

## Progression for Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### 1. The teacher engages in continuous professional learning to more effectively meet the needs of each learner.

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<p>The teacher engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences. (5r; 9a; 9b; 9k; 9n; 10f; 10t)</p> <p>The teacher completes professional learning processes and activities required by the state in order to meet re-certification or re-licensure requirements. (9b; 9k; 9n; 10t)</p> <p>The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d)</p>	<p><i>And...</i></p> <p>Based on reflection and other sources of feedback, the teacher takes responsibility for his/her self-assessment of practice and ongoing professional learning by seeking out and participating in professional learning experiences to address identified needs and areas of professional interest. (9a; 9b; 9k; 9n; 10t)</p> <p>The teacher engages in professional learning experiences that broaden her/his understanding of learner development and diverse needs in order to increase the level of personalization of practice. (9b; 9l)</p>	<p><i>And...</i></p> <p>The teacher collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs. (9c; 9l; 10r)</p> <p>The teacher engages and leads colleagues within the school/district/community in designing and implementing professional learning experiences that address identified needs to improve practice. (9b; 9n; 10f; 10i; 10t)</p>

Shift to increased ability to:

Assume ownership and responsibility for ongoing professional learning connected to learner needs

Collaborate with colleagues to design and implement professional learning for self and others

Developed through professional learning that will, for example:

#### BUILD SKILLS ON HOW TO DEVELOP A PROFESSIONAL GROWTH PLAN

- ❖ Work with a coach/mentor to determine needs, set goals, and identify individually focused learning experiences to improve practice and student learning
- ❖ Share plan with key colleagues for feedback
- ❖ Examine own teacher evaluation data and identify strengths and areas for growth

#### STRENGTHEN ANALYSIS AND REFLECTION ON LEARNER NEEDS

- ❖ Keep journal on how teaching impacts student learning and identify potential areas of growth for self and learners
- ❖ Consult with grade level or content area team for professional learning options that can support learners

#### EXPAND SKILLS IN FACILITATING ADULT LEARNING

- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop facilitation/coaching skills for working with adult learners
- ❖ Seek feedback from mentor(s) to refine skill in working with adult learners

#### BUILD SKILL IN DESIGNING PROFESSIONAL LEARNING EXPERIENCES TO IMPROVE PRACTICE

- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to augment skill in developing targeted professional learning experiences for adult learners
- ❖ Use grade-level or subject area team meetings to seek feedback on planning appropriate collaborative professional learning experiences

**2. The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.**

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<p>The teacher observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice. (7p; 9c; 9g; 9l)</p> <p>The teacher seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. (9a; 9g; 9m; 9n)</p> <p>The teacher gathers, synthesizes and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs. (9a; 9c; 9g; 9h; 9k; 9l; 9n)</p>	<p><i>And...</i></p> <p>The teacher reflects on and analyzes a wide range of evidence (e.g., feedback from families, students and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement. (9c)</p> <p>The teacher collaborates with colleagues and others to give, receive and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice. (9i; 10i)</p> <p>The teacher collaborates with others to gather, synthesize and analyze data to adapt planning, instructional practices and other professional behavior to better meet individual learner needs. (9a; 9b; 9c; 9h; 9n; 10i; 10t)</p>	<p><i>And...</i></p> <p>The teacher leads other educators in gathering, synthesizing and evaluating data to help them evaluate the effects of their individual and group decisions and actions on individuals and groups of learners, colleagues and community members and set goals for improvement. (9b; 9c; 9h; 9i; 9m; 10f; 10i; 10t)</p> <p>The teacher supports and assists others to extend and refine their instructional practices and other professional behaviors to meet the needs of each learner. (9b; 9c; 9h; 9m; 10f; 10i; 10t)</p>

*Shift to increased ability to:*



*Developed through professional learning that will, for example:*

<p><b>BUILD SKILL IN WORKING WITH DATA</b></p> <ul style="list-style-type: none"> <li>❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) on using data analysis for planning</li> <li>❖ Use protocols to guide reflective analysis and evaluation of practice</li> <li>❖ Work with colleagues to brainstorm ways to communicate and display data in a manner that is accessible and engaging for learners and parents</li> </ul> <p><b>STRENGTHEN ANALYSIS AND REFLECTION ON GROWING SKILL IN ANALYSIS OF EVIDENCE</b></p> <ul style="list-style-type: none"> <li>❖ Keep a journal of learner growth using varied forms of data</li> <li>❖ Seek coaching to identify questions to guide reflection on data</li> </ul>	<p><b>ENHANCE SKILL IN WORKING WITH DATA ANALYSIS</b></p> <ul style="list-style-type: none"> <li>❖ Pursue graduate work in quantitative and qualitative data analysis</li> <li>❖ Work collaboratively with more experienced colleagues and get feedback and coaching on the use of data to guide coaching/mentoring</li> </ul> <p><b>ENHANCE SKILL IN FACILITATING ADULT LEARNING</b></p> <ul style="list-style-type: none"> <li>❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop facilitation/coaching skills for adult learners</li> <li>❖ Engage a colleague as a mentor/coach and seek feedback on coaching practices and on the effectiveness of coaching to improve practice.</li> </ul>
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### 3. The teacher practices the profession in an ethical manner.

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<p>The teacher acts in accordance with ethical codes of conduct and professional standards. (9o)</p> <p>The teacher complies with laws and policies related to learners' rights and teachers' responsibilities. (9j; 9o)</p> <p>The teacher accesses information and uses technology in safe, legal and ethical ways. (9f; 9j; 9o; 9o)</p> <p>The teacher follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways. (9f)</p> <p>The teacher recognizes how his/her identity affects perceptions and biases and reflects on the fairness and equity of his/her decisions. (4q; 9e; 9m)</p> <p>The teacher accesses resources to deepen his/her understanding of the cultural, ethnic, gender and learning differences among learners and their communities. (9e)</p> <p>The teacher reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (9l)</p>	<p><i>And...</i></p> <p>The teacher supports colleagues in exploring and making ethical decisions and adhering to professional standards. (9o)</p> <p>The teacher supports others in following the laws and policies related to learners' rights and teachers' responsibilities. (9j; 9o)</p> <p>The teacher anticipates how information and technology might be used in unethical or illegal ways and takes steps to prevent the misuse of information and technology. (8o; 8r; 9f; 9o)</p> <p>The teacher uses a deepening understanding of cultural, ethnic, gender and learning differences to reflect on the needs of learners and to design and implement strategies to better meet the needs of learners. (9e; 9m)</p>	<p><i>And...</i></p> <p>The teacher collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice. (9o; 10s; 10t)</p> <p>The teacher collaborates with others to evaluate how well laws and policies serve particular learners and advocates for changes in policies that would better meet learner needs. (9j; 9o; 10s; 10t)</p> <p>The teacher advocates for the safe, legal and ethical use of information and technology throughout the school community. (8r; 9f; 9o)</p> <p>The teacher assists others in exploring how personal identity can affect perceptions and assists them in reflecting upon their personal biases in order to act more fairly. (4q; 9e; 9i; 9m)</p> <p>The teacher shares resources and strategies with others to help them better understand the cultural, ethnic, gender and learning differences of learners and their communities. (9e; 10i)</p> <p>The teacher uses knowledge of learners' cultural, ethnic, gender and learning differences to advocate for changes in policy and practice that better address the needs of learners. (9o)</p>

Shift to increased ability to:

**Support others in applying ethical and professional practice to better meet learner needs**

**Serve as advocate, guide, and coach in addressing ethical issues**

Developed through professional learning that will, for example:

#### **BUILD SKILL IN RECOGNIZING AND ADDRESSING ETHICAL ISSUES**

- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop ability to articulate and apply ethical principles in professional practice
- ❖ Organize collegial book discussion group to explore issues of equity and ethics in education
- ❖ Study professional codes of ethics and professional standards and share findings with colleagues

#### **STRENGTHEN ANALYSIS AND REFLECTION ON ETHICAL DILEMMAS**

- ❖ Engage colleagues, mentors, and specialists in identifying ethical issues related to technology in teaching and learning and address potential challenges
- ❖ Organize a book club about possible approaches to address cultural, ethnic, gender, and learning differences that promote equity

#### **BUILD SKILLS IN DIALOGUE**

- ❖ Use structured input (e.g., workshops, in-person or online courses, webinars, social media) to develop skills in listening, reflection, and synthesis in order to facilitate dialogue and debate about ethical issues
- ❖ Form book study group with colleagues focused on issues of dialogue and community building
- ❖ Seek coaching on the development of dialogic skills related to ethical and equitable practice

#### **CREATE LEARNING COMMUNITIES AROUND ETHICAL ISSUES**

- ❖ Organize a group with colleagues to identify and evaluate ethical issues at school or district level
- ❖ Share resources (books, videos, websites) with colleagues and engage in discussion of ethical issues and potential steps to address the issues