

### **Goal Eight: Professionalism**

“Goal 8: Educators develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.”~ UAS School of Education

I have chosen my [classroom research project from ED626](#) as an example of my professionalism. This project required research, reflection, data collection, collaboration with classmates and colleagues, and an evaluation of pedagogical practice (Burnaford, Fischer, & Hobson, 2001). Going through my classroom research project required constant feedback and input between my fellow teachers and me as we worked on our projects. These supportive exchanges were not just regarding our actual project work (i.e. writing) but also our practice. We discovered that many of us shared experiences, roadblocks, and very similar classroom challenges (Hubbard, & Power, 2004; Vicente, 2017). This gave all of us an opportunity to be and feel supported in our efforts. It also afforded each of us an opportunity to learn from each other’s solutions or pitfalls. This type of collaboration helps teachers improve their practice and, ultimately, academic outcomes for our students (Donohoo, Hattie, & Eells, 2018).

One of the things I love about teaching is how collaboration among colleagues creates positive results for students and a positive outlook toward my practice. I love to share as well as receive great ideas and support from my colleagues. In my [professional portfolio](#) I feature one of the “good ideas” I shared with a fellow teacher during student teaching and the beautiful result she got when she taught it to her fifth graders. Often times I feel that collaboration with my colleagues is not just enriching but essential in informing my practice. Working with my students’ previous teachers gives me an opportunity to find out what strategies have worked or

have not worked; find out past social dynamics between my students; and use this information to inform my strategies going forward (Hubbard, & Power, 2004).

The process of doing [classroom research](#) was valuable for how much it informed my practice. It is in my nature to be a lifelong learner but the intention required to do classroom research yielded so much more information about myself and my practice than regular reflection does. In the process of my inquiry I had so many surprising revelations that it made me very interested in conducting more research. I want to have a research group at my next school (Burnaford, Fischer, & Hobson, 2001; Hubbard, & Power, 2004). If we discover a problem of practice, I think doing research together can prove to be beneficial professional development because it is learning by doing; constructivism. (Slavin, 2012). This constructive approach to professional development is engaging and specific to our own practice which makes it more valuable than the usual in-service day training. I intend to make the most of both types of learning, however, because the most important thing is to stay informed and reflective about my practice so that I can make informed adjustments to my practice (Burnaford, Fischer, & Hobson, 2001).

**References**

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