

Professional Development and the Teaching Profession
The Rutgers Graduate School of Education
15:255:539
Spring 2015
Sections: 4, 5, 6, 7, 8.
Instructor: Robert Shamy
Best email: bob.shamy@gmail.com
Cell: 732-239-8688
Office Hours: By appointment.

In this course we will consider what specific ideas and methods of teacher reflection might help us become better teachers. We will investigate how professional knowledge relates to teachers' identities and teaching as transformative experience. We will focus on the nature of teaching through the domains as defined by Danielson: (1) Planning And Preparation (2) The Classroom Environment (3) Instruction (4) Professional Responsibilities. Each of these domains will be analyzed based on levels of professional performance, specifically: Unsatisfactory, Basic, Proficient and Distinguished. We will also review and utilize the NJ Professional Development Standards for Teachers. <http://www.state.nj.us/education/profdev/profstand/standards.pdf>

There are 10 professional development standards listed in this document. You may utilize any of the information provided in Danielson and the NJ Professional Development Standards to develop your response paper and your final Professional Development Plan.

Be prepared to focus on your grade-level and subject matter areas of certification in all areas of analysis. Each week we will engage in classroom activities and discussions of readings focusing on developing an understanding of teaching and the skills and practices that support distinguished teaching. Classroom activities and discussions will be set up as collaborative projects or experiments in trying to improve our understanding of what it means to be a teacher, what great teaching looks like, what reflective professional development is, and the challenges that lead to outstanding student outcomes and performance in the classroom.

Please Note: (It is imperative that you obtain copies of all of your observations) In preparation for week three prepare a three-page written response discussing your experience as a teacher or student teacher. Pay particular attention to the comments made by your mentors and cooperating teachers in your observations and reflect upon the nature of the comments. (Specifically, Areas Needing Improvement.) In the response define two domains (Danielson or the NJ Standards as noted above) that relate to these comments and how these areas can lead you to improve your craft. This paper will be collected and graded by the instructor after it is presented to the class as a whole and will provide the basis for the final Professional Development Plan required for completion of your portfolio and graduation. In the final paper due at the end of the semester identify the areas needing improvement and what specifically you will do to develop these areas including: Professional Development Training Sessions, Web Resources, Research, etc.

Academic Integrity at Rutgers

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to insure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

Text:

Enhancing Professional Practice: A Framework for Teaching 2nd Edition
Charlotte Danielson

Also: Specific Readings will be made available on Sakai as the semester develops.

Websites: <http://www.state.nj.us/education/AchieveNJ/>
<http://www.state.nj.us/education/profdev/profstand/standards.pdf>

Week One:

Introduction
Ice Breaking Activity
Review of Class Requirements
Group Assignments
The Nature of Educational Bureaucracy
Read Chapters 1-2-3 of Danielson

Week Two:

- Frameworks for Teacher Excellence
- Four Domains of Teaching Responsibility
- Levels of Classroom Performance

Enhancing Professional Practice: A Framework for Teaching 2nd Edition
Charlotte Danielson

Review the Achieve NJ Website at: <http://www.state.nj.us/education/AchieveNJ/>

The Corrective Action Plan: See Sakai documents under Week Two and the review the Achieve NJ Website for teachers: <http://www.state.nj.us/education/AchieveNJ/teacher/>

Week Three:

- Student individual class presentations as noted above.
- Four page paper due.

Week Four:

Students Will Share Evaluations of Their Teaching in Small Groups (It is important that students collect and prepare to share with their colleagues the formal evaluations of their teaching/student teaching with their classmates who are seeking certification in similar content and grade level.)

See the Lesson Reflection Form on Sakai Under Week 4.

Week Five:

Developing an Individual Professional Development Plan. Reviewing the specific requirements of Rutgers University and meeting those requirements.

Read: Danielson Chapter 6.

Read: What Works In Classroom Instruction: The PDF is on the Sakai site. This document is to be used as a resource in the development of your Professional Development Plan.

Robert J. Marzano

Barbara B. Gaddy

Ceri Dean

Week Six:

Students will work on their individual Professional Development Plan that will be submitted for final approval. Prepare to work in class with the assistance of the instructor and colleagues as needed.

Week Seven:

Submitting the final Professional Development Plan and comments/questions on the reflective process of professional development.

Grading:

Attendance/Class Presentations and Collaboration: 10%

Analytical Paper Due Week Three: 15%

Professional Development Plan: 25%