

# Domain 4 – Professional Responsibilities

## Sources of Evidence

Components	Elements and Examples of Artifacts
4a: Reflecting on Teaching	<p><b>Accuracy</b> – narrative reflection on a lesson, unit or assessment</p> <p><b>Use in future teaching</b> – reflection on an actual lesson for effectiveness and possible future changes</p>
4b: Maintaining Accurate Records	<p><b>Student completion of assignments</b> – grade book, any program that students participate in maintaining the records (such as Rocket Math)</p> <p><b>Student progress in learning</b> – RTI notes, reviewing assessments and writing pieces with students for common errors or areas of improvement</p> <p><b>Noninstructional records</b> – supply lists, attendance records, permission slips, book lists, substitute folders, field trip records</p>
4c: Communicating with families	<p><b>Information about the instructional program</b> – web pages, parent meetings, phone call logs, e-mails, annual review meetings, syllabus, newsletters</p> <p><b>Information about individual students</b> – e-mails, parent meetings, lead teacher letters, progress notes</p> <p><b>Engagement of families in the instructional program</b> – annual reviews, culture lesson 6<sup>th</sup> grade, foreign language international dinner, Curriculum Night handouts, newsletters</p>
4d: Participating in a Professional Community	<p><b>Relationships with colleagues</b> – department meetings, e-mails between colleagues, teaching of colleagues</p> <p><b>Involvement in a Culture of Professional Inquiry</b> – department meeting notes, curriculum meeting notes</p> <p><b>Service to school</b> – field trips, school functions, volunteering for school events, any kind of leadership role in “school life”</p> <p><b>Participation in school and district projects</b> – Meeting agendas (RTI), volunteering for district projects, leadership role in a major school or district project</p>
4e: Growing and Developing Professionally	<p><b>Enhancement of Content Knowledge and Pedagogical Skill</b> – My Learning Plan printout, and other professional development done</p> <p><b>Receptivity to Feedback from Colleagues</b> – Data meetings, mentoring, walkthroughs</p> <p><b>Service to the Profession</b> – Department meetings, Teacher initiated activities to contribute to the profession</p>
4f: Showing Professionalism	<p><b>Integrity and Ethical Conduct</b> – Maintain confidentiality</p> <p><b>Service to Students</b> – After school help, examples of seeking out resources to serve students</p> <p><b>Advocacy</b> – Parent conferences</p> <p><b>Decision Making</b> – recommendations with annual reviews, student placement, departmental decision making</p> <p><b>Compliance with School and District Regulations</b> – attendance at meetings, grades on time</p>

# Domain 4 Evidence Binder Sample

**Robert J. Marzano, Michael D. Toth**



#### **Domain 4 Evidence Binder Sample:**

Visualizing Research Carole Gray, Julian Malins, 2016-02-11 Visualizing Research guides postgraduate students in art and design through the development and implementation of a research project using the metaphor of a journey of exploration For use with a formal programme of study from masters to doctoral level the book derives from the creative relationship between research practice and teaching in art and design It extends generic research processes into practice based approaches more relevant to artists and designers introducing wherever possible visual interactive and collaborative methods The Introduction and Chapter 1 Planning the Journey define the concept and value of practice based formal research tracking the debate around its development and explaining key concepts and terminology Mapping the Terrain then describes methods of contextualizing research in art and design the contextual review using reference material Locating Your Position and Crossing the Terrain guide the reader through the stages of identifying an appropriate research question and methodological approach writing the proposal and managing research information Methods of evaluation and analysis are explored and of strategies for reporting and communicating research findings are suggested Appendices and a glossary are also included Visualizing Research draws on the experience of researchers in different contexts and includes case studies of real projects Although written primarily for postgraduate students research supervisors managers and academic staff in art and design and related areas such as architecture and media studies will find this a valuable research reference An accompanying website [www.visualizingresearch.info](http://www.visualizingresearch.info) includes multimedia and other resources that complement the book

*The Handbook for Enhancing Professional Practice* Charlotte Danielson, 2008-09-15 Since the original publication of *Enhancing Professional Practice A Framework for Teaching* in 1996 thousands of educators in the United States and around the world have used the framework and its clear definition of the components of good teaching to structure their professional conversations and guide their practice Building on those diverse experiences Charlotte Danielson now provides specific guidance for teacher educators teachers administrators and others who seek to use the framework to improve their programs and practice The Handbook for Enhancing Professional Practice offers sound advice step by step procedures and practical tools for using the framework in Teacher preparation Teacher recruitment and hiring Teacher mentoring and peer coaching Self directed professional inquiry Professional development and Teacher evaluation The ready to use forms and other instruments in this book transform the framework for teaching into a mechanism for teacher support that emphasizes two key goals quality assurance and professional learning Grounded in practitioners wisdom this handbook demonstrates how the framework for teaching can inform professional growth throughout a teacher s career from preservice training through the attainment of the skills and knowledge that characterize distinguished teaching Charlotte Danielson is an international education consultant and presenter based in Princeton N J

Teacher Evaluation that Makes a Difference Robert J. Marzano, Michael D. Toth, 2013 In *Teacher Evaluation That Makes a Difference* Robert J Marzano and Michael D Toth introduce a new model of

teacher evaluation that takes into account multiple data rich measures of teacher performance and student growth to ensure fair meaningful and reliable evaluations for all teachers      *Practical Guide to the Evaluation of Clinical Competence E-Book* Eric S. Holmboe, Steven James Durning, Richard E. Hawkins, 2017-04-06 Designed to help medical educators implement better assessment methods tools and models directly into training programs Practical Guide to the Evaluation of Clinical Competence 2nd Edition by Drs Eric S Holmboe Steven J Durning and Richard E Hawkins is a hands on authoritative guide to outcomes based assessment in clinical education National and international experts present an organized multifaceted approach and a diverse combination of methods to help you perform effective assessments This thoroughly revised edition is a valuable resource for developing implementing and sustaining effective systems for evaluating clinical competence in medical school residency and fellowship programs Each chapter provides practical suggestions and assessment models that can be implemented directly into training programs tools that can be used to measure clinical performance overviews of key educational theories and strengths and weaknesses of every method Guidelines that apply across the medical education spectrum allow you to implement the book s methods in any educational situation New chapters on high quality assessment of clinical reasoning and assessment of procedural competence as well as a new chapter on practical approaches to feedback Reorganized for ease of use with expanded coverage of Milestones Entrustable Professional Assessments EPAs cognitive assessment techniques work based procedural assessments and frameworks The expert editorial team renowned leaders in assessment is joined by global leader in medical education and clinical reasoning Dr Steven Durning New Expert Consult material includes videos of medical interviewing scenarios and downloadable assessment tools      *Portfolios for Nursing, Midwifery and other Health Professions, E-Book* Lynette Cusack, Morgan Smith, 2020-02-01 Portfolios for Nursing Midwifery and other Health Professions is a practical guide providing detailed strategies for developing a quality portfolio that will assist you to review your professional practice assess your learning and career planning direct your continuing professional development and effectively communicate your professional achievements Written by Lynette Cusack and Morgan Smith this fourth edition will help you understand the drivers and benefits of portfolios and how to design and evaluate a quality portfolio in order to meet the Australian Health Practitioner Regulation Agency AHPRA annual registration requirements Clearly outlines what a portfolio is how it is used and why different types of portfolios are required for different purposes Supports understanding of the relationship between portfolios and the AHPRA regulatory requirements of self declaration and practising in accordance with professional practice standards Assists in understanding and applying reflection techniques in professional development learning and portfolio use An increased focus on how portfolios relate to career planning and achieving professional goals Highlights different ways of demonstrating evidence of achievements An increased emphasis on demonstrating safety and quality in healthcare and person centred practice An eBook included in all print purchases      **The Routledge Handbook of Instructed Second Language Acquisition** Shawn Loewen, Masatoshi

Sato,2017-02-17 The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state of the art papers pertaining to Instructed Second Language Acquisition ISLA Written by 45 world renowned experts the entries are full length articles detailing pertinent issues with up to date references Each chapter serves three purposes 1 provide a review of current literature and discussions of cutting edge issues 2 share the authors understanding of and approaches to the issues and 3 provide direct links between research and practice In short based on the chapters in this handbook ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery This handbook is the ideal resource for researchers graduate students upper level undergraduate students teachers and teacher educators who are interested in second language learning and teaching Middle School Journal,2001 **Evidence and Decision Making** Pamela A. Moss,2007 Writing Portfolios in the Classroom Robert C. Calfee,Pamela Perfumo,1996 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company

**Portfolios for Health Professionals - E-Book** Lynette Cusack,Kate Andre,Marie Heartfield,2016-09-09 Portfolios for Health Professionals 3e is a practical guide to designing and developing a portfolio that documents and communicates your professional achievements and competencies in order to meet the Australian Health Practitioner Regulation Agency AHPRA annual registration requirements Now revised to address a range of health professions this third edition will help students to gain a basic understanding of what a portfolio is how it is used and why different types of portfolio may be required for different purposes The book provides health professionals with detailed guidelines for developing a quality portfolio that will help them to review their professional practice direct their continuing professional development assess their learning and career planning and communicate their professional achievements Updated regulatory requirements for national registration Aligned to updated APRHA CPD standards New section on clinical reasoning Increased focus on reflective practice throughout to encourage critical thinking Expanded section on ePortfolios including examples Greater emphasis on evidence based practice New Chapter 7 with practical examples of the approaches used by a range of health practitioners to develop their professional portfolios **33rd AIAA/ASME/SAE/ASEE Joint Propulsion Conference & Exhibit** ,1997 Creating a Data Driven System Peter Holly,2006 Merrill Education and ETS Educational Testing Service are proud to present Creatign a Data Driven System by Peter J Holly ETS2003 This brief workbook provides a model of what can be done to become a data using system at the local level for the twin purposes of accountabilty and development In building on current practice this model also extrapolates from the present to the future tense by fitting the existing puzzle pieces into a more holistic comprehensive system of date use **Developing a Professional Teaching Portfolio** Patricia M. Costantino,Marie N. De Lorenzo,Edward J. Kobrinski,2006 0205458394 Constantino Developing a Professional Teaching Portfolio Developing a Professional Teaching Portfolio A Guide for Success 2 e offers practical comprehensive guidelines for developing standards based paper or electronic professional teaching portfolios This text leads future and in service teachers through the rigorous

process of documenting the qualities of good teaching sound planning and preparation able classroom management attention to quality instruction and continuous professional growth Real world examples accompany expert advice on both content and presentation encouraging the creation of an effective portfolio that correlates evidence with national and state standards

Teaching Students with Severe Disabilities David L. Westling,Lise Fox,2000 This text is appropriate for Severe or Multiple Disabilities Methods courses This text provides comprehensive coverage of all the issues pertinent to teaching students with severe disabilities Covering both methodology and curricular areas topics are presented in the chronological order in which a teacher would approach them Prior considerations planning and assessment general instructional procedures and finally procedures specific to teaching specific skills

**Data-driven school improvement series** Peter Holly,2006

**Clinical Supervision and Teacher Development** Keith A. Acheson,M. D. Gall,2003 This practical book provides clear hands on guidance for supervising teachers and encouraging professional growth It presents a widely accepted and flexible model of clinical supervision as well as research based and field tested strategies

**Instructional Methods for Secondary Students with Learning and Behavior Problems** Patrick J. Schloss,Cynthia N. Schloss,2007 This book presents teaching principles useful to general high school educators and special educators working with students demonstrating a variety of academic behavioral and social needs in secondary schools Instructional Methods for Adolescents with Learning and Behavior Problems continues to fill a void in the textbook arena by presenting a comprehensive package of teaching techniques useful in helping secondary special educators develop and implement instruction that is appropriate for all students The diversity of the needs of secondary students with disabilities and the challenge of providing appropriate educational services in general education settings places unique demands on students and their teachers and this text provides much needed information and support

Diabetes Mellitus Derek LeRoith,Simeon I. Taylor,Jerrold M. Olefsky,2000 This revised and updated text on diabetes mellitus encompasses recent advances in molecular and cellular findings and provides new therapeutic modalities for the disease Adhering to the successful format of the first edition the book is divided into ten distinct sections each containing individual chapters that progress from basic mechanisms to physiology to therapeutic It covers the complications of diabetes at both the basic and clinical levels

Prioritizing Instruction Joel L. Burdin,Jung S. Yoon,Robert Morris,1996-07-28 This yearbook was compiled to help in the development understanding and perceptions of educational administrators everywhere

**Designing and Using Tools for Educational Assessment** Madhabi Chatterji,2003 This text is intended for the large group of non measurement professionals who need to know about creating assessment tools and using them for decision making Teachers administrators and instructional support personnel will find that this book provides a balanced treatment of design validation and use of assessment tools for varied learning outcomes and needs This treatment includes traditional and alternative assessments The book is straightforward and applied with minimal statistical content Numerous examples case studies tables figures and a Web site with chapter

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