

Domain 4: Professional Responsibilities



Component 4e. Growing and Developing Professionally

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. Growing and Developing Professionally
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Participating in a Professional Community
- 4e. Growing and Developing Professionally**
- 4f. Showing Professionalism

Learning Outcomes: 4e. Growing and Developing Professionally

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

Understanding 4e. Growing and Developing Professionally

- Always having room to improve requires teachers to continually grow and develop professionally. This requires improved understanding of many aspects of instruction; really important is a better understanding of engaging students in learning.
- Many venues exist to make this learning possible. In and out of the classroom. From classroom action research to professional and online resources, experience and expertise are possible.
- Opportunities to improve abound as do possibilities for expanding contributions to peers and professions.

Elements of 4e

1. Enhancement of content knowledge and pedagogical skill

- ▶ Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.*

*Proficient Level of Performance

Elements of 4e

2. Receptivity to feedback from colleagues

- ▶ Teacher welcomes feedback from colleagues, when made by supervisors, or when opportunities arise through professional collaboration.*

*Proficient Level of Performance

Elements of 4e

3. Service to the profession

- ▶ Teacher participates actively in assisting other educators.*

*Proficient Level of Performance

Planning for 4e Evidence

If the teacher's goal is to seek out opportunities for professional development to enhance content knowledge and pedagogical skill, then

1. What opportunities are available for improving content knowledge and/or pedagogical skill?
2. Where might opportunities be found if few or none exist locally?
3. Have you worked with colleagues who participate in learning together?
4. What is the tool that is part of TESS (located in BloomBoard) for the documentation of this work?

Planning for 4e Evidence

If the teacher's goal is welcome feedback from colleagues, or from supervisors, or from professional collaboration, then

1. Show that feedback is welcomed by responding positively after receiving it.
2. Continue to ask for feedback, make changes and ask for more.
3. Where does feedback fit in with collaborative review of student work? With peer coaching?

Planning for 4e Evidence

If the teacher's goal is to participate actively in assisting other educators, then

1. Beginning locally is a good introduction to this work. What opportunities exist for peer coaching or mentoring?
2. How might you establish a positive, reciprocal relationship with a close colleague?
3. Do you have the skills necessary to train other teachers? What opportunities are available for extending your work in this area?

Which 4e element does this Observation evidence address?

Note received from Ms. J:

“Thanks for taking time to send me that note about the books I could use for improving the small group work in my room. Thanks for your patience. I know I need to do better – and I want you to know I will try hard!”

- a. Enhancement of content knowledge and pedagogical skill**
- b. Receptivity to feedback from colleagues**
- c. Service to the profession**

Answer is b.

Which 4e element does this Observation evidence address?

Mr. W. shares information and the unique record system he brought back from the seminar he attended at the beginning of the year during the October faculty meeting.

- a. *Enhancement of content knowledge and pedagogical skill***
- b. *Receptivity to feedback from colleagues***
- c. *Service to the profession***

Answer is a.

Which 4e element does this Observation evidence address?

The fifth grade teachers are traveling together to present their work with the high school initiative at a national conference.

Novice Teacher: “I owe a lot to my mentor. I was so confused about the online attendance system. He helped me right away – before I could get in trouble!”

- a. Enhancement of content knowledge and pedagogical skill**
- b. Receptivity to feedback from colleagues**
- c. Service to the profession**

Answer is c.

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 4e?

1. The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 4e?

2. The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 4e?

3. The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 4e?

4. The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

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

Any surprises?

How is 4e successfully demonstrated?

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

- Documentation of participation in professional learning on teacher's content or pedagogical area
- Quotes or documentation of work between and with colleagues
- Documentation or information shared by the teacher concerning work outside the local professional venue

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 4e: Growing and Developing Professionally**, how would you rate on the rubric?
- Are you currently involved in professional learning? How might you become involved if not?
- How might you serve others on a local front? What skills and abilities would you be able to share on a broader professional basis?

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