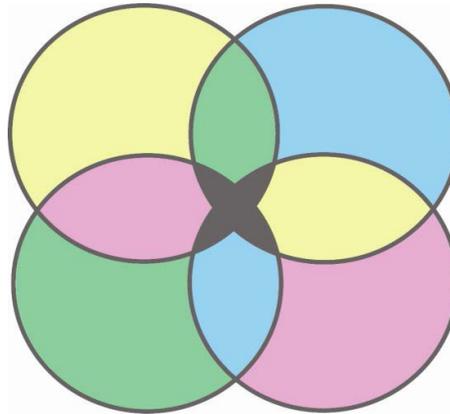


Domain 4: Professional Responsibilities

4b: Maintaining Accurate Records



The Framework for Teaching
Charlotte Danielson

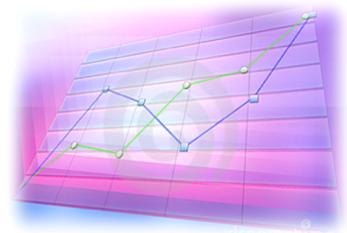
Objectives

4b: Maintaining Accurate Records

- ▶ Understand the elements of 4b
- ▶ Distinguish the difference in Levels of Performance on 4b
- ▶ Review examples of 4b behavior
- ▶ Identify my level of performance on 4b
- ▶ Incorporate strategies to improve my level of performance in 4b

Why Is “Maintaining Accurate Records” an Important Component of Effective Teaching?

- ▶ An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events.
- ▶ These include
 - student completion of assignments
 - student progress in learning
 - non-instructional activities that are part of the day-to-day functions in a school setting
 - the return of signed permission slips for a field trip
 - money for school pictures.



Why Is “Maintaining Accurate Records” an Important Component of Effective Teaching? *(continued)*

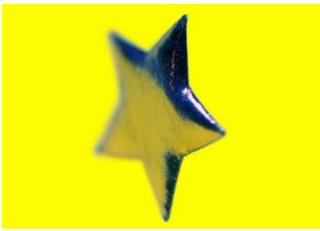
- ▶ Proficiency is vital because these records inform interactions with students and parents
- ▶ Records allow teachers to monitor learning and adjust instruction accordingly.
- ▶ The methods of keeping records vary as much as the type of information being recorded.



Why Is “Maintaining Accurate Records” an Important Component of Effective Teaching? *(continued)*



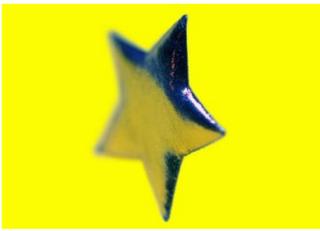
- ▶ Teachers may keep records of formal assessments electronically using spreadsheets and databases, which allow for item analysis and individualized instruction.
- ▶ A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.



The Elements

1. Student completion of assignments

Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.



The Elements *(continued)*

2. Student progress in learning

- ▶ To plan instruction, teachers need to know where each student "is" in his or her learning.
- ▶ This information may be collected formally or informally but must be updated frequently.

3. Non-instructional records

Non-instructional records encompass all details of school life for which records must be maintained, particularly if they involve money.

Performance Grounded in Evidence

- ▶ Routines and systems that track student completion of assignments
- ▶ Systems of information regarding student progress against instructional outcomes
- ▶ Processes of maintaining accurate non-instructional records



Relevant because...

- ▶ During student-led parent conferences, the student shows a chart with her goals and provides evidence of how she met nine out of her ten goals.

Relevant

- ▶ During morning meeting, the teacher announces the upcoming field trip and distributes permission slips.

Relevant

- ▶ The social studies teacher develops a portfolio of his favorite lessons with some examples of student work.

Not Relevant-4a Reflecting on Teaching

Performance Levels

- ▶ You will read four classroom observation descriptions.
- ▶ After each of the four descriptions, write on a post-it what performance level you would assign each description and why.
- ▶ After all completing all four, compare with your table and discuss specific reasons why you rated it as you did.

What Is the Level?

A. The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.



What Is the Level? *(continued)*

B. The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.



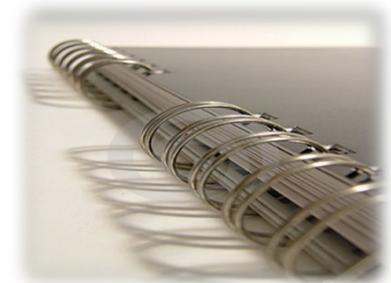
What Is the Level? *(continued)*

C. The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.



What Is the Level? *(continued)*

D. The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.



Level of Performance Answers

- ▶ A. Level 3 (Proficient)
- ▶ B. Level 1 (Unsatisfactory)
- ▶ C. Level 4 (Distinguished)
- ▶ D. Level 2 (Basic)

Any surprises?



Level 3: Proficient Critical Attributes



- ▶ The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- ▶ The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
- ▶ The teacher's process for recording non-instructional information is both efficient and effective.

Level 2: Basic Critical Attributes



- ▶ The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.
- ▶ The process for tracking student progress is cumbersome to use.
- ▶ The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.

Level 1: Unsatisfactory Critical Attributes

- ▶ There is no system for either instructional or non-instructional records.
- ▶ Record-keeping systems are in disarray and provide incorrect or confusing information.



Level 4: Distinguished Critical Attributes



In addition to the characteristics of a level of performance 3:

- ▶ Students contribute to and maintain records indicating completed and outstanding work assignments.
- ▶ Students contribute to and maintain data files indicating their own progress in learning.
- ▶ Students contribute to maintaining non-instructional records for the class.

Level 4: Distinguished Evidence Examples Check

7. A student from each team maintains the database of current and missing assignments for the team.
10. When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.
4. When they bring in their permission slips for a field trip, students add their own information to the database.

Level 3: Proficient

Evidence Examples Check

1. On the class website, the teacher creates a link that students can access to check on any missing assignments.
5. The teacher's grade book records student progress toward learning goals.
8. The teacher creates a spreadsheet for tracking which students have paid for their school pictures.

Level 2: Basic Evidence Examples Check

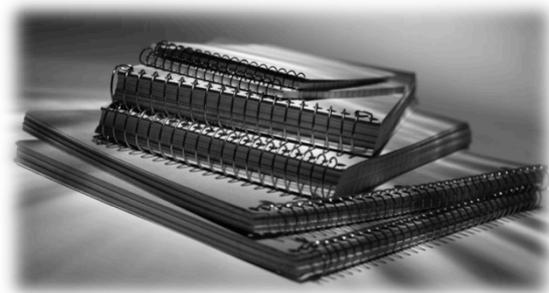
2. A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"
6. The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."
11. On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.

Level 1: Unsatisfactory Evidence Examples Check

3. A student says, "I'm sure I turned in that assignment, but the teacher lost it!"
9. The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored."
12. On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.

Artifacts

- ▶ These can include both formal and informal records in the form of:
 - grade books
 - skills inventories
 - anecdotal notes
 - assessment results
 - records of non-instructional activities
- ▶ These can be written records or electronic records, depending on the needs, requirements, resources, and culture of the school.



Instructional Records

As you collect and review your instructional records in preparation for being evaluated, think about:

- ▶ Do you have a system for recording formal assessment results of student learning? If your school has an assessment system, are you using the system as recommended?
- ▶ Do you keep track of less formal evaluations, such as quizzes and other formative assessments?
- ▶ Do you keep notes on student participation in class?



Instructional Records *(continued)*

- ▶ Can you provide records to support your claims about progress?
- ▶ Have your students and/or their parents shared feedback that you are providing adequate records to support student grades and reports?
- ▶ Are students involved in creating and maintaining their own records?
- ▶ Can your students easily determine where they are at in terms of their own learning?



Non-Instructional Records

As you collect and review your non-instructional records in preparation for being evaluated, think about the following:

- ▶ Do you have a system for filing and recording permission slips?
- ▶ Do you keep track of student attendance?
- ▶ Do you turn in all forms, money, and receipts on time and without error?



Remember

Our performance goal is to LIVE
in 3...

And vacation in 4.



Discussion

- ▶ After reviewing the Performance Levels for **Domain 4b: Maintaining Accurate Records**,
 - What are you doing well? Share your methods with others.
 - What areas do you need to improve? Develop and implement a plan.
 - Think about something important that you now realize about your level of professionalism in relation to maintaining accurate records?

