

<p>Domain 4: <i>4e: Growing and Developing Professionally</i></p>	<p>Professional Responsibilities</p> <p>As in other professions, the complexity of teaching requires continued growth and development, in order to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleague through such activities as joint planning, study groups, and lesson study provide opportunities for teachers to learn from one another. These activities allow for job embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.</p> <p>Elements of component 4e are:</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill <i>Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction</i> • Receptivity to feedback from colleagues <i>Teachers actively pursue networks that provide collegial support and feedback</i> • Service to the profession <i>Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; feedback freely shared • Participation in professional organizations supporting academic inquiry 			
<p><i>4e: Growing and Developing Professionally</i></p>	<p style="text-align: center;">Unsatisfactory</p> <p>Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p style="text-align: center;">Basic</p> <p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession</p>	<p style="text-align: center;">Proficient</p> <p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators</p>	<p style="text-align: center;">Distinguished</p> <p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>The teacher is not involved in any activity that might enhance knowledge or skill.</i> • <i>The teacher purposefully resists discussing performance with supervisors or colleagues.</i> • <i>The teacher ignores invitations to join professional organizations or attending conferences.</i> 	<ul style="list-style-type: none"> • <i>The teacher participates in professional activities when required or when provided by the school district.</i> • <i>The teacher reluctantly accepts feedback from supervisors and colleagues.</i> • <i>The teacher contributes in a limited fashion to educational professional organizations.</i> 	<ul style="list-style-type: none"> • <i>The teacher seeks regular opportunities for continued professional development.</i> • <i>The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.</i> • <i>The teacher actively participates in professional organizations designed to contribute to the profession.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>The teacher seeks regular opportunities for continued professional development, including initiating action research.</i> • <i>The teacher actively seeks feedback from supervisors and colleagues.</i> • <i>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</i>

<p>Possible Examples</p>	<ul style="list-style-type: none"> • <i>The teacher never takes continuing education courses, even though the credits would increase his salary.</i> • <i>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 can simply discard the feedback form.</i> • <i>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.</i> 	<ul style="list-style-type: none"> • <i>The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.</i> • <i>The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.</i> • <i>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 too much of her time.</i> 	<ul style="list-style-type: none"> • <i>The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year.</i> • <i>The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion during lunch the next day.</i> • <i>The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding.</i> 	<ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> • <i>The teacher founded a local organization devoted to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.</i>
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