

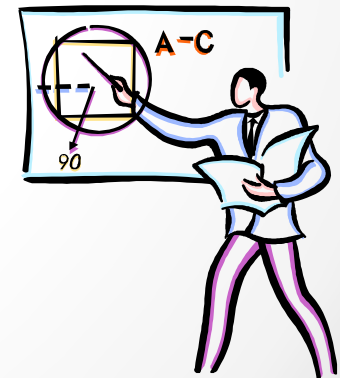
# Professional Responsibilities

Domain 4 of the Danielson Framework for  
Effective Teaching



# Instructional

- The **first two** components of this domain are part of our instructional duties and are discussed during classroom observations:
  - 4a- Reflecting on teaching:
    - Accuracy of reflection on instruction
    - Use of reflection to inform future instruction
  - 4b- Maintaining accurate records:
    - Records on student completion of assignments
    - Records on student progress in learning (grades)
    - Non-instructional records (i.e. attendance)



# Non-Instructional

- The final four components of this domain are non-instructional and discussed in the summative evaluation:
  - 4c- Communicating with families
  - 4d- Participating in the professional community
  - 4e- Growing and developing professionally
  - 4f- Showing professionalism



# 4c: Communicating with families

- Regularly makes information about the **instructional program** available for families
- Regularly makes information about the **student's individual progress** available for families
- Develops programs to engage families
- Most communications are the families' cultural norms

# What would this look like?

- Talk with the person next to you and identify one or two possible, observable indicators from your perspective. In other words, what would this look like in your role?
- Discuss results as a whole group

# 4c: Possible Evidence

- The teacher maintains a class website or sends home a monthly newsletter that describes class activities, student projects, and upcoming field trips
- The teacher keeps class *Powerschool* data current
- The teacher provides an assignment that requires students to interact with members of their family (i.e. Interview)
- The teacher provides family access to a student learning log which describes what that student has learned each week

# 4d: Participating in the professional community

- Maintains supportive and collaborative relationships with colleagues
- Regularly participates in activities related to professional inquiry (committees, lesson study, etc.)
- Frequently volunteers to participate in school events and school or district projects

# What would this look like?

- Talk with the person next to you and identify one or two possible, observable indicators from your perspective. In other words, what would this look like in your role?
- Discuss results as a whole group



# 4d: Possible Evidence

- Teacher works on a department team to review student assessment results and brainstorm on new instructional strategies
- Teacher takes an online course and shares this learning with colleagues
- Teacher attends the school musical
- Teacher is willing to chaperone a school social event
- Teacher volunteers to assist in the planning and coordination of field day



# 4e: Growing and developing professionally

- Teacher regularly seeks opportunities for continued professional development
- Teacher welcomes colleagues and supervisors into their classroom for the purpose of gaining insight from the feedback
- Teacher participates in organizations designed to contribute to the profession (Skills USA, College Board, PLTW, IBO, etc.)

# What would this look like?

- Talk with the person next to you and identify one or two possible, observable indicators from your perspective. In other words, what would this look like in your role?
- Discuss results as a whole group

# 4e: Possible Evidence

- Teacher attends district in-service training and participates in the learning process
- Teacher joins a science education partnership (i.e. Center for Teaching and Learning) that provides access to resources for their classroom
- Teacher initiates a professional learning community within their department
- Teacher attends an off-campus training or completes an online course



# 4f: Showing professionalism

- Teacher is honest and maintains high standards of integrity
- Teacher actively addresses students' needs – puts students first
- Teacher actively works to provide opportunities for student success
- Teacher willingly participates in team and departmental decision making
- Teacher complies with district policies



# What would this look like?

- Talk with the person next to you and identify one or two possible, observable indicators from your perspective. In other words, what would this look like in your role?
- Discuss results as a whole group

# 4f: Possible Evidence

- Teacher is approachable to colleagues and trusted by fellow department members
- Despite a lack of experience, the teacher forms a new club to meet a high interest level among students
- Upon noticing a change in behavior, the teacher reaches out to a student's guidance counselor for help
- Teacher enforces a building policy on student use of technology
- Teacher contributes during department meetings

