the Chartered Teacher status in Scotland all report that the process of seeking certification is a valuable source of professional learning and development. This implies that valuable self-reflection and self-directed learning occurs in the process of gathering evidence to be assessed against the standard. An exception to this is the Performance Threshold Standard in England, which is not considered a useful professional development process by teachers who have been through it. In other words, the process of being assessed against the Performance Threshold Standard does not appear to engage teachers in using the standards to analyse and evaluate their own practice in a meaningful way (for the teacher).

Based on the comparisons made between the case studies, it appears that the links between standards and professional development for teachers appear to be weaker in the employer-dominated, “performance management” models, and strongest in the profession-dominated model of the NBPTS. In summarising their review of advanced teaching standards, the authors conclude (p.103),

The findings of this study suggest that an independent professional body that brings together all the stakeholders with an interest in quality teaching is best placed to support the development of teaching standards that are rigorous in their assessment and that support ongoing professional learning.

Other Professional Standards Activity (Appendix One)

A summary of Advanced Professional Standards Activity in Teacher Registration bodies and colleges and institutes of teaching in Australia.

Performance Review Processes (Appendix Two)

A table showing which Australian state education systems require annual performance review.

Advanced Teaching Classifications (Appendix Three)

A table showing the Australian school systems with Advanced Teacher classifications.