



College of  
Education  
Student Teaching  
Teacher Work  
Sample Guide

2021

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## The Teacher Work Sample

### College of Education Mission

The College of Education is dedicated to:

- Preparing competent, caring and committed professionals for Montana’s schools;
- Conducting socially significant research to improve the human condition;
- Providing community service aimed at improving the quality of life experienced by Montanans; and
- Providing graduate education designed for the continuing development of professionals.

### College of Education Vision

We prepare educators to be compassionate, inclusive, empathic, as well as knowledgeable about content, pedagogy, and the diverse students they serve. These educators are prepared to differentiate effectively to support the success of all students. We accomplish this by being knowledgeable and responsive to our community, offering programs through different delivery models, and creating meaningful field experiences.

### Teacher Work Sample Framework

The design and evaluation of the TWS is framed by the *Danielson Framework for Teaching* (2007) that focuses on research-based practices teachers utilize to promote student learning. This framework divides such practices into four domains that will serve as guides for this work sample:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities (see [Danielson Smart Card](#)).

### Teacher Work Sample Purpose

The Teacher Work Sample (TWS) provides an opportunity for the teacher candidate to engage in the following professional responsibilities:

- Design assessments and instruction that are relevant for students’ social, cultural, and academic needs
- Create meaningful and challenging learning experiences for students
- Develop instructional outcomes that are aligned with state learning standards
- Analyze student performance data
- Reflect upon teaching effectiveness and impact on student learning
- Design a professional growth plan to expand their teaching knowledge and skills

### Overview of the TWS Processes and Evaluation

- The Educator Preparation Program Teaching candidate (heretofore referred to as *candidate*) will collaborate with the Cooperating Teacher (CT) or an educational professional with expertise that can help plan a 3-5 lesson unit focused on a cohesive topic and/or skills aligned to content standards.
- The candidate will teach each lesson.
- At least one of the lessons in the TWS will be observed by an onsite University Supervisor (US) and a web-based US. Therefore, this lesson will need to be video recorded and uploaded into the designated web-based repository.
- The candidate will conduct and analyze formative assessment of students’ progress toward each lesson’s instructional outcome(s) to inform their design of future instruction to meet students’ needs.

- The candidate will conduct and analyze summative assessment of students' progress toward the overall unit instructional outcome(s).
- The candidate will reflect upon the teaching and learning that took place over the course of the TWS.
- Two USs will be evaluating at least one of the candidate's lessons through direct/web-based observation and scoring the TWS submission.
- The candidate will use appropriate APA citation as needed to identify and credit reliable resources.

### Achievement Criteria

- **Proficient:** the candidate demonstrates consistent evidence for performing at the Sufficient Level with little support AND demonstrates use of the focal knowledge or skill beyond the minimal expectations
- **Sufficient:** the candidate demonstrates consistent and convincing evidence of the focal knowledge or skill
- **Needs Improvement:** the candidate has yet to demonstrate minimal required evidence of the focal knowledge or skill

### Minimal Passing Score

- The candidate must demonstrate **Sufficient** or above for each component of the TWS Rubric.
- To pass student teaching, candidates must demonstrate **Sufficient** or above for each Danielson component measured by the observation rubric at least once during the student teaching experience. However, there is no specific minimum achievement criteria for the individual lesson observed for the TWS.

### TWS Checklist

Use the following checklist to ensure you have completed every component of the TWS:

#### SECTION ONE

- Preparation through Collaboration Summary
- Continual Growth Plan—Summary of Component Selection and Guiding Questions
- Chart of Accommodations, Modifications, and IEP goals
- Unit Plan
- CT Feedback Chart on Unit Planning
- Lesson Plans (3-5)
- CT Feedback Chart on Lesson Plans

#### SECTION TWO

##### *Formative Assessment*

- Analysis of Formative Assessments Table

##### *Summative Assessment*

- Summative Assessment Alignment Table
- Individual Student Achievement Data Table
- Reflection on Assessment Data

#### SECTION THREE

- Reflection on Instruction
- Finalized Continual Growth Plan

SECTION ONE: PREPARATION & PLANNING (Domains 1 & 2)

**1.1 - Preparation through Collaboration (1a)**

Collaborate with another educational professional to determine a 3-5 lesson unit of instruction. This should be your CT if you have one. If you do not have a CT, this should be an educational professional with expertise that can help you develop your unit of instruction (e.g., instructional specialist, special education director, etc.). Write a summary (approximately 1-2 paragraphs) of this collaborative meeting and how you arrived at the topic of instruction.

**1.2 – Creating the Continual Growth Plan (4e)**

Select one [Danielson component](#) you would like to explore as an area of personal growth. Provide a summary (approximately 1-2 paragraphs) of why you selected this component and at least 3 reflective questions (based on specific *elements* of your chosen *component*) you will use to guide your reflection throughout the unit.

**1.3 - Preparation through Knowledge of Students (1b)**

Using the Chart of Accommodations, Modifications, and IEP Goals below, list 504 plan/IEP/IFSP accommodations and modifications. Identify if the student has an IEP, 504 plan, or IFSP in the first column. Also list IEP or IFSP goals for all students with IEPs or IFSPs making note of if/how these will be addressed within your upcoming unit. If there are no relevant IEP or IFSP goals, please write “no relevant goals” in the corresponding column.

**Table 1: Chart of Accommodations, Modifications, and IEP/IFSP Goals**

Student (Coded; IEP, IFSP, or 504)	Required Accommodations	Required Modifications	Relevant IEP or IFSP Goals	Comments/Notes
<i>Student A</i>  <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> IFSP	<i>Extended Time, Large Print, Reduced Distractions</i>	<i>Alternative version of state- required tests.</i>	<i>By the end of the school year, Student A will read grade-level text orally with accuracy, appropriate rate, and expression at 90 words per minute with 90% accuracy, as measured by teacher records on three consecutive occasions.</i>	<i>Student A is working on social skills, so careful consideration will be taken when selecting partner- students for group work.</i>
<i>Student ID</i>  <input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> IFSP				

**1.4 - Unit Planning (see unit plan template for Danielson alignment)**

Prior to planning instruction, develop and conduct a pre-assessment that measures student proficiency on the unit instructional outcomes. Include this pre-assessment and unit instructional outcomes in your written TWS. Draft your 3-5 lesson unit of instruction using the **Unit Plan Template**. To reach sufficiency on the rubric, at least one lesson should integrate IEFA and at least one lesson should incorporate technology (see rubric for details).

**1.5 – Receptivity to Feedback on Unit Planning (4e)**

Submit the Unit Plan to your Cooperating Teacher or selected educational professional for feedback and approval a minimum of 1 week before teaching. Make necessary adjustments based on feedback. Complete the chart of feedback and outcomes below to document what revisions you are making (add rows to the chart as needed).

**Table 2: Feedback Chart on Unit Planning**

<u>Feedback Received</u>	<u>How Feedback Is Implemented</u>

**1.6 – Lesson Planning (see lesson plan template for Danielson alignment)**

Draft detailed lesson plans for each of your 3-5 lessons using the **Lesson Plan Template**.

*It is best to write 1 lesson plan at a time. For example, write 1 lesson plan, receive feedback on your lesson plan, and teach the lesson. Continue this cycle for each of the 3-5 lesson plans.*

**1.7 - Receptivity to Feedback on Lesson Planning (4e)**

Submit the Lesson Plans to your Cooperating Teacher or selected educational professional for feedback and approval a minimum of 24 hours before teaching. Make necessary adjustments based on feedback. Complete the chart of feedback and outcomes below to document what revisions you are making (add rows to the chart as needed). Please label each chart with the corresponding lesson number.

**Table 3: Feedback Chart on Lesson Planning**

<u>Feedback Received</u>	<u>How Feedback Is Implemented</u>

SECTION TWO: USING ASSESSMENT (Domains 1, 3, & 4)

**2.1 Using Formative Assessment to Monitor Learner Progress** (1f, 3d, 3e)

Using the Analysis of **Formative Assessments Table**, copy the following from your unit plan into the Analysis of Formative Assessments Table:

- Lesson # (column 1)
- Content Standards (column 2)
- Instructional outcomes (column 3)
- Formative Assessment Descriptions (column 4)

In column 5, state the proficiency criteria for each formative assessment and how you measured that criteria. If your assessment is qualitative in nature (e.g., an open-ended question, observation) you will need an assessment tool, such as a rubric or checklist. Include a copy of the tool in your TWS.

In column 6, state how many students achieved and did not achieve proficiency for this lesson.

In column 7, demonstrate what you learned from examining formative assessment results for each lesson.

In column 8, demonstrate how you changed instruction for each subsequent lesson (based on formative assessment data from the previous lesson).

**Table 4: Analysis of Formative Assessments**

Information for this chart should accurately reflect your lesson plans.

Lesson #	Content Standards (1a)	Instructional Outcomes for the Individual Lessons (1c)	Formative Assessment Description (1f)	Assessment Tools and Pre-determined Level for Student Proficiency (1f; 3d)	Numbers of Students Who Did and Did Not Achieve Proficiency (3d)	Think like a teacher; what do these formative assessment results tell you? (3d; 4a)  (WHAT?)	What changes did you make to the next lesson based on what you learned? (3e; 4a)  (NOW WHAT?)
L1		<i>Students will learn that numerals represent numbers of objects; students will be able to solve 3 addition problems by using manipulatives.</i>	<i>Students will solve a set of three addition problems using manipulatives. I will observe student proficiency at Station #3</i>	<i>Station #3 rubric Proficiency level: 3 problems either correct or student able to correct errors with minimal prompting.</i>	<i>20 students  20: proficient</i>	<i>All students were proficient using manipulatives, so they have a firm grasp on number/object relationships. The next level of challenge will involve pictures of objects.</i>	<i>All students were successful, so we will continue with the lesson as planned.</i>
L2		<i>Students will learn that they can represent numbers of objects with pictures; students will be able to solve 3 addition problems by using pictures.</i>	<i>Students will solve a set of three addition problems using pictorial representations.</i>	<i>Worksheet at Station #5 Proficiency level: 3 problems either correct or student able to correct errors with minimal prompting</i>	<i>22 students 15: proficient 7: not proficient</i>	<i>32% of students did not reach proficiency. 6 of the 7 not reaching proficiency have demonstrated success using multi-modal learning in past lessons. I will develop more scaffolding using manipulatives to help them grasp the number/picture connection.</i>	<i>Create a small group of students based on ability (students who have shown proficiency with manipulatives but not with pictures). At station #2, this small group will practice using the manipulatives on top of pictures to scaffold transitioning from concrete objects to picture representations.</i>



## 2.2 Recording Summative Assessment Data (1f, 3d)

Copy the information as outlined below from your unit plan. If your assessment is qualitative in nature (e.g., an open-ended question, observation) you will need an assessment tool, such as a rubric or checklist. Include a copy of the tool in your TWS.

Copy the following from your unit plan into the Summative Assessments Alignment Table:

- Content Standards (column 1)
- Instructional Outcomes (column 2)
- Summative Assessment Descriptions (column 3)
- Proficiency Criteria Description (Column 4)

**Table 5: Summative Assessments Alignment**

Unit Standards	Unit Instructional Outcomes	Summative Assessment Description	Proficiency Criteria Description
		<i>Summative Assessment: 10-question multi-step addition test generated by CT</i>	<i>Criteria for proficiency: score of 85% or higher on summative assessment: product and process (steps of problem solving).</i>

Fill out the 3-column body of the table.

- Use TWS student codes; no actual names (Column 1).
- Chart summative assessment scores for each student (Column 2).
- Note whether or not each student achieved proficiency (Column 3).

**Table 6: Individual Student Achievement Data**

Student (coded)	Pre-Assessment Results	Summative Assessment Results	Proficiency? (Yes/No)
<i>Student A</i>	<i>15%</i>	<i>75%</i>	<i>No</i>
<i>Student B</i>	<i>10%</i>	<i>98%</i>	<i>Yes</i>
<i>Continue for all students</i>			

## 2.3 Reflecting on Assessment Data (3d, 3e, 4a)

Write an analysis (approximately 3-4 paragraphs) of the whole class assessment performance. Your written reflection should address the following:

- After reviewing assessment information, describe what patterns you see in the assessment data (whole class, purposeful student groupings, and individual students). Also consider student achievement across Bloom’s taxonomy. (A concept map or other graphic may be helpful here.)
- Refer to individual student data. Analyze the patterns according to students who demonstrated proficiency and those who did not. Be sure to describe what it tells you about a) your instruction and b) about your students’ ongoing need for supports.
- Reflect on how you will use this data to improve your instruction for the whole class, purposeful student groupings, and individual students by providing specific, actionable ideas.

## SECTION THREE: PROFESSIONAL RESPONSIBILITIES (Domain 4)

### **3.1: Reflecting on Instruction (4a)**

Reflect (approximately 1-2 pages, double-spaced) on your teaching over the course of your teacher work sample. Pull from multiple sources of evidence, which may include:

- Video-recorded portions of your teaching,
- What your cooperating teacher/university supervisor offered in their feedback, and
- Ongoing reflection captured in reflection journals or informal personal reflection.

Utilize Rolfe et al. (2001) Framework for Reflective Practice to structure your reflection (see [University of Connecticut adaptation](#)). Identify and describe what was important in the teaching/learning experience, why it was important, and how you may improve your practice moving forward. Reference domains of the Danielson Framework for Teaching during your description.

### **3.2: Finalizing the Continual Growth Plan (4e)**

Review your Continual Growth Plan from section 1. Reflect (approximately 1-2 pages, double spaced) on the specific Danielson component you chose to explore as an area of personal growth, as well as the three reflective questions based on specific elements of that components. In addition, reflect on any other Danielson components that resonate with you regarding your continual growth.

Identify and describe (approximately 2 paragraphs) at least two specific professional goals that will improve your practice overall, as well as activities you can engage in to achieve those goals. Consider cultural competence and/or biases in at least one of these professional goals. Activities may include selected resources, such as books/articles to read; conferences to attend; mentors with whom to collaborate; and/or resources from professional organizations. Be sure to describe:

- How you plan to use these resources,
- Your tentative timeline, and
- How you will know you met your goal.

## References

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## Appendix A

### Glossary

**Accommodations:** Accommodations are changes that help a student overcome or work around a disability, but that do not change the content of what student is expected to learn (Center for Parent Information and Resources, 2020). Accommodations do not change *what* students are learning. Rather, they change *how* a student is learning (Lee, 2020).

**Bloom's Taxonomy (Revised):** Benjamin Bloom created a multi-tiered model of classifying thinking with six cognitive levels of complexity. This taxonomy was revised in the 1990's. The levels on the taxonomy are as follows:

- **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** Carrying out or using a procedure through executing or implementing.
- **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
- **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. (Anderson & Krathwohl, 2001, p. 67-68)

**Culturally Sustaining/Revitalizing Pedagogies:** an instructional approach that has three components: (a) attention to asymmetrical power relations focused on transforming colonizing legacies and effects; (b) focus on reclaiming and revitalizing what has been disrupted and displaced by colonization practices; and (c) the inclusion of respect, reciprocity, responsibility, and caring relationships between teachers, students, and community members (McCarty & Lee, 2014, p. 103).

**Differentiation:** At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

**Content** – what the student needs to learn or how the student will get access to the information;

**Process** – activities in which the student engages in order to make sense of or master the content;

**Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and

**Learning Environment** – the way the classroom works and feels (Tomlinson, 2017).

**Formative Assessment:** Although assessments of learning are important if we are to ascribe grades to students and provide accountability, teachers should also focus more on assessment for learning. These types of assessment — formative assessments — support learning during the learning process (Dodge, 2020).

**Instructional Outcome:** Objectives which identify what students will be expected to learn. Instructional outcomes do not describe what students will *do* but what they will *learn* (Danielson, 2009).

**Modifications:** A change in what is being taught to or expected from the student (Center for Parent Information and Resources, 2020).

**Task Analysis:** Breaking complex tasks, such as instructional activities, into a sequence of smaller steps.

**Summative Assessment:** Traditionally, we have used assessments to measure how much our students have learned up to a particular point in time. This is called "assessment of learning" — or what we use to see whether our students are meeting standards set by the state, the district, or the classroom teacher. These summative assessments are conducted after a unit or certain time period to determine how much learning has taken place (Dodge, 2020).

## Appendix B

### Frequently Asked Questions

Q: How is a candidate scored on the observation form for a single component there are descriptors in different achievement criteria that apply? For example, for 2a: Creating an Environment of Respect and Rapport, the “candidate creates an environment in which classroom interactions (candidate-students and among students) are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels” (**Sufficient** level), but also “Candidate generally does not respond to disrespectful behavior” (**Needs Improvement** level)?

*A: The candidate’s overall score for each component is determined by the minimum achievement criteria demonstrated. In the above example, the overall score for this candidate’s component would be “Needs Improvement.” This is because while the candidate has shown sufficient evidence specific to the classroom interactions, the candidate has yet to demonstrate sufficient evidence for each aspect of component 2a.*

Q: I am working in a self-contained special education setting. Can my three lessons be working with one student?

*A: This will be a decision made in consultation with the Cooperating Teacher on a case-by-case basis as appropriate to the lesson, student, and classroom.*

Q: How do I know whether I have to write 3 or 5 lessons in my unit?

*A: This is determined based on the content being taught and in consultation with the Cooperating Teacher.*

Q: I work with different groups of students in the resource room. Does each lesson in the unit have to be with the same students?

*A: Yes, it does. This is to ensure there is data collected to analyze student progress before, during, and after instruction.*

Q: Does each lesson in the unit have to be on the same content?

*A: The unit’s instructional outcomes should be related, but do not need to revolve around a single content standard. For example, a unit on students’ IEP goals may be appropriate. An additional example may be an integrated unit on two or more content areas.*

**Appendix C**

*Model Teacher Work Samples*

## Appendix D

### Danielson Components

THE FRAMEWORK FOR TEACHING

3

**FIGURE 1.1**

#### Domains, Components, and Elements of the Framework for Teaching

##### Domain 1: Planning and Preparation

###### *Component 1a: Demonstrating Knowledge of Content and Pedagogy*

- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

###### *Component 1b: Demonstrating Knowledge of Students*

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

###### *Component 1c: Setting Instructional Outcomes*

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

###### *Component 1d: Demonstrating Knowledge of Resources*

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

###### *Component 1e: Designing Coherent Instruction*

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

###### *Component 1f: Designing Student Assessments*

- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

##### Domain 2: The Classroom Environment

###### *Component 2a: Creating an Environment of Respect and Rapport*

- Teacher interaction with students
- Student interactions with other students

###### *Component 2b: Establishing a Culture for Learning*

- Importance of the content
- Expectations for learning and achievement
- Student pride in work

###### *Component 2c: Managing Classroom Procedures*

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of noninstructional duties
- Supervision of volunteers and paraprofessionals

###### *Component 2d: Managing Student Behavior*

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

###### *Component 2e: Organizing Physical Space*

- Safety and accessibility
- Arrangement of furniture and use of physical resources

(figure continues)



**FIGURE 1.1**

**Domains, Components, and Elements of the Framework for Teaching (continued)**

**Domain 3: Instruction**

*Component 3a: Communicating with Students*

- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

*Component 3b: Using Questioning and Discussion Techniques*

- Quality of questions
- Discussion techniques
- Student participation

*Component 3c: Engaging Students in Learning*

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

*Component 3d: Using Assessment in Instruction*

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

*Component 3e: Demonstrating Flexibility and Responsiveness*

- Lesson adjustment
- Response to students
- Persistence

**Domain 4: Professional Responsibilities**

*Component 4a: Reflecting on Teaching*

- Accuracy
- Use in future teaching

*Component 4b: Maintaining Accurate Records*

- Student completion of assignments
- Student progress in learning
- Noninstructional records

*Component 4c: Communicating with Families*

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

*Component 4d: Participating in a Professional Community*

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

*Component 4e: Growing and Developing Professionally*

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

*Component 4f: Showing Professionalism*

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations