

Domain 4: Professional Responsibilities



Component 4d. Participating in a Professional Community

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. Participating in a Professional Community

4b. Maintaining Accurate Records

4c. Communicating with Families

4d. Participating in a Professional Community

4e. Growing and Developing Professionally

4f. Showing Professionalism

Learning Outcomes:

4d. Participating in a Professional Community

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

Understanding 4d. Participating in a Professional Community

- The purpose of schools is to promote student learning. The goal of improving student learning is only possible as professional educators work together with colleagues to share successful strategies, collaborate and work together for the success of individual students.
- Forced collaboration is nonproductive. True educational communities are built on shared trust and respect from individuals who truly value the work of individual educators and the education community.
- Professional Communities exist inside schools and outside schools. Participation in both affect students in schools and the profession as a whole.

Elements of 4d

1. Relationships with colleagues

- ▶ Relationships with colleagues are characterized by mutual support and cooperation.*

*Proficient Level of Performance

Elements of 4d

2. Involvement in a culture of professional inquiry

- ▶ Teacher actively participates in a culture of professional inquiry.*

*Proficient Level of Performance

Elements of 4d

3. Service to the school

- ▶ Teacher volunteers to participate in school events, making a substantial contribution.*

*Proficient Level of Performance

Elements of 4d

4. Participation in school and district projects

- ▶ Teacher volunteers to participate in school and district projects, making a substantial contribution.*

*Proficient Level of Performance

Planning for 4d Evidence

If the teacher's goal is to have relationships with colleagues characterized by mutual support and cooperation, then

1. What types of in-school and online professional groups are available?
2. What do you know about maintaining positive and productive relationships with peers?
3. Have you experienced difficult situations when working with other professionals? What did you learn from those situations?

Planning for 4d Evidence

If the teacher's goal is to actively participate in a culture of professional inquiry, then

1. Does the teacher find and regularly participate in collaboration structures existing in the school or out of the school?
2. Does the teacher communicate to share successful strategies from the classroom?
3. Does the teacher show a willingness to work in and out of school time requirements to grow professionally?
4. Is the teacher willing to participate in active research?

Planning for 4d Evidence

If the teacher's goal is to volunteer to participate in school events to make a substantial contribution, then

1. How does a teacher find opportunities to participate in school events?
2. How can you encourage professional peers to become part of the work?
3. What could be done by your colleagues and you to strengthen the school's instructional program?

Planning for 4d Evidence

If the teacher's goal is to volunteer to participate in school and district projects to make a substantial contribution, then

1. Where could a teacher learn about volunteer opportunities to serve the school and district?
2. In what areas might a teacher substantially contribute?
3. How might you advocate for your students to the school or district?
4. Are you professionally involved to influence benefits for your school or district?

Which 4d element does this Observation evidence address?

“I was willing to spend 4 weeks in my classroom with the new program, but we were disappointed when the results came back. It’s time to look at it again. Maybe I was lacking in commitment to the process. I think I can re-focus and do better. I do believe in the idea of using our resources like this.”

- a. Relationships with colleagues**
- b. Involvement in a culture of professional inquiry**
- c. Service to the school**
- d. Participation in school and district projects**

Answer is b.

Which 4d element does this Observation evidence address?

Mr. P is leading the work of incorporating the new technology at the middle school. He is always willing to lead others in improvements for students – of course these improvements benefit all of us by helping students learn.

- a. Relationships with colleagues**
- b. Involvement in a culture of professional inquiry**
- c. Service to the school**
- d. Participation in school and district projects**

Answer is d.

Which 4d element does this Observation evidence address?

“This is a terrific school. We work together as a team of teachers to make things happen for the school. We have beginning curriculum nights for families. We have fun times and cultural festivals. Giving time to help the school is what I love to do right now.”

- a. Relationships with colleagues**
- b. Involvement in a culture of professional inquiry**
- c. Service to the school**
- d. Participation in school and district projects**

Answer is c.

Which 4d element does this Observation evidence address?

“I work with the following personnel: my mentor teacher; the Kindergarten teaching team; the interventionist; the ESL coordinator; the assistant principal; and my principal.”

“I work with the third grade team daily during our planning period and after school to plan our instructional lessons based on the common core and the pacing guides. We make decisions together about the content and design lessons together. I also work with the interventionist to modify instruction for individual students.”

- a. Relationships with colleagues**
- b. Involvement in a culture of professional inquiry**
- c. Service to the school**
- d. Participation in school and district projects**

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 4d?

1. The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 4d?

2. The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 4d?

3. The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.
- Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 4d?

4. The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

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

Any surprises?

How is 4d successfully demonstrated?

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

- The teacher sharing information about relationships with colleagues.
- Quotes or documentation of participation in professional inquiry.
- Direct or indirect evidence of the teacher's involvement in school activities.
- A teacher's willingness to lead others in a project to benefit the school or local professional community.

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 4d: Participating in a Professional Community**, how would you rate on the rubric?
- Have you experienced working in a professional community? What skills do you bring to this work?
- If you are not in a position to have extra time before or after school, where might you find opportunities to participate? When could you? How would you do that?

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