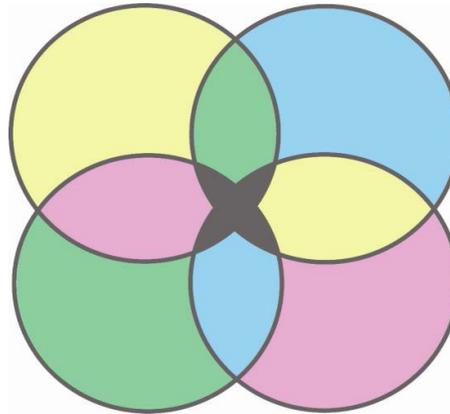


Domain 4: Professional Responsibilities

4e: Growing and Developing Professionally



The Framework for Teaching
Charlotte Danielson

Objectives

4e: Growing and Developing Professionally

- ▶ Understand the elements of 4e
- ▶ Distinguish the difference in levels of performance on 4e
- ▶ Review examples of 4e behavior
- ▶ Identify my level of performance on 4e
- ▶ Incorporate strategies to improve my level of performance in 4e



Why Is “Growing and Developing Professionally” an Important Component of Effective Teaching

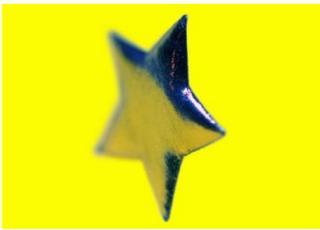
- ▶ The complexity of teaching requires continued growth and development in order for teachers to remain current.
- ▶ Staying informed and increasing skills allows teachers to become more effective and to exercise leadership among their colleagues.
- ▶ Academic disciplines and pedagogies have evolved.

Why Is “Growing and Developing Professionally” an Important Component of Effective Teaching *(Continued)*

- ▶ Refine their understanding of how to engage students in learning.
- ▶ These lead to growth in content, pedagogy, and information technology which are essential to good teaching.
- ▶ Networking with colleagues through joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another, allowing for job-embedded professional development.

Why Is “Growing and Developing Professionally” an Important Component of Effective Teaching *(Continued)*

- ▶ Increasing effectiveness in the classroom can result from activities such as, belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes.
- ▶ As educators gain experience and expertise, they find ways to contribute to their colleagues and to the profession.



The Elements

- ▶ **Enhancement of content knowledge and pedagogical skill**
 - Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.
- ▶ **Receptivity to feedback from colleagues**
 - Teachers actively pursue networks that provide collegial support and feedback.
- ▶ **Service to the profession**
 - Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

Performance Grounded in Evidence

- ▶ Frequent teacher attendance in courses and workshops; regular academic reading
- ▶ Participation in learning networks with colleagues; freely shared insights
- ▶ Participation in professional organizations supporting academic inquiry



Relevant because...

- ▶ The teacher invites his colleagues into his classroom to observe and provide feedback on a lesson.

Relevant

- ▶ The teacher writes a weekly newsletter to share the activities happening in her classroom with the school community.

Not Relevant

- ▶ The teacher works with colleagues to determine how they might alter their instructional practices to better address the new Common Core State Standards.

Relevant

Performance Levels

- ▶ You will read four classroom observation descriptions.
- ▶ What performance level you would assign each scenario and why.
- ▶ After all four, compare with your table and discuss specific reasons why you rated it as you did.

What Is the Level?

A. The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.



What Is the Level? *(Continued)*

B. The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

What Is the Level? *(Continued)*



C. The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

What Is the Level? *(Continued)*

D. The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

Level of Performance Answers

- ▶ A. Level 4 (Distinguished)
- ▶ B. Level 2 (Basic)
- ▶ C. Level 1 (Unsatisfactory)
- ▶ D. Level 3 (Proficient)

Any surprises?



Level 3: Proficient

Critical Attributes

- ▶ The teacher seeks regular opportunities for continued professional development.
- ▶ The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.
- ▶ The teacher actively participates in organizations designed to contribute to the profession.

Level 2: Basic Critical Attributes

- ▶ The teacher participates in professional activities when they are required or provided by the district.
- ▶ The teacher reluctantly accepts feedback from supervisors and colleagues.
- ▶ The teacher contributes in a limited fashion to professional organizations.

Level 1: Unsatisfactory

Critical Attributes

- ▶ The teacher is not involved in any activity that might enhance knowledge or skill.
- ▶ The teacher purposefully resists discussing performance with supervisors or colleagues.
- ▶ The teacher ignores invitations to join professional organizations or attend conferences.

Level 4: Distinguished Critical Attributes

In addition to the characteristics of a level of performance 3:

- ▶ The teacher seeks regular opportunities for continued professional development, including initiating action research.
- ▶ The teacher actively seeks feedback from supervisors and colleagues.
- ▶ The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

Level 4: Distinguished Evidence Examples Check

- ▶ The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.
- ▶ The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.
- ▶ The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.

Level 3: Proficient

Evidence Examples Check

- ▶ The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.
- ▶ The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.
- ▶ The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.

Level 2: Basic

Evidence Examples Check

- ▶ The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.
- ▶ The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.
- ▶ The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.

Level 1: Unsatisfactory Evidence Examples Check

- ▶ The teacher never takes continuing education courses, even though the credits would increase his salary.
- ▶ The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.
- ▶ Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.

Evidence of Growing and Developing Professionally

There are multiple forms of documentation to show evidence of your participation and leadership in professional growth opportunities. Such evidence can include (but is not limited to) any of the following:

- A professional development log*
- Your professional growth plan
- Notes from workshops and classes
- Agendas from meetings and study groups
- Action plans from committees
- An action research plan

Evidence of Growing and Developing Professionally

(continued)

- A list of periodicals, newsletters, and books you have read
- Written feedback you have received
- Articles or Newsletters you have written
- Your portfolio

(*This log should not only list the activities, but also include comments on the extent to which each activity was relevant to you and/or how you altered your practice as a result of participating in the activity.)

Evidence of Growing and Developing Professionally *(continued)*

When looking at artifacts, your principal or another evaluator/observer will likely consider the following aspects:

- Whether you are actively seeking out opportunities for professional growth
- The extent to which you are engaged in these professional activities
- Whether you take a leadership role and initiate these opportunities

Let's Talk...

Interviews are a great way for an evaluator to determine the appropriate performance level for this component. Below are some questions that might be relevant for a 4e conversation:

- How have you sought out professional growth opportunities this year?
- Have you developed a professional growth plan? If so, what does it entail?
- What articles, books, and newsletters have you read recently that have enhanced your teaching?
- How have you helped your colleagues develop professionally?
- How have you demonstrated your openness and receptivity to feedback

Discussion

- ▶ After reviewing the Performance Levels for **Domain 4e: Growing and Developing Professionally**, explain the difference between growing and developing professionally and obtaining 60 hours of professional development annually.
- ▶ Based on your knowledge of 4e, how are you going to change your practices?



Discussion *(Continued)*



- ▶ Consider the following questions:
 - What opportunities are there for teachers in your district to enhance their content knowledge and pedagogical skill?
 - What types of feedback are available and helpful to teachers? What types of feedback do you provide to students?
 - What examples of teacher leadership and collegial support have you seen demonstrated in your school?