

T-TESS Tips Fall 2023

Domain 4: Professional Practices and Responsibilities

Unlike Domains 1-3, evidence for Domain 4 is collected throughout the year. The summative score for Domain 4 should not be made by the appraiser until after the teacher has been afforded the opportunity to present evidence related to all dimensions.

“Proficient” is the performance level at which scoring considerations begin and then are determined and substantiated by the evidence collected. Domain 4 specifically addresses *how* teachers fulfill their professional roles and responsibilities, engage in ongoing review and development of their practices, and adhere to legal and ethical requirements of the profession. The following table provide additional considerations for districts to locally determine evidence that aligns to each of the dimensions in Domain 4:

Dimension	Key Considerations
4.1 Professional Demeanor and Ethics	<ul style="list-style-type: none"> • Teachers model ethical and respectful behaviors and demonstrate integrity in all situations. • Teachers know, understand and comply with the procedures and requirements for maintaining accurate student records. • Teachers consistently serve as advocates for students and the profession.
4.2 Goal Setting	<ul style="list-style-type: none"> • Teachers engage in self-reflection as individuals, with team members, and as a school community where they use this information to develop action plans for improvement. • Teachers establish learning targets and professional goals to stay current in the field, strengthen their instructional effectiveness and better meet students' needs. • Teachers seek feedback from supervisors, coaches, and peers.
4.3 Professional Development	<ul style="list-style-type: none"> • Teachers apply what is learned and value job-embedded professional development as a means of refining their practice. • Teachers play an active role in participating and leading professional learning communities to improve instructional practices and student learning. • Teachers continuously seek opportunities to lead learning with students, other educators, and the school community within and beyond their classroom.
4.4 School Community Involvement	<ul style="list-style-type: none"> • Teachers assume leadership opportunities and communicate consistently, clearly and respectfully with all members of the school community, including students, parents, families, colleagues, administrators, and the community at large. • Teachers understand that they hold a position of influence in the school community and seek opportunities to lead and improve connections with all stakeholders. • Teachers actively participate in, or lead, school- and district-level activities or decision-making forums to support making campus and/or district improvements toward achieving the mission and vision of the school community.

Implementation Guidance:

While the details of Domain 4 are subject to local expectations and policy, it’s important to remember the appraiser’s role is vital in assessing teaching proficiency and ensuring that teachers derive reliable and meaningful information from the teacher appraisal process. Appraisers should determine performance level indicators in Domain 4 based on a preponderance of evidence over the course of the year. By providing evidence-based feedback, appraisers help teachers make decisions that support efforts to improve instructional quality and student performance. Ultimately, T-TESS is designed as a tool to develop habits of continuous improvement which best leads to that outcome when appraisers and teacher focus on evidence-based feedback.