

Professionalism and Collegial Collaboration

New Teacher Self-Assessment and Goal Setting

- ___ Use the district mission and vision statements, the district learning standards, and the criteria for professional performance as benchmarks for professional practice
- ___ Demonstrate knowledge about and use of current state and federal laws regarding special services students
- ___ Consult with and inform appropriate personnel about legal questions
- ___ Keep your grade book updated and legible
- ___ Maintain accurate attendance records
- ___ Inventory school property, books and instructional materials and maintain accurate records
- ___ Perform duties such as restroom supervision, lunch duty, hall duty, and bus duty as assigned
- ___ Use clear, concise, and grammatically correct language in oral and written communication
- ___ Submit reports correctly and on time
- ___ Attend required meetings
- ___ Be prompt to and attentive at staff, departmental, and team meetings
- ___ Participate and contribute at staff, departmental, and team meetings
- ___ Provide substitutes with thorough instructional plans and notes on classroom procedures
- ___ Develop and make accessible emergency substitute plans
- ___ Handle situations involving staff members in a professional manner
- ___ Implement decisions made by groups in which teacher served or was represented
- ___ Maintain Internet access safeguards appropriate to age level and as identified by the district
- ___ Use discretion in handling confidential information and difficult situations



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- ___ Ensure that supportable facts, rather than rumors or insinuations, are discussion points in conversations and conferences
- ___ Be available for conferences with parents
- ___ Seek out parents and make parents feel comfortable contacting you and interacting with you as a partner in their child's education
- ___ Teach parents about the instructional program and your approach to learning through newsletters and evening academic events that feature student work and expected standards
- ___ Collaborate with special education teachers/general education teachers to facilitate the learning of students with IEPs
- ___ Seek out and use professional expertise for assistance and guidance in supporting students with intellectual, emotional or physical challenges
- ___ Serve as a school representative when asked to do so
- ___ Serve as a catalyst for constructive change
- ___ Demonstrate responsibility in attendance and punctuality as required by school policy
- ___ Always be professionally groomed and attired
- ___ Express views and ideas to others in a professional manner that is respectful of the possibility and probability of different perspectives
- ___ Align professional development work with school and district goals
- ___ Adjust classroom practice as a result of professional learning completed independently, in collaboration with colleagues, and/or sponsored by the school or district
- ___ Work with colleagues across grade levels to align curriculum and decrease redundancy
- ___ Recognize that collegial sharing is essential to the learning process for both students and educators
- ___ Use all available resources accessible locally, at the state level, nationally, and technologically
- ___ Use communication skills that demonstrate an awareness of cultural, gender, and generational differences
- ___ Assess group dynamics and productivity and adjust own behavior to maximize the outcomes of the work

