

Domain 4: Professional Responsibilities



Component 4f. Showing Professionalism

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

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Components of Domain 4: Professional Responsibilities

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

Learning Outcomes:

4f. Showing Professionalism

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

Understanding 4f. Showing Professionalism

- This component of the TESS Framework gives credit to teachers who maintain high standards of professional conduct.
- The heart of this characteristic is that these teachers put students first. They have a strong moral system and are true to the contributions to it.
- Interactions with others exude honesty and integrity. These teachers care for others and represent their needs to others who may help them.
- 4f teachers are rule-followers and respect existing policies and procedures, but are willing to work for improvement in them.

Elements of 4f

1. Integrity and ethical conduct

- ▶ Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.*

*Proficient Level of Performance

Elements of 4f

2. Service to students

- ▶ Teacher is active in serving students.*

*Proficient Level of Performance

Elements of 4f

3. Advocacy

- ▶ Teacher works to ensure that all students receive a fair opportunity to succeed.*

*Proficient Level of Performance

Elements of 4f

4. Decision making

- ▶ Teacher maintains an open mind and participates in team or departmental decision making.*

*Proficient Level of Performance

Elements of 4f

5. Compliance with school and district regulations

- ▶ Teacher complies minimally with school and district regulations, doing just enough to get by.*

*Proficient Level of Performance

Planning for 4f Evidence

If the teacher's goal is to display high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; then

- 1. What should be done to respect the privacy and confidentiality of students and families?**
- 2. Should a teacher be responsible for money collected from students?**
- 3. Have you experienced an ethical dilemma?**
- 4. Should a teacher step in if a colleague does not maintain confidence?**

Planning for 4f Evidence

If the teacher's goal is to actively serve students, then

1. Are there opportunities for working with students outside the classroom?
2. How could a teacher advocate for students with needs?
3. Have you experienced a colleague overlooking the best interest(s) of students?
4. Should a teacher help find resources (food or clothing) for students? How might that be done appropriately?

Planning for 4f Evidence

If the teacher's goal is to work to ensure that all students receive a fair opportunity to succeed, then

1. What does a 'fair opportunity to succeed' mean?
2. Should a teacher actually challenge negative attitudes or practices involving students?
3. Have you advocated for students? What could you bring to your school which would start or enhance student advocacy?

Planning for 4f Evidence

If the teacher's goal is to maintain an open mind and participate in team or departmental decision making, then

1. How does a teacher demonstrate an 'open mind'?
2. Does willingness to work make a difference to 'team' work?
3. Should a teacher be willing to change his/her mind on team decisions?

Planning for 4f Evidence

If the teacher's goal is to comply fully with school and district regulations, then

1. How should the teacher find out about existing school and district regulations?
2. How could a teacher advocate for following the school and district regulations?
3. Should a teacher be involved in revision of rules if s/he disagrees with them?

Which 4f element does this Observation evidence address?

The teacher collaborates to provide a proper space for storing student records ensuring privacy for confidential information.

Ms. C volunteered to collect the money and turn it in to the bookkeeper.

- a.** *Integrity and ethical conduct*
- b.** *Service to students*
- c.** *Advocacy*
- d.** *Decision making*
- e.** *Compliance with school and district regulations*

Answer is a.

Which 4f element does this Observation evidence address?

The teacher organized a school team to address violations of school rules.

Mr. Q regularly submits his team minutes using the required form.

Ms. H came to school with blue jeans which were cut out from mid-thigh to mid-calf.

- a. Integrity and ethical conduct**
- b. Service to students**
- c. Advocacy**
- d. Decision making**
- e. Compliance with school and district regulations**

Answer is e.

Which 4f element does this Observation evidence address?

Ms. L organized the museum field trip; willingly collected money and arranged transportation.

Mr. J coached the junior class powder-puff team.

The third grade teachers went together to the hospital to visit Sam's father.

Mr. O called DHS to find help for a student's eyesight.

- a. Integrity and ethical conduct**
- b. Service to students**
- c. Advocacy**
- d. Decision making**
- e. Compliance with school and district regulations**

Answer is b.

Which 4f element does this Observation evidence address?

The teacher reported on the vertical team decision for adjusting roles of members.

“I just wanted you to know that after I listened to the reasons for the bell change, I do agree with you.”

- a. Integrity and ethical conduct**
- b. Service to students**
- c. Advocacy**
- d. Decision making**
- e. Compliance with school and district regulations**

Answer is d.

Which 4f element does this Observation evidence address?

The counselor has arranged for service training for our 4th grader affected by a family car accident.

The teacher initiated a fund-raiser to help with the expense of travel to treatment for a student.

Mr. S volunteered to lead the committee to work out advisory schedules for students in transition.

- a. Integrity and ethical conduct**
- b. Service to students**
- c. Advocacy**
- d. Decision making**
- e. Compliance with school and district regulations**

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 4f?

1. The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.
 - Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 4f?

2. The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 4f?

3. The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 4f?

4. The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

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

Any surprises?

How is 4f successfully demonstrated?

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

- A consistent display of high standards of honest, integrity or confidentiality
- Reports of a teacher's working to meet the needs of students
- Leadership among colleagues or the community to benefit students academically or otherwise
- A positive attitude when working with others. A flexibility to meet needs.
- Evidence of following rules when a shortcut would be easier.

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 4f: Showing Professionalism**, how would you rate on the rubric?
- How might you find out about student needs?
- What does a ‘fair opportunity to succeed for every student’ mean?
- What could you do to help others who have difficulty working together?
- What could you share about the professionalism of colleagues to give credit where it’s due?

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