Domain 4 – Professional Responsibilities - Professional Growth, Constituency Groups, Appearance and Behavior, Non-instructional Duties, Leadership

1. Designs purposeful professional goals to strengthen the effectiveness of instruction based on student needs
2. Examines and uses data-informed research to improve instruction and student achievement
3. Use a variety of data, independently and in collaboration with colleagues to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons. (PLCs)
4. Engages in targeted professional growth opportunities and reflective practices
5. Implements knowledge and skills learned in professional development in the teaching and learning process.

Standard Element	Source of Evidence	Evidence that might demonstrate the standard
A- *The educator participates in professional growth*		• Seeking out opportunities for professional learning. • Applying professional learning to individual educational settings. • Evaluating and refining educational practices on an on-going basis. • Engaging in annual self-reflection and evaluation of personal educational practices. • The teacher develops a written professional growth and development plan with goals and timelines, charts his or her progress, and makes adaptations as needed. • Can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources • Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback) • Can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)

Reflecting on teaching practice in support of student learning	**Reflective Conversation or Reflective Journal**	• Teacher maintains a focus on students and the instructional goals when reflecting on teaching practice:
		   o Were my students productively engaged?
		   o Did my students learn what I intended them to learn?
		   o Did I discover, as I began an instructional experience, my students were lacking a critical prerequisite skill?
		   o Could the class have run more smoothly?
		   o Did I treat all students fairly and with respect?
		   o Were the activities and work expected appropriate for the learning goals?

		o Does my assessment match the learning goal?
	Lesson Plan Book	• Teacher reflects on practice and then explores new strategies and techniques
Establishing professional goals and engaging in continuous and purposeful professional growth and development	**Reflective Conversation**	• Teacher expresses commitment to lifelong learning as a critical role of educators
	Descriptions of Practice	• Teacher assesses own teaching practice to target areas for professional development
	PG& E Goals	• Teacher identifies area for growth and then actively pursues professional development activities to improve teaching practice in this area **Possible Professional Development Activities** o Choose a relevant inquiry topic for teacher action research o Conversation with colleagues (grade level or department team) o University course o Workshop / seminar o Journal article o Professional conference o Observation of a colleague o Teacher study group o Internet search
	Documents or Verification of Professional Development Completion	• Teacher engages in professional development activities with the goal of improving his or her skill in teaching • Teacher engages in professional development activities beyond those required by the school and district
B- The educator interacts and communicates with all constituency groups Collaborating with colleagues and the broader professional	**Reflective Conversation**	• Teacher professionally converses among colleagues as an opportunity for reflection on teaching practice • Teacher engages in professional development activities beyond those required by the school and district • Encourages parent and community involvement in classroom and school activities • Works cooperatively with appropriate school personnel to address issues that impact student learning
	Observation of a Colleague or Information Gathering	• Teacher collaborates with colleagues or draws upon their areas of strength to support his/her own teaching • Establishing effective communications with students, parents, faculty, administration, staff, and community. • Consulting with individual parents regarding academic, social, and emotional needs.

community to support teacher and student learning		• Maintaining confidentiality of records, releasing information only to those persons with legal access to information. • *Teacher demonstrates value and respect for reluctant learners and examines whether they have low expectations for certain groups, i.e. annoyed tone of voice for reluctant learners and more engaged tone with high expectancy students. Shows value by feedback, probing for more complex information, coaching for an answer, calling on all students.* • *Teacher uses eye contact, smiling, proximity, playful dialogue to communicate value and respect for all students* • *Teacher tracks responses to ensure that all students have opportunities to respond.* • *Teacher does not allow negative comments from other students*
	Professional Resume	• Resume lists leadership positions that contribute to the broader professional community (Support provider to novice educator, master teacher, workshop presenter, literacy coach, department chair…)
	Professional calendar or meeting notes	• Teacher maintains regular contact ELL coordinator and Special Education staff to monitor student progress and needed accommodations to support learning activities • Teacher actively participates in and contributes to the professional community • Teacher volunteers to serve on a school or district curriculum committee to increase knowledge in a certain area • Teacher actively collaborates with colleagues for the benefit of the entire instructional program • Teacher volunteers to participate in school/district committees that will enhance the learning community for students • Teacher works collaboratively with specialists, school committees, curriculum projects, paraprofessionals, and other educators • Teacher keeps in close communication with specialists who provide services to students in his/her classroom •
	Student Work Analysis	• Teacher reflects on student work and seeks new strategies to meet individual student needs
Working with families to support student learning	**Parent / Family Communications**	• Teacher ensures that students and their families understand the learning goals

Possible Methods for Communicating Goals to Families	
o Beginning of the School Year notices	o Parent Conferences
o Newsletters	o Notes to Parents
o Homework instructions	o Individualized Education Plan (IEP)

		o Report cards o Back to School Night o Open House	o Email correspondences o Website postings
	Reflective Conversation	• Teacher acquires a deep understanding of students' culture and explains the impact this might have on student learning • Teacher considers aspects of students' backgrounds that can make a significant difference in the manner in which they understand the content	
	Homework Assignment	• Teacher involves and engages families, as appropriate, in learning activities (family member interviews, read aloud books, Family Math nights…)	
Engaging local communities in support of the instructional program	**Agendas or Flyers**	• Teacher attends community cultural event	
	Community Resources Information	• Teacher identifies community resources that can provide additional support to students such as library, youth center, health resources	
	Lesson Plan	• Teacher makes concerted effort to become aware of community resources and incorporate them into the curriculum	
	Classroom documents or Student Reflection	• Teacher develops community-based activities so that students feel connected • Speakers from the community are invited to participate in classroom activities • Students participate in school and community service projects	
C- The educator maintains professional appearance and behavior. Demonstrating professional responsibility, integrity, and ethical conduct	**Observation**	• Teacher demonstrates a professional demeanor both in the classroom and within the school community • Teacher follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities • Teacher maintains a high commitment to student learning and the ongoing development of teacher skills and knowledge Is punctual • Is prepared for meetings • Works to resolve conflicts • Respectfully addresses others • Assists in the effective functioning of a team/group • Dressing appropriately and practicing cleanliness. • Modeling and encouraging positive behaviors. • Demonstrating and promoting integrity, fairness, and ethical behavior. • Following educational codes of ethics as well as state, district, and school policies.	

		• Solving problems at the appropriate level • Teacher demonstrates a positive attitude with students and colleagues • Teacher balances professional responsibilities with personal and family needs
D- The educator performs necessary non-instructional duties		• Utilizing consultation and preparation time for professional purposes. • Accepting necessary job-related responsibilities including the support of school programs and activities. • Performing necessary recordkeeping and reporting duties. • Directing, observing, evaluating, and providing feedback to Para educators, volunteers, and peer tutors
E- The educator demonstrates professional leadership		• Having professional vision and setting goals accordingly. • Participating in problem solving. • Facilitating a progressive and goal-oriented environment. • Making informed and timely decisions. • Actively soliciting feedback from constituents • Serves on school and district committees • Works to achieve school and district improvement goals • Can describe or show evidence of his/her participation in district and school initiatives