

Domain 4: Professional Responsibilities



Component 4b. Maintaining Accurate Records

Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

Overview...

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

For further assistance:

Office of Educator Effectiveness

Arkansas Department of Education

501.683.3160

<http://www.arkansased.gov/>

Components of Domain 4: Professional Responsibilities

4a. Reflecting on Teaching

4b. Maintaining Accurate Records

4c. Communicating with Families

4d. Participating in a Professional Community

4e. Growing and Developing Professionally

4f. Showing Professionalism

Learning Outcomes:

4b. Maintaining Accurate Records

- Understand the elements of 4b
- Distinguish the difference in levels of performance
- Review examples of 4b evidence
- Identify my level of performance on 4b
- Create next steps to improve my level of performance in 4b

Understanding 4b. Maintaining Accurate Records

- Teaching requires record-keeping. Component 4b is referring to records of routine classroom events, of non-instructional work, of student learning and achievement. Teachers may see this as a huge task, but experienced teachers have a system for this process that is routine.
- Teachers new to education or to a district should establish required records and think through records to benefit instructional success.
- These records may have multiple formats and align with purpose. Some may use paper and pencils, but online tools, databases and spreadsheets, are welcome as efficient and effective tools.

Elements of 4b

1. Student completion of assignments

- ▶ Teacher's system for maintaining information on student completion of assignments is fully effective.*

*Proficient Level of Performance

Elements of 4b

2. Student progress in learning

- ▶ Teacher's system for maintaining information on student progress in learning is fully effective..*

*Proficient Level of Performance

Elements of 4b

3. Non-instructional records

- ▶ Teacher's system for maintaining information on non-instructional activities is fully effective..*

*Proficient Level of Performance

Planning for 4b Evidence

If the teacher's goal is to have an effective system for maintaining information on student completion of assignments, then

1. Teachers new to education or to the district should find out if there is an established system for student assignment records. If there is, use it. If you need additional training, find it.
2. If you are able to choose your own system for these records, but sure to consider important aspects of this work: keep the list up-to-date, create and maintain shortcuts or symbols, know where the information should be and where it shouldn't.
3. Learn about communication with students and families concerning student attendance, grades, behavior and other items.

Planning for 4b Evidence

If the teacher's goal is to have an effective system for maintaining information on student progress in learning , then

1. A system which relates final results of student work on assessments or assignments will serve a purpose, but information along the learning will serve to inform improvement before the final rating.
2. Records based on outcomes and/or competencies will serve the formative purpose. How might information be gathered for this system?
3. Should students be allowed to grade work? Should students be involved in self-assessment? Are student portfolios a good idea? Why or why not?

Planning for 4b Evidence

If the teacher's goal is to have an effective system for maintaining information on non-instructional activities, then

1. Has your previous classroom experience involved keeping records for items outside the instructional process?
2. What records might be required that involve money? Permission slips? Student or family contact information? What plan should you have for this? If asked, how could you prove you kept records?

Which 4b element does this evidence address?

“I was surprised my first year of teaching when I had extensive records of test grades – and several students who were failing in the 3rd nine weeks. It didn’t take long to see that adding to my records by quick recording of formative assessments (not all, but most) gave valuable information to parents and me.”

- a. Student completion of assignments**
- b. Student progress in learning**
- c. Non-instructional records**

Answer is b.

Which 4b element does this evidence address?

The teacher has a system of a secured file for every student. This file includes a demo graphic sheet and a hard copy of work for each grading period.

- a.** *Student completion of assignments*
- b.** *Student progress in learning*
- c.** *Non-instructional records*

Answer is a.

Which 4b element does this evidence address?

“My mentor suggested files I might need. Although I prefer electronic records, field trip permission slips came to me and I had to set up a file for those. We have terrific parents here. I have set up a continuing list of projects for parent volunteers to help with, when they can come, they sign the project list as work is completed. It’s terrific for me when it’s time to say a special ‘thank you’.”

- a.** *Student completion of assignments*
- b.** *Student progress in learning*
- c.** *Non-instructional records*

Answer is c.

Arkansas TESS has 4 levels of performance. . . .

Distinguished

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

Arkansas TESS has 4 levels of performance. . . .

Proficient

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

Arkansas TESS has 4 levels of performance. . . .

Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

Unsatisfactory

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
<p>Not</p> <p>No</p> <p>Not clear</p> <p>Unaware</p> <p>Does not respond</p> <p>Poor</p> <p>Not congruent</p>	<p>Some</p> <p>Attempts to</p> <p>Limited</p> <p>Moderate</p> <p>Uneven</p> <p>Inconsistent</p> <p>Rudimentary</p>	<p>Consistent</p> <p>High quality</p> <p>Timely</p> <p>Accurate</p> <p>Appropriate</p> <p>Clear</p> <p>Effective</p> <p>High expectations</p>	<p>All students</p> <p>Highly effective</p> <p>Entirely appropriate</p> <p>Adapted for individual students</p> <p>Fully aligned</p> <p>Extensive</p>

This is which level of performance for 4b?

1. The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 4b?

2. The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 4b?

3. The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.
- Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 4b?

4. The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion
- Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

Level of Performance Answers

- 1) Distinguished
- 2) Proficient
- 3) Basic
- 4) Unsatisfactory

Any surprises?

How is 4b successfully demonstrated?

Following a formal observation for a summative teacher, or through conversation following instruction, an observer/rater may look for the following:

- Physical or electronic copies of up-to-date records
- A teacher explanation of the purpose and/or use of records

Remember

Target *Proficient* performance because
“Our performance goal is to LIVE in 3...
And vacation in 4.”

Think about it. . .

- After reviewing the Performance Levels for **Component 4b: Maintaining Accurate Records**, how would you rate on the rubric?
- Are you prepared to use and existing or created system for records of these items: Beginning of the school year; student work and grades; faculty individual information or group work; field trips; volunteer work; substitute information?

Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson