The objective of this PowerPoint tutorial is to introduce you to the GSC **Self Evaluation of Professional Growth** assignment/key artifact.

Included are directions in completing the evaluation, competencies within each of the four ability areas, levels of skill within each area, and an explanation of how this self evaluation fits into your overall professional development.
At the end of each course in the Post Baccalaureate Teacher Certification Program (PBTC), you will complete a **Self Evaluation of Professional Growth** key artifact.

This key artifact will be uploaded to TaskStream, your course e-portfolio.

At the end of your program you will present your key artifacts as part of your teacher certification program **Exit Interview**.
The purpose of the Self Evaluation of Professional Growth is to have you truly self-reflect on your current level of skill in each critical teaching ability area. Research suggests that true reflection is a powerful tool for professional growth that will help you focus on your areas of personal strength and weakness.
“Sivasailam Thiagarjan (Thiagi),... stated that [people] only learn when they reflect on experience. ... reflective learning is the most powerful learning system, because it takes into consideration emotions, interactions, thoughts, and behaviors generated by the other learning systems. Reflective learning involves:
Mentally recreating...
Analyzing choices...
Intellectually experimenting with strategies...
Meta-cognitively monitoring and cultivating one’s own thinking...
... constructing knowledge...”

GSC uses a self-evaluation framework based on the work of the Charlotte Danielson. This framework focuses on **four core ability areas**.
For each of the four ability areas you will:
Write at least two paragraphs stating what you learned in this course that pertains to that ability.... The following are required as a crucial components of your self-reflections.

1. Assessing
2. Planning and Instructing
3. Communication and Collaboration
4. Demonstrating Professionalism
1. You will reflect and write a minimum of two paragraphs that illustrates growth in each of the four areas.. (Assessing, Planning and Instructing, Collaboration and Communication and Demonstrating Professionalism)

2. You will **describe your proficiency level** by stating the level that best describes your current skills..... (I, II, III, IV) and indicate the ways in which you will continue to develop the skills for that ability: **My plan to develop greater proficiency is:**

3. You will **identify key artifacts** (course assignments/lessons) related to the ability area.
1. Assessing

Includes:

• Understand and use formal and informal assessment strategies

• Use multiple student data elements to modify instruction and improve student learning

• Use formative assessment (including RASWs) to modify instruction during instruction
Assessing: Gathering and interpreting relevant information to make appropriate educational decisions (using appropriate assessments for instructional models, using ongoing assessment to improve instruction.)

**Level I**
- Insufficient

**Level II**
- Select, administer, and interpret valid assessment tools for the identification of educational disabilities.
- Design and use appropriate assessment strategies to measure student progress.

**Level III**
- As part of a special education team, administer and interpret valid assessment tools for identification and diagnosis of educational disabilities.
- Design and use a variety of assessment strategies to measure student progress.

**Level IV**
- Adapt assessments and integrate and evaluate results to make appropriate educational decisions regarding identification and diagnosis of educational disabilities.
- Continue to gather and apply assessment information in the teaching-learning cycle.
2. Planning and Instructing

Includes:

• Demonstrating knowledge of content and pedagogy.
• Setting instructional objectives
• Demonstrating knowledge of resources
• Designing coherent instruction
• Creating an environment of respect and rapport
• Managing classroom procedures
• Managing student behavior
• Organizing physical space
2. Planning and Instruction

Level I
• Insufficient

Level II
• Develop organized lesson plans.
• Develop units of study aligned with Common Core State Standards that are appropriate for students with educational disabilities.
• Develop organized IEPs.
• Manage classroom resources to implement whole class instruction.
• Uses strategies to increase student motivation and achievement.
• Use repertoire of teaching strategies appropriate to basic skill areas to engage student with learning.

Level III
• Develop units/lessons aligned with Common Core State Standards and tailored to individual needs.
• Use a variety of resources to develop appropriate IEPs.
• Integrate a variety of resources to support student success.
• Incorporates prior knowledge and experience to promote student engagement.
• Uses repertoire of specific teaching strategies to engage and empower all students.
2. Planning and Instruction

Level IV

- Develop units/lessons aligned with Common Core State Standards and relevant to individual, community, and societal needs and interests.
- Develop comprehensive IEPs.
- Integrate resources from a variety of sources to support student success across environments.
- Uses strategies to increase student self-direction, monitoring, and evaluation of achievement.
- Selects appropriate strategies to meet complex individual needs in the general education classroom, and evaluates and adapts strategies to increase student success.
3. Communicating and Collaborating

Includes:

• Participating in a Professional Learning Community or Network focused on improving instructional practice and student learning.

• Exchanging ideas effectively.

• Using communication strategies that enhance cooperative decision-making and teamwork.
Level I
• Insufficient

Level II
• Relationships with colleagues are developing
• Involvement in a culture of professional inquiry
• Contributes in a limited fashion to educational professional organizations.

Level III
• Receptivity to feedback from professional learning community
• Has a supportive and collaborative relationships with colleagues.
• Collaborates with teachers in the design of instructional units and lessons.

Level IV
• Collaborates to provide access to the general education curriculum for all students.
• Collaborates with Professional Learning Community
• Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.

3. Communicating and Collaborating
4. Demonstrating Professionalism

Includes

• List of at least ten resources that you will refer to in the future in your exit portfolio

• Integrating knowledge of legal and ethical standards as a professional decision maker

• Maintaining accurate records

• Participating in a professional community
4. Demonstrating Professionalism

Level I
• Insufficient

Level II
• Seek help from administrators/mentors to interpret current legal and ethical standards in special education.
• Follow legal and ethical standards in interaction and written communication with students’ families, and professionals.
• Review current research in special education.

Level III
• Collaborate with team to ensure that legal and ethical standards are followed to make effective educational decisions and provide formal written documentation.
• Consider current research when making educational decisions.

Level IV
• Take a leadership role in ensuring that legal and ethical standards are met in school/district.
• Reflect upon the value of current special education laws and research and ways to improve professional practice.
• Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.
The competencies and levels of each of the ability areas will vary more or less within the courses required in each of the PBTC program areas.

Refer to your course syllabus for specific course competencies. The competencies and ability levels reflected in this tutorial and the Self Evaluation of Professional Growth template, reflect competencies of GSC’s comprehensive teacher preparation program.

For instance, in the methods courses: 710, 703, 702, 704, 732, and 733, the planning, instructing, and assessing areas will weigh more heavily than they would in non-clinical courses.
There is a Self Evaluation of Professional Growth Template in the GSC online resource center and in online courses (course forms folder).

A good idea would be to keep a master file of your Self Evaluation of Professional Growth key artifacts and compile these evaluations and key artifacts at the completion of each course.

When you have completed your teacher certification program you will participate in an Exit Interview. One component of the Exit Interview is to demonstrate competence in the four areas: (Assessing, Planning and Instructing, Communication and Collaboration, and Professionalism), by presenting your key artifacts and engaging in discussion in the ability areas.
If you have any questions on this Key Artifact: Self Evaluation of Professional Growth, contact your instructor.
References/Resources

• Granite State College course materials

