

THE UNIVERSITY OF  
NEW SOUTH WALES



EDUCATIONAL ASSESSMENT  
AUSTRALIA

## Technical Report

National Survey of  
Professional  
Accomplishment of  
Government School  
Teachers

Australian Education  
Union

July 2008

## INTRODUCTION

### BACKGROUND

The various teacher accreditation agencies of the Australian states and territories have developed 'elements' and 'standards' against which teachers can be identified for suitability for accreditation at levels of Graduate Teacher, Professional Competence, Professional Accomplishment and Professional Leadership.

The Australian Education Union (AEU) commissioned the University of New South Wales' research organisation, Educational Assessment Australia (EAA), to research the application of a national set of standards and indicators to the professional experience and qualifications of a sample of Australian government school teachers. The intention was to validate the evidence of achievement of standards and indicate the degree to which Australian government school teachers are currently meeting or approximating 'accomplished teacher' accreditation. EAA was requested to design and implement this survey based on state and territory research and their established elements and standards of 'professional accomplishment'.

The survey was made available to all government school teachers in Australia to ensure the findings reflected a representative sample. The following data therefore represent an indicative sample of teachers across government schools from metropolitan, regional and remote regions.

As it was a voluntary survey, EAA designed the instrument to be implemented as an online survey for ease of access and data collection. All teachers were given the opportunity to respond to the survey and the response was adequate to provide a sufficiently large sample from regional and remote locations.

EAA conducted an audit of established indicators and evidence guides of the elements and standards of available states and territories. Descriptors were standardised to avoid bias to particular state or territory nomenclature and professional classifications. The final version of the survey was completed in consultation with the AEU Federal Executive who deemed the survey free of any such bias.

The data were initially verified and validated by rectifying errors in data coding and collection and by completing missing data where possible. Descriptive statistics were compiled to describe the cohort under investigation and ensure it reflected the wider population under scrutiny.

The psychometric properties of the survey questions were then evaluated using the Rasch measurement model to ensure that each question was valid and unbiased and that the measurement scale underlying the assessment aspect of the survey maintained construct validity, i.e. it was measuring what we were expecting.

## SURVEY

The survey comprised two parts. The first part consisted of open response questions designed to collect biographical and demographic data about the respondents.

The second part was an organised series of dichotomous items based on the standardised state and territory evidence guides of the elements and standards. The items required the teacher to identify which statement or set of statements best described their role, teaching methods and student achievement. Teachers were instructed to tick only those statements for which they could provide supporting evidence.

The survey also collected additional information such as the size and demographics of the schools at which the teachers have taught.

Below is an outline of the areas covered in each section. A copy of the survey can be found in Appendix A.

1. Current position and employment status (e.g. permanent full-time; part-time; temporary; casual)
2. Tertiary qualifications
3. Memberships
4. Role(s) at school
5. Knowledge of teaching area(s)
  - a. Curriculum and programming
  - b. Lesson planning and content
  - c. Assessment and reporting
6. Implementation of teaching practice
7. Maintenance of professional development
8. Participation in the school community

## SURVEY PROCEDURE

The AEU wrote to the principal of every public school in Australia inviting their school to participate in the survey by going to a secure web-site to provide some demographic information about their school. The principal was provided with a URL and password where they could log on to complete a very brief demographic survey.

The online application then provided the principal with a unique login ID for each participating teacher. Each participating teacher used their login to complete the survey.

The survey comprised two parts and consisted of no more than 104 questions. It took 20–30 minutes to complete. The majority of questions required the respondents to tick the box that most closely described their role in a given area. Free-text comment fields were available for some questions.

The application resided on an EAA server. The site was covered by the existing SSL certificate which encrypts all data transfer providing confidentiality to the respondents.

Survey data were captured in a Microsoft Access database and analysed by EAA psychometricians (see Psychometric Methodology in Appendix B). A stratified sample was drawn from the pool of responses.

## SCALE

The first 5 questions on the survey were designed to collect data about the demographics, education and experience of the participants. Data from these questions were used as variables for further analyses and were not subjected to quantitative scrutiny.

Questions 6 to 9 were targeted towards more measurable outcomes and responses to these items were analysed quantitatively.

For example, teachers were asked to tick the box if they used the corresponding assessment and reporting practices in the past 12–24 months.

### 6c. Assessment and reporting

<input type="checkbox"/>	Conducting your own class-based assessments on a regular basis or as required by the teaching program
<input type="checkbox"/>	Collaborating on the design of assessments for use by you and your colleagues
<input type="checkbox"/>	Ensuring that assessments in the school reflect the syllabus outcomes and mandatory content
<input type="checkbox"/>	Implementing assessments in the school that diagnose students' strengths and weaknesses
<input type="checkbox"/>	Using assessment information to inform planning and programming for classes; groups; individuals
<input type="checkbox"/>	Using assessment information from other sources eg external assessments, in planning and programming for your students
<input type="checkbox"/>	Using assessment information from other sources eg external assessments, in planning and programming across the Year/faculty
<input type="checkbox"/>	Tracking student achievement in your class over time
<input type="checkbox"/>	Tracking student achievement in your school over time
<input type="checkbox"/>	Sharing information about students' achievement with other teachers of those students
<input type="checkbox"/>	Developing systems for measuring and recording student achievement in the school
<input type="checkbox"/>	Supervising the implementation of effective whole school/stage/faculty reporting of student achievement
<input type="checkbox"/>	Implementing an assessment policy for the faculty/stage/school
<input type="checkbox"/>	Mapping students in the school with special needs
<input type="checkbox"/>	Differentiating assessment tasks to accommodate students with special needs
<input type="checkbox"/>	Using follow-up assessments with your students to measure progress
<input type="checkbox"/>	Providing written responses to students' work
<input type="checkbox"/>	Developing scoring rubrics/assessment criteria for assessments
<input type="checkbox"/>	Sharing scoring rubrics/assessment criteria you have developed with colleagues
<input type="checkbox"/>	Sharing scoring rubrics/assessment criteria you have developed with students, parents
<input type="checkbox"/>	Reporting to parents each semester on templates developed by education authority/school
<input type="checkbox"/>	Designing or collaborating on the design of reporting templates
<input type="checkbox"/>	Evaluating the effectiveness of reporting

## SCORING

Participants were given a score of 1 for each box they had ticked and 0 for each box that was left blank. Scores for each question were aggregated for each participant.

## TEST TARGETING

The survey was well targeted to the population it was intended for. Figure 1 plots the performance of the participants against the location of the items on the same scale. Many of the items demonstrated a central tendency, as did the response of the participants

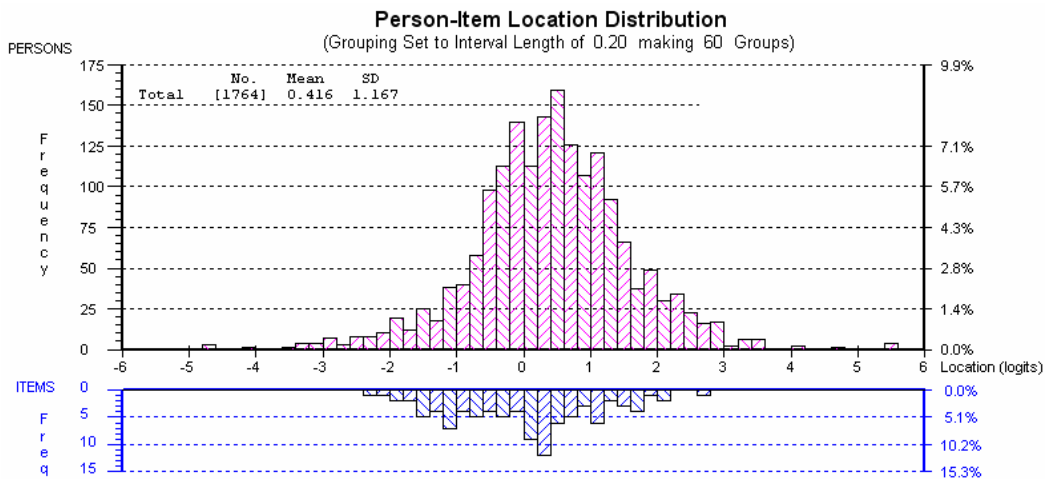


Figure 1: Person Item Distribution for the Survey

## REPORT

### PARTICIPANTS IN THE SURVEY

The total number of participants was more than adequate to be able to determine the psychometric properties of the survey and obtain a representative sample of the national teaching cohort in government schools.

Survey logins and passwords were sent to 7146 school principals. Of these, 1833 teachers participated from 577 different schools. The number of completed surveys totaled 1833. Within the survey, 104 questions were responded to, with useful data coming from 98 of those questions. 87 of the questions dealt with standards of teaching and practice, with the remainder pertaining to community participation.

A further breakdown of the participants' demographics can be found in the tables following.

#### Survey Participation by School Type

Disaggregating the results by school type shows that approximately 45% of the participants teach at primary schools, followed by 28% teaching at 7–12 schools, 8% in K–12 schools and the remainder from other school types (Table A 1). The 'Other' classification is made up of special studies type schools. This proportion is similar to the numbers obtained from MCEETYA studies and shows the sample studied is representative of the teaching cohort.

Table A 1: Participants by School Type

School Type	Frequency	%
K–6	842	44.7
K–12	142	7.5
3–12	3	0.2
7–10	81	4.3
7–12	519	27.6
11–12	52	2.8
Other	20	1.1
Not Identified	224	11.9

### Survey Participation by Locale

The majority of the participants were from metropolitan areas (61.3%) while only 4.7% of participants were from remote areas (Table A 2) which reflects the expected demographic.

Table A 2: Participants by Region

Region	Frequency	%
Metropolitan	1059	61.3
Regional	587	34.0
Remote	81	4.7

### Survey Participation by Sector

All of the participants in the survey came from government schools.

### Survey Participation by Qualification

Most of the participants in the study held a Bachelor's Degree (64%), though there was great variation in the subjects of their chosen majors. A significant number also held post-graduate qualifications (Table A 3).

Table A 3: Participants by Qualification

Qualification	Frequency	%
Bachelor	1198	63.6
Diploma	297	15.8
Masters	172	9.1
Grad. Diploma	140	7.4
Certificate	53	2.8
Not Identified	18	1.0
Doctorate	5	0.3

## Survey Participation by Employment Status

An overwhelming number of teachers who participated in the survey were employed on a permanent full-time basis (2).

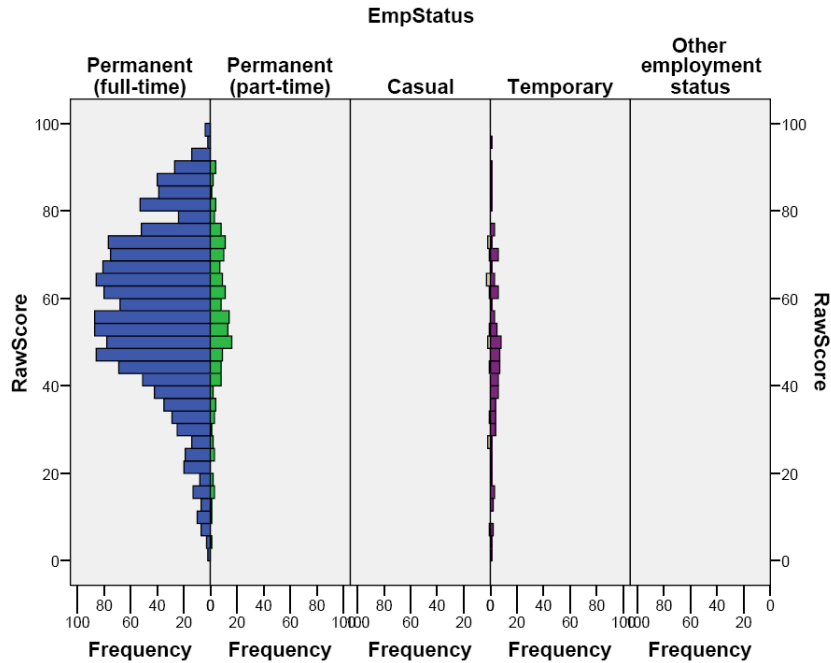


Figure 2: Participants' employment status

## RESULTS

### Disaggregated Results: Performance Bands

Participants' responses to items 5 to 9 made up their overall score. The total raw scores were then used to assign each participant into a band between 1 (high scoring) and 6 (low scoring). Cut-points for determining band membership were based on approximate percentile figures:

- Band 1 – Top 10 percent
- Band 2 – Next 15 percent
- Band 3 – Next 25 percent
- Band 4 – Next 25 percent
- Band 5 – Next 15 percent
- Band 6 – Lowest 10 percent

Many teachers obtained the same raw score that the cut-points were based on. Therefore actual percentages of Band membership can be found in Table A 4.

Table A 4: Frequency of Scores by Performance Bands

Band	Frequency	Percent
Band 1	162	9.18
Band 2	255	14.46
Band 3	439	24.89
Band 4	438	24.83
Band 5	287	16.27
Band 6	183	10.37
Total	1764	100.00

## Overall Findings: Distribution of Raw Scores

The overall distribution of raw scores approximates a normal curve (3). The average score for the self-assessment section of the survey was 56.19 out of a possible 98 indicating a mean and distribution above the raw score average. This represents a tendency towards a higher than expected achievement of the elements and standards.

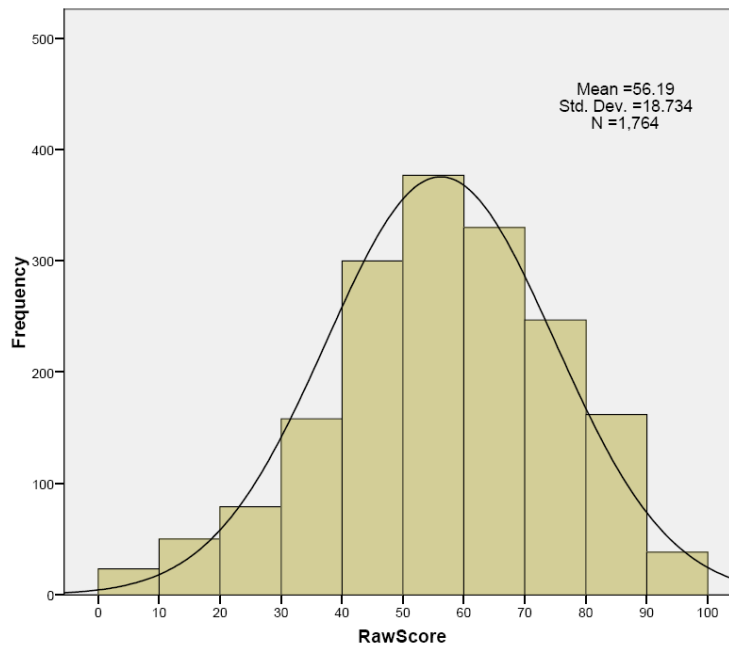


Figure 3: Frequency distribution of scores

## Overall Findings: Distribution of Bands

The overall distribution of bands also approximates a normal curve (4). As a direct result of the normal distribution of the raw scores, and initial allocation of bands, the band distribution mimics the raw score distribution. The average band score for the self-assessment section of the survey was 3.56 out of a possible 6 indicating a corresponding tendency to that of the raw score mean.

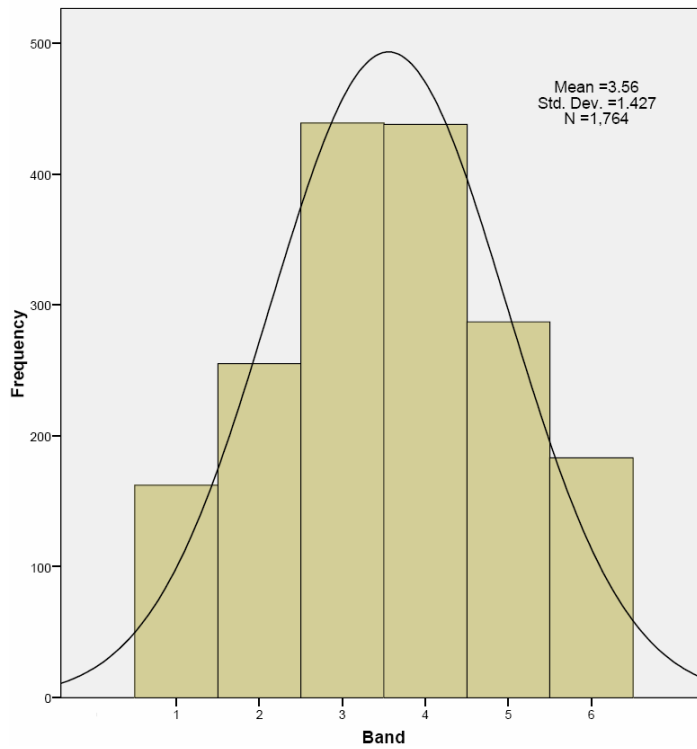


Figure 4: Frequency distribution of bands

## CROSS TABULATION BY DEMOGRAPHIC VARIABLES

### Performance Bands by School Type

Further interpretation of these figures must take into consideration the frequencies of respondent School Types, as described in Table A 1. Based on school type, overall there was a fairly even distribution of teachers across the six bands. In some school types, namely Yrs 3–12, Yrs 7–10 and Yr 11–12 schools, a great proportion of the teachers surveyed (over 40%) scored at Band 3 (see Table A 5).

Table A 5: Performance by School Type by Bands (% within each school type)

		K-6	K-12	3-12	7-10	7-12	11-12	Other
Band 1	Count	86	10	0	8	36	7	3
	%	10.9	7.5	0.0	10.8	7.3	14.0	15.8
Band 2	Count	120	15	1	11	59	6	6
	%	15.2	11.3	33.3	14.9	12.0	12.0	31.6
Band 3	Count	184	32	2	21	137	13	3
	%	23.4	24.1	66.7	28.4	28.0	26.0	15.8
Band 4	Count	177	43	0	17	126	13	4
	%	22.5	32.3	0.0	23.0	25.7	26.0	21.1
Band 5	Count	141	24	0	7	78	3	0
	%	17.9	18.0	0.0	9.5	15.9	6.0	0.0
Band 6	Count	79	9	0	10	54	8	3
	%	10.0	6.8	0.0	13.5	11.0	16.0	15.8

## Performance Bands by Region

At face value, cross-tabulations of performance bands by region show that Metropolitan, Regional and Remote schools are evenly represented across the six bands. However, Table A 6 below does not take into account the disproportionate participation rates between the three sectors – 61% of participants were from Metropolitan schools, 34% from Regional schools, and 5% from Remote schools.

Note that those schools that did not identify the region are not included in the calculations for this table (i.e. 156 missing region responses).

Table A 6: Performance by Sector by Bands (%)

		Sector		
		Metro	Regional	Remote
Band 1	Count	83	55	10
	%	8.3	9.9	13.7
Band 2	Count	146	83	6
	%	14.7	15.0	8.2
Band 3	Count	253	138	13
	%	25.4	25.0	17.8
Band 4	Count	247	133	20
	%	24.8	24.1	27.4
Band 5	Count	151	95	21
	%	15.2	17.2	28.8
Band 6	Count	116	49	3
	%	11.6	8.9	4.1

## Findings

1. The findings of this analysis suggest other opportunities for further investigation. For example, it would provide useful information if SES data were available to analyse results based on the socio-economic education contexts of teachers' schools.
2. This analysis clearly indicates that the current range of evidence and criteria developed in the states and territories provides a valid foundation for a national model for recognition of 'teacher accomplishment'.
3. This survey would form a valid basis for the development of a national assessment instrument to assist states and territories to plan for valid and consistent measures for recognising 'accomplishment' in teacher standards and performance.

## APPENDIX A – AEU SURVEY

Question Area	Question Content
1. Current employment status	Permanent (full time)
	Permanent (part time)
	Casual
	Temporary
	Other employment status (please specify)
1. Current position	Teacher
	Support specialist teacher
	Executive teacher or promoted positions
	Head teacher (of a faculty)
	Assistant principal
	Leading teacher
	Deputy principal
	Principal
	Head (of a school)
1. Leadership : Please indicate title of leadership role	Leadership role
1. Other Current position	Other (please identify)
2. Tertiary Qualifications	Name of qualification
	Description
	Name of Tertiary Institution
	Years of study
3. Memberships	Name of organisation
	Description
	Years
4. Role(s) at school	Description
	Role
5a. Curriculum and Programming	Teaching your class or subject using your personal teaching program and ideas
5a. Curriculum and Programming	Teaching your class or subject using a faculty or school teaching program
5a. Curriculum and Programming	Teaching your class or subject using a faculty or school teaching program that you wrote or helped to write
5a. Curriculum and Programming	Teaching your class or subject using a faculty or school teaching program that you wrote or helped to write and continue to develop and evaluate
5a. Curriculum and Programming	Implementing a teaching program adapted from published units of work made available by your state or territory curriculum authority
5a. Curriculum and Programming	Overseeing the implementation of faculty or school teaching programs in the school
5a. Curriculum and Programming	Overseeing the writing and development of faculty or school teaching programs in the school
5a. Curriculum and Programming	Overseeing the continued evaluation of faculty or school teaching programs in the school
5a. Curriculum and Programming	Ensuring that programs accommodate students with particular needs, eg gifted and talented; ESL
5a. Curriculum and Programming	Evaluating your own programs on the basis of student achievement
5a. Curriculum and Programming	Evaluating programs in the school on the basis of student achievement
5a. Other Curriculum and Programming	Other (please identify)
5b. Lesson Planning and Content	Prepared a lesson plan
5b. Lesson Planning and Content	Collected data on students' prior learning
5b. Lesson Planning and Content	Integrated explicit teaching of literacy into a lesson
5b. Lesson Planning and Content	Integrated explicit teaching of numeracy into a lesson
5b. Lesson Planning and Content	Actively researched the content of the topic being taught

5b. Lesson Planning and Content	Located new information or resources for use in the classroom
5b. Lesson Planning and Content	Used open ended or higher order questioning techniques
5b. Lesson Planning and Content	Integrated IT into a lesson
5b. Lesson Planning and Content	Made notes about a lesson or unit to inform future lesson planning
5b. Lesson Planning and Content	Shared notes about lessons or units with colleagues
5b. Lesson Planning and Content	Developed your own resources
5b. Lesson Planning and Content	Piloted new resources
5b. Lesson Planning and Content	Kept up to date with current resources
5b. Lesson Planning and Content	Reviewed and shared resources with colleagues
5b. Other Lesson Planning and Content	Other (please identify)
5c. Assessment and Reporting	Conducting your own class based assessments on a regular basis or as required by the teaching program
5c. Assessment and Reporting	Collaborating on the design of assessments for use by you and your colleagues
5c. Assessment and Reporting	Ensuring that assessments in the school reflect the syllabus outcomes and mandatory content
5c. Assessment and Reporting	Implementing assessments in the school that diagnose students' strengths and weaknesses
5c. Assessment and Reporting	Using assessment information to inform planning and programming for classes; groups; individuals
5c. Assessment and Reporting	Using assessment information from other sources eg external assessments, in planning and programming for your students
5c. Assessment and Reporting	Using assessment information from other sources eg external assessments, in planning and programming across the Year or Faculty
5c. Assessment and Reporting	Tracking student achievement in your class over time
5c. Assessment and Reporting	Tracking student achievement in your school over time
5c. Assessment and Reporting	Sharing information about students' achievement with other teachers of those students
5c. Assessment and Reporting	Developing systems for measuring and recording student achievement in the school
5c. Assessment and Reporting	Supervising the implementation of effective whole school or stage or faculty reporting of student achievement
5c. Assessment and Reporting	Implementing an assessment policy for the faculty or stage or school
5c. Assessment and Reporting	Mapping students in the school with special needs
5c. Assessment and Reporting	Differentiating assessment tasks to accommodate students with special needs
5c. Assessment and Reporting	Using follow up assessments with your students to measure progress
5c. Assessment and Reporting	Providing written responses to students work
5c. Assessment and Reporting	Developing scoring rubrics or assessment criteria for assessments
5c. Assessment and Reporting	Sharing scoring rubrics or assessment criteria you have developed with colleagues
5c. Assessment and Reporting	Sharing scoring rubrics or assessment criteria you have developed with students, parents
5c. Assessment and Reporting	Reporting to parents each semester on templates developed by education authority or school
5c. Assessment and Reporting	Designing or collaborating on the design of reporting templates
5c. Assessment and Reporting	Evaluating the effectiveness of reporting
5c. Other Assessment and Reporting	Other (please identify)
6. Implementation of Teaching Practice	Team teaching
6. Implementation of Teaching Practice	Group work
6. Implementation of Teaching Practice	Systematic and explicit teaching (direct instruction)
6. Implementation of Teaching Practice	Discovery or project based learning

6. Implementation of Teaching Practice	Developmentally appropriate practices
6. Implementation of Teaching Practice	Planned for and accommodated students with special needs in your class
6. Implementation of Teaching Practice	Established and published (displayed) routines and expectations for your classroom
6. Implementation of Teaching Practice	Lessons requiring students to apply critical thinking or higher order thinking
6. Implementation of Teaching Practice	Explicitly taught research skills
6. Implementation of Teaching Practice	Performed a demonstration lesson
6. Implementation of Teaching Practice	Attended a demonstration lesson
6. Implementation of Teaching Practice	Attempted a 'new' technique for classroom behaviour management (ie, untried by you previously)
6. Implementation of Teaching Practice	Discussed classroom successes and failures with colleagues
6. Implementation of Teaching Practice	Invited advice or consultation from support personnel about classroom management strategies
6. Implementation of Teaching Practice	Used student achievement or outcomes to inform choice of teaching practice
6. Implementation of Teaching Practice	Implemented a 'new' teaching strategy (ie, untried by you previously)
6. Implementation of Teaching Practice	Provided critical supervision of a colleague in their classroom
6. Implementation of Teaching Practice	Been critically supervised by a colleague
6. Implementation of Teaching Practice	Promoted an 'open' classroom to colleagues
6. Implementation of Teaching Practice	Acted as a mentor
6. Implementation of Teaching Practice	Been mentored
6. Implementation of Teaching Practice	Undertaken action research in the classroom
6. Implementation of Teaching Practice	Conducted whole class discussion
6. Other Implementation of Teaching Practice	Other (please identify)
7. Maintenance of Professional Development	Attending professional development that is provided as required
7. Maintenance of Professional Development	Identifying the professional development you feel would be of most benefit and relevance for you and seeking out opportunities or providers
7. Maintenance of Professional Development	Identifying the professional development needs of colleagues
7. Maintenance of Professional Development	Recommending appropriate professional development to colleagues
7. Maintenance of Professional Development	Delivering professional development to colleagues
7. Maintenance of Professional Development	Delivering professional development to the wider educational community (beyond your own school)
7. Maintenance of Professional Development	Ensuring all staff have all necessary skills and update them regularly
7. Maintenance of Professional Development	Screening available professional development for that which is high quality, evidence based with a strong focus on student achievement and ensuring that your staff receives it

7. Maintenance of Professional Development	Restricting access to professional development of dubious quality, lacking in evidence with no clear connection to student achievement
7. Maintenance of Professional Development	Sharing professional development you have received with colleagues
7. Maintenance of Professional Development	The content of subject areas taught
7. Maintenance of Professional Development	Teaching practices
7. Maintenance of Professional Development	Literacy or Numeracy
7. Maintenance of Professional Development	Assessment and Reporting
7. Maintenance of Professional Development	IT
7. Maintenance of Professional Development	Mandatory policies
7. Other Maintenance of Professional Development	Other (please identify)
8. Participation in the School Community	Encouraging parent input into planning for learning
8. Participation in the School Community	Encouraging the input of parents and community as teaching resources
8. Participation in the School Community	Seeking feedback from parents about levels of satisfaction
8. Participation in the School Community	Attending parent teacher night and writing semester reports
8. Participation in the School Community	Arranging parent teacher night and overseeing the production of semester reports
8. Participation in the School Community	Organising translators as required to assist communication with parents
8. Participation in the School Community	Promoting the school to the local community
8. Participation in the School Community	Implementing protocols and agreed practices for communicating with parents
8. Participation in the School Community	Developing protocols and agreed practices for communicating with parents
8. Participation in the School Community	Arranging parent group meetings on a regular basis
8. Participation in the School Community	Attending parent meetings to discuss educational program and policy
8. Other Participation in the School Community	Other (please identify)

## APPENDIX B PSYCHOMETRIC METHODOLOGY

### Rasch Analysis

The Rasch analysis outcomes provide assurance that the survey was unidimensional - indicating that the items converged onto one scale. Unidimensionality is partly indicated by the internal reliability of the test, or the Person-Separation Index (PSI) out of a maximum statistic of 1. In this case the PSI was 0.951, with the other internal consistency indicator, Cronbach's alpha ( $\alpha$ ), equal to 0.952.

The power of the test of fit was also high, indicating that the sample size was large enough to reduce the effect of any sampling errors.

### Disaggregated Findings: The Standards

The questions from the self-assessment section of the survey were subject to psychometric analysis. This process was necessary to test the construct validity of the survey in order to determine whether it was measuring what it was designed to measure.

The Rasch model is a specific application of Item Response Theory (IRT). The Rasch model is a parametric model that requires medium to large sample sizes akin to what we have obtained in this study to provide accurate statistical evidence. Each item in the survey was subjected to a Rasch analysis using RUMM2020 software, and statistically verified using Conquest and SPSS.

### Refining the Scale

Analysis of each item revealed that a small number of particular types of questions did not fit well into the model. For example, Question 5 a, Item 12 did not fit the predicted model. Figure 5 shows the Item Characteristic Curve (ICC) for that item. The dots represent the performance of upper, middle and lower scoring participants, with the curve being the expected probability of providing a positive response to that item. The graph shows that the item did not sufficiently discriminate between the groups and hence was removed from the scale.

5. Knowledge of Teaching Areas - a) Curriculum and Programming

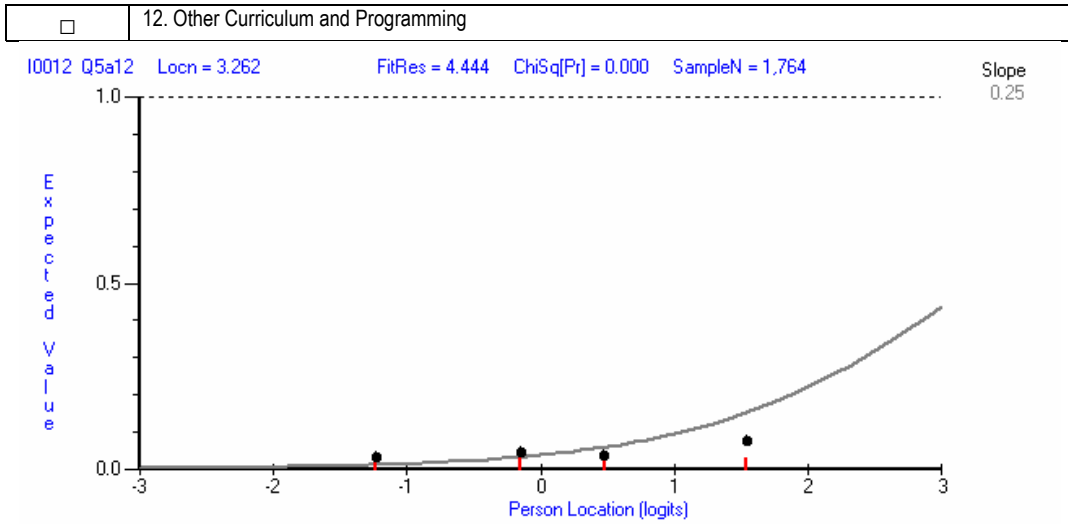


Figure 5: ICC for Question 5a, Item 12

## Differential Item Function (DIF)

Differential Item Functioning (DIF) is when a particular item favours a certain group over others in the survey. An example of DIF is exemplified in Figure 6. This item forms part of Section 8 *Participation in the School Community – ‘Organising translators as required to assist communication with parents’*. It can be seen that teachers from metropolitan schools over-perform in this question. This is understandable as translators are more readily available in metropolitan areas. Significant DIF as in this example indicates questions that may be biased against identified sectors of the sample population. In this example, the graph shown indicates that the Metropolitan sub-groups have appeared to score higher for this item than for the Regional and Remote sub-groups across the whole sample.

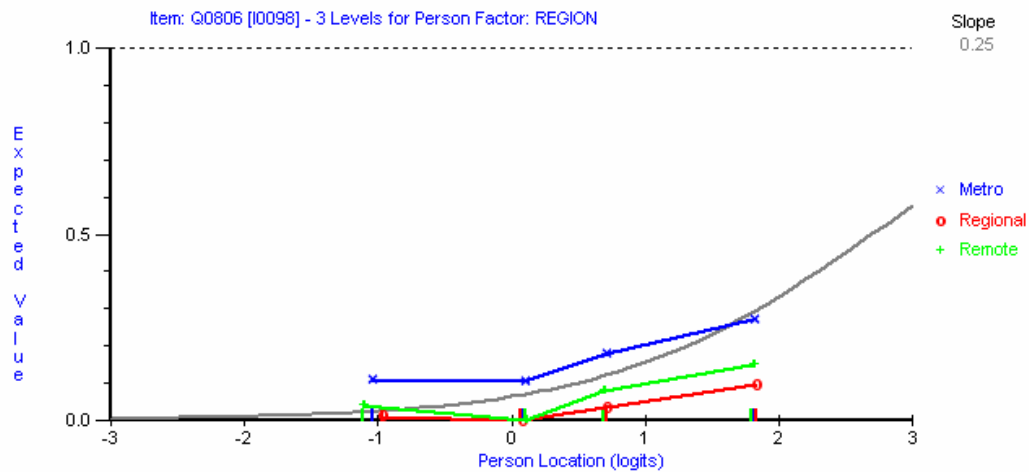


Figure 6: ICC with DIF by Region for Question 8 Item 6.

A number of items fell into this category. However, by examining the question content, any DIF shown was explainable by a similar investigation of the question content and context.

## Expected Item Responses

Figure 7 is an example of an almost ideal item characteristic curve that is highly sought after for use in robust measurement instruments. Figure 7 is then followed by several examples from each of the Question areas. 'Ideal' item characteristic curves imply that the observed values (the dots on the graphs) map closely to the curve provided by the value as predicted by the Rasch Model. While nothing is ever ideal, the graphs shown below are as good as one could hope for in an instrument that exhibits robust measurement properties. Each example describes the Question area and Question Content, followed by the ICC.

5b. Lesson Planning and Content

<input type="checkbox"/>	12. Piloted new resources
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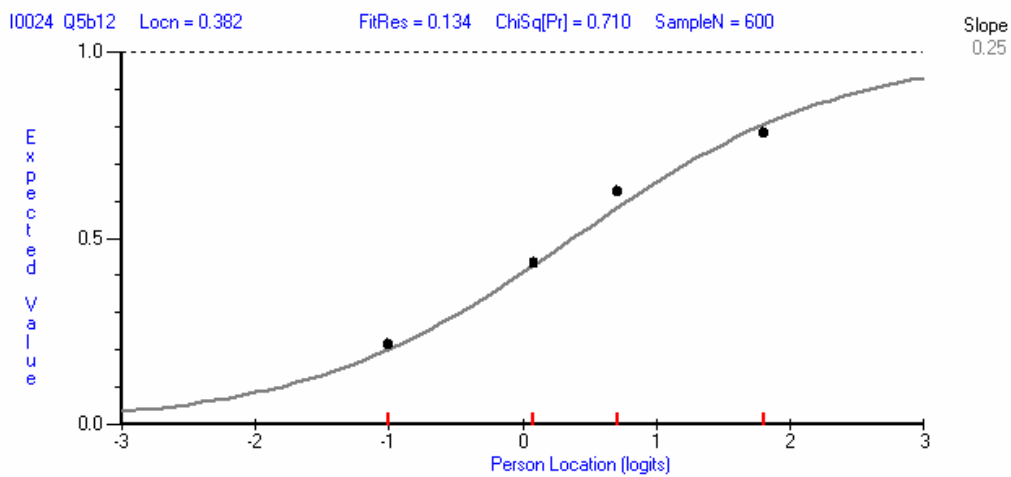


Figure 7: ICC for Question 5b Item 12.

6. Implementation of Teaching Practice

<input type="checkbox"/>	1. Team teaching
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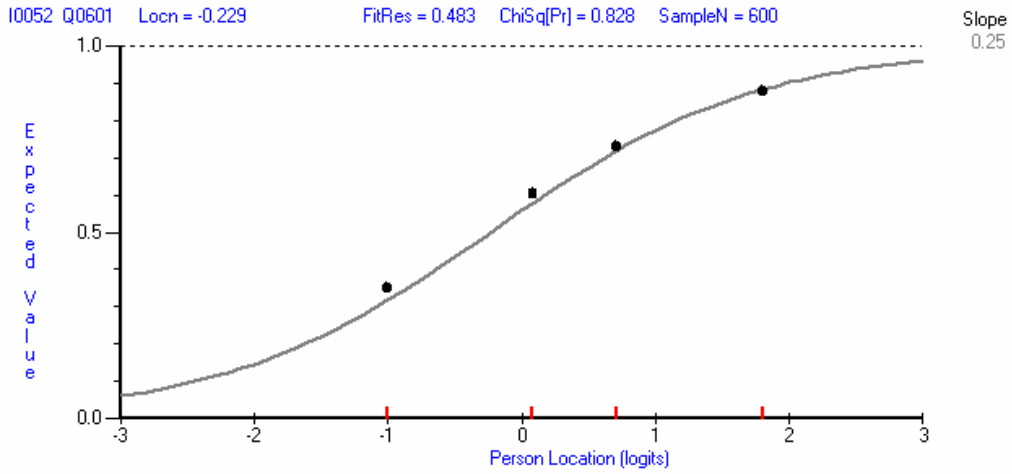


Figure 8: Question 6 Item 1

7. Maintenance of Professional Development

<input type="checkbox"/>	2. Identifying the professional development you feel would be of most benefit and relevance for you and seeking out opportunities or providers
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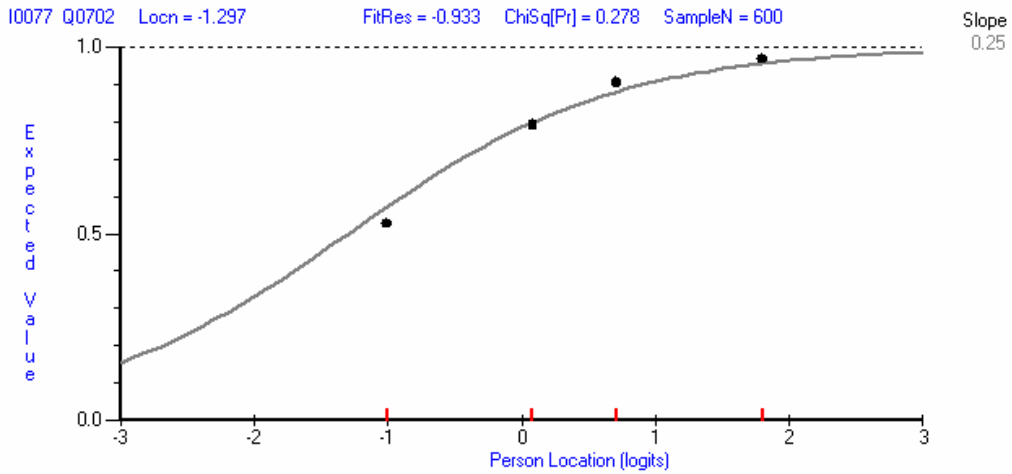


Figure 9: Question 7 Item 2

8. Participation in the School Community

<input type="checkbox"/>	8. Implementing protocols and agreed practices for communicating with parents
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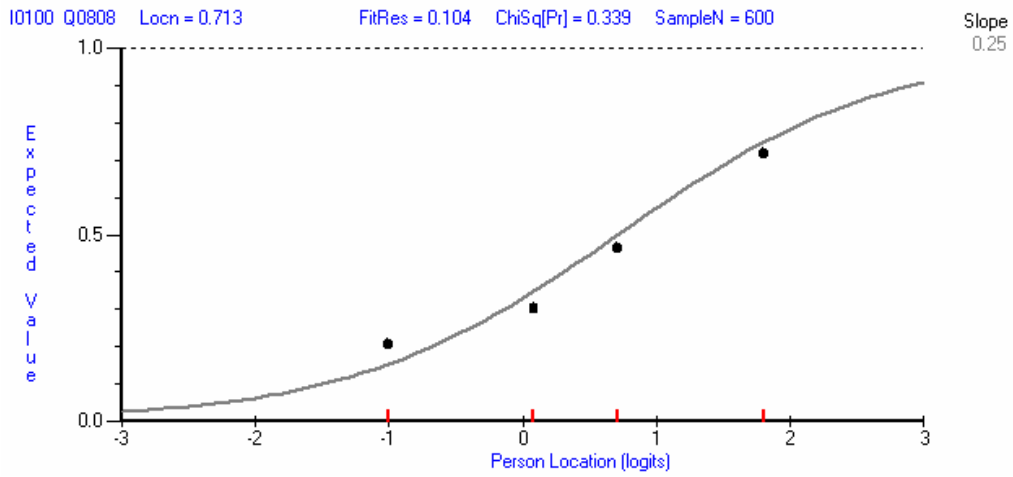


Figure 10: Question 8 Item 8