



Getting to Know the WELS Teaching Standards

Standard Nine

Activity Guide

Part One: Introduction

Activity One A:

(3 minutes)

Directions: *Turn to an elbow partner, and discuss the following two questions:*

1. Name one way that children and/or teaching have not changed.
2. Give one real-life example that demonstrates that either children/families or teaching has changed.

Activity One B:

(7 minutes)

Directions: *Generate your faculty's top three reasons that Lutheran teachers need to grow spiritually and professionally.*

1. Divide into groups of two or three. Appoint one person in each group to report the group's answers.
2. Within each group, name and defend three reasons (from video or your own) for spiritual and professional growth.
3. Share your small group ideas with the whole group.
4. As an entire faculty decide on the whole group's top three reasons.
5. Appoint a faculty representative to submit your faculty's top three reasons for spiritual and professional growth within the **Activity One B Moodle Forum**.

Part Two: Understanding the Criteria

Activities Two A – D:

Directions: *Private reflection: Consider yourself as a teacher. Where do you best fit on the continuum of teacher development for standard nine? Try to think of an example to support your decision.*

Activity Two E:

(3 minutes)

Directions: *Turn to your elbow partner and discuss the following two questions.*

1. What are the challenges of placing a teacher on a certain level of the continuum?
2. How does having evidence of teacher practice help in determining the continuum level?

Part III: The Professional Learning Community

Activity Three:

Discussion of the DuFour Article “What is a Professional Learning Community?”

(7 minutes)

Directions: *DuFour claims that Professional Learning Communities and Traditional approaches think differently about what he calls, “Big Ideas.” For example, in Big Idea #1 (Ensuring That Students learn) DuFour suggests that in a PLC teachers focus on student learning, while in a traditional model teachers focus on teaching. Select one of the following two options to discuss the article.*

Option 1: Small Group

1. Divide into three groups.
2. Assign each group a different section of the reading to discuss. (Big Idea #1, Big Idea #2, Big Idea #3)
3. Within each group, discuss how the “Big Idea” might look different in a Professional Learning Community and a Traditional Model of professionalism.
4. A representative from each group shares with the whole faculty.
5. Appoint a faculty representative to record your faculty’s answers on the **Activity Three Moodle Forum**.

Option 2: Entire Faculty

1. Choose to discuss one or several of the “Big Ideas.”
2. Appoint a faculty representative to record your faculty’s answers and post them on the **Activity Three Moodle Forum**.

Part IV: Using the Continuum

Activity Four

Viewing and Discussing the Video “A Professional Discussion.”
(10 minutes)

Directions: As you watch the video, decide where the teachers (as a whole) best fit along the continuum for criteria two and four. Jot down what the teachers say or do that provides evidence to support your placement. Discuss—either with a partner or as an entire faculty—where you placed the teachers and why.

Evidence

Record the teachers’ actual statements or actions that support your placement of them on the continuum.

Good Example: The teacher held up a student work sample and asked her colleagues how she might help the student succeed.

Poor Example: The teachers didn’t seem very excited.

Criterion Two

Continuum Placement:

beginning emerging applying integrating innovating

Evidence: _____

Criterion Four

Continuum Placement:

beginning emerging applying integrating innovating

Evidence: _____

