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STRATEGIES: FRAMEWORK FOR TEACHING

SECOND EDITION

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PGES STRATEGIES KIT

DOMAIN 4

PROFESSIONAL RESPONSIBILITIES

KASC
LEADING THE WAY TO STUDENT SUCCESS

STRATEGIES:
FRAMEWORK FOR TEACHING

Strategies in this resource are organized in the same order as Kentucky's Framework for Teaching materials, by component and element under each domain. In these materials, each of the four Framework for Teaching domains are available as separate PDF files.

DOMAIN 4 > PROFESSIONAL RESPONSIBILITIES

4A. REFLECTING ON TEACHING
> Accuracy
> Use in Future Teaching

4B. MAINTAINING ACCURATE RECORDS
> Student Completion of Assignments
> Student Progress in Learning
> Non-Instructional Records

4C. COMMUNICATING WITH FAMILIES
> Information About the Instructional Program
> Information About Individual Students
> Engagement of Families in the Instructional Program

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

4E. GROWING & DEVELOPING PROFESSIONALLY
> Enhancement of Content Knowledge and Pedagogical Skill
> Receptivity to Feedback from Colleagues
> Service to the Profession

4F. DEMONSTRATING PROFESSIONALISM
> Integrity and Ethical Conduct
> Service to Students
> Advocacy
> Decision Making
> Compliance with School and District Regulations

OTHER DOMAINS:

DOMAIN 1 > PLANNING & PREPARATION
DOMAIN 2 > CLASSROOM ENVIRONMENT
DOMAIN 3 > INSTRUCTION

PROFESSIONAL RESPONSIBILITIES > DOMAIN 4
> 4A. REFLECTING ON TEACHING

> ACCURACY AND USE IN FUTURE TEACHING

■ **FUTURE VISION** — Know how classroom work connects to the overall vision and mission of the school. If the principal expects particular elements in a lesson plan, ask questions to clarify your understanding of each component.

■ **UPDATED LESSONS** — Follow a proven framework for evaluating and updating lessons. Ask respected colleagues if they would share their models and modify them to fit your needs. Encourage team planning so that teachers are on the same page and develop the most effective lessons.

■ **JOURNAL WRITING** — Keep a daily journal to reflect on lessons. When reflecting on what went well and what needs to improve, focus on evidence found in student work or data. Use that to make adjustments/improvements. To save time, consider using an app that turns voice notes to text. (See Tools for Easy Self-Reflection in Domain 3C.)

■ **LESSON REFLECTION** — Practicing self-reflection after each lesson will identify what works and areas for improvement. Use the following questions to help you reflect on each lesson:

> Was the learning target or essential question clearly stated?
> Did I tell students why they were learning the information in the lesson?
> Did I connect the lesson to previous learning?
> How were instructional activities directly tied to the target?
> What evidence demonstrates that students mastered the learning target?
> How was the formative assessment tied to the learning target/essential question?
> What will I do with students who did not master the content?
> How were the students cognitively engaged?
> How were the students actively engaged?
> For students who weren't paying attention or weren't active participants, what could I do differently?
> Did my questioning guide students to think deeply? Promote discussion?
> Was the pacing of the lesson effective for achieving the intended outcome?
> Were there problems that I had anticipated? What happened?
> Were there problems that I had not anticipated? What happened, and what can I change in the future?

■ **FORMATIVE ASSESSMENTS** — Collect, analyze, and reference achievement data that monitors the progress of each student on a consistent basis. Use formative assessments to guide future lessons. When student work does not meet expectations, consider the following:

> Did students have enough background knowledge or should I back up?
> Do students have prerequisite skills to master the content?
> Did I clearly focus on the learning target during the lesson and when giving students the assignment?
> Is the formative assessment congruent with the essential question or learning target?
> Were there management issues that interfered with learning?
> How do my student results compare to other classes? (For summative assessments compare results to school, district, state, and national results when available.)
> For content not mastered, how could I reteach in a different way so students understand?

■ **POST-OBSERVATION CONFERENCES** — Focus on professional reflection during post-observation conferences, and concentrate on performance., i.e., "What evidence is there of student engagement?"; "What evidence in the student work shows that students have mastered the content?"; "What did I learn from this lesson that will impact my future teaching?"

■ **COLLEGIAL CONVERSATIONS** — Reflection has no purpose if future instruction doesn't change. Struggling to find alternative methods, strategies, or actions? Seek advice from a respected colleague in the building. Know the experts, and don't hesitate to ask for advice.

■ **PROFESSIONAL GROWTH PLAN AND SELF-REFLECTION** — Keep in mind that the Professional Growth Plan needs to connect to your Student Growth goals, as well as other areas where you'd like to improve.

> 4B. MAINTAINING ACCURATE RECORDS

> STUDENT COMPLETION OF ASSIGNMENTS

■ **CLASS NUMBERS**— Assign each student a number for the year. Train them to write their number on every paper. This is a quick way to sort papers in numerical order to see which one is missing. This can also save time when students are getting iPads, calculators, etc. You can see who has returned and used their materials properly.

■ **CHECKLISTS**—Checklists are a simple way to record behavior, effort, and participation — all typically part of a school report card. Checklists can also track mastery of skills or indicators that reflect achievement in a project or assignment.

■ **CLASS CHARTS**— Class records can track information in an easy-to-see format for teachers and students. Checks, stars, or stickers indicating completion and/or mastery can provide motivation for students to complete assignments. When setting goals for the whole class, students can see how the group is working toward attainment.

■ **CLIPBOARD**— A clipboard can be the most convenient way to collect assessment data for students. Teachers keep anecdotal record forms and other forms, along with labels, in the clipboard. Ensure that you collect weekly data for each student. You might place the forms or labels alphabetically by student last name so that when you need to retrieve data, it is easy to locate a particular student. Later, place documented information in the student file or folder.

> STUDENT PROGRESS IN LEARNING

■ **ACADEMIC RECORDS**— Maintain accurate, updated records of student grades and progress toward meeting standards/ expectations. Always maintain a backup system for digital files. Keeping students and parents informed is key for success, so ensure grades are entered into district systems in a timely manner. For teachers who prefer to use technology to track student progress, apps can help (www.edutopia.org/blog/free-assessment-ipad-apps-monica-burns). The following web sites and apps are useful for keeping track of student progress and can provide students with immediate feedback:

> **GRADECAM** — www.gradecam.com. Gradecam is a web or document camera that can immediately assess multiple-choice responses and load results into a grade book as well as analyze items for teachers to see whole-class results.

> **SOCRATIVE** — Pose multiple-choice questions, grade the answers, and provide scores to the teacher with this app. Teachers can have short conferences with students to discuss what they've learned before class is over. Quick grading and feedback on multiple-choice allows time for conferencing about writing and more complicated projects.

> **CURRICULET** — The site www.curriculet.com allows teachers to create and share lessons/materials, embed questions and quizzes into text, and track mastery of skills and standards. Students get immediate feedback on correct/incorrect responses.

> **GEDDIT** — In a 1:1 classroom, the free app Geddit allows students to rate their understanding of the content as it is covered. Their responses are private and are seen only by the teacher. Geddit can also check understanding with multiple-choice and short-answer questions.

■ **SUMMATIVE VS. FORMATIVE RECORDS** — Whether using a traditional grade book or digital files, keep in mind it is not just for summative purposes. Track progress students make, and record goals for students. Any grade book can be sectioned to record monitoring of reviews, summative grades, corrections made on assignments, checklists, etc.

■ **BINDERS** — Storing and collecting student data by tabbing a section for each student proves an easy way to record data. Choose the assessment measures to keep for each student, and store in the tabbed sections. Periodic samples of student work can also be included for evidence of progress (e.g., writing samples).

> NON-INSTRUCTIONAL RECORDS

■ **ROUTINES AND PROCEDURES** — Develop simple systems that students can manage for daily routines. Use an interactive whiteboard or simple hands-on procedures (student names on magnets) for routines like attendance and lunch count. Assign students jobs to keep the classroom running (i.e., book manager, lunch-count manager, attendance clerk, etc.) Ask other teachers for suggestions on efficient management or ask the principal to arrange an observation of another teacher with effective management.

■ **NON-ACADEMIC RECORDS** — Keep a log or spreadsheet to track student information like permission slips or payments for student pictures. A simple checklist with columns for different purposes will suffice. Keep these in one binder to save time and energy. Put returned student permission slips in sheet protectors in the binder to keep them together. Hard-copy checklists can be on clipboards to make them harder to misplace. Checklists and check-in forms can also be electronic, through a computer or app.

> 4C. COMMUNICATING WITH FAMILIES

> INFORMATION ABOUT THE INSTRUCTIONAL PROGRAM

■ **FAMILY COMMUNICATION** — Keep families informed as much as possible. Include achievement goals for their child, your plans for differentiation, content students are learning, and how they will be assessed. Survey parents at the beginning of the year to find out the best way to communicate. Create a weekly newsletter for your class, or develop one with your team to share via e-mail, web site, and/or printed copy. Use the newsletter to tell parents about events, due dates, how they can be involved, and, most importantly, what students will learn. Other ideas:

> Invitations to class activities
> Reminders
> Items needed in the classroom
> Interesting links or articles
> Work from a different student each week

Try an app, such as Remind, to send notices about tests, assignments, and due dates. Twitter and Facebook are also options for reminders and updates. Adding pictures of students working helps parents feel connected. Remember to always follow district policy on technology use and student privacy when using student photos.

■ **PROJECT CONTRACT** — Have an agreement with the student and parents regarding a task or project. Include criteria, guidelines, and what the student should learn. Set the positive and negative consequences, and have the teacher, student, and family sign.

■ **WEB SITE** — Maintain a teacher/class web site where students and parents can access assignments, projects, announcements, learning targets for the week, and your contact information. For older students, have students help maintain portions of the site.

■ **SOCIAL MEDIA** — Using social media to keep parents informed and connected is an easy way to open up communication. Always check the district acceptable use policy to make sure you adhere to local rules. Creating classroom accounts in Twitter, Instagram, and Facebook can give you another avenue to share news, projects, current content being studied, etc. Be sure to get a photo release form signed by parents before including photos of students, or use pictures taken from an angle without showing students' faces. With each of these three types of social media, you can let parents follow you. On Facebook, you can create a closed group to avoid sharing with the public. With Twitter and Instagram, check privacy settings so that you can approve followers.

■ **PRACTICE AT HOME** — Give parents ideas to continue and enrich lessons. Suggest ways to involve the whole family: making a family tree, a treasure hunt for objects that begin with the "ch" sound, or calculating the area of a bedroom. Making learning personal not only adds interest and engagement, it also shows real-life connections. For upper-level subject matter that parents may struggle with, suggest web sites such as Khan Academy for tutorials or Quizlet.com for practice materials. In a flipped classroom, provide videos and tutorials on a YouTube Channel. Students can access the tools from outside the classroom, and parents can watch as well.

> INFORMATION ABOUT INDIVIDUAL STUDENTS

■ **PARENT CONTACTS** — Make your first call home positive and sincere. Make contact throughout the year for good news as well as troublesome issues. Keep a contact log, recording dates/names of contacts made (successful and attempted), the purpose for the contact, and parent reactions/responses. Postcards could also be used for the same purpose and be visible to students.

■ **SCHEDULE PARENT CONFERENCES** — Many schools provide time for teachers to meet with parents. Even if the time is not provided, find ways to discuss learning with the parents. Always prepare three positive remarks/anecdotes about a child for every negative comment. Ask parents for suggestions in supporting their student, especially if behavior is an issue. Share grade-level expectations and be prepared with specific ways adults can help.

> ENGAGEMENT OF FAMILIES
IN THE INSTRUCTIONAL PROGRAM

■ **PARENT ENGAGEMENT** — Lead team/grade level teachers in discussing ways to engage and involve parents in and out of the classroom. Use and share parent volunteers who specialize in subject-related fields. Have parents talk about what they do and how current learning translates into real life.

■ **PARENT ACADEMY** — Instructional strategies and standards have changed drastically. Hold parent academies to go over what is being taught, how it is being taught, and why it is now being taught this way. Give families strategies they can use at home to help their child be successful.

■ **SHOWCASING STUDENTS** — Most schools have open houses or special showcase events, so use every opportunity to share what is going on in the classroom. Parents love to see their children in action, so performances, readers' theater, technology showcases, etc., can lure families. In a classroom showcase, feature video of students working or a slideshow of students in the classroom. Animoto is a simple app you can use on your phone.

> 4D. PARTICIPATING IN A PROFESSIONAL COMMUNITY

> RELATIONSHIPS WITH COLLEAGUES AND INVOLVEMENT
IN A CULTURE OF PROFESSIONAL INQUIRY

■ **COOPERATE** — Work with grade-level or other team to establish supportive relationships. Set a time for team planning. Offer to share materials and ideas with others on your team.

■ **COLLABORATE** — Use team-planning time to analyze achievement data, analyze student work, set goals for improvement, and plan instruction and assessment.

■ **MENTOR** — Lead a mentoring group for "new to the profession" teachers. Tell them what you wish someone had told you when you started teaching. Share areas of expertise and offer assistance in those areas.

■ **TEACHER LEADERSHIP** — Volunteer to be a resource teacher for student teachers and KTIP interns. Ask the principal or other district leaders if there are teacher leader academies or PLC's in the district, and join to gain leadership skills. Seek other opportunities to be involved or lead school or district committees.

■ **BOOK STUDY** — Host a monthly book study to develop a professional community and dialogue. Seek topics that will enhance skills or strategies of all members.

> SERVICE TO THE SCHOOL AND PARTICIPATION
IN SCHOOL AND DISTRICT PROJECTS

■ **SBDM** — Take leadership in the school council process. Chair a committee or run for the school council. Actively seek to serve and represent others in the position for which you've been chosen.

■ **VOLUNTEER** — Volunteer to lead and participate in school activities, e.g., prom, dances, athletic events, concerts, fundraisers, community projects.

■ **SPECIAL COMMITTEES / PROJECTS** — Demonstrate a willingness to pilot new initiatives and lead at the school or district level. Seek district opportunities to help you grow as a teacher.

■ **GRANTS** — Seek special funding or grant opportunities from the district to fund innovative initiatives in your classroom.

> 4E. GROWING AND DEVELOPING PROFESSIONALLY

> ENHANCEMENT OF CONTENT KNOWLEDGE
AND PEDAGOGIC SKILL

■ **PROFESSIONAL READING** — Stay current by reading professional books in areas where growth is needed. Seek suggestions from other professionals in your building/district, professional organizations, and regional education

cooperatives. Reflect on these readings in your journal.

■ **CONFERENCES** — Attend professional/educational conferences and bring back specific ideas, strategies, and materials to share with school/other teachers. Many associations, such as KASC, host conferences and academies with low-cost and high-impact sessions that will help you grow as a professional. Regional education cooperatives often have free sessions for member districts. Share what you've learned and implemented through your journal reflections, team meetings, and/or faculty meetings.

■ **SKILLS** — Select one skill a week/month to focus on. Do you need additional student-engagement strategies? Do you want to use technology more in your classroom? To improve in an area, seek professional books, workshops, webinars, or arrange a collegial visit to learn from others.

■ **PROFESSIONAL ORGANIZATIONS** — Join a professional organization to stay abreast of current research and instructional practices. (See a list of some of the options at the end of this Domain.)

■ **ONLINE COMMUNITIES** — Seek blogs and web sites that can expand knowledge in your content area or your use of technology. Following an educational blogger on Twitter can provide quick ideas to implement and share with others. Participating with Twitter will expand your network and help you locate resources. Many of the teachers who sell products on Teachers Pay Teachers also link to blogs, Twitter accounts, and Facebook pages. This allows connection to a much larger audience and participation in online discussions.

> RECEPTIVITY TO FEEDBACK FROM COLLEAGUES

■ **COLLEGIAL FEEDBACK —** Seek feedback from other professionals in the building on lessons, student work, and issues in the classroom. Invite colleagues in to provide suggestions or help solve problems.

■ **DEVELOP PARTNERSHIPS**— Find someone who can give you feedback on specific indicators that concern you. If you are concerned about whether you are biased toward certain populations, invite a colleague to tally the number of times you call on boys vs. girls, regular vs. special-ed students, etc. Partnerships can be created between others who have planning time while you are teaching, special education teachers who provide services in your room, or qualified paraprofessionals.

> SERVICE TO THE PROFESSION

■ **BUILD ON STRENGTHS —** Find and share your strength. Offer to share a strategy in a staff meeting or professional development opportunity. All teachers learn the most from one another.

■ **PROFESSIONAL ORGANIZATIONS**— Accept a leadership role in a professional organization. Apply to share your knowledge and experience at a professional conference. (See a list of some of the options at the end of this component.)

■ **ONLINE COMMUNITIES** — Contribute ideas and resources to social media outlets. Twitter, Facebook, and Pinterest are all often-used vehicles for sharing education ideas. Expand to other social media apps.

> 4F. DEMONSTRATING PROFESSIONALISM

> INTEGRITY AND ETHICAL CONDUCT

■ **RELATIONSHIPS —** Develop positive, respectful relationships with students and colleagues based on student achievement rather than just talk. Foster those relationships through honesty, integrity, and confidentiality (e.g., If a less experienced teacher comes to you with a question about supporting the reading development of one of his students, offer to analyze the student's reading assessments and find issues with the student's processing. Then, provide suggestions on the next steps with the student. On the other hand, if you have a need, such as a challenging behavior problem, seek out advice and develop a plan with a colleague who is successful with behavioral issues).

■ **PROTECT DATA** — Never intentionally bias data, manipulate meaning, or otherwise influence interpretation. Present data, whether test scores, discipline issues, or a family matter, as accurately and objectively as possible. Expect the same from your students.

■ **LOYALTY TO STUDENTS AND STAFF** — Keep information about students and other staff confidential. Nothing is ever gained by sharing information or anecdotes that are private. Students and staff need to know you can be trusted.

> SERVICE TO STUDENTS

NOTE: *Dedicated work to improve in the all the components is an important part of "service to students."*

■ **STUDENT RELATIONSHIPS —** Talk to students about why they need to build social and emotional skills. Without interpersonal interactions, students will not be able to understand body language or pick up conversational cues from others' expressions. Students have to learn how to handle different social situations. Model behavior you expect to see in your students.

■ **INDIVIDUALS** — Treat students as individuals and structure your planning on curriculum, instruction, and assessment around their learning needs.

■ **VOLUNTEER** — Volunteer to lead and participate in school activities, e.g., prom, dances, ballgames, concerts, fundraisers, community projects.

■ **STUDENT-GENERATED GROUP / CLUB** — Talk to students about the kinds or groups/clubs that would appeal to them. Help them start something new that addresses an interest.

> ADVOCACY

■ **ADVOCATE —** Treat all students fairly and advocate on their behalf. Actively seek solutions for students' needs by connecting with other experts in the building to brainstorm new strategies or modifications.

■ **STUDENT NEEDS** — Listen to students' needs. Direct them to or refer them for, services that could address unmet needs that aren't specifically about learning.

■ **STUDENT PERSPECTIVE** — In teacher and school council meetings, think about the discussion from the student perspective. Better yet, get student input on what the adults in the building are discussing.

> DECISION MAKING

■ **TEAM DECISION-MAKING —** Participate in team and school decision-making. Chair a committee or run for the school council. Actively seek to serve and represent others in the position for which you've been chosen.

■ **KNOW THE DECISION-MAKING PROCESS** — Understand how decisions are made, and look at all angles of an issue.

■ **LEADERSHIP FOR STUDENTS** — Lead others to make decisions based on what is best for students. Be open to new ideas and ways of doing things.

> COMPLIANCE WITH SCHOOL AND DISTRICT REGULATIONS

■ **UNDERSTAND THE RULES —** Keep informed about school and district policies and adhere to those.

■ **BE INFORMED** — Pay attention to policy revisions or new policies being discussed.

■ **STUDENT PERSPECTIVE** — In school and district meetings, think about the discussion from the student perspective, or encourage the group to get student input on decisions before they are made.

> DOMAIN 4 SUPPLEMENTAL INFORMATION

> PROFESSIONAL ORGANIZATIONS

CONTENT AREA	PROFESSIONAL ORGANIZATION	WEB SITE
AGRICULTURE	National Association of Agriculture Educators (NAAE)	www.naae.org
	Kentucky Association of Agriculture Educators (KYFFA)	www.kyffa.org
ART	Kentucky Arts Council (KAC)	www.artscouncil.ky.gov
	National Art Education Association (NAEA)	www.arteducators.org
	Louisville Visual Art Association (LVAA)	www.louisvillevisualart.org
	Kentucky Art Education Association (KyAEA)	www.kyaea.org
BIOLOGY	National Association of Biology Teachers (NABT)	www.nabt.org
CAREER & TECHNICAL EDUCATION	Association for Career and Technical Education (ACTE)	www.acteonline.org
	Kentucky Association for Career and Technical Education (KACTE)	www.kacteonline.org
CHEMISTRY	American Association of Chemistry Teachers (ACS)	www.acs.org
DRAMA	American Alliance for Theater and Education (AATE)	www.aate.com
ECONOMICS	Kentucky Council on Economic Education (KCEE)	www.kcee.org
	Council for Economic Education (CEE)	www.councilforeconed.org
ENGLISH LANGUAGE ARTS	National Council of Teachers of English (NCTE)	www.ncte.org
	Kentucky Council of Teachers of English/LA (KCTE/LA)	www.kcte.org
EXCEPTIONAL CHILDREN / SPECIAL EDUCATION	Council for Exceptional Children (CEC)	www.cec.sped.org
	National Association of Special Education Teachers (NASET)	www.naset.org
EXCEPTIONAL CHILDREN / GIFTED	National Association for Gifted Children (NAGC)	www.nagc.org
	Kentucky Association for Gifted Education (KAGE)	www.wku.edu/kage
MATH	Kentucky Council of Teachers of Mathematics (KCTM)	www.kctm.org
	National Council of Teachers of Mathematics (NCTM)	www.nctm.org
	Kentucky Center for Mathematics (KCM)	www.kentuckymathematics.org

CONTENT AREA	PROFESSIONAL ORGANIZATION	WEB SITE
MUSIC	Kentucky Music Educators Association (KMEA)	www.kmea.org
	National Association for Music Education (NAfME)	www.nafme.org
	Music Teachers National Association (MTNA)	www.mtna.org
	Kentucky Music Teachers Association (KMTA)	www.kymta.org
PHYSICAL EDUCATION	Shape America	www.shapeamerica.org
	National Association for Sport and Physical Education	www.humankinetics.com
	American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)	www.aahperd.org
	Kentucky Association for Health, Physical Education, Recreation, and Dance (KAHPERD)	www.kahperd.com
READING	Kentucky Reading Organization (KRA)	www.kyreading.org
	Collaborative Center for Literacy Development (CCLD)	www.kentuckyliteracy.org
	International Reading Association (IRA)	www.reading.org
SCIENCE	Kentucky Science Teachers Association (KSTA)	www.ksta.org
	National Science Teachers Association (NSTA)	www.nsta.org
	Kentucky Association for Environmental Education (KAEE)	www.kaee.org
SOCIAL STUDIES	National Council for the Social Studies (NCSS)	www.socialstudies.org
	Kentucky Council for the Social Studies (KCSS)	www.kcss.org
TECHNOLOGY	Kentucky Society for Technology in Education (KySTE)	www.kyste.org
	International Technology and Engineering Educators Association (ITEEA)	www.iteaconnect.org
WORLD LANGUAGE	Kentucky World Language Association (KWLA)	www.kwla.org
	American Council on the Teaching of Foreign Language (ACTFL)	www.actfl.org
WRITING	Association of Writers and Writing Programs (AWP)	www.awpwriter.org
	Kentucky Arts Council (KAC)	www.artscouncil.ky.gov