Standard 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Examples of Evidence: Reflections on professional development with the agendas or attendance certificates, notes from collaboration with colleagues, reflections on differentiated lesson plans and assignments, formative assessments with notes on resulting changes made to lessons, mentoring logs and reflections from reading of professional development articles or websites or a self-improvement plan.

Classroom Scenario: Jean teaches French at a large high school. The French program offers five levels, with Jean teaching levels 2-5 – whew! Jean and her world languages colleagues have coordinated their curriculum and assessments to be consistent between the languages, focusing on real-world use of the language in reading, writing, listening, speaking and cultural awareness. They meet at the start of each new unit to review the learning targets and match their assessments to those targets. They also share strategies for helping students improve their mastery between formative and summative assessments. Jean is a proud member of the American Association of Teachers of French and often accompanies student groups to France. What evidence could Jean use to demonstrate Standard 8?

Special Considerations of this Standard: We are never given, and rarely take, time to reflect on our teaching. We just continually “monitor and adjust”. Making a habit of reflecting on our teaching and documenting changes we make based on what we know will be the challenge of this standard.

Recommendations:

- Keep copies of agendas/certificates from workshops with your notes about how you apply this to your teaching.
- Keep samples of student work with your notes about changes to make in your instruction based on their learning.
- Keep copies of your lesson plans with notes regarding differentiation used for different students or class periods and adjustments to make in the future based on results.
- Compile a list of the articles, books or online tools you used to improve your instruction, with notes regarding how you applied them and the results.
- Keep a list of teaching issues discussed with colleagues, noting how you applied new ideas learned in your teaching and the results.