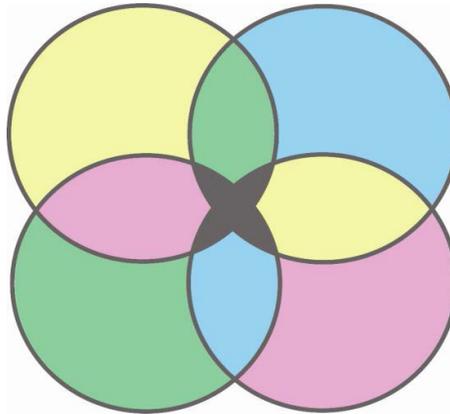


Domain 4: Professional Responsibilities

4f: Showing Professionalism



The Framework for Teaching
Charlotte Danielson

Objectives

4f: Showing Professionalism

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

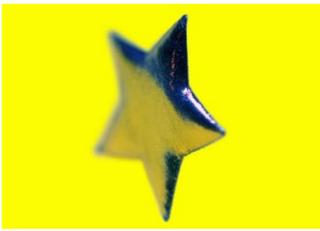


Why Is “Showing Professionalism” an Important Component of Effective Teaching?

- ▶ Professionalism is about trust, honesty, integrity, confidentiality, advocacy. These qualities are an essential part of understanding and establishing teaching as a profession.
- ▶ Professionalism refers to how teachers conduct themselves in their role in the school, specifically how teachers conduct themselves with colleagues, with students, and with the public.
- ▶ A professional develops strong relationships and earns the respect of others.
- ▶ Professionalism is focused on service to both students and to the profession.

Why Is “Showing Professionalism” an Important Component of Effective Teaching? *(Continued)*

- ▶ Teachers who exhibit professionalism are more successful in their interactions with colleagues, parents, and students.
- ▶ Teachers who exhibit professionalism understand that their interactions with others has a direct impact on student learning.
- ▶ Effective teachers understand that putting students first regardless of personal or organizational beliefs/norms is the hallmark of professionalism.



The Elements

Integrity and ethical conduct

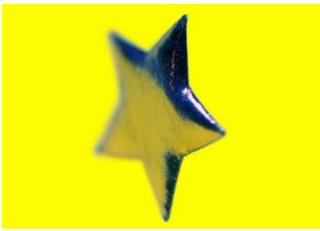
- ▶ Teachers act with integrity and honesty. Teacher having a reputation as someone who can be trusted and often being sought as a sounding board.

Service to students

- ▶ Teachers put students first in all considerations of their practice. Teacher frequently reminding participants during planning work or committee meetings that students are the highest priority.

Advocacy

- ▶ Teachers support their students' best interests, even in the face of traditional practice or beliefs. Teachers support students even when faced with difficult situations or conflicting policies.



The Elements *(Continued)*

Decision making

- ▶ Teachers solve problems with students' needs as a priority. When appropriate, teacher seeks to modify existing practices or questions existing policy in order to put students first.

Compliance with school and district regulations

- ▶ Teachers adhere to policies and established procedures. Teacher consistently fulfills school district mandates regarding policies and practices.

Performance Grounded in Evidence

- ▶ The teacher has a reputation as being trustworthy and is often sought as a sounding board.
- ▶ The teacher frequently reminds participants during committee or planning work that students are the highest priority.
- ▶ The teacher supports students, even in the face of difficult situations or conflicting policies.
- ▶ The teacher challenges existing practice in order to put students first.
- ▶ The teacher consistently fulfills district mandates regarding policies.

Relevant because...

- ▶ The teacher arranges for all staff to meet and discuss ways to support students with special needs.

Relevant because this demonstrates the importance of a teacher knowing students' needs and accessing resources to step provide help that may extend beyond the classroom.

- ▶ The teacher recommends an anti-bullying program in the school.

Relevant because this demonstrates professionalism in approaching problem solving and decision making, with student needs constantly in mind.

- ▶ The teacher hints at a colleague's indiscretion while speaking with other faculty members.

Relevant- but not good practice

Performance Levels

- ▶ You will read four classroom observation descriptions
- ▶ Determine the performance level you would assign it 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 displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.

What Is the Level? *(Continued)*

B. The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.

What Is the Level? *(Continued)*

C. The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

What Is the Level? *(Continued)*

D. The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.

Level of Performance Answers

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

Any surprises?



Level 3: Proficient Critical Attributes

- ▶ The teacher is honest and known for having high standards of integrity.
- ▶ The teacher actively addresses student needs.
- ▶ The teacher actively works to provide opportunities for student success.
- ▶ The teacher willingly participates in team and departmental decision making.
- ▶ The teacher complies completely with district regulations.





Level 2: Basic Critical Attributes

- ▶ The teacher is honest.
- ▶ The teacher notices the needs of students but is inconsistent in addressing them.
- ▶ The teacher does not notice that some school practices result in poor conditions for students.
- ▶ The teacher makes decisions professionally but on a limited basis.
- ▶ The teacher complies with district regulations.

Level 1: Unsatisfactory Critical Attributes

- ▶ The teacher is dishonest.
- ▶ The teacher does not notice the needs of students.
- ▶ The teacher engages in practices that are self-serving.
- ▶ The teacher willfully rejects district regulations.





Level 4 Distinguished Critical Attributes

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

- ▶ The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- ▶ The teacher is highly proactive in serving students.
- ▶ The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- ▶ The teacher takes a leadership role in team and departmental decision making.
- ▶ The teacher takes a leadership role regarding district regulations.

Level 4: Distinguished

Evidence Examples Check

- ▶ When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion.
- ▶ After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.
- ▶ The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.
- ▶ The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.
- ▶ When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation.

Level 3: Proficient

Evidence Examples Check

- ▶ The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.
- ▶ Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.
- ▶ The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.
- ▶ The English department chair says, "I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion."
- ▶ The teacher learns the district's new online curriculum mapping system and writes in all of her courses.

Level 2: Basic

Evidence Examples Check

- ▶ The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her."
- ▶ The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.
- ▶ The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.
- ▶ When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.
- ▶ The teacher keeps his district-required grade book up to date but enters exactly the minimum number of assignments specified by his department chair.

Level 1: Unsatisfactory Evidence Examples Check

- ▶ The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.
- ▶ The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare.
- ▶ The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.
- ▶ When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.
- ▶ The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break.

Determining Professionalism through Observations

- ▶ Professionalism is demonstrated in your service to students and in your interactions with students, colleagues, and the community.
- ▶ Evaluation of your effectiveness in this component relies on direct observation of your integrity, decision making, advocacy of students, and adherence to school rules and policies.

Determining Professionalism through Observations *(Continued)*

- ▶ The principal or another evaluator/observer will likely take note of the following:
 - Your interactions with colleagues, students, and the public
 - How well you follow through with commitments
 - Your decision-making skills in the service of students
 - To what extent you implement methods to maintain confidentiality

Determining Professionalism through Observations *(Continued)*

- How well you comply with school and district regulations
- How well you advocate on behalf of students
- The extent to which you challenge negative attitudes
- The level of guidance, support, and/or leadership you provide to others in terms of confidentiality or advocacy of students

Discussion

- ▶ After reviewing the Performance Levels for **Domain 4f: Showing Professionalism**, explain some methods of improving your performance.
- ▶ What might be the challenges in determining performance levels?
- ▶ How might you present evidence of your professionalism?

