Method Components

Reflection

Reflection involves playing back an event or experience in your mind for a period of time to gain insight about yourself or your behavior. Reflection on professional practice plays a major role in expanding our knowledge base and bringing together theory and practice.

Meaningful reflection requires teachers to be self-aware, honest, and open about areas of growth. Reflection should occur shortly after an experience, so the details of the actions remain clear. Reflecting on professional practice is often the first step in selecting a focus for self-assessment.

LEARN — REFLECT — PRACTICE — SHOW MASTERY — DISPLAY

Self-Assessment of Professional Practice

Teacher self-assessment is a process in which teachers make judgments about the adequacy and effectiveness of their own knowledge and performance. Self-assessment allows teachers to assess their current professional practice to:

- Reflect on their performance based on a range of professional practice indicators
- Gather and reflect on multiple artifacts and pieces of evidence
- Draw conclusions about their own impact on their students and their school
- Set goals for their professional learning

Self-evaluation data should be used as a formative assessment to improve professional practice and student outcomes.

Recommended steps for self-assessment of professional practice:

1. Select a self-assessment tool that aligns to the framework or standards used for summative teacher evaluation in your state. Several self-assessment tools are provided in the Resource section of this micro-credential.

2. Identify a domain for focused self-assessment that will lead to professional growth. You might reflect on recent lessons you've taught, or you might consult your supervisor or a colleague to identify a domain for self-assessment that aligns to your own evaluation or school improvement goals.

3. Review the framework for the expected level of performance in the selected domain or component.

4. Consider evidence from your own professional practice in determining your current level of performance. Educators must be able to support their own self-assessment with evidence that validates a self-imposed rating.

5. Identify your current performance level as aligned to the framework.

Method Components

What makes a PGP strong?

A professional growth plan (PGP) provides an opportunity for educators to set specific goals and create action plans that will help them improve their professional practice and help their students meet more rigorous standards. (Sample PGP templates are included in the Resources section).

LEARN **REFLECT** **PRACTICE** **SHOW MASTERY** **DISPLAY**

What is the purpose of a PGP?

A professional growth plan (PGP) provides an opportunity for educators to set specific goals and create action plans that will help them improve their professional practice and help their students meet more rigorous standards. (Sample PGP templates are included in the Resources section).

Guiding Questions for PGP Development:

1. What areas of strength do I currently have related to the content knowledge of the subject I teach? What strengths do I have in planning instructional outcomes in my content area that meet the needs of all learners?

2. What strengths do I currently have to manage and maintain a classroom environment conducive to learning for all students?

3. What are my strengths related to the use of instructional strategies and evidence-based practices to engage all learners in my content area? How well do I use formative assessments to monitor student progress and adjust my instruction?

4. What are my professional strengths in communicating with parents and colleagues? Do I maintain professional dispositions when I provide and receive feedback?

5. What goals do I need in place to prepare myself to be a better teacher? What intentional steps do I need to take to achieve my desired outcomes? What timeline is appropriate? How will I know I have reached my goals?