

Professional Development and the Teaching Profession
The Rutgers Graduate School of Education
15:255:539
Spring 2016
Sections: 02 & 03
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This course will present specific ideas and methods of teacher reflection designed to help them to become better teachers. The course will investigate how professional knowledge relates to teachers' identities and teaching as a Transformative Learning experience. It 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. The course 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. Students will utilize any of the information provided in Danielson and the NJ Professional Development Standards to develop a response paper and final Professional Development Plan.

Be prepared to focus on specific grade-level and subject matter areas of certification in all areas of analysis. Each week students 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 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: Obtain copies of all of your observations. In preparation for week three and four, students will prepare a three-page written response discussing their experience as a teacher or student teacher. Particular attention should be paid to the comments made by mentors and cooperating teachers in observations. Reflections should be based, in part, on those 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 to professional improvement. This paper will be collected and graded by the instructor after week four. This paper will also provide the basis for the final Professional Development Plan required for completion of student portfolio and successful graduation. In the final paper due at the end of the semester identify the areas needing improvement and what specifically will be done 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: (January 21, 2016) (March 10, 2016)

Introduction

What it Means to be a Professional

Review of Class Requirements

Why I want to Teach

What is Professional Development

Group Assignments

The Nature of Educational Bureaucracy

Week Two: (January 28, 2016) (March 24, 2016)

Guest Lecturer: Dr. Robert Shamy:

What New Teachers Need to Know about Professional Development

Read Chapters 1-2-3 of *Enhancing Professional Practice: A Framework for Teaching 2nd Edition*
Discuss Week Three Assignment

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: (February 4, 2016) (March 31, 2016)

Students collect and be prepared to share with their colleagues the formal evaluations of their teaching/student teaching with their classmates.

See the Lesson Reflection Form on Sakai

Student individual class presentations.

Week Four: (February 11, 2016) (April 7, 2016)

Guest Lecturers: Dr. Dana Zimbicki, East Brunswick Education Association; Diane Heilman, 7th Grade Language Arts, East Brunswick, NJ.

Lesson Planning, Teacher Evaluation, and Professional Development in the 21st Century.

Three-to-Four Page Reflection due by the end of class.

Week Five: (February 18, 2016) (April 14, 2016)

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.

Read: Robert J. Marzano, Barbara B. Gaddy, Ceri Dean

Week Six: (February 25, 2016) (April 21, 2016)

Donald C. Heilman: Transformative Learning; A Teacher's Gift is the Ability to Change Lives.

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: (March 3, 2016) (April 28, 2016)

Prior to submitting the final Professional Development Plan,

Students will have the opportunity to discuss comments/questions on the reflective process of professional development.

Grading:

Attendance/Class Presentations and Collaboration: 10 Points

Analytical Paper Due Week Three: 15 Points

Professional Development Planning – Final Paper: 30 Points

