Teacher professionalism encompasses key characteristics – professional competence, performance, and conduct – that reflect teachers’ goals and purposes, capabilities, values and beliefs, and directly impact the effectiveness of teaching. As a profession, teachers value and practice the principles, standards, ethics, and legal responsibilities of teaching. And, as with any profession, they must be committed to and skilled in the areas of expertise that define teaching. Professionalism should reflect three essential elements of any true profession:

**Three Essential Elements of Professionalism**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Descriptions</th>
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<tbody>
<tr>
<td>Professional standards and ethics of the profession</td>
<td>• Adhere to legal and ethical guidelines.</td>
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<td></td>
<td>• Adhere to standards defined for the profession.</td>
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<td></td>
<td>• Demonstrate professional demeanor and positive interaction with others.</td>
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<td></td>
<td>• Respect the diversity of ethnicity, race, gender, and special needs.</td>
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<td>Continuous self-professional development</td>
<td>• Act as reflective practitioner.</td>
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<td>• Acquire and refine professional knowledge and skill.</td>
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<td>• Engage in ongoing professional renewal.</td>
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<td>• Act, as appropriate, as risk taker, stepping out of comfort zone.</td>
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<td></td>
<td>• Embrace practices of a life-long learner.</td>
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<tr>
<td>Contributions to the profession</td>
<td>• Serve as role model for other educators.</td>
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<td></td>
<td>• Serve on school, district, regional, and state educational committees,</td>
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<td></td>
<td>work groups, etc.</td>
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<tr>
<td></td>
<td>• Participate in professional associations.</td>
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<tr>
<td></td>
<td>• Contribute to the development of the profession (e.g., through presentations, writing).</td>
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</tbody>
</table>

Teaching seems to differ from many other professions and occupations in the aspect that the behaviors, seem to have considerable implications for the professional practice. For educators, students, and for the general public, good teaching is inconceivable as apart from the teacher’s personal qualities. Teachers’ daily practice is grounded in the beliefs, values, and attitudes they hold toward the profession, the students, the school, and themselves. Carr posited that many of the skills featured in competence models of professional training – such as the abilities to match general curricular prescriptions to individual needs, to maintain student engagement and administer classroom management – depend on the teachers’ ethical or personal qualities of empathy, care, respect, fairness, motivation, perseverance, and strong belief that they can succeed in making a difference in students’ learning.
that their teachers care about them, they respond by “optimizing their commitment to learning and putting forth greater efforts to reach their potential.” In classroom learning, when students are supported by a caring teacher, they are more likely to ask questions, to take chances, and to share their inner thoughts in creative writing and through other forms of expression.

Teacher dispositions and beliefs are two other variables related to student achievement. They are important qualities that build up a teacher’s professional demeanor. Carter used multiple data collection instruments, such as surveys,
interviews, observations, and personal records, to
develop a better understanding about the
characteristics and dispositions of 99 effective
teachers. When these teachers were asked to list
three characteristics of exceptional teachers, the
most mentioned themes are as follows:

- Flexible, adaptable, will search for what
  works.
- Excellent management skills, organized,
discipline issues, etc.
- Caring, compassionate.
- Love working with children, love children.
- Believe all children can learn at high levels,
  high expectations.

These exemplary teachers were then asked to report two strengths they possessed themselves.
The most frequently mentioned strengths included being hard-working and dedicated,
possessing excellent communication skills, being
enthusiastic and energetic, and being caring and
kind. Exemplary teachers regard the ethic of care
and respect as a vital foundation for students’
best learning and a prerequisite for effective
teaching. They reach out to know their students
by using multiple sources of knowledge (e.g.,
solicited critique, dialogues and questions,
knowing students informally, knowing from
colleagues, and knowing students’ cultures). Several studies sought the input of
students themselves in identifying characteristics
of highly effective teachers. These studies
revealed that students described effective
teachers as caring, dedicated, motivating,
encouraging, nurturing, supportive, and
respectful.

Caring, self-efficacy, and enthusiasm are just a few examples of teacher characteristics that
have been demonstrated to influence both
cognitive and affective learning. Classroom
observations often reveal that effective teachers
demonstrate more respect and caring for students
than do less effective teachers. Effective
teachers use care and respect to build
relationships with their students that are
conducive to academic learning. Teachers’
expressions of care not only enhance students’
social skills and self-worth but also encourage
their academic development. When students
perceive that their teachers care about them, they
exert higher level of motivation, social
responsibility, and affective learning and they
respond by “optimizing their commitment to
learning and putting forth greater efforts to reach
their potential.”

Enthusiasm and motivation: Enthusiasm and
motivation are two essential attitudes that impact
teacher effectiveness and, ultimately, student
achievement. Enthusiasm “reflects the degree of
enjoyment, excitement and pleasure that teachers
typically experience in their professional
activities.” Teachers who are more enthusiastic
about teaching exhibit higher quality
instructional behavior, such as monitoring student
learning, providing students with more cognitive
autonomy support, offering more social support to
students, and using higher levels of cognitive
challenge. Teacher motivation also is expressed in
a range of teacher behaviors that are perceived to
be conducive to student learning, such as
enthusiasm in content area taught, interest about students’ personal and
developmental needs, participation in content-
related activities outside of class time, and
displaying value and emotion for students.

Motivation and enthusiasm are contagious in
classrooms. Teachers who display enthusiasm
and energy in the classroom often increase
student interest and motivation to learn. Among
various teacher variables, enthusiasm is the most
powerful unique predictor of students’ intrinsic
motivation and vitality. The students who
received instruction from an enthusiastic teacher
reported greater intrinsic motivation regarding
the learning material and experienced higher
levels of vitality. They also exhibited higher
rates of on-task behavior.

Efficacy: In addition, researchers found positive
associations between student achievement and
three types of teacher efficacy-related beliefs:
academic emphasis, faculty trust in students and
parents, and teachers’ collective efficacy beliefs
about the school system. Teachers of high self-
efficacy set themselves higher goals and stick to
them. They invest more effort and persist longer
Georgia Department of Education
Teacher Keys Effectiveness System

than those low in self-efficacy. A growing body of empirical evidence supports that teachers’ self-perceived abilities to accomplish desired outcomes are related to the effort they invest in teaching, the goals they set, and their persistence when setbacks occur. The reviews of research on teacher self-efficacy have summarized that teachers’ self-efficacy is associated with their teaching practices in classrooms and student outcomes such as students’ own self-efficacy beliefs and student engagement, motivation, and achievement. Compared to teachers with lower self-efficacy beliefs, teachers with stronger perceptions of self-capability tend to use more challenging teaching techniques, try innovative strategies, and employ classroom instruction that are more organized and better planned, student centered, humanistic.

Professionalism and Professional Growth: Another key attribute of professionalism is a commitment to continuous improvement and perpetual learning. Interestingly, effective teachers monitor and strengthen the connection between their own development and students’ development. Evidence indicates that teachers who receive substantial professional development can help students achieve more. For example, based on the findings of one meta-analysis, teachers who receive substantial professional development (in this instance, 49 hours) can boost their students’ achievement about 21 percentile points, and this effect size is fairly consistent across content areas.

Effective teachers invest in their own education. They take responsibility for their own learning, actively engage in self-directed learning based on a set of established goals and in community with like professionals, they tend to become more self-directed and take responsibility for their own learning. Hammerness et al. developed a framework of teacher learning. This framework envisions that teachers need to conduct professional learning in the following five domains: a vision for their practice; a set of understandings about teaching, learning, and children; dispositions about how to use this knowledge; practices that allow them to act on their intentions and beliefs; and tools that support their efforts.

### A Framework for Teachers’ Professional Improvement

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
<th>More Detailed Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Image of what is possible and desirable in teaching</td>
<td>A set of images of good practice that inspire and guide professional learning and practice.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Deep knowledge of content, pedagogy, students, and social contexts</td>
<td>• Possess a coherent and rich conceptual map of the discipline (knowledge); an understanding of how knowledge is developed and validated within different social contexts (methods); an understanding of why the subject is important (purposes); and finally, an understanding of how one can communicate knowledge of that subject to others (form).</td>
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<tr>
<td>Tools</td>
<td>Conceptual and practical resources for use</td>
<td>• Theoretical tools include learning theories, frameworks, and ideas about teaching and learning, such as zone of proximal development, culturally relevant teaching. • Practical tools include particular instructional approaches and strategies, and resources such as textbooks, assessment tools.</td>
</tr>
<tr>
<td>Practices</td>
<td>Developing, practicing, and enacting a beginning repertoire</td>
<td>The knowledge and tools mentioned above need to integrate into a set of practices. These practices include a variety of instructional activities to promote student learning, such as designing and carrying out a lesson plan, explaining concepts, implementing problem-based learning, planning debates, providing feedback, etc.</td>
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</tbody>
</table>
Effective teachers continuously practice self-reflection, self-evaluation and self-critique as learning tools. They are curious about the art and science of teaching and about themselves as effective teachers. They often portray themselves as students of learning. They learn by continuously studying their classroom experiences in an effort to improve practice. They constantly improve lessons, think about how to reach particular children, and seek and try out new approaches in the classroom to better meet the needs of their learners.\textsuperscript{36} Reflection constitutes a disciplined way of thinking that entails calling into question one’s existing beliefs and routines in light of new evidence and altering teaching behaviors accordingly.\textsuperscript{37} By examining, or reexamining, the content and context of their own behaviors in the classroom they are able to refine or even alter what they do and how they do it. Some researchers define reflective teachers as introspective. They seek a greater understanding of teaching through scholarly study and professional reading. Effective teachers invite feedback; by eliciting information and criticism from others, they broaden their perspectives and gain insight to what may have been previously missed. Through reflective practice, effective teachers monitor their teaching because they have a strong commitment to students learning and want to make a difference in the lives of students.\textsuperscript{38}

**Professionalism and Contributing to the Profession:** Effective teachers act individually and collectively to advance the teaching profession, and act as shapers, promoters, and well-informed critics of educational policies, instructional innovations, and internal changes that impact on student learning.\textsuperscript{39} Effective teachers are willing to share their ideas and assist other teachers with difficulties. They volunteer to lead work teams and to be mentors to new teachers. Effective teachers are informal leaders on the cutting edge of reform who are not afraid to take risks to improve education for all students.\textsuperscript{40} Their opinions usually contribute to effecting positive changes at school or district level. A teacher can contribute to the teaching profession by engaging in various types of study, inquiry, and even experimentations to develop personal best practices. Individually, teachers are powerful resources to enrich the professional knowledge base about academic standards, curriculum, pedagogy, and assessment by reflecting and sharing personal knowledge of “what works” and “what does not work.” Collectively, teachers can network with professional associations and collaborate with social/business agencies to advance overall school improvement.

Research also has found that an effective teacher:

- Links professional growth goals to professional development opportunities.\textsuperscript{41}
- Is empowered to make changes to enhance learning experiences, resulting in better student retention, attendance, and academic success.\textsuperscript{42}
- Selects professional development offerings that relate to the content area or population of students taught, resulting in higher levels of student academic success.\textsuperscript{43}
- Is cognizant of the legal issues associated with educational records, and respects and maintains confidentiality.\textsuperscript{44}

**Sample Performance Indicators for the Professional Knowledge of Teachers**

- Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- Respects and maintains confidentiality.
• Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
• Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
• Demonstrates flexibility in adapting to school change.
• Engages in activities outside the classroom intended for school and student enhancement.

In what ways has your practice been influenced by the school improvement process, if at all?
How has student achievement been impacted by implementing the school improvement plan?

Sample Student Evidence that Teacher has met the Criteria for Level III
• Provide thoughtful feedback to teacher about new ideas and strategies tried by the teacher.
• Report that the teacher regularly adapts instruction to improve learning.
• Report that the teacher allows them to actively participate in lessons.
• Improve learning and achievement related to the teacher’s learning.
• Report that the teacher and others at the school work together to support student learning.
• Offer their input toward school improvement through the teacher.

Sample Conference Prompts
• What impact, if any, have professional interactions with colleagues such as collaboration, coaching, mentoring, or participating in professional learning community activities had on your professional development this year?
• How do you incorporate your professional reading and reflection into your professional practice?
• What has been your most meaningful professional learning experience this year?
• How has participation in professional learning impacted student achievement?
• How have you been involved in the school improvement process this year?
# Teacher Self-Assessment Checklist

## Performance Standard 9: Professionalism

<table>
<thead>
<tr>
<th>Quality</th>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
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<tbody>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>Show joy for the content material.</td>
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<td>Take pleasure in teaching.</td>
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<td>Demonstrate interest about students’ personal and developmental needs.</td>
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<tr>
<td><strong>Professional Standards and Ethics of the Profession</strong></td>
<td>Adhere to legal and ethical guidelines, standards for the profession, and local school board policies.</td>
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<td></td>
<td>Demonstrate professional demeanor and positive interaction with others.</td>
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<tr>
<td><strong>Professional Development</strong></td>
<td>Involve in acts of searching and inquiring to find a solution that will solve problems encountered.</td>
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<td>Demonstrate involvement in learning activities inside and outside school.</td>
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<td>Assess and audit the gaps in professional practice.</td>
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<td>Incorporate learning from professional development activities into classroom practice.</td>
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<tr>
<td><strong>Contribution to the learning community</strong></td>
<td>Find, implement, and share new instructional strategies.</td>
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<td>Network, share practices through dialogue, modeling, and demonstration within and across schools.</td>
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<td></td>
<td>Share practices through mentoring, coaching, team teaching and shadowing.</td>
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<td>Support school change and initiatives.</td>
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<tr>
<td><strong>Reflective Practice</strong></td>
<td>Know areas of personal strengths and weaknesses.</td>
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<td>Compare instructional practice to the best practices supported by extant research.</td>
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<td></td>
<td>Engage in structured reflection and inquire into own practice.</td>
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<td>Be analytical and evaluative about professional knowledge.</td>
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<td>Set high expectations for personal classroom performance.</td>
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<td>Demonstrate high efficacy.</td>
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