



**Domain 4: Professionalism**  
**Strategies and Resources for Success**

## Key Elements of Domain 4

<b>4A</b> <b>Communicating with Families</b>	<b>4B</b> <b>Participating in a Professional Community</b>
<b>4C</b> <b>Reflecting on Teaching</b>	<b>4D</b> <b>Demonstrating Professionalism</b>
<b>4E</b> <b>Growing and Developing Professionally</b>	<b>4F</b> <b>Maintaining Accurate Records</b>

## **4A: Communicating with Families**

- Communication with students
- Communication with families
- IEP communication
  - Contributing to the IEP process

## What does an effective Domain 4A look like?



## Brainstorm in groups

Tools for  
communicating with  
students

Tools for  
communicating with  
parents

Differentiation  
(language, etc.)



## Let's review what makes us 4A Effective

- Contacts school officials, parents/guardians and/or students regarding student progress
- Returns school officials, parents/guardians and students emails and/or phone calls when required
- Creates alternative communication with families and/or students to communicate in their language
- Make ourselves available to school officials, parents/guardians and/or students when needed

## **4B: Participating in a Professional Community**

- Professional development
- Colleague communication
- Department/content alike meetings
- Faculty meetings

# Let's review what makes us 4B Effective

- Participates in PLCs and professional development with student improvement as the goal
- Builds professional relationships with colleagues that are positive and nurturing
- Willing to give input to assist with student improvement
- Willing to discuss feedback from colleagues to improve and grow





## 4C: Reflecting on Teaching

- Informal and formal assessments
  - Including pre- and post-tests
- Re-visiting a lesson
- Lesson planning

## Let's review what makes us 4C Effective

- Will reflect in writing what will make one effective
- Amends lesson plans when necessary
- Responds in writing when observation feedback is given
- Gives written feedback during post-observation conferences

## **4D: Demonstrating Professionalism**

- Complies to school rules and regulations as set in teacher expectations
- Supports and enforces expectations of students set by school and district

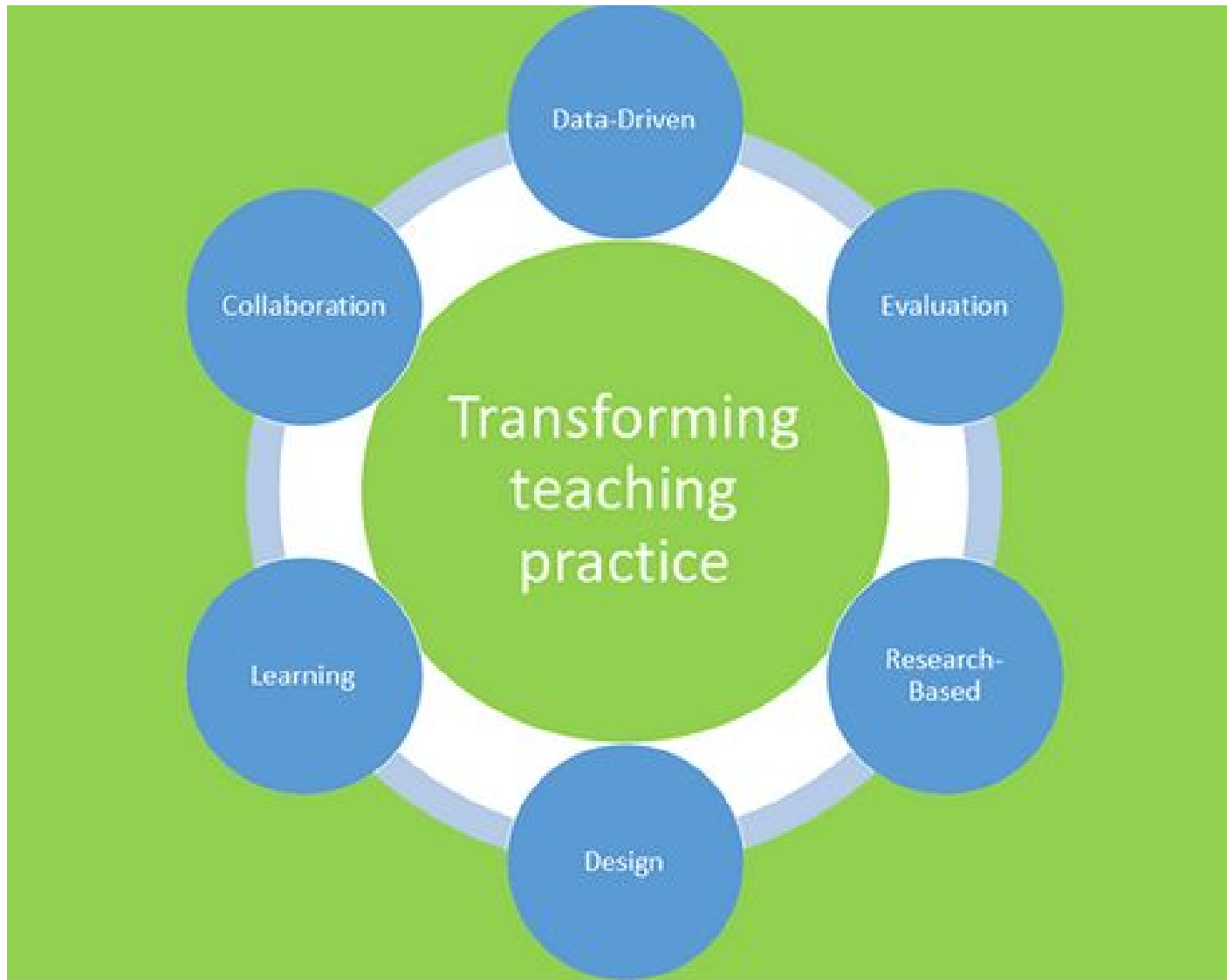
## Let's review what makes us Effective in Domain 4D

- We arrive on time and ready to work
- Lesson plans are in on time and ready to implement
- We support expectations set by school and district

## **4E: Growing and Developing Professionally**

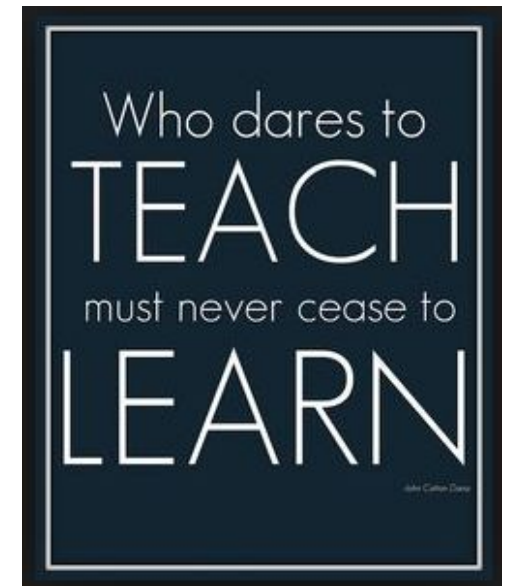
- Teacher takes advantage of professional development and implements strategies learned
- Welcomes feedback from colleagues and administrators

## What does an effective Domain 4E look like?



## Let's review what makes us Effective in Domain 4E

- Are we willing to become lifelong learners?
- Do we reflect on our professional development and implement what's been learned?
- Do we share and reflect in our PLC, and are we willing to learn from our colleagues?



## 4F: Maintaining Accurate Records

- Accurate and up-to-date records
- Use information from records to help maintain students achievement and success

### STUDENT RECORD

1	Student Name	Jane Smith						
	Tuition Rate	\$XXXXXXX/hour						
2	Home	(555)555-5555						
	Cell	(555)555-5555						
	Email	jonesmith@domain.com						
3	Twitter	@jonesmith						
4	Date	Tuition	5 Attendance				6 Notes	
	Aug 27	\$XXXXXX	Sept 4	11	18	25	-	Needs new materials
	Sept 25	\$XXXXXX	Oct 2	0	16	22	20	



# Let's review what makes us 4F Effective

- Gradebook and attendance
- Lesson plans and other curriculum materials
- Discipline records
- Parent contact log
- Analysis of student achievement data
- Team meeting notes and agendas

Teacher: Erica Bohrer    Grade: 1    Room: 118    School: Daniel St.

Week of 10/11	8:30-9:30 morning job	9:30-9:45 reading	9:45-10:00 word work and phonics	10:00-10:30 Literacy Centers	10:30-11:30 writing
<b>phonics review of the week:</b> Initial H and P <b>up word family</b> <b>Title of the week:</b> All About Me	<b>High Word Family:</b> "have" and "have" sight word page	<b>STOP:</b> Look At Me (Reading Text Book p.38-40) <b>Task:</b> 1. Before... Develop Background... Making Predictions... Follow Walk 2. During... Students will listen with me W/O 3. After... Read predictions Fluency 1, 2, 3	<b>Phonics:</b> Initial H Pattern Chart from word work Introduce spelling words and have them show the link by spelling center	Literacy Centers & Activities	<b>Handwriting:</b> Pattern letters &
<b>spelling words:</b> 1. his 2. her 3. have 4. he 5. has	<b>High Word Family:</b> "he" and "he" sight word page	<b>STOP:</b> Look At Me (Reading Text Book p.38-40) <b>Task:</b> 1. Before... Review Critical Vocabulary 2. During... Students will read w/ Teacher 3. After... Comprehension Critical Thinking questions Fluency 1, 2, 3	<b>Phonics:</b> Initial P Pattern Chart from word work Students will highlight initial p words HapChorus (Teacher) Read words that end in -p	Literacy Centers & Activities	<b>Writing:</b> Pattern Books - Continued, students will begin to write their final copies of their pattern books.
6. cap 7. nap 8. nap 9. lap 10. tap <b>bonus:</b> had	<b>High Word Family:</b> "had" & "had" sight word page	<b>STOP:</b> The Book, The Hopping Mouse <b>Task:</b> 1. Before... Develop Background... Making Predictions 2. During... Students will read w/ teacher... students will find short p words 3. After... Read predictions Fluency 1, 2, 3	<b>Phonics:</b> Flip Book from word work Students will highlight words with initial p "up" family poem, "Cap, Nap, Tap" highlight up words "Tenor" up word family poem	Literacy Centers & Activities	<b>Writing:</b> Students will complete page in a class made book of the Hopping Mouse.
<b>vocabulary words:</b>	<b>High Word Family:</b> "had" & "had" sight word page	<b>STOP:</b> Look at Me (Reading Text Book p.38-40) <b>Task:</b> 1. During... Students read independently... Comprehension Critical Thinking questions 2. After... Class Activity Fluency 1, 2, 3	<b>Phonics:</b> Phonics cards Phonics cards Phonics cards Soundboard The Word, up word family	Literacy Centers & Activities	<b>Writing:</b> Pattern Books - Students will illustrate their pattern books.
<b>reflections:</b> 1. Teacher Observation 2. One Response 3. Teacher Questions 4. Student Demonstration 5. Student Assesses 6. Student Participation 7. Exit 8. Exit	<b>High Word Family:</b> "had" & "had" sight word page	<b>STOP:</b> Look at Me (Reading Text Book p.38-40) <b>Task:</b> 1. During... Students will read w/ CD 2. After... Reading Comprehension Task-Critical Thinking questions Fluency 1	<b>Word Work:</b> Spelling Two Students will take a spelling test independently Teacher will correct and write number wrong. No grade will be given. See students who were right and not right words Fluency 1	Literacy Centers & Activities	<b>Writing:</b> Pattern Books - Students will share to the author's chair.
<b>Spelling</b> Students will write their words.	<b>Writing</b> Students will write their words to be read for class to do.	<b>Spelling</b> Students will write their words to be read for class to do.	<b>APR</b> Students will read and show directions on a 4-way chart to show the move from if you see a flower & cookie.	<b>APR</b> Students will read and show directions on a 4-way chart to show the move from if you see a flower & cookie.	<b>APR</b> Students will read and show directions on a 4-way chart to show the move from if you see a flower & cookie.