Professional Standards for Teachers in Adult Education

Self-Assessment

**Maryland Department of
Labor, Licensing and Regulation**

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Maryland Adult Education Teacher Standards Self-Assessment

What is the Maryland Adult Education Teacher Standards Self-Assessment?

Maryland Adult Education Teacher Self-Assessment is a companion guide to the *Maryland Adult Education Teacher Standards Framework*. The Teacher Standards provide instructors, administrators, and instructional specialists with a practical set of standards, competencies and evidence statements that can be utilized for improving the quality and effectiveness of adult education programs. The Self-Assessment is designed for teachers to use to determine their professional development needs. Both the Teacher Standards and the Self-Assessment, identifies the key skills, knowledge, and abilities that adult education teachers need to know and be able to do.

The Self-Assessment and the Teacher Standards were developed by a workgroup of Maryland adult educators comprised of teachers, instructional specialists, ESL coordinators, and local directors who thoroughly reviewed a variety of documents including the national ProNet teacher competencies and state samples from Ohio, Pennsylvania, Kentucky, and Colorado. The result was a framework consisting of:
- o **Six standards** - the broad areas of knowledge, skills, and abilities related to effective instruction,
- o **A series of competencies** - the specific skills associated with each standard, and
- o **Evidence of competency statements** - behaviors or practices that demonstrate the existence of the competency.

How Can the Self-Assessment be Used to Improve Instruction?

The Self-Assessment provides a means for stimulating ongoing dialogue and collaboration between program directors and instructional staff around the interrelated goals of effective classroom practices, professional development, and positive learner outcomes. Not every teacher in every program will need to become proficient in each competency. In some situations, the competency may not be relevant (e.g., the technology related competencies may not be relevant if teachers lack access to computers and other technology).

Teachers can use the Self-Assessment as a tool for assessing their own performance, and it is designed to be **confidential** providing a focus for developing an individual's professional development plan. This tool encourages teachers to reflect on their own practices and to identify areas of strength and areas needing improvement. It is useful for developing priorities for professional development.

Following completion of the **Self Assessment**, teachers should select their top three priorities for improvement and transfer these to the **Professional Development Planning Chart**. The Planning Chart will be shared with the local director and will be an important tool in developing individual professional development plans that reflect both teacher and program needs.

How is the Self-Assessment Organized?

The Self Assessment consists of:
- (1) a chart of each *standard and accompanying competencies* with a rating scale of 1 = needs improvement, 2 = progressing, and 3 = proficient (on the left hand side of the booklet);
- (2) the *evidence of competency* statements to provide clarification on how each competency might look in actual practice (on the right hand side of the booklet); and
- (3) the Professional Development Chart.

Directions:
(1) Review each of the standards and accompanying competencies.
(2) For clarification on each competency, refer to the Evidence of Competency statements that give examples of the competency in practice.
(3) For each competency, use the likert scale to assess your proficiency with the competency. A rating of "1" indicates you need improvement; a rating of "2" indicates you are currently working on improving your performance; and a rating of "3" indicates that you are confident in your ability to demonstrate the competency.
(4) In the "Notes" section, you may want to jot down particular strengths you demonstrate related to the standard or the numbers of some of the competencies and/or evidence statements which you would like to improve.
(5) Upon completion of the Self Assessment, select your top three priorities for professional growth and transfer these to the **Professional Development Planning Chart** located at the end of this document. Share the Planning Chart with your local director to guide the development of a responsive individual professional development plan.

Self Assessment: Standard 1

1 = needs improvement   2 = progressing   3 = proficient

Standard 1: Supports program goals and responsibilities.			
Competencies	**Assessment ✓**		
As an adult education teacher, I…	**1**	**2**	**3**
1.1 Demonstrate an understanding of the program's mission and goals and priorities			
1.2 Maintain accuracy and confidentiality of learner information and records			
1.3 Collect and report accurate data for program improvement and accountability.			
1.4 Follow program's recommendations to improve learner persistence.			
1.5 Follow program's procedures and guidelines for the maintenance and security of materials and equipment.			
1.6 Make suggestions for instructional materials and program improvement.			
NOTES:			

Standard 1: Competencies and Evidence of Competency

Standard 1: Help establish and support program goals and responsibilities. An adult education teacher:	
Competencies:	**Evidence of Competency:**
1.1 Demonstrates an understanding of the program's mission, goals, and priorities	1.1.2 Follows program's procedures and guidelines
1.2 Maintains accuracy and confidentiality of learner information and records	1.2.1 Follows the program accountability plan that includes a system for secure record keeping and reporting 1.2.2 Follows program requirements for confidentiality and release of information.
1.3 Collects and reports accurate data for program improvement and accountability	1.3.1 Collects, records, and reports LWIS data accurately in accordance with program procedures 1.3.2 Collects examples of learner work periodically for inclusion in portfolio 1.3.3 Solicits feedback from learners regarding instruction and program improvement in a manner that is considerate of the learners' culture and language skills 1.3.4 Submits required documents in the assigned time period
1.4 Follows program guidelines to improve learner retention	1.4.1 Collaborates with colleagues to address learners' barriers to participation 1.4.2 Encourages and supports learner transfers within programs. (e.g., ESL to ABE, ABE to GED or EDP). 1.4.3 Utilizes strategies that promote learner persistence
1.5 Follows program's procedures and guidelines for the maintenance and security of materials and equipment	1.5.1 Counts, tracks, and stores all assessment instruments in a secure location after use 1.5.2 Returns all equipment to the proper location after use 1.5.3 Follows protocols for test integrity
1.6 Makes suggestions for instructional materials and program improvement	1.6.1 Reviews and suggests appropriate instructional materials for adult learners which includes the specific needs of English language learners, low-skilled learners and learners with special needs such as visual, auditory, physical, learning disabilities, Attention Deficit Disorder and others 1.6.2 Participates in program improvement activities 1.6.3 Participates in developing curriculum that reflects the special needs and provides accommodations for Adult Basic Skills (ABE) , Adult Secondary Education (ASE) and English language learners (ELL) 1.6.4 Seeks professional development opportunities to enhance skills and practices

Self Assessment: Standard 2

1 = needs improvement   2 = progressing   3 = proficient

Standard 2: Provide a positive adult education-learning environment and promote lifelong learning.			
Competencies	**Assessment ✓**		
As an adult education teacher, I…	**1**	**2**	**3**
2.1 Design activities for and encourage independent study skills			
2.2 Facilitate and encourage learner interaction to promote the development of a learning community			
2.3 Demonstrate understanding of adult learners' responsibilities as workers, family members and community members			
2.4 Demonstrate positive attitude and reinforce positive learners' attitudes toward potential for success			
2.5 Employ specific strategies for developing and enhancing learner persistence			
NOTES:			

Standard 2: Competencies and Evidence of Competency

Standard 2: Provide a positive adult education-learning environment and promote lifelong learning. An adult education teacher:	
Competencies:	**Evidence of Competency:**
2.1 Designs activities for and encourages independent study skills	2.1.1 Encourages learners to show initiative in identifying their own educational needs using appropriate techniques for the students' language ability 2.1.2 Helps learners to set educational and personal goals based on their needs and feedback from others 2.1.3 Encourages learners to use daily life experiences as opportunities for learning
2.2 Facilitates and encourages learner interaction to promote the development of a learning community	2.2.1 Models the sharing of knowledge and skills 2.2.2 Encourages learners to share their knowledge, culture, skills, and opinions to enhance learning community 2.2.3 Acknowledges and utilizes the knowledge that the adult learners bring to the classroom setting 2.2.4 Promotes respectful and appropriate communication with and among adult learners 2.2.5 Creates an environment conducive to learner participation by using appropriate classroom management strategies and skills 2.2.6 Implements fair, consistent classroom practices 2.2.7 Demonstrates the belief that all learns can gain knowledge and skills
2.3 Demonstrates sensitivity to demands of adult responsibilities as workers, family members, and community members	2.3.1 Demonstrates cultural awareness and sensitivity 2.3.2 Guides learners to define their goals as family members, workers, and community members using appropriate techniques for the students' language and skill abilities while exploring cross-cultural issues 2.3.3 Accommodates individual learner needs 2.3.4 Refers adult learners with challenging life issues to the appropriate resources 2.3.5 Helps learners understand the language learning process as it relates to their goals
2.4 Demonstrates positive attitude and reinforces positive learners' attitudes toward potential for success	2.4.1 Holds high expectations for learner achievement 2.4.2 Meets learners where they are and fosters their potential for change and growth. 2.4.3 Challenges learners to go beyond their perception of their own limitations 2.4.4 Encourages adult learners to practice self-evaluation using appropriate techniques for the students' language and skill abilities and strive for continual improvement 2.4.5 Helps learners identify barriers to their learning and formulate possible solutions
2.5 Employs specific strategies for developing and enhancing learner persistence	2.5.1 Engages learners in problem solving activities using appropriate techniques for the students' language and skill abilities that help them manage barriers to participation 2.5.2 Provides activities using appropriate techniques for the students' language and skill abilities that help learners believe they can be successful in their educational goals 2.5.3 Helps learners in setting clear and realistic goals using appropriate techniques for the students' language and skill abilities and then provides instruction that relates to those goals 2.5.4 Uses a variety of assessment strategies that enable learners to see progress toward their goals 2.5.5 Provides instructional activities to keep learners connected to the program and help learners find opportunities for learning outside of the program if they are forced to leave temporarily 2.5.6 Provides learning activities that develop the language necessary for students to access higher level thought processes

Self Assessment: Standard 3

1 = needs improvement   2 = progressing   3 = proficient

Standard 3: Plan, design, and deliver learner-centered instruction.			
Competencies	**Assessment ✓**		
As an adult education teacher, I…	**1**	**2**	**3**
3.1 Plan instruction that is consistent with the program's mission and goals			
3.2 Identify and respond to learners' individual and group needs, interests, and goals when developing and delivering lessons			
3.3 Recognize and accommodate diverse learning styles, multiple intelligences, skill levels, language abilities, culture, experiences, disabilities, and other special needs			
3.4 Apply knowledge of the basic principles of adult learning and teaching and knows and demonstrates content knowledge			
3.5 Provide evidence-based and contextualized instruction in basic and life skills			
3.6 Employ a variety of strategies, resources and materials to facilitate instruction and promote learner interaction			
3.7 Sequence and pace lessons appropriately			
3.8 Provide frequent and varied opportunities for learners to practice and apply their learning			
NOTES:			

Standard 3: Competencies and Evidence of Competency

Standard 3: Plan, design, and deliver learner-centered instruction.	
An adult education teacher:	
Competencies:	**Evidence of Competency:**
3.1 Plans instruction that is consistent with the program's mission and goals	3.1.1 Develops learner-centered instructional strategies consistent with the mission and goals of the program 3.1.2 Develops lessons that focus on needed skills and information, the goals of learner; and the program objectives 3.1.3 Implements lessons that align with state standards
3.2 Identifies and responds to learners' individual and group needs, interests, and goals when developing and delivering lessons	3.2.1 Accesses a variety of learner needs assessment resources, such as student questionnaires, goal setting checklists and interviews 3.2.2 Collaborates with learner to determine instructional content based upon assessments and learner needs, goals and experiences. 3.2.3 Demonstrates flexibility in responding to immediate learner needs and interests (teachable moments) 3.2.4 Integrates the language skills to emphasis the holistic nature of language 3.2.5 Provides instructional activities that incorporate grouping strategies and interactive tasks that facilitate authentic communication
3.3 Recognizes and accommodates diverse learning styles, multiple intelligences, skill levels, language abilities, culture, experiences, disabilities, and other special needs	3.3.1 Effectively manages multi-level classroom instruction 3.3.2 Plans lessons and activities that accommodate a variety of learning styles and learners' grouping preferences 3.3.3 Recognizes, accommodates, and shows respect for cultural differences in language, communication, and customs 3.3.4 Adapts instructional resources to accommodate learners with different English proficiency levels and special needs 3.3.5 Organizes the physical environment to accommodate disabilities and other special needs 3.3.6 Differentiates learning activities by process, content, and product. 3.3.7 Creates tiered lessons 3.3.8 Includes culturally diverse lessons
3.4 Applies knowledge of the basic principles of adult learning and teaching and knows and demonstrates content knowledge	3.4.1 Serves as a facilitator, guiding adults to their own learning 3.4.2 Connects learning to life experiences and prior knowledge 3.4.3 Demonstrates flexibility in accommodating adult scheduling and attendance needs 3.4.4 Provides feedback and honors achievement 3.4.5 Creates opportunities for learners to reflect on their learning, program and instructional practices and provide input on program improvement 3.4.6 Uses multiple instructional approaches, explicit and inquiry-based learning field dependent and independent learning , and problem centered approaches to learning; provides multiple types of sensory experiences 3.4.7 Presents content knowledge that is sequenced and spiraled appropriately to the learner's level and language ability 3.4.8 Presents content in clear, meaningful ways
3.5 Provides evidence-based and contextualized instruction in basic and life skills	3.5.1 Provides instruction that is consistent with research and professional wisdom on adult learning and/or adult language acquisition 3.5.2 Ensures that instruction incorporates tasks that are meaningful to learners in the contexts of their daily lives 3.5.3 Provides appropriate balance between life skill and basic skill development in the classroom, based on learner needs
3.6 Employs a variety of strategies, resources, and materials to facilitate instruction and promote learner interaction	3.6.1 Selects materials and resources that are appropriate for adults at the assessed levels of instruction and that are sensitive/respectful of race, ethnicity, culture, and gender 3.6.2 Integrates real-life tasks and authentic materials into instruction 3.6.3 Incorporates a variety of technology and multimedia resources into instruction 3.6.4 Integrates employment, family, community resources, and events into instruction 3.6.5 Uses community resources such as speakers and field trips to extend the classroom into the community 3.6.6 Uses graphic organizers (outlines, flow charts, diagrams, maps, webs) and mnemonic devices to facilitate learning and memory 3.6.7 Employs techniques to stimulate critical thinking and check comprehension and mastery 3.6.8 Uses modeling and demonstrations to clarify learning

Standard 3: Plan, design, and deliver learner-centered instruction.
An adult education teacher:

Competencies:		Evidence of Competency:	
		3.6.9	Uses individual, group, and team activities
		3.6.10	Uses interactive techniques such as role-playing, discussion, and collaborative learning
		3.6.11	Uses games or other activity-based formats to provide systematic reviews
			Provides activities that integrate language and culture so learners can understand and function within the diverse culture of the United States
3.7	Sequences and paces lessons appropriately	3.7.1	Organizes a sequential plan that supports the instructional objectives
		3.7.2	Adjusts content, pace, and duration of activity according to learners' cues
3.8	Provides frequent and varied opportunities for learners to practice and apply their learning	3.8.1	Provides controlled practice and real-life practice (application) of new material
		3.8.2	Incorporates practice in communication, negotiation, decision-making, problem solving, and critical thinking skills into classroom activities
		3.8.1	Provides opportunities for learners to share learning that occurs outside of the classroom

Self Assessment: Standard 4

1 = needs improvement   2 = progressing   3 = proficient

Standard 4: Assess learning and monitor progress.			
Competencies	**Assessment ✓**		
As an adult education teacher, I…	**1**	**2**	**3**
4.1 Administer appropriate standardized assessments according to guidelines established by the test publisher and the Department of Labor, Licensing and Regulation (DLLR)			
4.2 Collaborate with learners to identify their needs, strengths and goals, and advise them or refer them to the appropriate level of instruction			
4.3 Interpret formal and informal assessment results, review the results with learners, and develop appropriate educational plans			
4.4 Use a variety of formal and informal assessments to develop curricula, plan lessons, monitor learner progress, and provide feedback to learners			
4.5 Identify those learners needing special assessment			
NOTES:			

Standard 4: Competencies and Evidence of Competency

Standard 4: Assesses learning and monitors progress. An adult education teacher:	
Competencies:	**Evidence of Competency:**
4.1 Collaborates with learners to identify their needs, strengths and goals, and advises them or refers them to the appropriate level of instruction	4.1.1 Attends required training prior to administering standardized tests 4.1.2 Follows guidelines for appropriate test administration, scoring, and reporting 4.1.3 Follows procedures as indicated in *Maryland Assessment Policy and Guidelines*
4.2 Administers appropriate standardized assessments according to guidelines established by the test publisher and Maryland Department of Labor, Licensing and Regulation (DLLR)	4.2.1 Uses appropriate needs assessments to determine learner strengths, needs, and goals upon entry into the program 4.2.2 Conducts on-going needs assessments to provide referrals and to support learner transfers within or outside of the program
4.3 Administers and interprets a variety of formal and informal assessments to develop curricula, plan lessons, monitor learner progress, and provide feedback to learners	4.3.1 Uses assessment results to develop individualized and group educational plans in collaboration with the learners 4.3.2 Provides opportunities for learners and peers to evaluate and give feedback on their learning and performance through reflection and self assessment
4.4 Identifies those learners needing special assessment	4.4.1 Conducts formal and informal skill assessments on a regular basis and utilizes the results to modify methods and curricula for learners. 4.4.2 Completes item analysis to guide instruction 4.4.3 Maintains a record of assessment outcomes to monitor progress 4.4.4 Shares assessment results with learners as appropriate
4.5 Identifies those learners needing special assessment	4.5.1. Accesses appropriate tools, information and training needed to identify those learners 4.5.2. Uses learner data and classroom observations to identify those learners requiring special assessments 4.5.3. Confers with supervisor and colleagues if special assessment is required 4.5.4. Refers learners requiring special assessment according to program guidelines know alternatives for referrals and what to do if referral is not a viable option

Self Assessment: Standard 5

1 = needs improvement   2 = progressing   3 = proficient

Standard 5: Implement technology.			
Competencies	**Assessment ✓**		
As an adult education teacher, I…	**1**	**2**	**3**
5.1 Demonstrate an understanding of technology concepts and effectively utilize a variety of technologies.			
5.2 Explore, evaluate, and use technology resources including applications, tools, educational software, and electronic resources.			
5.3 Use technology to communicate information in a variety of formats.			
5.4 Demonstrate and apply knowledge of the legal, social, ethical, and safety issues related to technology.			
5.4 Effectively integrate technology into instruction.			
5.6 Demonstrate and apply knowledge of the use of assistive technology to enhance learning.			
5.7 Participate in activities and use resources to support ongoing professional growth related to technology.			
NOTES:			

Standard 5: Competencies and Evidence of Competency

Standard 5: Implements technology. An adult education teacher:	
Competencies:	**Evidence of Competency:**
5.1 Demonstrates an understanding of technology concepts and effectively utilizes a variety of technologies	5.1.1 Demonstrates knowledge of common uses of computers and technology in business, industry and society 5.1.2 Uses terminology related to computers and technology appropriately in written and oral communication 5.1.3 Operates computers, peripherals, and a variety of available technologies 5.1.4 Applies basic troubleshooting strategies and accesses help or support resources when necessary
5.2 Explores, evaluates and uses technology resources including applications, tools, educational software, and electronic resources	5.2.1 Uses basic computer operations such as editing, file management, and printing 5.2.2 Understands the concept of networks and how to access them 5.2.3 Uses a variety of available software and Internet applications such as Web browsers and search engines 5.2.4 Evaluates and selects technology that is most useful for the specific purpose and context 5.2.5 Evaluates software and electronic resource information critically and competently
5.3 Uses technology to communicate information in a variety of formats	5.3.1 Uses a variety of currently available technology to interact electronically 5.3.2 Uses Internet applications such as listservs, newsgroups and E-mail 5.3.3 Uses productivity tools to publish information
5.4 Demonstrates and applies knowledge of the legal, social, ethical, and safety issues related to technology	5.4.1 Respects current copyright laws, fair use, rights and responsibilities 5.4.2 Designs learning activities that foster equitable, ethical, and legal use of technology by learners 5.4.3 Develops and adheres to appropriate use policies as they apply to chat rooms, Web sites, etc. 5.4.4 Makes learners aware of the dangers of some Internet resources to themselves and their families
5.5 Effectively integrates technology into instruction	5.5.1 Demonstrates knowledge of and uses learner technology standards. 5.5.2 Plans, develops, assesses, and implements instruction-utilizing technology based on learner needs 5.5.3 Minimizes the apprehension and intimidation learners may experience when first exposed to computers 5.5.4 Uses multimedia and telecommunications as available to support instruction 5.5.5 Uses technology to develop/enhance higher order thinking skills including problem solving, critical thinking, informed decision-making, and knowledge construction
5.6 Demonstrates and applies knowledge of the use of assistive technology to enhance learning	5.6.1 Identifies available assistive technology resources (e.g., magnifiers, screen readers, voice recognition software) that accommodate individual learning needs 5.6.2 Uses available assistive technology in instruction, as needed
5.7 Participates in activities and uses resources to support ongoing professional growth related to technology	5.7.1 Identifies and uses educational technology standards 5.7.2 Uses available technology resources to engage in ongoing professional development 5.7.3 Pursues opportunities to develop strategies for utilizing technology to enhance learning

Standard 6: Maintain knowledge base and pursue professional development.

Competencies	Assessment ✓		
As an adult education teacher, I…	**1**	**2**	**3**
6.1 Develop and maintain a knowledge base in adult learning theory.			
6.2 Develop and maintain in depth knowledge of relevant content areas and related teaching methods.			
6.3 Develop and maintain knowledge of instructional techniques and referral procedures for learners who have special needs.			
6.4 Pursue knowledge of technological systems as it relates to instructional and administrative functions.			
6.5 Demonstrate knowledge of own organization, community resources and issues and relevant laws and regulations.			
6.6 Assess personal needs for professional growth and participate in professional development activities.			
6.7 Incorporate new skills and knowledge gained through professional development to enhance the quality of instruction.			
NOTES:			

Standard 6: Competencies and Evidence of Competency

Standard 6: Maintain knowledge base and pursue professional development. An adult education teacher:	
Competencies:	**Evidence of Competency:**
6.1 Develops and maintains a knowledge base in adult learning theory	6.1.1 Participates in relevant professional development in-services, workshops, courses, and conferences that relate to appropriate instructional approaches, content, and adult learning theory 6.1.2 Identifies how adults learn by using multiple instructional approaches, field dependent and independent learning, problem-centered approaches to learning, multiple types of sensory experiences, and learner reflection 6.1.3 Articulates strategies and cites materials appropriate to diverse cultural, ethic, racial, age, language and social contexts and backgrounds recognize that adults are at different stages of learning
6.2 Develops and maintains in-depth knowledge of relevant content areas and related teaching methods	6.21 Has professional preparation and/or training in relevant content areas (e.g. reading, math, English, U.S. history and government etc) 6.2.2 Participates in professional development related to content areas being taught or other relevant areas including language and literacy learning 6.2.3 Demonstrates content area knowledge in the instructional setting
6.3 Develops and maintains knowledge of instructional techniques and referral procedures for learners who have special needs	6.3.1 Demonstrates strategies for (1) screening and identifying learners who have special needs and (2) instructing this population 6.3.2 Implements appropriate accommodations for learners with special language and learning needs. 6.3.3 Demonstrates knowledge of program procedures to refer learners to other services or agencies when appropriate
6.4 Pursues knowledge of technological systems as it relates to instructional and administrative functions	6.4.1 Demonstrates proficiency in using current technology, such as word processing, email, internet, and other means of communicating and accessing information electronically 6.4.2 Designs and delivers instruction that incorporates technology into the curriculum and requires students to demonstrate proficiency by integrating technology in instructional activities 6.4.3 Demonstrates how technology can be used to monitor learning; track attendance, learner progress and outcomes; and communicate information to learners, program staff, and other stakeholders (e.g., legislators) 6.4.4 Participates in technology training in order to explore, evaluate, and use computer/technological resources
6.5 Demonstrates knowledge of own organization, community resources and issues, and relevant laws and regulations	6.5.1 Follows policies and procedures in compliance with local, state, and federal regulations 6.5.2 Identifies organization and community resources that can provide materials for instruction and shares information with staff and learners 6.5.3 Designs instructional units based upon learner needs, goals, and interests; incorporates community resources and issues
6.6 Assesses personal needs for professional growth and participates in professional development activities	6.6.1 Reviews Maryland Adult Education Teacher Standards, Competencies and Evidence of Competencies 6.6.2 Reflects individually and with colleagues on instructional practice, program goals, and initiatives (e.g., through practitioner research, study circles, sharing/networking groups) 6.6.3 Works with colleagues and supervisors to select appropriate professional development approaches (e.g. inquiry research, workshops, observation/feedback, product development, partnering, mentoring) 6.6.4 Seeks administrative or collaborative support in developing an individual professional development plan that includes goals and objectives 6.6.5 Regularly reviews learner placement, diagnostic and outcome data to determine professional development needs
6.7 Incorporates new skills and knowledge gained through professional development to enhance the quality of instruction	6.7.1 Integrates new skills and information gained through professional development to enhance the learning environment 6.7.2 Practices and integrates new instructional strategies

Professional Development Planning Chart

Based on the results of your Self Assessment, select your top three priorities for professional growth and complete the chart below.

Competency I would like to improve:	This is what I would like to learn:	This is how I would like to learn it: (e.g., workshops, practitioner research, study circles, mentoring, reading articles, internet search, classroom observation of other teachers, etc.)
1.		
2.		
3.		

_____   _____
Teacher's Signature   Date

_____   _____
Instructional Specialist's Signature   Local Administrator's Signature

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