



ACTIVITY

THE NEPF TEACHER PROFESSIONAL RESPONSIBILITIES RUBRIC + DEVELOPING COMMON LANGUAGE TO DESCRIBE TEACHER PRACTICE

Orientation

In this activity the participants become acquainted with the NEPF Teacher Responsibilities Standards rubric. First we ask participants to draw on their beliefs and experiences to describe the professional responsibilities of an effective teacher in categories that align to the five standards. Next, we have participants closely read each standard in the rubric and understand how their vision of effective professional practice compares to the professional responsibilities described in the rubric. This activity takes 45-60 minutes.

Essential Question

What are the professional responsibilities of an effective teacher?

Learning Activity

Begin the activity by asking participants to bring their experiences and background knowledge to the effective teacher conversation. Do not have participants refer to the Teacher Professional Responsibilities Standards rubric. Have them generate responses based on their professional experience.

- *Brainstorm. Use the graphic organizer to guide your thinking about the professional responsibilities of an effective teacher. List your ideas. Take 2 minutes to write down your vision of an effective teacher.*
- *As you write, ask yourself, "What are the professional responsibilities of an effective teacher in the five different areas?"*

1: School Community

2: Reflection and Growth

3: Professional Obligations

4: Family Engagement



5. Student Perception

- *Share your writing with a partner. What similarities did you have with your partner? If there were differences, what were they? As you discuss with your partner, refine the professional responsibilities listed.*

Next, organize participants into five groups of four to five participants in each group. Each group will take their brainstormed professional responsibilities and do a carousel through each NEPF Teacher Professional Responsibilities Standards and indicators. Put blank chart paper up in five areas throughout the meeting room. Create a T-chart that looks like this:

Similarities in this standard to my personal experiences/knowledge. – “How do I do this?”

Questions/wonders that I have about this standard. – “How could I do this?”

The facilitator will show the group a large poster of the Standard and indicators; for example, at Station 1 the facilitator would have a poster of one of the NEPF Teacher Professional Responsibilities Standards, School Community. Alongside the Standard rubric would be the chart paper.

Each of the stations should have one NEPF Teacher Professional Responsibilities Standard set up in the manner described above; there will be five stations that make the Standards Carousel. The key idea is twofold.

First it is important to get participants exploring their beliefs about teacher professional responsibility and practice. Second, participants become familiar with the proficient indicator language in each Teacher Professional Responsibilities standard and can calibrate the practice described with the professional responsibilities that they brainstormed.

Have each small group begin at one of the five stations. They will take 5 minutes at each station. There should be one facilitator at each station. Groups should do the following:

- Go to one Standard
- Read the indicators in the Standard
- *The facilitator asks, “Where do you see links between the professional responsibilities of an effective teacher and the standard that you just read? Note on the chart paper:*

Similarities in this standard to my personal experiences/knowledge. – “How do I do this?”



Questions/wonders that I have about this standard – “How could I do this?”.

- At the signal, move to the next standard. Take your marker with you.
- As you move from standard to standard, follow the same protocol. Make sure that you build on the similarities and questions for each standard from what others have written before you.

Alternative Learning Activity for larger groups.

Option 1: Directions: Break up the large group into smaller groups of 20-25 participants. Create a set of charts of the five Standards for each of the smaller groups. Continue with the process as described above.

Option 2: Directions: Take out the NEPF Teacher Professional Responsibilities Standards rubric. Look at the indicators within each standard area and compare them to the items you listed. Circle any that occur in both places (even if they were not organized in the same place). Continue with the questions and discussion as described above.

Debrief

- *In which indicators did you find most similarities? Why do you think that is?*
- *In which indicators did you find the most differences? Why?*
- *How do the differences challenge your thinking about the effective teacher professional responsibilities that enables student learning?*

Final Thoughts

- Many of the attributes we already use to define effective teacher professional responsibilities are found in the NEPF Teacher Professional Responsibilities Standards rubric.
- We often use different language to describe effective teaching; the NEPF Teacher Professional Responsibilities Standards rubric provides common language and focuses primarily on evidence of learning and performance.
- The NEPF Teacher Professional Responsibilities Standards rubric leverages the teacher professional responsibilities that are most closely tied to positive student outcomes.

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