



Teacher Self-Assessment Tool

User guide

February 2017

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About the Teacher Self-Assessment Tool

The Teacher Self-Assessment Tool (the Teacher SAT) is an online questionnaire enabling teachers at all career stages, and in a range of contexts, to reflect upon their practice in accordance with the *Australian Professional Standards for Teachers*.

The Teacher SAT may be used for informal purposes of self-reflection, including:

- the identification of strengths and areas for further development, professional learning planning or to set career goals; and
- formal purposes, such as performance and development goal setting, reviews and national certification.

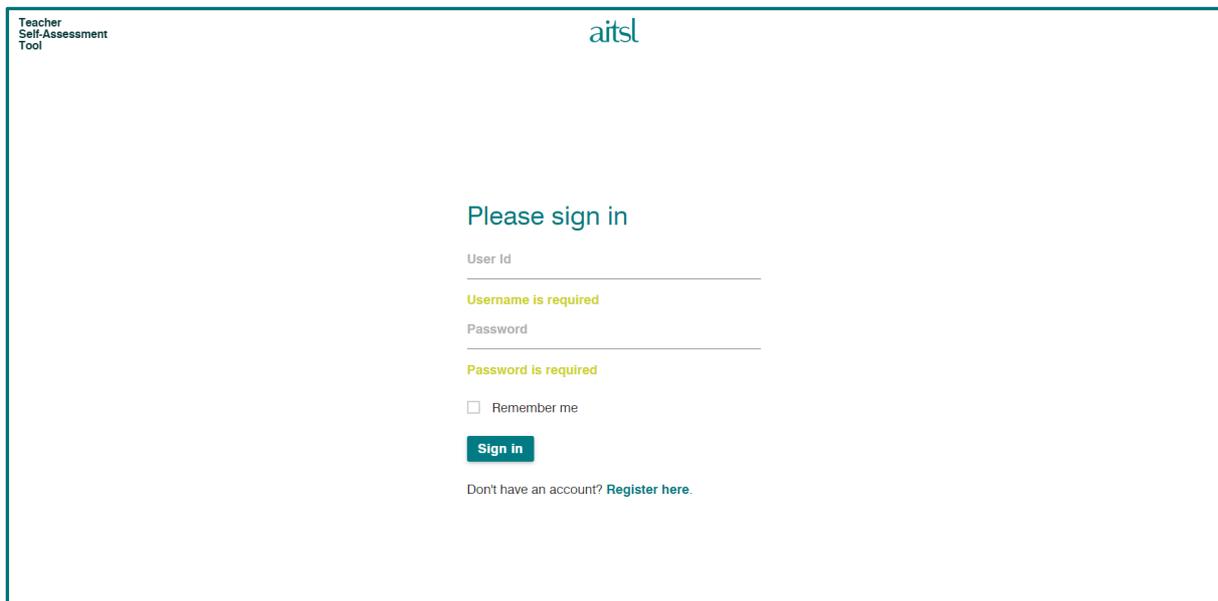
The questionnaire consists of 152 items addressing every focus area of the Standards, across all four career stages.

Upon completion of the Teacher SAT, users will be presented with a report that will help them identify where they are positioned within the Standards. The report allocates the user a career stage for each of the 37 focus areas of the Standards.



Accessing the Teacher SAT

The Teacher SAT is located at <http://tsat.aitsl.edu.au>.



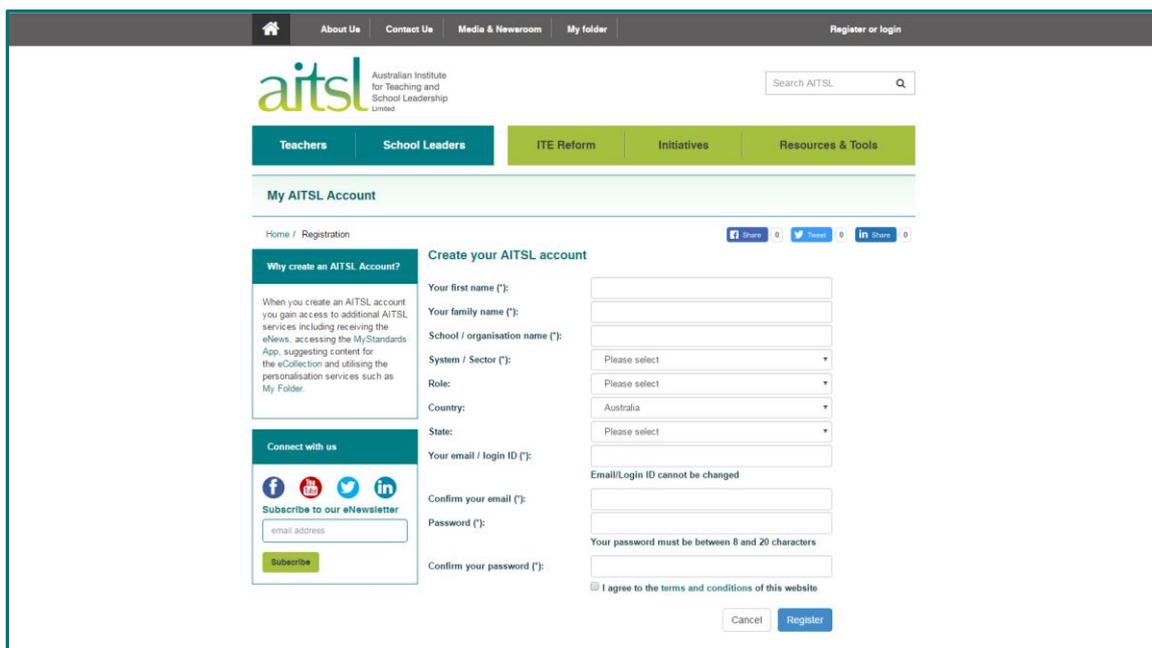
The screenshot shows the login page for the Teacher Self-Assessment Tool. The page has a dark header with the text 'Teacher Self-Assessment Tool' on the left and the 'aitsl' logo on the right. The main content area is white and features the heading 'Please sign in'. Below this heading are two input fields: 'User Id' and 'Password'. The 'User Id' field has a yellow error message 'Username is required' below it. The 'Password' field has a yellow error message 'Password is required' below it. There is a checkbox labeled 'Remember me' and a blue 'Sign in' button. At the bottom, there is a link that says 'Don't have an account? Register here.'

To access the Teacher SAT, you will need an AITSL account.

If you already have an AITSL account, you can use those login details at <http://tsat.aitsl.edu.au>.

If you have forgotten your password, you can reset it at www.aitsl.edu.au/reset.

To register for an account, complete the online form at www.aitsl.edu.au/userauth/user-registration. This will require setting up a unique username (your email address) and password. It is recommended that you use an email address that is unlikely to change.



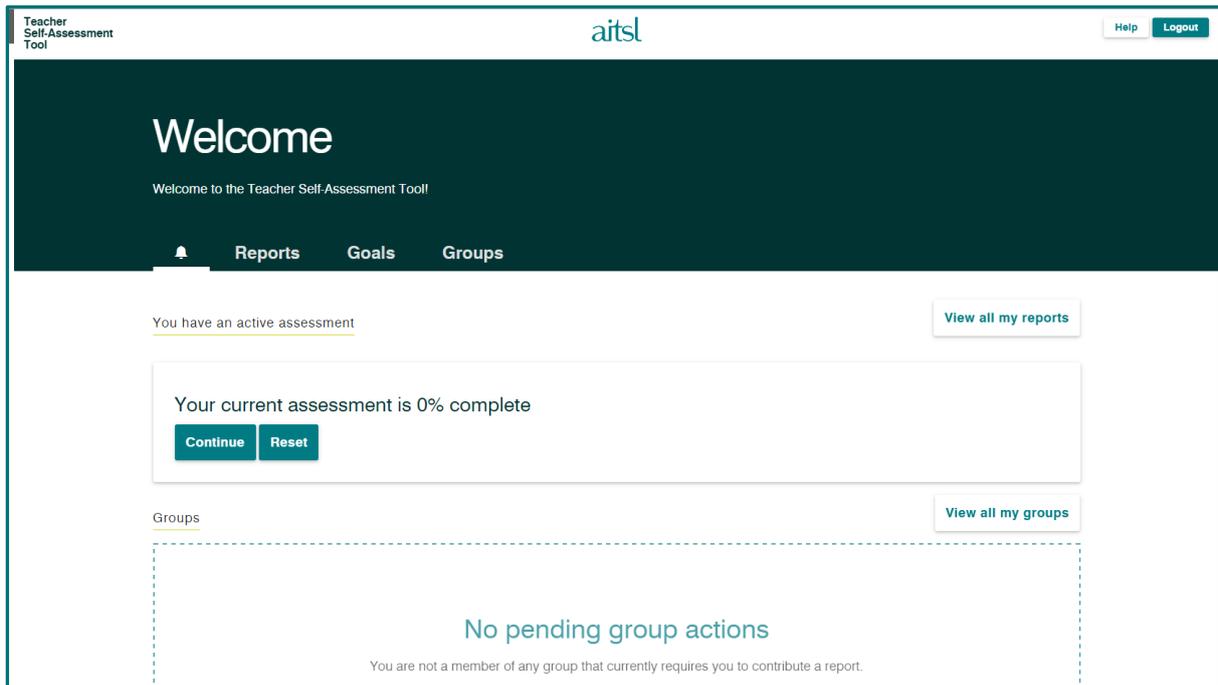
The screenshot shows the registration form on the AITSL website. The page has a dark header with navigation links: 'About Us', 'Contact Us', 'Media & Newsroom', 'My folder', and 'Register or login'. The main content area is white and features the AITSL logo and a search bar. Below the logo is a navigation menu with tabs for 'Teachers', 'School Leaders', 'ITE Reform', 'Initiatives', and 'Resources & Tools'. The main heading is 'My AITSL Account'. Below this is a sub-heading 'Create your AITSL account'. The form includes several fields: 'Your first name (*)', 'Your family name (*)', 'School / organisation name (*)', 'System / Sector (*)', 'Role', 'Country', 'State', 'Your email / login ID (*)', 'Confirm your email (*)', 'Password (*)', and 'Confirm your password (*)'. There are also dropdown menus for 'System / Sector', 'Role', 'Country', and 'State'. A note states 'Email/Login ID cannot be changed'. At the bottom, there is a checkbox for 'I agree to the terms and conditions of this website' and two buttons: 'Cancel' and 'Register'.

Once a new account has been created, confirmation will be sent to the registered email address.

Creating login details enables you to save your reports for later reference. You can complete the questionnaire on multiple occasions and compare your results over time.

Registering and setting up login details also ensures that you can partially complete the Teacher SAT and then login at a later point to continue your assessment.

If you are already logged into your AITSL account on your computer, phone or tablet you can go straight to your dashboard at <http://tsat.aitsl.edu.au>.



Top navigation pane

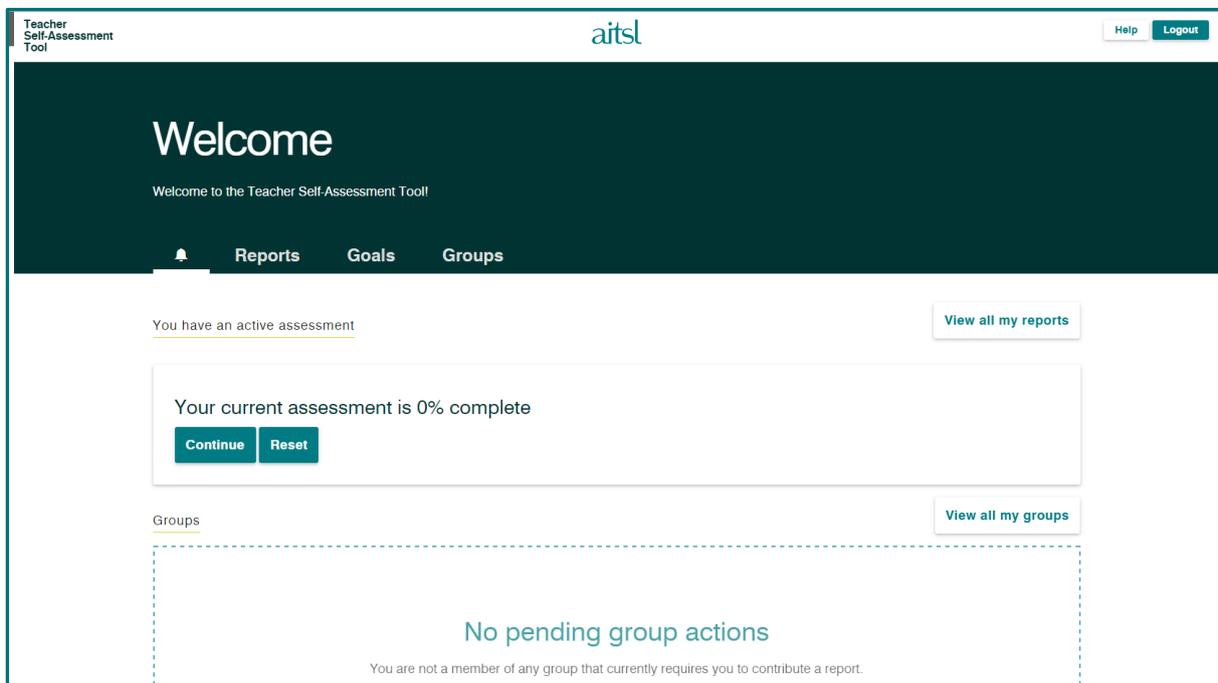
The dashboard includes a navigation pane near the top of the page.



- The bell-shaped notifications icon shows active assessments, pending group actions and active goals.
- “Reports” displays the reports from all your individual assessments, from earliest to latest. You can also access this by clicking “View all my reports” on the dashboard.
- “Goals” shows all active and completed goals. You can also access this by clicking “View all my goals” on the dashboard.
- “Groups” shows groups you are managing and groups that you are a member of. You can also access this by clicking “View all my groups” on the dashboard.

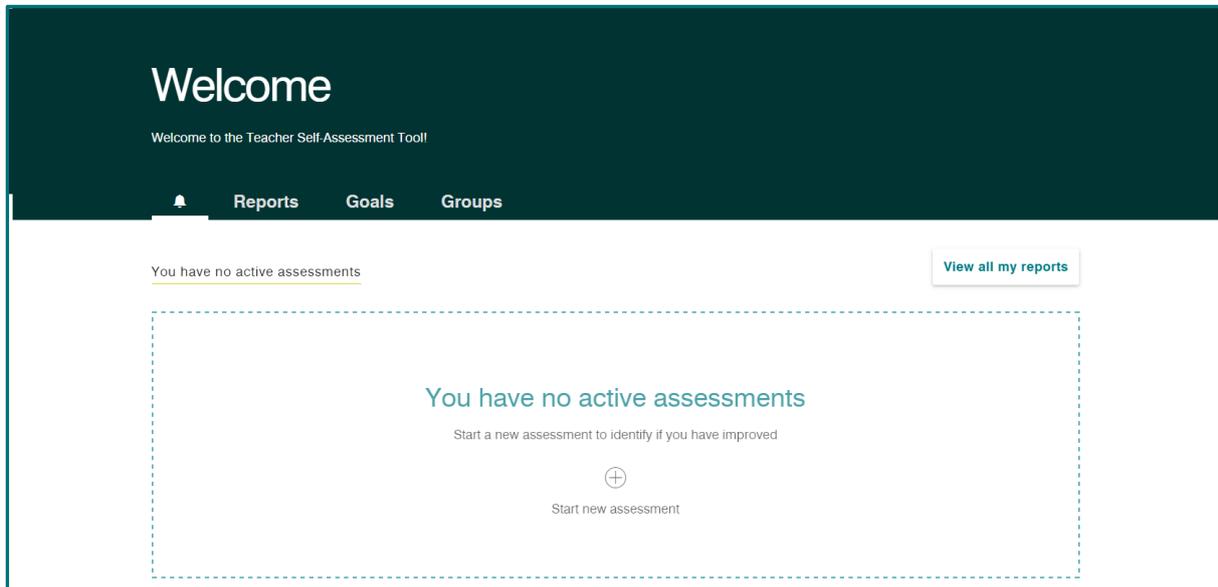
On the top right of the dashboard you will find:

- The “Help” button that will take you to www.aitsl.edu.au/tsat where you can access the user guide, FAQs and Teacher SAT terms and conditions.
- A button to logout.

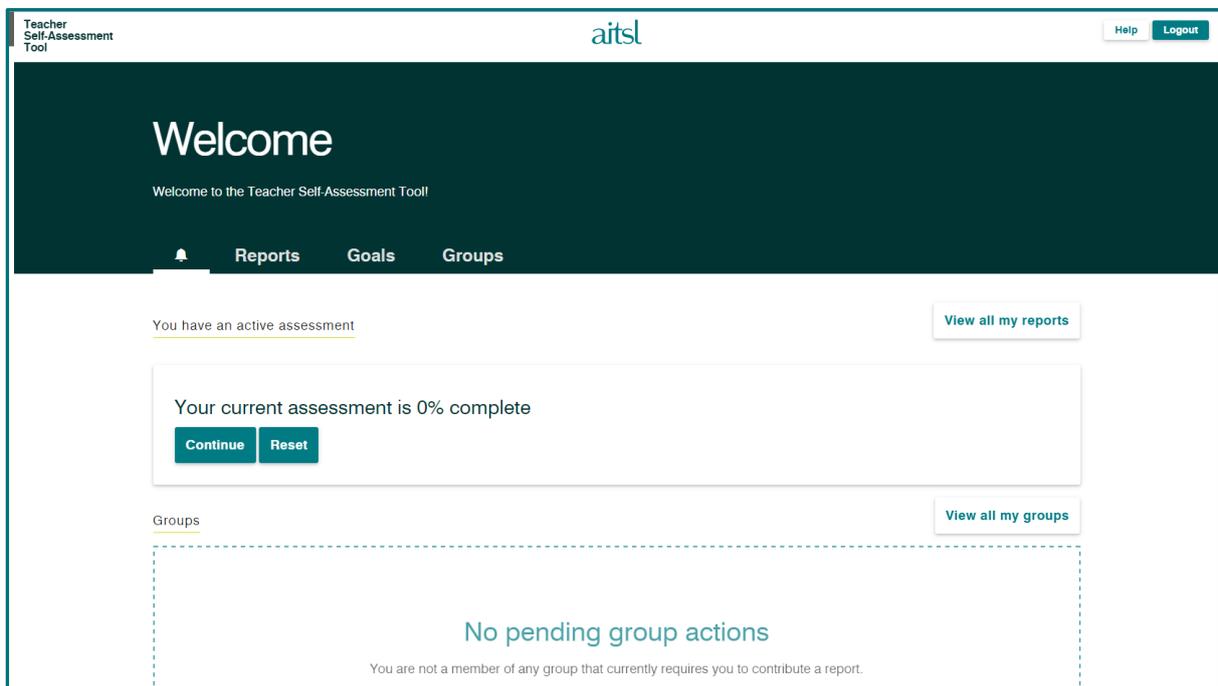


Starting the questionnaire

Click “Start new assessment” on the dashboard to begin a new assessment.



If you already have an active assessment, you can pick up where you left off by clicking “Continue”.



The blue progress bar in the questionnaire indicates the percentage of the questionnaire that has been completed so far.



The questionnaire consists of 152 items addressing every focus area of the Standards, across all four career stages. A Likert scale is used with the responses Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree.

The questionnaire does not need to be completed in one session. You can leave the Teacher SAT at any time by clicking the “Logout” button at the top right of the screen.

When next logging into the Teacher SAT, you will have the option to “Continue” your active assessment on the dashboard.



Reports

The “Reports” page lists all reports from your previous assessments on the Teacher SAT. All reports are identifiable by date. Each report has its own card; click on the card to access the report.

The screenshot shows the 'Reports' page interface. At the top, there is a dark teal header with the word 'Reports' in white. Below the header, there is a navigation bar with a bell icon and three tabs: 'Reports', 'Goals', and 'Groups'. The main content area has a white background. It starts with a notification: 'You have an active assessment' followed by a box that says 'Your assessment is 0% complete' with 'Continue' and 'Reset' buttons. Below this is a section titled 'Reports from previously completed assessments' which contains three report cards. Each card features a bar chart with four bars representing performance levels: Graduate, Proficient, Highly Accomplished, and Lead. The data for each card is as follows:

Assessment Date	GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
2 November 2016	24%	27%	46%	0%
24 January 2017	24%	27%	46%	0%
2 February 2017	22%	19%	57%	0%

Results are grouped by Standards, with all focus areas displayed for each Standard. You can navigate through the report by scrolling down the page or using the list of Standards on the right to jump to a particular Standard.

Each Standard will display a graph showing the percentage of focus areas within that Standard at each career stage. Scrolling down will reveal the career stage allocated for each individual focus area. The descriptor for the career stage allocated is shown to provide context.



There are a number of actions you can take based on your results:

- Add a goal: add professional learning goals, and list the actions you will take to achieve your goal. You can keep tracks of goals and actions in the “Goals” section of the Teacher SAT.
- Suggested resource 1: navigate to a recommended AITSL resource to help your development in this focus area.
- Suggested resource 2: navigate to another recommended resource for this focus area. Note that some focus areas will have only one suggested resource.

You can also print or save your results to PDF using the download icon at the top right of the page.

The “What’s changed?” toggle will become available once you complete the Teacher SAT multiple times. This will allow you to compare your most recent report to a previous one by filtering your report to show only those focus areas where your career stage has changed.

The report below shows that the user has been allocated the Highly Accomplished career stage for focus area 1.3 on their 2 February 2017 report, while on their 2 November 2016 report they were allocated the Graduate career stage.

2 February 2017 Report

Use this report to discover your strengths and areas for development.

🔔
Reports
Goals
Groups

Comparing **2 February 2017** with: 2 November 2016 Only show what's changed

Standard 1

Know students and how they learn

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

You can: Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

+ Add a goal
→ Suggested resource 1

Highly Accomplished

PREVIOUSLY
Graduate

Jump to:

- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5
- Standard 6
- Standard 7

Report Date	Graduate	Proficient	Highly Accomplished	Lead
2 November 2016	17%	17%	17%	17%
2 February 2017	0%	0%	67%	0%

Interpreting your report

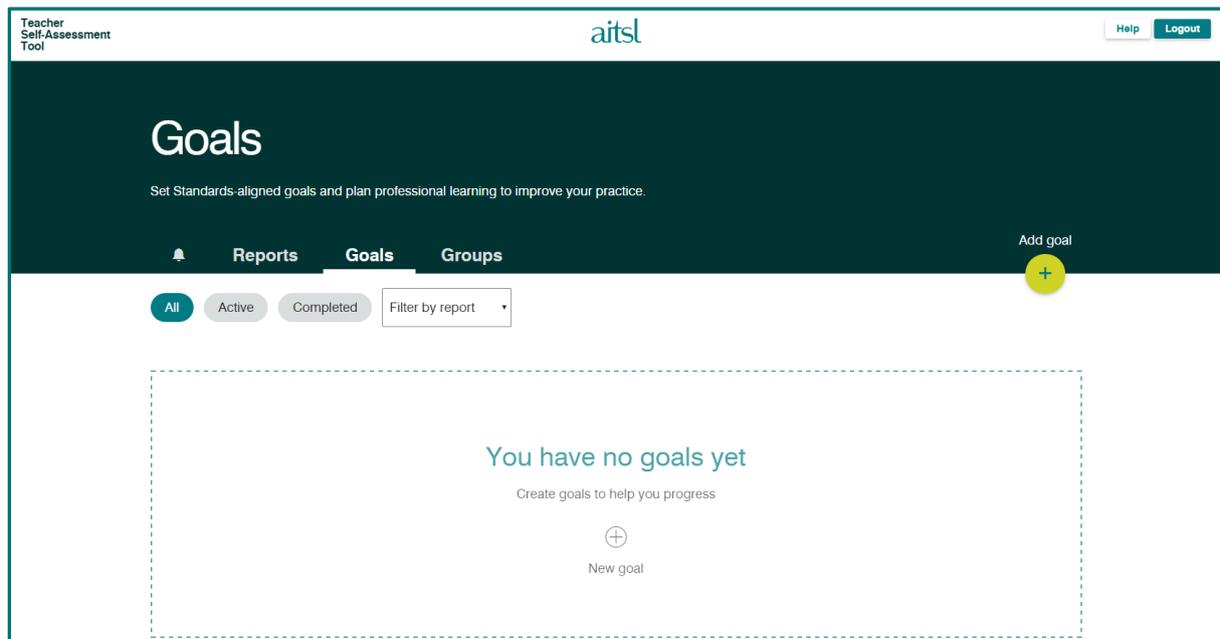
In order to make the most use of your report, you may wish to consider these questions:

- Are any of your results surprising?
- What do you think may account for unexpected results?
- Which Standards or focus areas do you think you should concentrate on for your professional development?
- What do you see as the most important area of development for you, given your context?
- How do your individual professional learning goals align with your school's priorities?
- How can you draw on the expertise of your colleagues to support your learning?
- Where do you want to see changes in 12 months' time?
- How do your results align with other data and evidence you have collected?
- If you have completed the Teacher SAT previously, what differences / improvements are reflected in the results? What developmental processes have you engaged in that may account for this?
- Are changes between the Teacher SAT results also reflected in other evidence or impact measures you have gathered?

Goals

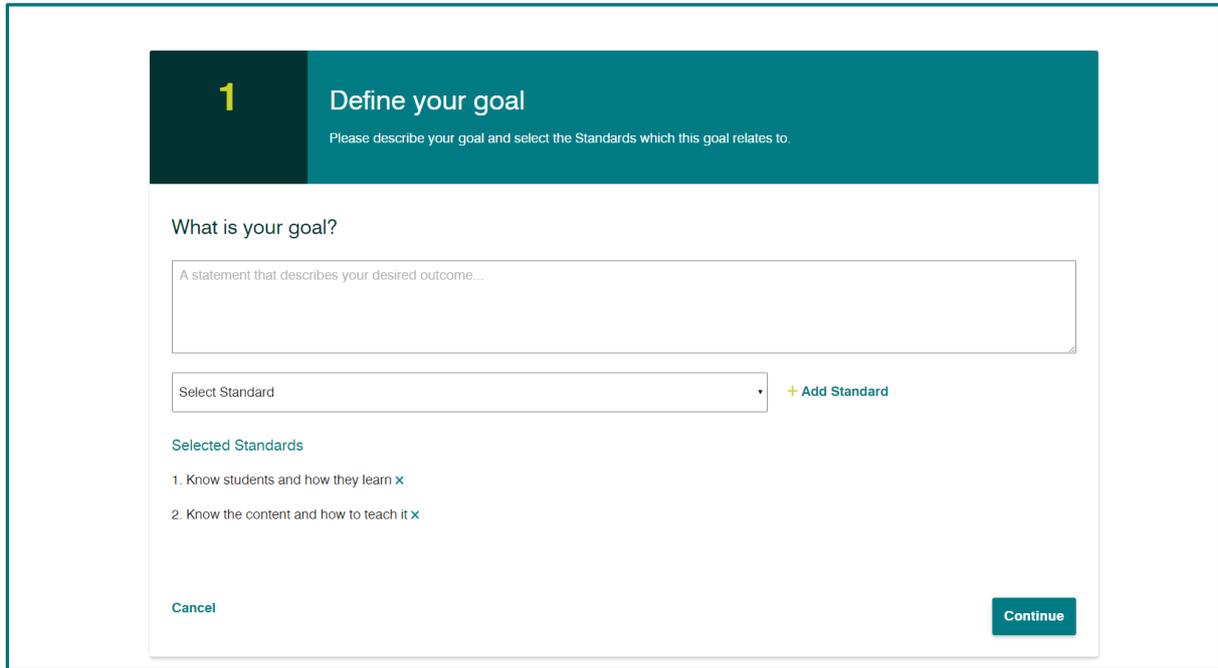
The “Goals” page allows you to set and monitor professional learning goals. These goals must be aligned to at least one focus area, although you can assign multiple focus areas to a single goal if you wish. Focus areas may be from multiple Standards.

To create a goal, click “New goal” inside the box, or the “Add goal” + button on the right-hand side.



The first step is to describe your goal in the text box. You will then need to assign a standard to your goal. Select a Standard from the dropdown menu, and then click “+ Add standard”.

Your Standard will then be added to the “Selected Standards” list. You may select multiple Standards. You may remove a Standard from the list by clicking the blue cross next to it.



The screenshot shows a user interface for defining a goal. At the top, a teal header contains the number '1' and the title 'Define your goal', with a subtitle 'Please describe your goal and select the Standards which this goal relates to.' Below the header, the question 'What is your goal?' is followed by a large text input field with the placeholder text 'A statement that describes your desired outcome...'. Underneath the text field is a dropdown menu labeled 'Select Standard' and a '+ Add Standard' button. Below these elements is a section titled 'Selected Standards' containing a list of two items: '1. Know students and how they learn x' and '2. Know the content and how to teach it x'. At the bottom left is a 'Cancel' button, and at the bottom right is a teal 'Continue' button.

Next, assign focus areas from the Standards you have selected by checking the box next to each relevant focus area. You may select multiple focus areas from each of your selected Standards.

2 Assign focus areas

Select which focus areas within the selected Standards this goal relates to.

Which focus areas does your goal relate to?

2. Know the content and how to teach it

2.1	Content and teaching strategies of the teaching area	<input type="checkbox"/>
2.2	Content selection and organisation	<input type="checkbox"/>
2.3	Curriculum, assessment and reporting	<input type="checkbox"/>
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	<input type="checkbox"/>
2.5	Literacy and numeracy strategies	<input checked="" type="checkbox"/>
2.6	Information and Communication Technology (ICT)	<input type="checkbox"/>

[Cancel](#) [Continue](#)

Next, you will list the actions you need to take to achieve your goal. The dropdown menu will provide you with a list of suggested activities. You can add specific detail next to these selections or define your own by selecting “Other”. You can add as many actions as you wish by using the “+ Add another action” button.

Click “Create goal” to finalise your goal.

2 Add action plan

Add activities and actions required to successfully complete your goal.

What actions do you need to do to achieve your goal?

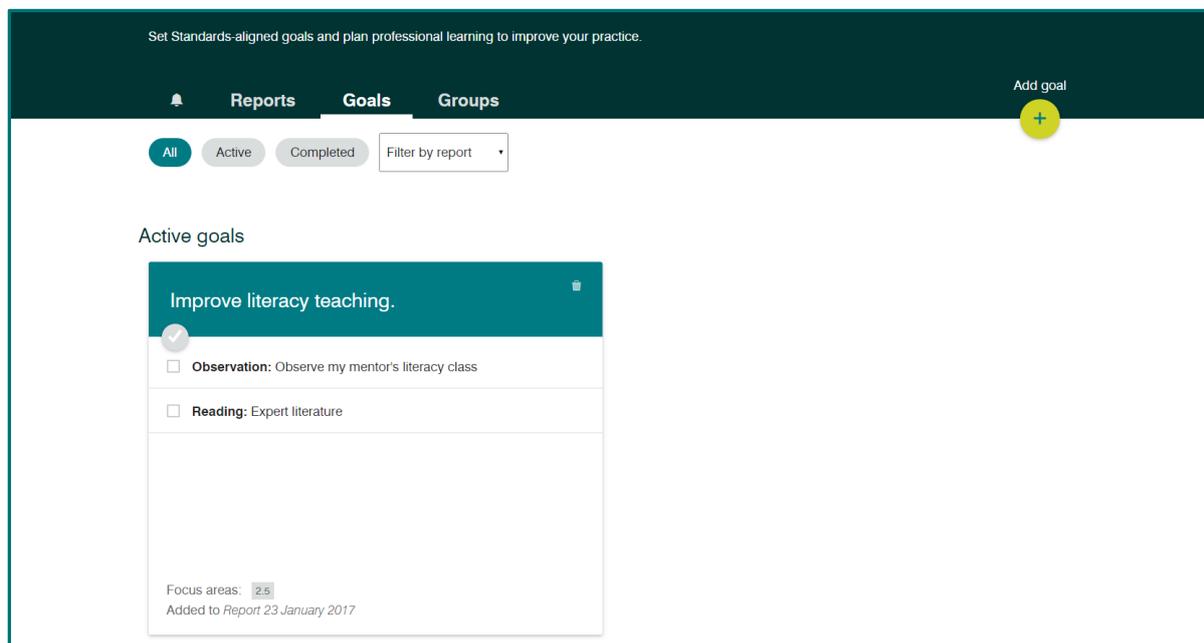
Observation	Observe my mentor's literacy class
Reading	Expert literature

[+ Add another action](#)

[Cancel](#) [Create goal](#)

Managing your goals

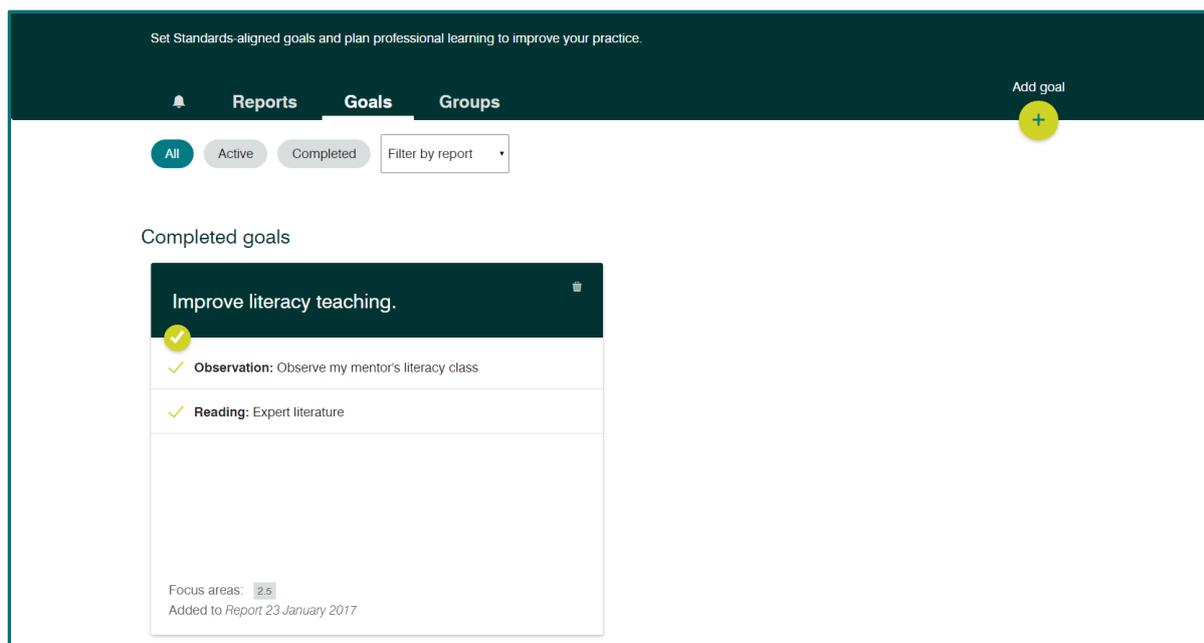
Your goal will now appear as a card in the “Active goals” section of your “Goals” screen.



You can mark actions as complete by checking the boxes next to them. When all actions are marked complete, your goal will automatically be moved to the “Completed goals” section.

You can also check the large tick in the top left of the card to mark the goal as complete even if you have not completed all the assigned actions. You can uncheck any completed goal or action to make them active again.

You can delete a goal at any time by clicking the trash icon.



Groups

The group Teacher SAT report gives an aggregate overview of the professional knowledge, practice and engagement of a group of teachers. This could be a school's entire staff, a cohort within that staff, such as a particular department or year level, or network groups such as professional learning communities across schools.

Schools can use the group report to plan whole-school professional learning goals and priorities.

The screenshot shows the 'Groups' management page. At the top, there is a navigation bar with 'Reports', 'Goals', and 'Groups' tabs, and an 'Add group' button with a plus sign. Below the navigation bar, it says 'You are managing 1 groups'. A table lists the group 'Middle school' with a start date of 10 February 2017, an end date of 28 February 2017, and 7 members. The completion bar is dark green, indicating 100% completion. There are edit and delete icons for this group. Below the table, there is a section for 'Contributed group assessments' which shows a message 'Group report not yet available' for the 'Middle school' group. Below this message, it says 'Created on 10 February 2017' and 'Closing 28 February 2017'. There is a 'Withdraw report' button.

Group name	Start	End	Members	Completion
Middle school	10 February 2017	28 February 2017	7 members	<div style="width: 100%; height: 10px; background-color: #004a3d;"></div>

Contributed group assessments

Group report not yet available

Middle school
Created on 10 February 2017
Closing 28 February 2017

[Withdraw report](#)

Participating as a member of a group

Most users of the group Teacher SAT will begin as an invited member of a group. The group creator will send invitations to their colleagues' email addresses, which will arrive from teachersat@aitsl.edu.au.

This email will contain a link to accept or decline the invitation. If the user accepts the invitation, they will need to create or log into an AITSL account. If you already have an AITSL account, you do not need to create a separate account to use the group functionality.

Groups you have been invited to, but have yet to contribute a report to, are listed as incomplete group assessments.

You may opt out of participating in a Teacher SAT group report by declining the invitation.

Beneath each group that you have yet to submit a report to, you will have the option to complete a new report by taking the questionnaire or submitting any of your previously completed reports by clicking on the card.

The screenshot displays the 'Groups' section of the Teacher SAT interface. At the top, there is a dark teal header with the word 'Groups' in white. Below the header, a navigation bar contains 'Reports', 'Goals', and 'Groups' (which is highlighted), along with an 'Add group' button with a plus sign. The main content area shows a notification: 'You have 1 incomplete group assessment'. Below this is a 'Test' card with a calendar icon showing '10 DAYS LEFT'. The card also indicates it was 'Created on 20 January 2017' and is 'Closing 21 January 2017'. Underneath the test card, there is a section titled 'Select a report to submit to this group assessment.' This section contains a dashed box with a plus sign and the text 'New report', and two report cards for '2 November 2018'. Each report card features a bar chart with four bars representing performance levels: Graduate, Proficient, Highly Accomplished, and Lead. The first report card shows 24% for Graduate, 27% for Proficient, 48% for Highly Accomplished, and 0% for Lead. The second report card shows 19% for Graduate, 41% for Proficient, 38% for Highly Accomplished, and 0% for Lead.

Performance Level	Report 1 (2 Nov 2018)	Report 2 (2 Nov 2018)
GRADUATE	24%	19%
PROFICIENT	27%	41%
HIGHLY ACCO...	48%	38%
LEAD	0%	0%

After you have submitted the report, the group will be moved to “Contributed group assessments”.

The screenshot displays the 'Groups' management page. At the top, there are navigation tabs for 'Reports', 'Goals', and 'Groups', along with an 'Add group' button. Below the navigation, it states 'You are managing 1 groups'. A table lists the group details:

Group name	Start	End	Members	Completion
Middle school	10 February 2017	28 February 2017	7 members	<div style="width: 100%; height: 10px; background-color: #004a4a;"></div>

Below the table, under 'Contributed group assessments', there is a card for the 'Middle school' group. The card indicates 'Group report not yet available' and provides the following details:

- Group name: Middle school
- Created on: 10 February 2017
- Closing: 28 February 2017
- Action: [Withdraw report](#)

The group report will not be made available until either:

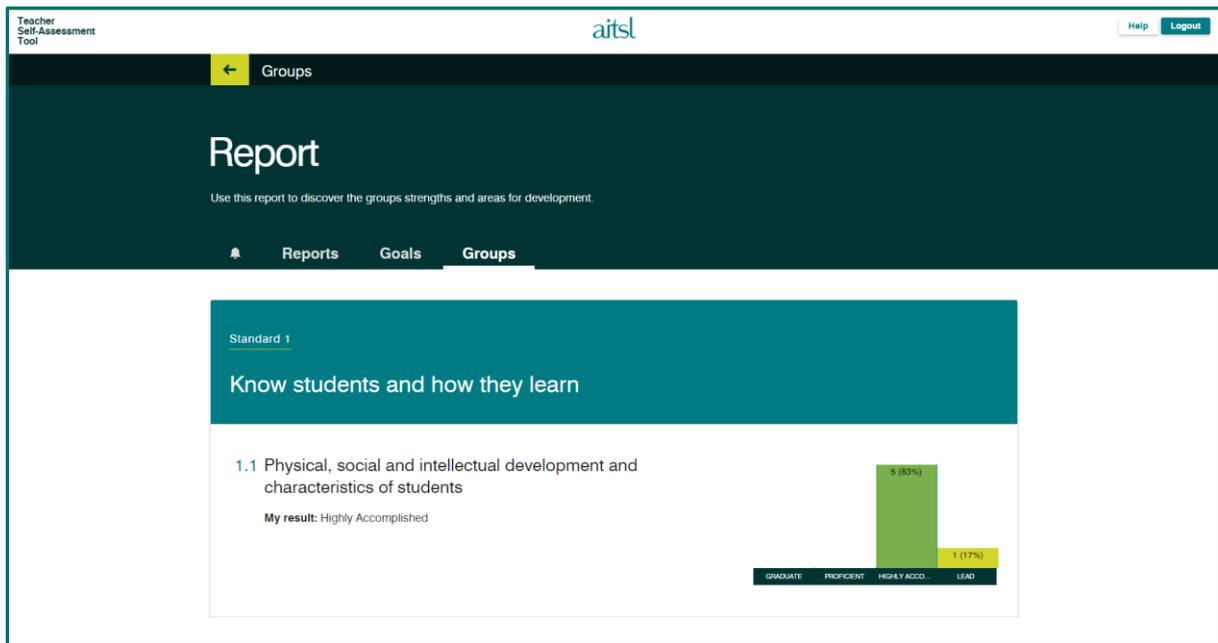
- at least five members have contributed a report and the group creator chooses to close the group; or
- at least five members have contributed a report and the time the group creator assigned for submissions has elapsed.

You may withdraw a contributed report at any time before the group report is made available. Once the group report is available, you may not withdraw your submitted report.

Group report

The group report displays how many members self-assessed at each career stage, for every focus area. Individual members are not identified in the group report, however each career stage will display the total number of group members allocated that stage and percentage of the group represented in the graph.

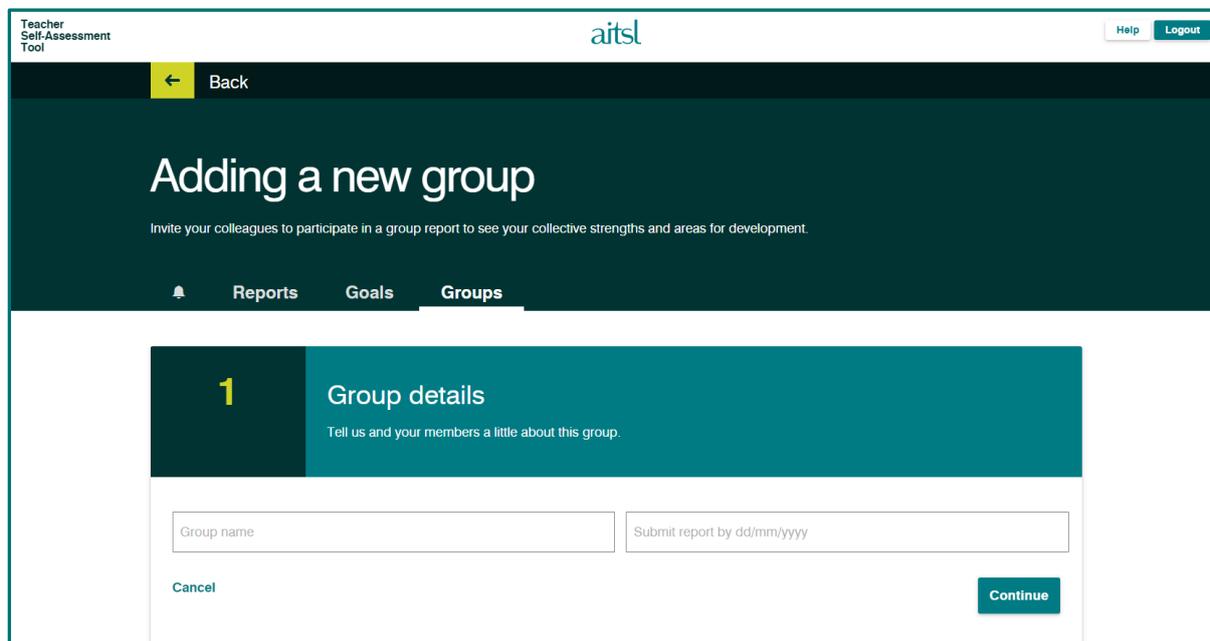
Each member's group report will also display their individual result for personal comparison with the group. However, only you will be able to see your individual results. No one else in the group will be able to see your individual results.



For further information and support on interpreting and discussing group reports, please see the [Teacher SAT Groups User Guide](#).

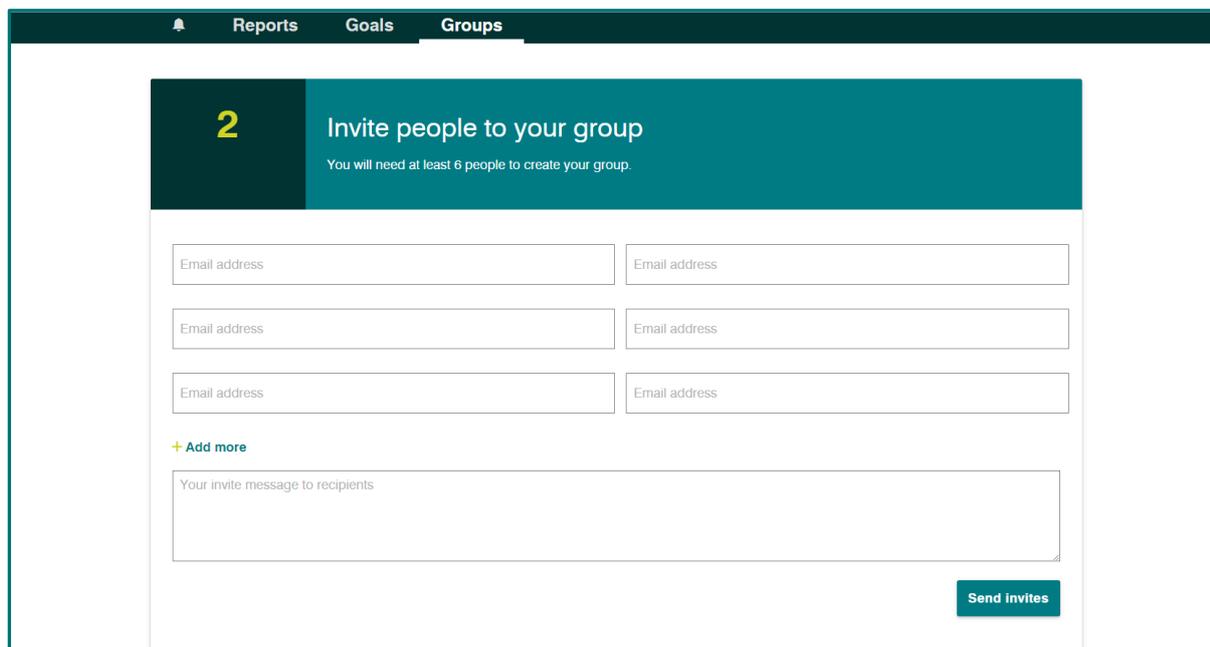
Creating a group

To create a group, begin by clicking “Add group” on the “Groups” page. A dialogue box will appear asking you to enter a group name and closing date. The date needs to be entered in dd/mm/yyyy format, e.g. 24/01/2017.



The screenshot shows the 'Adding a new group' form in the Teacher Self-Assessment Tool. The page title is 'Adding a new group' with the subtitle 'Invite your colleagues to participate in a group report to see your collective strengths and areas for development.' The navigation menu includes 'Reports', 'Goals', and 'Groups'. The form is titled '1 Group details' and includes the instruction 'Tell us and your members a little about this group.' It features two input fields: 'Group name' and 'Submit report by dd/mm/yyyy'. There are 'Cancel' and 'Continue' buttons at the bottom.

You will then be asked to invite members to your group by entering their email address. There must be at least five contributing members (including the group creator, if they are submitting an individual report to the group). You may invite as many members to a group as you wish.



The screenshot shows the 'Invite people to your group' form in the Teacher Self-Assessment Tool. The page title is 'Invite people to your group' with the subtitle 'You will need at least 6 people to create your group.' The navigation menu includes 'Reports', 'Goals', and 'Groups'. The form is titled '2 Invite people to your group' and includes six input fields for email addresses arranged in a 3x2 grid. There is an '+ Add more' link below the input fields. At the bottom, there is a text area for 'Your invite message to recipients' and a 'Send invites' button.

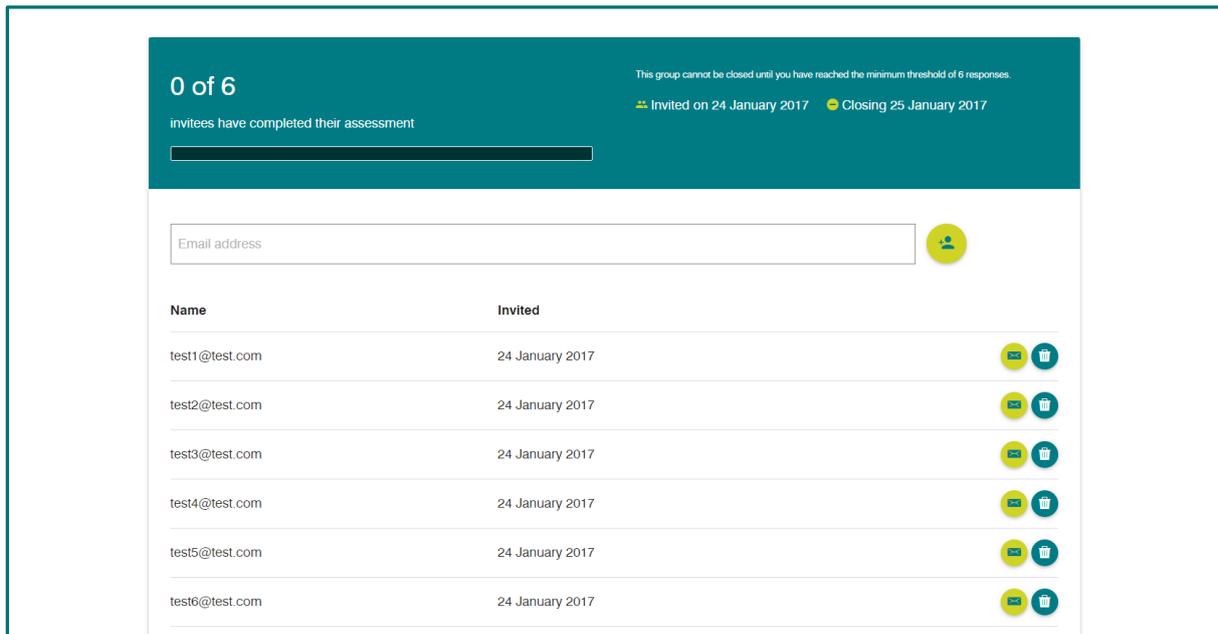
When you click “Send invites” the system will automatically generate an email invitation to all addresses entered. The email will include information about the Teacher SAT and group report, as well as options to accept or decline the invitation. You may add a

customised message to this content in the text box “Your invitation message to recipients”.

You will then be taken to a page providing summary information about your group, including how many members have submitted a report, a list of invited members and when they were invited. Group creation and closing dates will also be displayed.

You can invite additional members using the text box at the top of the page. You can also resend invitations to members, or remove them from the group. Note that a group requires at least five members to submit individual reports to generate a group report.

An automatic reminder will be sent to members who have not submitted a report prior to the group closing date.



The screenshot displays a group management interface. At the top, a teal header shows '0 of 6' invitees have completed their assessment. A progress bar is below this. To the right, it states 'This group cannot be closed until you have reached the minimum threshold of 6 responses.' and shows 'Invited on 24 January 2017' and 'Closing 25 January 2017'. Below the header is an 'Email address' input field with a user icon. A table lists invited members with their names and dates. Each row has 'Resend' and 'Remove' icons.

Name	Invited	Resend	Remove
test1@test.com	24 January 2017	✉	🗑️
test2@test.com	24 January 2017	✉	🗑️
test3@test.com	24 January 2017	✉	🗑️
test4@test.com	24 January 2017	✉	🗑️
test5@test.com	24 January 2017	✉	🗑️
test6@test.com	24 January 2017	✉	🗑️

You can manage your group on the “Groups” page. This will enable you to change the closing date, or delete the group. Once a group report has been generated, the group cannot be deleted by a user, including the group creator.

Teacher SAT webpage

Full details about the Teacher SAT are available on the AITSL webpage at www.aitsl.edu.au/tsat. This page provides information about how to use the Teacher SAT, terms and conditions, and frequently asked questions that explain how the tool supports teachers in:

- reflecting against the Standards
- performance and development
- planning for professional learning
- self-assessing readiness for national certification at the Highly Accomplished or Lead career stage.

Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers (Standards), endorsed by all the Australian state and territory Education Ministers in December 2010, underpin the Teacher SAT.

The Standards and their descriptors represent effective, contemporary teaching practice throughout Australia. The key elements of quality teaching are described in the Standards. They articulate what teachers are expected to know and be able to do at four career stages: Graduate, Proficient, Highly Accomplished and Lead. The stages reflect the continuum of a teacher's developing professional expertise, from undergraduate preparation through to being an exemplary classroom practitioner and a leader in the profession.

The Standards also inform the development of professional learning goals, provide a framework by which teachers can have a common language to discuss their own and their colleagues' practice, plan their professional learning, set performance and development goals, and self-assess and reflect on practice.

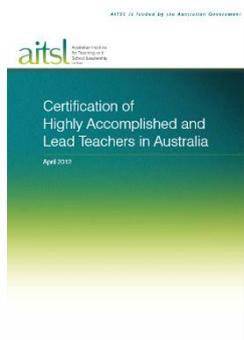
Teachers can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements.

The development of the Standards included a synthesis of the descriptions of teachers' knowledge, practice and professional engagement. The Standards are used by teachers, school leaders, teacher accreditation and registration authorities, employers and professional associations. Each descriptor has been informed by teachers' understanding of what is required at different stages of their careers. An extensive validation process involving almost 6000 teachers ensured the Standards were informed and shaped by the profession.



Connections to other teacher quality initiatives

Teacher certification

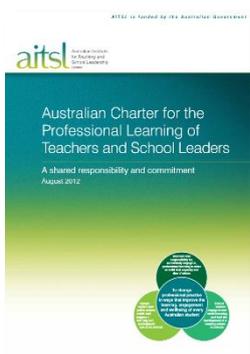


The Teacher SAT may help you consider undertaking national certification as a Highly Accomplished or Lead teacher. If your assessment results indicate you are at the Highly Accomplished or Lead career stage for a significant number of focus areas, you may be ready to consider applying for national teacher certification as part of your continued professional development. However, the Teacher SAT results should be used with other evidence from your practice in making this decision.

Please note that teacher certification is not available in some jurisdictions.

Find more information about [national certification of Highly Accomplished and Lead Teachers in Australia](#).

Professional learning



The Teacher SAT assists teachers to self-identify areas of strength and areas for development, which will enable them to plan their own professional learning as described in the *Australian Charter for the Professional Learning of Teachers and School Leaders* (the Charter).

Find more information about the [Australian Charter for the Professional Learning of Teachers and School Leaders](#).

Performance and development



The Teacher SAT provides opportunities for teachers to self-identify areas of strength and development against the Australian Professional Standards for Teachers. This can be used to inform the development of performance goals, provide a framework by which teachers map progress against goals, and support self-reflection and planning for professional learning. Teachers can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements.

Find more information about the [Australian Teacher and Performance and Development Framework](#).