

Teacher Growth Guide 8.1

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Emerging			Developing			Proficient			Distinguished		
8E1) The emerging teacher...			8D1) The developing teacher also...			8P1) The proficient teacher also...			8S1) The distinguished teacher also...		
Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.			Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.			Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.			Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.		
Professional Frames											
Evidence of Commitment <i>Professional development plan documents self-assessment and reflection strategies</i>			Evidence of Commitment <i>Professional development plan documents ongoing self-assessment and reflection strategies</i>			Evidence of Commitment <i>Documents reflections on his/her instructional process and results that impact future planning</i>			Evidence of Commitment <i>Can provide direction and mentoring on maintaining effective professional development plans</i>		
Evidence of Practice <i>Engages in self-assessment and problem solving on improving their overall impact on student learning</i>			Evidence of Practice <i>Observations and conferences indicate attention to reflective practice and professional improvement</i>			Evidence of Practice <i>Uses reflections to direct future instruction and monitors the progress and evaluates results</i>			Evidence of Practice <i>Evidence of leadership in data teams, grade-level or vertical teaming and in working with colleagues to become a reflective practitioner</i>		
Evidence of Impact N/A			Evidence of Impact N/A			Evidence of Impact N/A			Evidence of Impact N/A		
Score = 0	1	2	3	4	5	6	7				

Possible Sources of Evidence

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Professional Commitment			
<ul style="list-style-type: none"> • Lesson planning • Evaluation data • Professional development request list • Mentor log/agenda/notes • List of resources • Posted procedures/policies • Professional growth plan 	<ul style="list-style-type: none"> • New student activities • Behavior management plans and lesson plans • Attendance data, classroom rules, etc. • Coaching/Modeling log • Presentation artifacts – agenda, hand outs, video 	<ul style="list-style-type: none"> • Building/District committee Participation - preparation and documentation (professional development, PLC, etc.) • Professional Membership and /or committee leadership (documentation) • Professional development attendance log/artifacts 	<ul style="list-style-type: none"> • Regional or State Committee participation (documentation) • Meeting log, agenda, and notes supporting participation on data team, grade-level, vertical team or other • Reflective journal
Professional Practice			
<ul style="list-style-type: none"> • Demonstrates the capacity to reflect on and improve their own practice • Uses new learning to positively benefit student learning • Shares new knowledge and expertise with colleagues • Actively pursues professional development and learning opportunities 	<ul style="list-style-type: none"> • Creates, evaluates, and procures resources for professional development • Builds expertise and experience to assume different instructional or leadership roles • Collaborates with colleagues on a wide range of tasks and committees 	<ul style="list-style-type: none"> • Participates in school-wide decision making • Serves as an active member on the school improvement planning committee • Participates or chairs the Professional Development Committee 	<ul style="list-style-type: none"> • Serves as a mentor, model or coach for colleagues • Maintains all required documentation • Follows school and district policies and procedures