

Domain 4: Professional Responsibilities

<p>4D - Participating in a Professional Community</p> <ul style="list-style-type: none"> Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects 	<p>Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers—organizations whose full potential is realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect and by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers’ duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.</p>			
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<ul style="list-style-type: none"> Teacher’s relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects 	<ul style="list-style-type: none"> Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school’s culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so. 	<ul style="list-style-type: none"> Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. 	<ul style="list-style-type: none"> Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> The teacher’s relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school, district and community projects. 	<ul style="list-style-type: none"> The teacher has pleasant relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, as well as school, district and community projects. 	<ul style="list-style-type: none"> The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school activities, as well as school, district and community projects. 	<p>In addition to the characteristics of “accomplished”:</p> <ul style="list-style-type: none"> The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and oversees events that positively impact school life. The teacher regularly contributes to and serves as head of significant school, district and community projects.

<p><i>Possible Examples</i></p>	<ul style="list-style-type: none"> • The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, it will make him look good. • The teacher does not attend PLC meetings. • The teacher does not attend any school function after the dismissal bell. • The teacher says, "I work from 8:30-3:30 and not a minute more. I won't serve on any district committee unless they get a substitute to cover my class". 	<ul style="list-style-type: none"> • The teacher is polite but never shares any instructional materials with his grade partners. • The teacher attends PLC meetings only when reminded by her supervisor. • The principal says, "I wish I didn't have to ask the teacher to "volunteer" every time we need someone to chaperone the dance." • The teacher contributes to the district literacy committee only when requested to do so by the principal. 	<ul style="list-style-type: none"> • The principal remarks that the teacher's students have been noticeably successful since her team has been focused on instructional strategies during their team meetings. • The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues. • The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there. • The teacher enthusiastically represents the school during the district social studies review and brings her substantial knowledge of U.S. history to the course-writing team. 	<ul style="list-style-type: none"> • The teacher leads the "mentor" group, devoted to supporting teachers during their first years in the profession. • The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. • The teacher leads the school's annual "Olympics" day, which involves all students and faculty in athletic events. • The teacher leads the school district's wellness committee, which involves health-care and nutrition specialists from the community.
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