Dispositions of Teachers and Teacher Leaders

PowerPoint Slides to be used in conjunction with the Facilitator’s Guide
Recommended citation:

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Session Agenda

• Introduction
• Session Goals and Objectives
• Set the Course
• Demeanor
• Interactions
• Commitment
Session Agenda, continued

- Leadership
- Summary
- Evaluation
Introduction

• Watch the video of Dr. Vivian Convington, Director of Teacher Education, East Carolina University at http://mast.ecu.edu/modules/dttl/lib/media/cov_intro.html.
Activity- Introduction

• Read this Associated Press article from November 12, 2008:

CHARLOTTE, N.C. (AP) - Several teachers in the Charlotte-Mecklenburg school district face discipline for posting images and material on the social-networking site Facebook that school leaders find objectionable. District spokeswoman Nora Carr told the Charlotte Observer that officials are recommending that one teacher be fired for writing that she teaches "in the most ghetto school in Charlotte." (continues)
Activity- Introduction, continued

Other pages discovered by WCNC-TV of Charlotte included photos of female teachers in sexually suggestive poses and a black male teacher who used a racial slur to describe an activity. A special-education teacher wrote, "I hate my students!" Carr said four teachers face unspecified discipline that is less than suspension or dismissal.
Activity- Introduction, continued

• Discuss the appropriateness of school personnel using Facebook, Twitter and other social media.
  – Should seminars covering issues of social networking and teacher integrity be part of on-going professional development and mandatory new teacher orientation?
Session Goal and Objectives

• The goal of this module is to inform and to guide candidates for all professional educational roles in developing and demonstrating ethical behaviors and attitudes for communicating effectively with students, communities, and colleagues.
Session Objectives, continued

Objectives: Participants will be able to:

1. Identify examples of professional demeanor which includes behavior, conduct, and appearance.

2. Select appropriate professional interactions including communication, contributions, and professional growth.
Session Objectives, continued

3. Identify examples of professional commitment including responsibility, loyalty, and devotion.

4. Identify examples of professional leadership including how teachers act as leaders in the classroom, in the school, and in the community.
Set the Course

• Watch the slide show at
Demeanor

• Demeanor is defined as the way a person acts toward other people including behavior, conduct, and appearance.

• The three basic tenets of professional demeanor are:
  – Professional Appearance and Attitude,
  – Respect for Diversity, and
  – Reliability and Ethics
Demeanor, continued

• Watch the slide show at http://mast.ecu.edu/modules/dttl/lib/media/slides01/SlideShow.html

• The screens are reproduced on the following slides.
Professional Demeanor

Art work by Julianne Greer
East Carolina University College of Education Student 2010
Demeanor

The way a person acts toward other people including behavior, conduct, and appearance
Three Basic Tenets

- Professional Appearance and Attitude
- Reliability and Ethics
- Respect for Diversity
Professional Appearance and Attitude
You never get a second chance to make a first impression.

- Will Rogers

- One is instantly evaluated based on appearance, body language, demeanor, and mannerisms.

- Once this impression is formed, it is nearly impossible to reverse or undo it.

- Therefore, the first encounter is very important.
“A picture is worth a thousand words.” - Napoleon Bonaparte

- You don’t always have to look like you stepped out of a fashion magazine.

- However, attire should appropriately fit the situation.

- This doesn’t mean you have to lose your individuality.
“Smile and the world smiles too.”

• Your attitude shows in EVERYTHING you do!
• Put a smile on your face as often as possible!
• Positive body language is a sure fire way to project self assurance, so stand tall, smile, and make eye contact.
Three Basic Tenets

- Professional Appearance and Attitude
- Respect for Diversity
- Reliability and Ethics
Respect for Diversity
Respect for Diversity

Teachers must understand, accept, respect, and celebrate diversity.

Keep in mind issues such as gender, sex, learning styles, and special needs of people, both of students, teachers, and parents. A teacher must be accepting and open-minded of differences.

The United States of America is made up of a vast variety of cultures, religious beliefs, races, moral and ethnic views, family make-ups and nationalities.
Three Basic Tenets

- Professional Appearance and Attitude
- Respect for Diversity
- Reliability and Ethics
RELIABILITY AND ETHICS
A professional teacher must be resourceful with both materials and ideas.
E = Ethical

The teaching profession requires the constant responsibility of being a role model.
Limits stress and frustration and responds to these feelings with poise.

Regardless of the profession chosen, one must realize that emotions play a part in each of our days.
One must be confident in his or her work in order to work well both in a group setting and independently.
A = Accepts responsibility for successes and mistakes.

A successful teacher is one who celebrates successes and accepts the challenge of...
Believable

Part of being reliable is being truthful, trustworthy, and loyal to oneself and others.
I = Initiative is taken on regular occasions

Taking initiative means knowing when to stand up and take control of a situation or a task. One must be confident in his or her abilities in order to take initiative and follow through.
Leaders should possess all qualities of professionalism.
In order to show true professionalism, one must adhere to a strict, moral, and ethical code.
Takes responsibility to complete tasks and duties on time without prompting.

It is the responsibility of the professional to know what needs to be done and to do so in a timely manner.
YY= Yes, a teacher must be all of these things while constantly adhering to standards!
Interactions

• For our purposes, the word “interactions” is defined as a mutual or reciprocal action or exchange. To interact is to act together towards others or with others. Interactions are a key component of professionalism. Educators interact with a variety of people in many different ways.

• Watch slide show at http://mast.ecu.edu/modules/dttl/lib/media/slides02/SlideShow.html
Professional Interactions
Interactions
The basic tenets of professional interactions include communication, contribution, and professional growth.
Communication of Effective Teacher

- **Articulates ideas clearly**, coherently and comfortably
- Demonstrates conventions of standard spoken and written English
- Demonstrates **awareness of audience** during communication
- Communicates with **parents, colleagues and community**
- Listens and responds thoughtfully to **ideas and perspectives of others**
- Demonstrates awareness of **impact of words and actions**
- Demonstrates diplomacy, tact and sensitivity toward **feelings and opinions of others**
Active Listening
is the skill of *listening with purpose* with the intent to understand.

**Suggestions for Active Listening**

Give the speaker your full attention – show this by using body language and facial gestures.

Acknowledge the speaker’s feelings – check to see if the emotion you think you see is the correct interpretation.

Ask for more information- This enables others to expand on initial information. It tells the speaker we are interested in his/her thoughts.

Show understanding by paraphrasing- This is saying what you think the speaker said. It gives the speaker a chance to confirm our interpretation or clarify what was meant.
Using an “I” message is an easy way to defuse interpersonal conflict while avoiding accusatory language. When using an “I” statement, you are focusing on your own feelings rather than starting the discussion with an accusation.

Using “I” Messages

• An I-message is a way to be strong without being mean (that is, assertive) when you are angry or upset or disappointed with something another person has done. The formula for an I-message is as follows:

I feel _________________________________ (say your feeling)
when you _______________________________ (describe the action)
because ________________________________ (say why the action connects to your feeling)

• The "I-message" is different from a "You-message." In a "You-message," you attack the other person, make judgments about him or her, sometimes even call the person names.

* Activities for practicing “I” messages can be found in Facilitator’s Guide for this module segment
Another area of professional interactions is the contributions that are made to the profession.

- Shares ideas and materials willingly
- Contributes actively to positive group function
- Contributes to the mission, philosophy and goals of the school
Contributions

• As a student in the area of education, one is exposed to many of the most recent and updated research findings in terms of technology, brain information, teaching techniques and strategies. The school systems depend on the teaching candidates and beginning teachers to share this information with those who have been in the field longer.

• In addition, teaching candidates and beginning teachers often have a fresh enthusiasm that comes with being up on the latest information. Such professionals must be willing to share these current thoughts and ideas with others while accepting helpful materials and ideas in return.
Contributions

• At the same time, it is important to be able to function in a group setting where each member contributes actively. Being familiar with the school’s mission, philosophy and goals will enable you to focus your attention on the issues that are most important to the students and the school as a whole.

• Remember that without the Scarecrow’s brain, the Tinman’s heart and the Lion’s courage, the team probably would not have made it to the Land of Oz. It is important to keep in mind that each member of a group has strengths and should contribute accordingly.
Professional Growth

- Participates actively in professional clubs and organization
- Takes part in staff development activities
- Works toward furthering education
- Accepts constructive criticism
Reflection Cycle

Select
- Gather potential artifacts
- Select artifacts that demonstrate success and growth
- Select artifacts that represent leadership goals and standards

Transform
- Use interpreted data
- Develop projections and goals

Describe
- Who?
- What?
- When?
- Where?

Appraise
- Interpret events
- Determine impact
- Determine effectiveness
- Determine relationship of philosophy, values, and goals

Analyze
- Why?
- Situation
- Selection
- How?
- Relation to issues, expectations, goals, practice
Educational Organizations

• National Education Association – http://www.nea.org/ A United States labor union committed to advancing the cause of public education. NEA represents teachers, secretaries and other educational support personnel.

• Phi Delta Kappa - http://www.pdkintl.org/ Phi Delta Kappa International is a premier professional association for educators. For more than 100 years, it has focused its work on the tenets of service, research, and leadership. PDK is one of the largest education associations and has more than 35,000 members, including teachers, principals, superintendents, and higher education faculty and administrators. PDK publishes the highly-regarded Phi Delta Kappan, the No. 1 education policy magazine.

• Future Educators Association - http://www.futureeducators.org/index.htm The Future Educators Association (FEA), sponsored by PDK International, is an international student organization dedicated to supporting young people interested in education-related careers. As the co-curricular component of state-recognized Career and Technical Education (CTE) programs of study, FEA helps students develop the skills and strong leadership traits that are found in high-quality educators.
I have come to the frightening conclusion that I am the decisive element in the classroom. It is my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

~Haim Ginnott
Activity- Interactions

• In pairs, interview your partner regarding a recent professional interaction: a training, a performance review, a meeting, email exchange, etc.

• Pay particular attention to the tenets of professional interactions reviewed in this section: communication, contributions and professional growth.

• How did the interaction reflect aspects of these tenets, if at all?
Commitment

• The noun *Commitment* means responsibility; loyalty. The verb Commit means promise; devotion. Professional commitment of teachers influences all aspects of education and schools. Teaching is complex and demanding work.

• Watch the slide show at [http://mast.ecu.edu/modules/dttl/lib/media.slides03/SlideShow.html](http://mast.ecu.edu/modules/dttl/lib/media.slides03/SlideShow.html)
PROFESSIONAL COMMITMENT

If I only had a heart, thought the Tin Man.


Commitment (n) – responsibility; loyalty  
Commit (v) – promise devotion  

Six categories of teacher commitment

1. Teacher commitment as a 'passion'
2. Teacher commitment as an investment of time
3. Teacher commitment as a focus on individual needs of students
4. Teacher commitment as a responsibility
5. Teacher commitment as maintaining professional knowledge
6. Teacher commitment as engagement with school community

1. Teacher Commitment as a “Passion”

Attitude is everything! A positive attitude is an essential component of professionalism. (Hurst & Reding, 2000)
2. Teacher commitment as an investment of time outside of contact hours with students.
3. Teacher commitment as a focus on the individual needs of the students.
4. Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs.
5. Teacher commitment as 'maintaining professional knowledge'.
6. Teacher commitment as engagement with the school community.
Partnership for 21st Century Skills

Life and Career Skills
Initiative and Self-Direction

Manage Goals and Time

Work Independently

Be Self-directed Learners
Manage Goals and Time

- set goals
- balance tactical goals
- utilize time efficiently
Work Independently

• monitor, define, prioritize and complete tasks without direct oversight
Be Self-Directed Learners

• expand one's own learning
• demonstrate initiative
• Demonstrate lifelong learning
• reflect critically
“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.”

Parker Palmer

Leadership

• Leadership, as a noun, means the ability to lead; guidance.
• Lead, as a verb, means to command others; to be the way somewhere
Leadership, continued

"Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. Such team leadership work involves three intentional development foci: individual development, collaboration or team development, and organizational development." (Reading Rockets http://www.readingrockets.org/article/24932)
Leadership, continued

• Watch the slide show at http://mast.ecu.edu/modules/dttl/lib/media/slides04/SlideShow.html
PROFESSIONAL LEADERSHIP

There’s no place like home, thought Dorothy.


Leadership (n) – ability to lead; guidance

Lead (v) – command other; be the way somewhere

What does RESEARCH tell us about Teacher Leadership?


http://www.readingrockets.org/article/24932
Teacher Leadership is a process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement.

(Center for Comprehensive School Reform, 2008, pp. 287-288)
Figure 1. A Conceptual Framework for Teacher Leadership

1. Teacher Leaders
   - Respected as teachers
   - Learning oriented
   - Leadership capacities

2. Leadership Work
   - Valued
   - Visible
   - Negotiated
   - Shared

3. Leadership
   - Supportive culture
   - Supportive principal and colleagues
   - Time
   - Resources
   - Development opportunities

4. Means of Leadership Influence
   - Maintain a focus on teaching and learning
   - Establish trusting and constructive relationships
   - Interact through formal and informal points of influence

5. Targets of Leadership Influence
   - Individuals
   - Teams or groups
   - Organizational capacity

6. Intermediary Outcome of Leadership
   - Improvements in teaching and learning practice

http://www.readingrockets.org/images/articles/art24932_fig1_leadership.jpg
Teacher Leaders
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- Learning Oriented
- Leadership Capabilities

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Targets of Leadership Influence

I. • Individuals

II. • Teams or Groups

III. • Organizational Capacity
STUDENT LEARNING

Intermediary outcome of leadership

Improvements in teaching and learning practices
North Carolina Professional Teaching Standards

Presented by:

The North Carolina Professional Teaching Standards Commission

"For every student in North Carolina, a knowledgeable, skilled, compassionate teacher... a star in every classroom"

Standard I: Teachers demonstrate leadership.

• Teachers lead in their classrooms.
  ✓ Take responsibility for the progress of all students
  ✓ Communicate vision to students
  ✓ Use data to organize, plan, and set goals
  ✓ Use a variety of assessment data throughout the year to evaluate progress
  ✓ Establish a safe and orderly environment
  ✓ Empower students
Standard I: Teachers demonstrate leadership.

Teachers demonstrate leadership in the school.

✓ Work collaboratively with all school personnel to create a professional learning community
✓ Analyze data
✓ Develop goals and strategies through the school improvement plan
✓ Assist in determining school budget and professional development
✓ Participate in hiring process
✓ Collaborate with colleagues to mentor and support teachers to improve effectiveness

Standard I: Teachers demonstrate leadership.

• Teachers lead the teaching profession.
  ✓ Strive to improve the profession
  ✓ Contribute to the establishment of positive working conditions
  ✓ Participate in decision-making structures
  ✓ Promote professional growth

Standard I: Teachers demonstrate leadership.

• Teachers advocate for schools and students.
  ✓ Advocate for positive change in policies and practices affecting student learning
  ✓ Participate in the implementation of initiatives to improve education

Standard I: Teachers demonstrate leadership.

• Teachers demonstrate high ethical standards.
  ✓ Demonstrate ethical principles
  ✓ Uphold the Code of Ethics and Standards for Professional Conduct

"For every student in North Carolina, a knowledgeable, skilled, compassionate teacher... a star in every classroom"

An attitude of confidence and initiative are key components of professional leadership.

(Hurst and Reding, 2000)
“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

~ John Quincy Adams
Activity - Leadership

• In small groups, review the assigned sections of Barnett Berry’s Teacher Leaders Network (TLN) website: http://www.teacherleaders.org.

• Evaluate the TLN information using the state Professional Teaching Standards.

• Are the TLN resources consistent with these standards? Are other aspects of teacher leadership emphasized in the TLN resources?
Summary

• Professional dispositions are paramount to effective teaching and successful student outcomes.

• Teachers at all stages (preservice, novice, and experienced) must project ethical standards and values both professionally and personally.

• Teachers must present themselves professionally as they interact with colleagues, students, and parents.
Summary, continued

• The four components of professional dispositions described in this module: professional demeanor, professional interactions, professional commitment and professional leadership are overarching and build upon each other.

• One component is no more important than the other and all four components exhibit characteristics of outstanding, master teacher.
Focus and Reflection Questions

1. If you were talking with a novice teacher, what stories from your own experiences would you share concerning communication with peers and/or parents?

2. What are the biggest challenges to teachers as leaders?

3. In most states, teachers are required to take professional develop courses or activities. What activities have been beneficial to you as a teacher?
Application and Extension Activities

Application and Extension Activities, continued

2. Read assigned sections of *The Courage to Teach*, or *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life*, both by Parker Palmer. Discuss in groups.

4. Interview two teachers and ask the following questions:

- What are some of the ways teacher leadership is taking place at your school and in your district?
- Identify ways that you think teachers could lead in their classrooms, in the school, and in the community.

Report findings, including similarities and differences between the two teachers.
Application and Extension Activities, continued

5. Present “Professionalism for Pre-Service Teachers” a PowerPoint from Montana State University College of Education
http://www.slideshare.net/Annie05/professionalism-msu-b-for-student-teachers-presentation.
Self-Assessment

• A self-assessment with response feedback is available at http://mast.ecu.edu/modules/dttl/quiz/. Participants may take this assessment online to evaluate their learning about content presented in this module.
Session Evaluation

• A form for participants to evaluate the session is available in the Facilitator’s Guide.