

# Section One

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## Professional Acumen



**B**ecoming a “lifelong learner” is a prerequisite of the teaching profession. Educators must meet the many challenges of producing informed and productive citizens of the 21st century amid a myriad of evolving educational theories, federal, state, and local guidelines and technological advances . . . while at the same time meeting the diverse needs of students.

Performance statements in this section include the following:

- A. Personal and Professional Attributes
- B. Professional Ability
- C. Professional Development
- D. Reflections on Performance
- E. Adherence to Mandates
- F. The Professional Learning Community (PLC) and Collaboration



### PERFORMANCE STATEMENTS

#### A. Personal and Professional Attributes

1. Possesses a highly professional demeanor and a positive attitude toward all facets of the profession.
2. Demonstrates exemplary written and oral communication skills.
3. Displays (emotional, professional) maturity.
4. Is self-reflective.
5. Radiates a passion for teaching.
6. Exudes (a, an) (vitality, enthusiasm) for teaching that is infectious.
7. Willingly assumes any role that serves to promote (student welfare, goals and objectives of the school).

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8. Is a willing and productive participant (in, during, or when performing) (grade-level and instructional meetings, community activities, noninstructional duties).
9. Is collegial and enjoys a positive rapport with (colleagues, administrators, parents, staff).
10. Demonstrates open-mindedness, vision, and perspective when interacting with (colleagues, parents, students).
11. Models (characteristics, traits) that students can emulate, including (honesty, reliability, self-control, self-reflection, diligence, cooperation).
12. Willingly (performs, accepts) the role of (mentor, coach, advisor, counselor) when supporting the (goals and objectives, needs) of students.
13. Repels practices that might hint of (gender, ability, cultural, ethnic) (inequality, bias) in teaching practice(s).
14. Demonstrates (creativity, imagination, innovation, flexibility, competence) in the performance of professional duties.
15. Performs duties in a manner consistent with sound ethical and professional standards.
16. Completes all (noninstructional, related) duties with grace, willingness, and competence.
17. Personifies a model of professionalism for (students, novice teachers, alternate-route candidates, student interns and/or teachers).
18. Represents [name of school] at (local, district, community, board of education meetings, seminars, workshops, symposiums, conventions) with pride, professionalism, and extraordinary competence.
19. (Encourages, Supports, Guides, Monitors, Proctors) (individual students, student associations and/or clubs, students participating in off-site activities) during their involvement (with, in) (academic and/or sports activities, after afterschool activities).
20. Serves as a viable member of the (school, district, community) [name organization] and represents [name of school] with (competence, pride, dignity).
21. Willingly serves as (mentor, counselor, advocate, friend, listener, guide, coach, advisor, representative) for students in need of (protection, aid, empathy, advice, a voice, support).
22. Is (open to, receptive to) and acts upon constructive suggestions.
23. Is well respected (by colleagues, students, parents, in the community).
24. (Enjoys, Maintains) a (collegial, positive, professional) relationship with school administrator(s).
25. Demonstrates (interest in, knowledge of) (issues, roadblocks) that might impede academic progress of (special needs, at-risk, multicultural) students and takes steps to maximize their potential.
26. Exercises the option of participating in the decision-making process of [name the school activity].
27. Guards privileged information and maintains the privacy and confidentiality of student (information, records, confidences).
28. Accurately interprets and supports (information, documentation) contained in the (roll book, classroom records).
29. Is consistently prepared, reliable, and on time (in, when) (performing, attending) (duty assignments, meetings).

**B. Professional Ability**

1. Demonstrates an understanding of current educational (theory, issues, best practices).
2. Possesses a comprehensive knowledge of the subject (area, matter).
3. Constructs comprehensive, student-centered lesson plans and activities on a level appropriate to the age and/or grade level, competencies, and core curriculum standards.
4. Possesses technological know-how and uses it to the fullest and most productive capacity in planning and delivering instruction.
5. Is technologically (“savvy,” up-to-date).
6. Manages (planning, instructional) time fruitfully and effectively.
7. Varies teaching method(s) in order to meet the diverse (academic, cultural, special) (needs, requirements) of the students.
8. Has a comprehensive knowledge of and strictly adheres to the required (core curriculum standards, school and district goals and objectives, federal mandates) when planning and delivering instruction.
9. Demonstrates an in-depth knowledge of (grade level, department, course curriculum content, contemporary educational issues, area of expertise).
10. Demonstrates an exemplary level of professionalism in the performance of duties.
11. (Makes minimum use of, Avoids reliance on) commercially prepared materials focusing on (a narrow range of skills, repetitive exercises).
12. Participates (in, with) online (teacher, professional) communities, (e.g., [www.PrometheanPlanet.com](http://www.PrometheanPlanet.com)) to (share, gain) information (from, with) professional counterparts.
13. (Conversant with, Proficient in, Makes use of) research-based, 21st-century teaching methods.
14. (Researches, Is knowledgeable of) brain-based science and its implications for (impacting, enhancing, enhancing) teaching and learning.
15. Engages in insightful (dialogue, thoughts, critiques, solutions) regarding his or her teaching (performance, effectiveness) with (colleagues, parents, administrators, the learning community).
16. (Conversant with, Knowledgeable of) (curriculum, core curriculum standards) that are above and/or below the (grade level, department, area of expertise and responsibility).
17. (Believes in, Performs productively within, Embraces) (a, the) school culture of (cooperation, collaboration, ongoing professional development, self-analysis, innovation, shared responsibility, personal accountability, risk-taking).
18. (Qualifies for, Accepts, Assumes) the role of (teacher leader, facilitator, lead teacher, coach, presenter, grade-level representative, group leader) as a result of (professional growth, passion for teaching and learning, mastery of the art of teaching, knowledge of curriculum, expertise).
19. Utilizes (knowledge of, ability with) technology to (research, enhance, upgrade) all aspects of teaching and learning.
20. Carefully plans assignments that reflect an in-depth knowledge of the curriculum content and what each student needs to (practice, master).

### **C. Professional Development**

1. Engages in rigorous, effective and high-quality professional development activities.
2. Undergoes continuing education.
3. Reviews professional (journals, texts, periodicals, Web sites).
4. (Engages in, Works toward) ongoing professional improvement.
5. Is adept and proficient in the use of technology.
6. (Engages in, Utilizes) online (sites, blogs, forums) to (share gain) (information, teaching strategies, innovative techniques).
7. Engages in individualized professional development (course, initiatives) to (update competency in chosen field of instruction, acquire new skills, grow professionally, prepare for leadership role[s], meet and surpass NCLB requirements, meet professional development goals and objectives).
8. Seeks (guidance, inspiration, counseling, input) from (colleagues, administration, other focused professionals).
9. Gains professional (stimulation, contact, support, assistance, challenge[s]) by (working within, aligning with) a cohort (group, program).
10. Joins with cohort groups to reap the benefit of working with others with similar objectives and to (share ideas, gain intellectual stimulation, share the work study and load) while engaged in professional development (courses, programs, initiatives).
11. (Embraces, Takes advantage of) participation in (nontraditional, online) educational professional development courses.
12. (Elevates, Augments) professional standing (by, from) (engaging, involvement) (with, in) online learning systems that facilitate (retrieval of online lectures; access to professional literature and readings; interaction and networking with other education professionals; communication with colleagues via e-mail, forums, chat rooms; Skype face-to-face interchange).
13. Is (conversant with, knowledgeable of) the work of a range of educational theorists.
14. (Joins, Accesses) (online professional communities, Internet-based, distance learning) venues to (learn, keep abreast of, strengthen) knowledge of (educational, professional) (topics, initiatives, teaching strategies).
15. (Communicates, Interfaces) with a multidisciplinary team of like professionals via (district, state, national, international online discussions, real-time Skype connections, e-mail correspondence, blogs, Webcams).
16. Uses his or her annual (professional development plan [PDP], professional improvement plan [PIP], as a (rubric, road map, determinant) for (ongoing (professional development, improvement, growth, determining future goals and objectives).
17. (Demonstrates progress with, Attains, Exceeds) the (steps, goals and objectives, guidelines, benchmarks) for professional achievement (outlined, planned, stated, suggested) in the annual (PDP, PIP).
18. Maintains a (professional, digital) portfolio as an evidence-based (record of, testament to) (professional and personal growth and development, improvement, teaching ability and excellence).
19. Provides (empirical, concrete) evidence of having made needed (improvements, changes) as measured by (student test data, progress made on PIP and/or PDP

annual reports, excellent performance during subsequent informal and/or formal evaluations) after having (received constructive suggestions, altered teaching strategies, upgraded the level of) (performance, preparation).

20. Willingly participates in collaborative assessments to (ensure, gain, upgrade) positive learning outcomes for students.
21. Keeps abreast of current educational reform trends through (attendance at, participation in, affiliation with) (seminars, workshops, conferences, online professional networks, distance learning).

#### **D. Reflections on Performance**

1. Demonstrates a willingness to honestly reflect on (professional, teaching) performance.
2. (Internalizes, Appreciates) constructive suggestions and uses the input received as a catalyst for (making necessary changes, improving).
3. Views (administrators, supervisors, consultants, colleagues) as professional allies and welcomes and accepts their (advice, support, input, suggestions).
4. Recognizes and welcomes a fair and objective performance (evaluation, assessment, conference) as being (essential, advantageous) (to, for) professional growth and development.
5. (Provides, Makes, Contributes) (professional, well-thought-out, productive, insightful) (responses, suggestions, feedback) regarding his or her own professional (growth, standing, progress, difficulties).
6. (Encourages, Welcomes) feedback on teaching (performance, effectiveness) as indicated (through, via) (analysis of student achievement test data, assessment of student progress, peer review, examination and review by the PLC, parent surveys, student responses).
7. Is (open to, comfortable with) making (alterations, adjustments) to teaching practices if the desired student outcomes are not (reached, achieved, met).
8. (Reviews, Gains) feedback regarding teaching effectiveness through (analysis assessment of student achievement, input from the professional and/or small learning community colleagues, communication and interaction) with online teaching network).
9. Utilizes feedback as a catalyst for needed change.
10. Initiates dialogue with (administrators, supervisors, colleagues, consultants, specialists) to gain insight about the quality and effectiveness of teaching (skills, techniques).
11. Is open to (studying, duplicating) teaching behaviors with proven (records, evidence) of sustainable successes resulting in positive student learning outcomes.
12. Reflects on his or her teaching performance as evidenced by (request[s] for feedback, acceptance of constructive criticism, engagement in ongoing professional development).
13. (Adapts, Refines, Modifies, Analyzes) teaching (plans, strategies, techniques) after undergoing (a, the) (informal, formal) evaluation and post-conference process.
14. Willingly (undergoes, engages in) video-enhanced analysis of the lesson to better (analyze, evaluate, reflect on) his or her teaching performance.
15. Makes periodic adjustments to a self-constructed curriculum map to determine the effectiveness of (lesson planning, student progress, alignment of teaching and learning with projected goals and objectives).

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16. Submits (lesson plans, samples of student work, student test data) for (review, analysis) via the curriculum mapping process.
17. (Studies, Reviews) curriculum mapping findings to determine whether planning and instruction (are, were) aligned with (district benchmarks, core curriculum standards, stated goals and objectives, standardized test assessment programs) and makes needed (adjustments, adaptations, improvements) (on, with) future (plans, techniques, strategies).
18. Engages in critical inquiry sessions for the purpose of examining (teaching effectiveness, student outcomes).
19. Shows willingness to (adapt, further professional education, accept assistance from administrators, supervisors, colleagues).
20. (Learns, Is open) to (accept, embrace) (collective, collegial) discourse regarding (instructional effectiveness, teaching strategies, student learning outcomes).
21. (Uses, Studies, Reviews) findings of collaborative exchange to (prepare, gain knowledge of, grow in ability to) (construct, plan) (learning activities, professional development, teaching strategies) for the upcoming school (year, term, semester).
22. Demonstrates ease and assurance during (observation, evaluation, conference, parental on-site) sessions.

### **E. Adherence to Mandates**

1. Works within the stated (guidelines, format) of (federal, state, district school) (mandates, requirements) without (impeding, compromising, losing) professional (creativity, inspiration, goals and objectives, quality of instruction, passion for teaching).
2. (Embraces, Accepts) changing school reform(s) as a mandate for (upgraded professional development activity, increased reflection on teaching proficiency[ies]).
3. Strictly adheres to the district, school, core curriculum mandates and (prescribed, suggested, required, approved) (materials, time scheduling) when planning and implementing teaching (activities, format).
4. Is an active and productive participant in the district and school (organization, teaching and learning) structure.
5. Plans and implements innovative teaching and learning activities while adhering to the required school (mission, program, curriculum content).
6. Makes productive professional contribution(s) to the (PLC, Small Learning Community [SLC]).
7. Undergoes continuing professional development as per (personal initiative, federal, state, district mandates, administrative suggestion).
8. (Is proficient in, Has comprehensive knowledge of) (federal, state, district, school guidelines, mission, educational theory, special education law).
9. Adheres to and enforces the tenet of the school (code of conduct, handbook, mission, rules and regulations).
10. Is (proficient with, knowledgeable of, conversant with, interested in) (the, a) broad (range, spectrum) of (curriculum, technical programs and equipment, projects, opportunities, initiatives) offered by the (school, district).
11. Voluntarily becomes involved in (testing, critiquing, modeling, piloting) new (education theories, methods of teaching, curriculum, materials, programs).

12. Thoroughly covers the required (curriculum content, goals and objectives) (for, during) the (observed lesson, school term, year, semester).
13. Aligns the lesson objectives with the core curriculum content of the (grade level, department, course) and delineates their inclusion in the lesson plans.
14. Has a comprehensive knowledge of the (curriculum requirements, use of specific materials, technology) available for use to maximize the learning opportunities for students with (traditional, mixed ability, special, language-specific, diverse) (needs, requirements).
15. Engages in evidence-based (conferences, dialogue) with administrators regarding (professional growth, advanced professional standing, progress) as outlined on the annual (PIP, PDP).
16. Strictly (adheres to, follows) all mandated procedures regarding the administration of (standardized, achievement) student assessments.
17. Conforms to (school, district, age-appropriate, ability-appropriate) (guidelines, considerations) when assigning homework including (content, time allotted for completion).

## **F. The Professional Learning Community/Collaboration**

1. (Willingly, Enthusiastically) (accepts, adopts) any (role, task) in the learning community that serves to (promote, accelerate, effectuate, enhance) the goals and objectives of the school (mission, program).
2. Provides evidence that classroom (strategies, program, teaching practices) (is, are) implemented as a result of consensus (findings, studies, input) group collaboration.
3. Works collaboratively with school administrator(s), colleagues and parents as a co-decision maker, sharing responsibility and accountability for expected student outcomes.
4. Feels comfortable and empowered in the collegial relationship and the role as change agent, innovator, and valued contributor within the broader school community.
5. (Renders, Contributes) (thoughtful, skillful, constructive) (input, feedback, review) of colleagues' classroom performance when participating in school collaboration (sessions, activities).
6. Open to (reflect upon, accept) critique of classroom (behavior, practices) and makes necessary adjustments, where (suggested, warranted, indicated).
7. Feels empowered to express divergent (views, ideas) that are well researched, constructive and that result in making positive contributions to the process of shared responsibility for positive student learning outcomes.
8. (Contributes, Commits) fully to the efforts of the school professional learning community in terms of (volunteering personal time, making meaningful contributions, remaining receptive to the views of others, taking an active part in professional dialogue).
9. Strengthens teaching performance as a result of the insight student learning and progress.
10. (Willing to, Open to) replicate proven successful practices of (colleagues, teams) and seeks to implement additional ways to benefit from their (assistance, knowledge, experience, collaboration).
11. Researches and identifies (substantive, meaningful, useful) ways to upgrade professional contributions to the professional learning community.

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12. Engages in (ongoing, continuous) reflection on professional achievement to (gauge, assess) level of (impact, effectiveness) in meeting student achievement goals.
13. (Acknowledges, Accepts) share of personal (responsibility, accountability) for student achievement as a member of the (PLC, SLC).
14. (Seeks, Shares, Initiates) (collegial, productive, professional) (alliances, interchange, expertise, teaching strategies) with (counterparts, colleagues, members) in other (divisions, clusters, pods) of the school organizational structure.
15. Makes productive and valued contributions (to, during) collaborative assessment sessions.
16. (Provides, Contributes) well (thought-out, researched, prepared) (suggestions, research material[s], insight[s]) during collaborative sessions.
17. Works effectively with students who have been grouped into SLCs and (provides, plans) (services, experiences, activities) that nurture and expand their special (interests, skills, talents, abilities).
18. Participates in ongoing collaboration with (the school design team, grade-level colleagues and/or departments) to (plan and design interdisciplinary units, discover and nurture students' special talents and interests, maximize the benefits of students working together harmoniously).
19. Refrains from making (determinations, recommendations, decisions, judgments) without considering the (impact, viewpoints) of all members of the collaborative assessment (group, team).



### VOCABULARY AIDS

accomplished	developed	inaccurate
accurate	different	inadequate
adept	disparate	incisive
ardent	dispense	inclusive
articulate	dissimilar	ingenious
artistic	distasteful	innovate
assessment	distinct	insight
assorted	diverse	insignificant
avid	ensuring	intellectual
believe	enthusiastic	inventive
brilliant	erudite	judicious
capability	exact	know-how
clever	excellent	knowledge
communicable	expertise	learned
competence	feeling	logical
conscious	fervent	measure
consign	flexible	meticulous
consistent	gifted	minimal
constructive	good judgment	miscellaneous
conversant	guide	model
convey	imaginative	monitor
create	impart	obscure
creative	in depth	observant



opposite	radiate	sufficient
optimistic	remain	sundry
organize	resourceful	supply
orientation	scholarly	talented
original	self-reflective	technical
particular	separate	technology
pedagogy	serve	thorough
penetrate	shallow	tolerable
perceptive	sharing	translucent
poor	sharpness	transmit
practical	similar	transport
practice	skilled	unconcern
precise	skillful	understands
proctor	specialist	unlike
productive	speculative	varied
proficiency	stable	various
profound	strong	wisdom
prudent	studious	worthwhile
qualified	substantive	zealous



## SUGGESTED "PATS ON THE BACK"

- A. Your ability to apply objectivity and critical thinking to the issues advanced during school collaborative sessions makes you a most productive member of the team.
- B. Your commitment to ongoing advancement within your field is commendable and valuable to your students, our school, and to the teaching profession.
- C. You epitomize the educational objective of lifelong learning through your demonstrated (range of interests, teaching techniques, scholarly endeavors, passion for teaching and learning, quest for sustaining your teaching excellence).
- D. Your (knowledge of, interest in, and/or proficiency with) technology meets the demand for the highly skilled professional desired in (the 21st century, today's classrooms and schools).
- E. You are to be commended for building on your considerable knowledge base and teaching proficiencies through your professional development activities.
- F. Your students are being given a head start for becoming successful in the 21st century (high-tech world, global society) as a result of your knowledge, skill, and dedication to their achievement.
- G. Your comprehensive knowledge of how students learn contributes to their ability to comprehend, retain, and utilize information.
- H. You make standard curriculum fare (interesting, come alive, relevant, fun, understandable) for your students, thus enhancing their (enjoyment of, retention of, comprehension of, participation with, focus on) the subject matter.
- I. Your willingness to accept and act upon constructive suggestions and (formulate, implement) needed change is a hallmark of your professionalism.

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- J. By sharing your own (experiences, research findings, accumulated knowledge of the subject matter, expertise), you provide the students with a (much-welcomed, well-received) learning experience.
- K. You are much sought-after as a (mentor, helpmate, facilitator, partner) (with, to) (student teachers, new staffers, colleagues, administrators) because of your expertise and your helpful spirit. Thank you for your willingness to (assist, lend a hand).
- L. You are willing to engage in innovative educational (endeavors, programs, strategies) with optimism, enthusiasm, and energy.
- M. You successfully infuse innovative strategies into your teaching program.
- N. You have proven to be a successful trailblazer in your (describe program, technique, use of materials). Congratulations on your achievement.
- O. The voluntary (pursuit of, enrollment in, participation in) demanding professional development (courses, activities, initiatives) illustrates your commitment to achieving and sustaining excellence.
- P. Remaining current with educational trends that expand your problem-solving and creative capabilities have increased your effectiveness and ability to think out of the box.
- Q. It speaks to your professional maturity that you accept constructive (criticism, feedback) as an opportunity to (improve, develop, self-reflect) and not as a professional or personal (rebuke, criticism).
- R. Your (passion for, training and interest in) teaching and learning has been extremely beneficial when working with the (school task force, district or school focus group, small group, PLC).
- S. Openly sharing your terrific ideas with your colleagues is a mark of professionalism. You're a team player!
- T. You are known for setting your students up . . . for success!
- U. You are an excellent model of hard work, ability, and diligence, which your students are inspired to (duplicate, emulate).
- V. It is wonderful to witness the (transformation, growth) (shown, made) by your students during this (term, semester, marking period, school year).
- W. You (are, have been) a transformational (force, element) in the lives of your students, resulting in their ability to (see, value) themselves as (achievers, winners).
- X. The fact that you view and use the administrator as a resource rather than as a (critic, authoritative figure) is a testament to your professionalism and dedication to providing the best possible service to your students and to our school!
- Y. Your willingness to look at your teaching effectiveness through the eyes of other education professionals is laudable.
- Z. It's a measure of your (professional growth, excellence) that you so successfully (operate, manage) a classroom in which your students can express their (creativity, novel ideas, talents, abilities, and interests) while acquiring the prerequisite (content, curriculum) knowledge and skills.

- AA. A true education professional realizes that learning is ongoing and that there is always much to learn. You are a true professional!
- BB. The students of [name of school] are fortunate to have a teacher who recognizes the potential in each of them!
- CC. Your (participation, leadership role) in school-based activities is highly commendable and greatly appreciated. Thank you!
- DD. Your continuing education initiatives have enhanced your teaching skills. Continue your (enthusiasm for, interest in) ongoing professional growth!
- EE. You have shown impressive (professional, teaching) growth since commencing your (position, appointment).
- FF. Consider sharing your (considerable, exemplary, in-depth) expertise with (novice teachers, student interns, colleagues).