

Domain 4: Professional Responsibilities



Component 4a. Reflecting on Teaching

Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

Overview...

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

For further assistance:

Office of Educator Effectiveness

Arkansas Department of Education

501.683.3160

<http://www.arkansased.gov/>

Components of Domain 4: Professional Responsibilities

4a. Reflecting on Teaching

4b. Maintaining Accurate Records

4c. Communicating with Families

4d. Participating in a Professional Community

4e. Growing and Developing Professionally

4f. Showing Professionalism

Learning Outcomes:

4a. Reflecting on Teaching

- Understand the elements of 4a
- Distinguish the difference in levels of performance
- Review examples of 4a evidence
- Identify my level of performance on 4a
- Create next steps to improve my level of performance in 4a

Understanding 4a. Reflecting on Teaching

- Reflecting on teaching includes the thinking after instruction. It is a natural activity and has been found to actually be a skill which can be improved. It's valuable – not because teachers are 'bad' but because there is always room for improvement.
- As teachers begin the focus on reflection, it's easy to describe instruction as 'good' or 'terrible'; however, skilled reflection is accurate, specific and involves the ability to analyze for future use.
- Improving reflection means the ability to reference specific examples from a lesson. Reflection results in identifying success and areas for improvement, both leading to improved practice.

Elements of 4a

1. Accuracy

- ▶ Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgement.*

*Proficient Level of Performance

Elements of 4a

2. Use in future teaching

- ▶ Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.*

*Proficient Level of Performance

Planning for 4a Evidence

If the teacher's goal is to make an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, and if the goal is to cite general references to support the judgement, then

- 1. A system of reflection should be established. As in preferred learning styles, productive reflection may occur through a process of journaling or processing information when sharing with a colleague.**
- 2. Target aspects of teaching for repeated inspection, e.g. question quality, group organization, student behavior, activities or assignments.**

Planning for 4a Evidence

If the teacher's goal is to make specific suggestions of what could be tried another time the lesson is taught , then

1. Obviously, experience adds to ideas for possible adaptations or approaches to the work. Once again, the original 'design thinker' is at work. Asking what happened and what you want to happen will begin the process of finding solutions to reach the desired learning outcome.
2. What obstacles do you experience when seeking to improve for your students? What resources are available to help with this?

Which 4a element does this Observation evidence address?

“I think we should build more words. When we are building the words, we should talk more about other meanings of the word. We did a few, but more would be better. For the word sort, D. had the words ' warm' and ' car.' I think he grasped it after the explanation. He usually has trouble with oddball words. Today I think he understood it. I did notice that R. was successful in building her words today just from hearing the sounds.”

- a. Accuracy**
- b. Use in future teaching**

Answer is a.

Which 4a element does this Observation evidence address?

'I should not be afraid to use peer tutoring, and I should use it better. I should incorporate it better into lesson planning.'

'Some of the students needed to have more writing prompts. I may give them an exact time frame to finish the assignment. I think the next time I will use an object that they are more familiar with to teach this lesson.'

a. Accuracy

b. Use in future teaching

Answer is a.

Arkansas TESS has 4 levels of performance. . . .

Distinguished

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

Arkansas TESS has 4 levels of performance. . . .

Proficient

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

Arkansas TESS has 4 levels of performance. . . .

Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

Unsatisfactory

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
<p>Not</p> <p>No</p> <p>Not clear</p> <p>Unaware</p> <p>Does not respond</p> <p>Poor</p> <p>Not congruent</p>	<p>Some</p> <p>Attempts to</p> <p>Limited</p> <p>Moderate</p> <p>Uneven</p> <p>Inconsistent</p> <p>Rudimentary</p>	<p>Consistent</p> <p>High quality</p> <p>Timely</p> <p>Accurate</p> <p>Appropriate</p> <p>Clear</p> <p>Effective</p> <p>High expectations</p>	<p>All students</p> <p>Highly effective</p> <p>Entirely appropriate</p> <p>Adapted for individual students</p> <p>Fully aligned</p> <p>Extensive</p>

This is which level of performance for 4a?

1. The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 4a?

2. The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
- Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 4a?

3. The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.
- Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 4a?

4. The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

- 1) Basic
- 2) Distinguished
- 3) Unsatisfactory
- 4) Proficient

Any surprises?

How is 4a successfully demonstrated?

Following a formal observation for a summative teacher, or through conversation following instruction, an observer/rater may look for the following:

- A verbal or written reflection of events or aspects of instruction
- The identification of specific events or aspects of a lesson
- A judgement of identified events or aspects
- Suggestions for alternative approaches or modifications of previously used methods or materials

Remember

Target *Proficient* performance because
“Our performance goal is to LIVE in 3...
And vacation in 4.”

Think about it. . .

- After reviewing the Performance Levels for **Component 4a: Reflecting on Teaching**, how would you rate on the rubric?
- Do you prefer to reflect on teaching orally or in writing?
- Where are your ‘human’ supports for this process – in your school or in your professional network?
- Which aspect of the reflection process would improve with more learning?

Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson