








Effective language learning experiences require teachers to identify how their own continued professional preparation contributes to student success and how they can model life-long learning skills through their own professional growth. The PROFESSIONALISM domain is one of the seven domains of the *Teacher Effectiveness for Language Learning Framework* that identifies the characteristics and behaviors exhibited by a model world language teacher. **Dig deeper by reviewing the research, scholarly writings and other online resources that support the criteria identified in this domain.**

PR1 I maintain the highest standards of professional conduct in my community, classroom and professional affiliations.

<p>ACTFL Statement of Professional Responsibility (2009)</p> <p></p> <p>http://www.actfl.org/membership/statement-professional-responsibility-actfl-members</p>	<p>InTASC Teacher Education Standards (2011)</p> <p>Standards 9 and 10</p> <p></p> <p>http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf</p>	<p>*The Journey to Become a Standards-Based World Language Teacher</p> <p></p> <p>http://media.startalk.umd.edu/workshops/2009/Rutgers</p>	
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PR2 I maintain high levels of linguistic competence in both the target language and English.

<p>Advanced Proficiency for Foreign Language Teacher Candidates: What Can We Do to Help Them Achieve This Goal?</p> <p></p> <p>Lynn Pearson, Bonnibeth Fonseca-Greber and Kristie Foell, <i>Foreign Language Annals Volume 39</i>, Issue 3, October 2006, Pages: 507–519, DOI: 10.1111/j.1944-9720.2006.tb02902.x</p>	<p>ACTFL Proficiency Guidelines (2012)</p> <p></p> <p>http://actflproficiencyguidelines2012.org/</p>	<p>NCSSFL-ACTFL Global Can-Do Benchmarks</p> <p></p> <p>http://www.actfl.org/global_state_ments</p>	<p>ACTFL OPI and WPT</p> <p></p> <p>http://www.languagetesting.com/oral-proficiency-interview-opi http://www.languagetesting.com/oral-proficiency-interview-by-computer-opic http://www.languagetesting.com/writing-proficiency-test</p>
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PR3 I am a reflective practitioner.

<p>Fostering Reflections</p> <p></p> <p>Danielson, L. (2009). <i>Fostering Reflection</i>. Educational Leadership, V66</p>	<p>*The Will to Lead, The Skill to Teach: Transforming Schools at Every Level</p> <p></p> <p>Muhammad, A. (2011). <i>The Will to Lead, The Skill to Teach: Transforming Schools at Every Level</i>. Bloomington, IN: Solution Tree ISBN: 1935542540</p>	<p>* The Courage to Teach (10th Edition)</p> <p></p> <p>Palmer, P. J. (2007). <i>The Courage to Teach</i>. 10th Anniversary Edition. Hoboken, NJ: Wiley ISBN: 0787996866</p>	
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* Denotes resources that are excerpts from the STELLA Modules: <https://startalk.umd.edu/STELLA/>



PR4 I participate in professional development opportunities both in-district and beyond throughout the school year and in the summer.

Why PD Matters



http://www.learningforward.org/advancing/Why_PD_Matters_Web.pdf

Time for Professional Development



www.ncrel.org/sdrs/areas/issues/

PR5 I give back to the profession in a variety of ways.

Why Teachers Must Become the Change
Pages 12-17



March 1993 | Volume 50 |
Number 6 The Professional Teacher
Agents Michael G. Fullan

* Denotes resources that are excerpts from the STELLA Modules: <https://startalk.umd.edu/STELLA/>

