



## Getting to Know the WELS Teaching Standards

Standard Nine

### Leader's Guide

Resources available in this module:

- Professional Reading - *copied, distributed, and read **before** the inservice*
- Inservice Video - *shown **during** the inservice*
- Activity Guide - *copied and distributed **during** the inservice*
- Continuum of Teacher Development - *copied and distributed **during** the inservice*
- Teacher Evaluation Video - *shown **during** the inservice*
- Two Moodle Forums - *completed by a faculty representative **after** the inservice*

This inservice is designed to accomplish the following goals:

1. Articulate the importance of spiritual and professional growth.
2. Understand the standard nine criteria and levels of the Continuum of Teacher Development.
3. Apply the continuum to a sample group of teachers.
4. Differentiate between a professional learning community and a traditional model of teacher professionalism.

The suggested module use below describes the intended path through this module. Approximately 75 minutes will be required to implement this module as suggested. Times are provided to assist in planning. There are various ways to modify the module if less time is available.

- Watch the inservice video and skip all or some of the discussion.
- Select portions of the video and discussion to complete
  - Use only parts I, II, and IV, or
  - Use only parts II and IV.

#### Suggested Module Use

1. **Assign the Professional Reading:** Copy and distribute the reading "What Is a 'Professional Learning Community?'" by Richard DuFour about two weeks before the inservice. Ask teachers to read the article (5 ½ pages) and note the following: *What does DuFour claim are the differences between learning communities and traditional models of professionalism?*

Richard DuFour shares an overview of a professional learning community (PLC) by focusing on what he calls the three "big ideas" that separate a PLC from a traditional approach to teacher professionalism. This short, 5 ½ page article was first published in the ASCD magazine *Educational Leadership* in May 2004.

2. **Watch the Inservice Video & Complete the Activities:** Before the inservice, set up the video for viewing. The video is streamed over the internet, so you will need internet access while you show it. Project the video onto a screen and make sure that the volume is loud enough for everyone to hear. You will need to pause the video from time to time for discussion.

Prof. John Meyer leads a discussion of standard nine with an interactive presentation in four sections. Each section has opportunities for individual, small group, or whole group discussion activities as decided upon by the group leader. The video and discussion times are listed at the end of this document for planning purposes. To save time, the leader can eliminate discussion activities or parts of the video presentation. Essential parts are marked with an asterisk.

- a. **Part One: Introduction:** Prof. Meyer reviews why spiritual and professional growth is important. Copy and distribute the **Activity Guide**. The directions and questions for discussion are included in the activity guide. During this segment teachers are encouraged to discuss how teaching has and has not changed over the years. The faculty will generate a list of three reasons why spiritual and professional growth is important. Appoint a faculty member to record the three selected reasons in **Activity One B Moodle Forum**. (8:18 video run time. Approximately 18 minutes with discussion.)
  - b. **Part Two: Understanding the Criteria:**\* This is the heart of the inservice. Each of the four criteria and each of the levels of the **Continuum of Teacher Development** are explained in this section. As we go along, teachers are encouraged to privately reflect on where they place themselves on the continuum (**Activities Two A – D**). After all criteria and developmental levels are described, the teachers discuss the challenges of using the continuum (**Activity Two E**). (19:42 video run time. Approximately 24 minutes with discussion.)
  - c. **Part Three: The Professional Learning Community:** This section includes the discussion of the assigned article “What Is a ‘Professional Learning Community?’” Professor Meyer introduces the concept of a professional learning community and how it connects to standard nine. The teachers discuss their understanding of a PLC in **Activity Three** and a chosen representative adds the faculty’s understanding of a PLC to **Activity Three Moodle Forum**. (3:28 run time. Approximately 11 minutes with discussion.)
  - d. **Part Four: Using the Continuum:**\* After a brief introduction by Professor Meyer, teachers view a video of teachers engaged in professional discussion. In **Activity Four** faculty members place the teachers in the video on the continuum and provide evidence for their placement. Faculty members discuss their placement and reasons with others.
3. **Use the Moodle Forums:** Appoint a faculty member to record your faculty’s answers for **Activities One B** and **Activity Three**. Check in on the forums from time to time and at subsequent meetings report any interesting posts from other faculties. Share posts that may either affirm or not affirm your faculty’s position.

Inservice Video and Activity Timing Information

<u>Section</u>	<u>Discussion Time</u>	<u>Video Start Time</u>	<u>Video Run Time</u>
Part One: Introduction (18 min.)		0:32	(8:18)
Activity One A	3:00		
Activity One B	7:00		
*Part Two: Understanding the Criteria (24 min.)		8:50	(19:42)
Activities Two A – D	2:00		
*Activity Two E	3:00		
Part Three: The Professional Learning Community (11 min.)		28:32	(3:28)
Activity Three	7:00		
*Part Four: Using the Continuum (20 min.)		32:00	(4:14)
*Watch Teacher Evaluation Video			(5:49)
*Activity Four	10:00		

