**Teacher as a Professional (TAP) Project**

**Elementary Education**

**Description:** The “Teacher as a Professional” project is designed to help teacher candidates investigate their role as a professional from both a micro (teacher/classroom community) and macro (teacher as part of larger community of families, businesses, and community agencies) perspective. Candidates will utilize both qualitative and quantitative approaches throughout this project and culminate their findings in a 5-7 page paper.

In their evaluation of themselves as classroom professionals, candidates will use research on teaching, their own personal experience as a student, and the data collected during their Field Experiences to reflect, analyze, and monitor their instructional skill. Specific goals will be established with measurable outcomes to focus the candidate’s efforts and refine their effectiveness based on South Carolina’s standards for teacher quality. This part of the project gives candidates the opportunity to assess their own growth and reiterates/confirms the importance of continuous improvement of teaching practices.

In the exploration of themselves as a professional in the larger community, teacher candidates will review academic sources and collect information from focused interviews with public school stakeholders. Information gleaned will be synthesized noting what “effective” teachers do in their role with parents and the community. The research portion of the study may adopt a specific focus such as professional ethics, professional development, family engagement, issues children face that impact learning, or collaborating with the community to support student learning.

The project entails the following specific assignments:

1. Reflect and refine your own practices as a classroom professional.
   - What makes an effective teacher? Create an annotated bibliography of 4-5 academic journal articles focused on becoming a professional in classroom teaching practices.
   - What makes an effective teacher? Reflect on teachers who impacted you as a learner. What specific things did they do to support your learning/growth as a student? How does the research support/extend your experiences?
   - Look at the data collected during your Field experience including SCTS 4.0 evaluations, cooperating teacher and peer feedback, and the formative assessments collected during your teaching blocks. What patterns of feedback are observed across the four lessons? Identify three areas of strength you have as a teacher and three areas of challenge; describe each with specific classroom examples or feedback to illustrate.
   - Based on your review of the data, establish a minimum of two instructional growth goals that will be your area of focus during Field III. How will you measure growth/success on your goals? Consider what you would look/sound like as a teacher if you are successful at improvement on your goals. What would the classroom look/sound like if you are successful? What would students be doing?

2. Reflect and refine your understanding of yourself as a professional in the larger classroom community of parents/community members.
   - Create an annotated bibliography of four-five (4-5) sources from peer-reviewed, academic journals. These resources may include but are not limited to the following topics:
     a) Professionalism as a teacher.
     b) Professional ethics
     c) Effective relationships with parents
     d) Issues children face that may impact their learning
     e) Collaborating with the community
     f) Diversity / Being culturally authentic
   - Interview a family member/parent/guardian of a school-aged child; an educator (principal, teacher, counselor); and a member of a community agency/business. It is not required that these stakeholders are from the same school, however, the questions addressed should include, but are not limited to the following:
     **PARENT**
     a) What makes an effective teacher?
     b) What are the challenges to children being successful learners?
     c) How can teachers/schools promote the intellectual, social, emotional, physical growth and well-being of children?
     d) How does your child’s teacher communicate with you? How is this communication helpful?
     e) How do you collaborate with your teacher to support your child’s learning?
     f) How would you like to collaborate with your teacher/your school?
EDUCATOR
a) What makes an effective teacher?
b) What are the challenges to children being successful learners?
c) How can teachers/schools promote the intellectual, social, emotional, physical growth and well-being of children?
d) How do you communicate with parents about student learning?
e) How do you collaborate with parents to support children’s learning?
f) How do you collaborate with the local community/businesses?

BUSINESS / COMMUNITY MEMBER
a) What makes an effective teacher?
b) What are the challenges to children being successful learners?
c) How can teachers/schools promote the intellectual, social, emotional, physical growth and well-being of children?
d) How do teachers/schools communicate with your community/business about student learning?
e) How do you collaborate with local teachers/schools to support children’s learning?
f) How would you like to collaborate with local teachers/schools on behalf of the children in your community?

3. Synthesize your work into a 5-7 page paper on Teaching as A Professional

Using what you have learned from your reflection of your professional practices, your research (annotated bibliographies) and the interviews, you will synthesize a 5-7 page research paper in APA format. This paper should include the following sections:

A. Introduction
B. PART ONE: What is an effective teacher?
   o Use information from your research, the interviews, SCTS 4.0 standards, and your reflections to describe an effective teacher.
   o Considering “effective” teachers, describe your three strengths and three challenge areas using specific examples from your teaching blocks and/or feedback.
   o Develop measurable goals for refining your own practice (include measures with goals)
C. PART TWO: How can teachers be effective in the larger environment of families and communities?
   o Use information from your research, the interviews, and your reflections to describe how teaching professionals can be effective in the larger community.
   o Considering “effective” teachers in the larger community, what do you anticipate will be your strengths and challenge areas?
   o What are three things you will do to collaborate/work with families and communities when you are a teacher?
D. Bibliography
   o Include annotated bibliography

Criteria for success: Candidate must score Emerging Proficient, Target, or Exceeds Target to pass the standard. If scored at Emerging, then candidate must be evaluated again in this area with the intent on achieving Emerging Proficient or Target or Exceeds Target is achieved.

ACEI Standards:
This assignment directly aligns with the ACEI standards and 5.1-5.2, which emphasize professionalism. In completing the TAP Project, candidates will demonstrate they have met or exceeded target for the standards:

Scoring
ACEI Content Performance Assessment
  4 = Exceeding Target: Candidate demonstrates meeting ACEI Standards with a high level of proficiency
  3 = Target: Candidate demonstrates meeting ACEI Standards with proficiency
  2 = Emerging Proficient: Candidate demonstrates meeting ACEI Standards with emerging proficiency
  1 = Emerging: Candidate is lacking proficiency to meet the ACEI Standards*

* Candidates who score emerging on any indicator is provided feedback and is assessed again with the intent of achieving Emerging Proficient, Target, or Exceeds Target.
Rubric for The Teacher as a Professional (TAP) Project - ACEI Assessment 6

**Standard 5.1 Professionalism**—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

**Criteria for success:** Candidate must score Emerging Proficient, Target, or Exceeds Target to pass the standard. If scored at Emerging, then candidate must be observed again in this content area until Acceptable or Target is achieved.

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<thead>
<tr>
<th>Category</th>
<th>Exceeds Target – 4</th>
<th>Target – 3</th>
<th>Emerging Proficient – 2</th>
<th>Emerging – 1</th>
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| **Reflection:** Professional growth, reflection, and evaluation (ACEI 5.1) | Candidate reflects **extensively** on his/her practice and cites evidence of effective teaching performance teaching during the field experience.  
   Evidence from the reflection shows that: | Candidate reflects **fundamentally** on his/her practice based on performance teaching during the field experience.  
   Evidence from the reflection shows that: | Candidate reflects **adequately** on his/her practice based on performance teaching during the field experience.  
   Evidence from the reflection shows that: | Candidate demonstrates **limited** or does not engage in self-motivated, purposeful learning that directly influences the quality of his/her teaching.  
   Evidence from the reflection shows that: |
|                                               | Candidate’s work is grounded in **9-10** sources. Sources and perspectives are well integrated, and candidate is thorough in research based on teaching, professional ethics, and resources available for professional learning.  
   Evidence shows from the research that: | Candidate’s work is supported by **8** sources. The research is based on teaching, professional ethics, and resources available for professional learning.  
   Candidate demonstrates **limited** or does not engage in self-motivated, purposeful learning that directly influences the quality of his/her teaching.  
   Evidence from the research shows that: | Candidate’s work is supported by **6-7** sources. The research is based on teaching, professional ethics, and resources available for professional learning. | Candidate’s work uses **5 or less** sources and/or the information is lacking detail.  
   Evidence from the research shows that: |
| **Research:** Professional growth, reflection, and evaluation (ACEI 5.1) | Candidate **extensively** reflects on his/her research on teaching, professional ethics, and resources available for professional learning.  
   Evidence from the research paper shows that: | Candidate **fundamentally** reflects on his/her research on teaching, professional ethics, and resources available for professional learning.  
   Evidence from the research paper shows that: | Candidate **Adequately** reflects on his/her research on teaching, professional ethics, and resources available for professional learning.  
   Evidence from the research paper shows that: | Candidate demonstrates **limited or no** reflection based on research, interviews and self-evaluations.  
   Evidence from the research paper shows that: |
| **Research Paper:** Professional growth, reflection, and evaluation (ACEI 5.1) | Candidate **extensively** reflects on his/her research on teaching, professional ethics, and resources available for professional learning.  
   Evidence from the research paper shows that: | Candidate **fundamentally** reflects on his/her research on teaching, professional ethics, and resources available for professional learning.  
   Evidence from the research paper shows that: | Candidate **Adequately** reflects on his/her research on teaching, professional ethics, and resources available for professional learning.  
   Evidence from the research paper shows that: | Candidate demonstrates **limited or no** reflection based on research, interviews and self-evaluations.  
   Evidence from the research paper shows that: |
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| 5.2 Collaboration with families, colleagues, and community agencies    | Candidates **extensively** demonstrate the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community. The TAP includes all of the following:  
  - Promote the intellectual, social, emotional, physical growth and well-being of children.  
  - Establish qualities of an effective teacher from stakeholders’ perspective.  
  - The challenges for students and teachers.  
  - How the schools collaborate with stakeholders. | Candidate **fundamentally** demonstrates the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community. The TAP includes three of the following:  
  - Promote the intellectual, social, emotional, physical growth and well-being of children.  
  - Establish qualities of an effective teacher from stakeholders’ perspective.  
  - The challenges for students and teachers.  
  - How the schools collaborate with stakeholders. | Candidate **adequately** demonstrates the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community. The TAP includes two of the following:  
  - Promote the intellectual, social, emotional, physical growth and well-being of children.  
  - Establish qualities of an effective teacher from stakeholders’ perspective.  
  - The challenges for students and teachers.  
  - How the schools collaborate with stakeholders. | Candidate provides **limited or no** informational knowledge on the collaboration with families, colleagues and the community.  
  - The TAP includes one or none of the following:  
    - Promote the intellectual, social, emotional, physical growth and well-being of children.  
    - Establish qualities of an effective teacher from stakeholders’ perspective.  
    - The challenges for students and teachers.  
    - How the schools collaborate with stakeholders. |
| Research Paper: 5.2 Collaboration with families, colleagues, and community agencies (ACEI 5.2) | Candidate **thoughtfully and extensively** reflects on the many connections the following stakeholders: families, school colleagues, and the community.  
  - Analysis of what was learned in the interviews.  
  - Reflect strong identification with | Candidate **fundamentally** reflects on the many connections the following stakeholders: families, school colleagues, and the community.  
  - Analysis of what was learned in the interviews.  
  - Reflect strong identification with | Candidate **adequately** reflects on the many connections the following stakeholders: families, school colleagues, and the community.  
  - Analysis of what was learned in the interviews.  
  - Reflect strong identification with | Candidate demonstrates **limited or no** reflection on the many connections the following stakeholders: families, school colleagues, and the community.  
  - The TAP includes **limited or no** minimum information on one or none of the following:  
    - Analysis of what was learned in the interviews.  
    - Reflect strong identification with |
| the importance of positive collaborative relationships with stakeholders • Promote the intellectual, social, emotional, physical growth, and well-being of children. | the importance of positive collaborative relationships with stakeholders • Promote the intellectual, social, emotional, physical growth, and well-being of children. | collaborative relationships with stakeholders • Promote the intellectual, social, emotional, physical growth, and well-being of children. | with the importance of positive collaborative relationships with stakeholders • Promote the intellectual, social, emotional, physical growth, and well-being of children. |