



DAU Distinguished Teacher Update

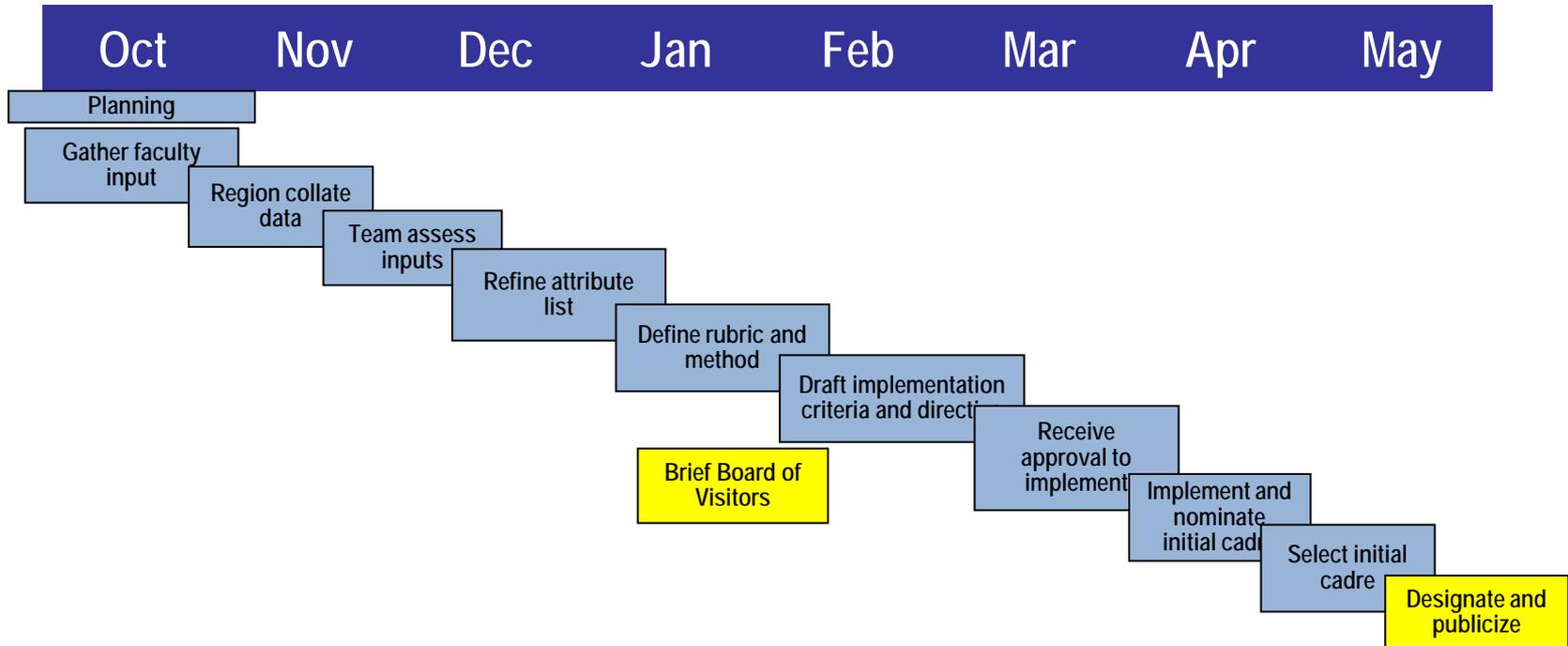
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Distinguished Teacher

Objective: Recognize faculty members whose skill and career achievements focus on teaching skills as recognized by the academic community by their enhancing the student outcomes.

- Driven by the attainment of attributes that define “Distinguished Teacher”
- Based on classroom proficiency and demonstrated excellence in teaching
- Steps to success:
 - Define attributes—create model
 - Create rubric—define measurement
 - Designate process—nomination and selection
 - Select initial cadre— “official” designation and recognition



Attributes

The nine (9) characteristics of a distinguished teacher:

1. Distinguished teachers create an environment that advances student learning. Research reveals three major contributors that work interdependently: the teacher recognizes and responds to individual needs and interests; the teacher fosters and maintains the respect of students; and the teacher designs a well-functioning classroom.
2. Distinguished teachers have a passion for teaching. This should not be confused with having a passion for one's subject matter. The distinguished teacher has a passion for the act of teaching itself. This passion drives him or her to seek and utilize a wide variety of instructional techniques to facilitate the learning of every student.
3. Distinguished teachers have a respectful classroom. A key component of such a classroom is fostering and maintaining the respect of students. These teachers know respect must be earned—and that it comes from giving. Respect is earned by first respecting our students and then managing our responsibilities in professional, competent, caring, and respectful ways.
4. Distinguished teachers desire to be excellent. Desire precedes outstanding achievement. Desire is motivational. It focuses our imagination, creativity, effort, and commitment. The desire to be excellent also keeps us from focusing on failure, punishment, scarce resources, learning difficulties, or any other barriers that can block teaching success and student learning.

Attributes cont.

5. Linked to number four, distinguished teachers have high expectations of themselves for becoming exemplary. They have confidence that they will succeed, rather than doubts that they won't. They hold themselves accountable and don't look for any excuse or rationale for not being exemplary.
6. Distinguished teachers believe all students can learn. Therefore, they are motivated to seek the knowledge and skills needed to reach and teach all students effectively and successfully. Students know when their teachers hold this belief.
7. Distinguished teachers believe their teaching is affected by both their attitude and skill.
8. Distinguished teachers motivate students to set and strive for the highest expectations of themselves. These teachers believe that high expectations are a self-fulfilling prophecy for students and teachers alike. Such teachers also know their position enables them to shape the experiences of students. They know they are succeeding when students' self-expectations are on the rise.
9. Distinguished teachers exemplify ethical standards. They understand the power of their influence with students and believe that they teach through their actions and non-actions. In other words, students must see a teacher who walks the talk.

1. Rubric for Measurement of Attributes

2. Nomination Process

Nomination

Vetting

Evaluation

Selection

Recertification

3. What Recognition Looks Like

Example: Certificate, Badge, Coin, other ideas

4. How will we identify Distinguished Teacher to DAU

Example: Designation in TMS, Insight, other ideas