

Ways to capture teacher candidate performance in areas that may be a challenge within Domain 4		
4b maintaining accurate records	4c communicating with families	4d participating in a professional community
<ul style="list-style-type: none"> • Attendance records • Gradebooks • Homework collection • Lunch counts, fire drill records, classroom event records, tracking permission slips, etc • Reflection logs • Analysis of data collected from lessons (ie. results from Exit Tickets, results on a recent assessment w/notes...etc) 	<ul style="list-style-type: none"> • Documentation of newsletters &/or classroom websites • PTA meetings • Observing teacher at dismissal, conferences • Back to School Night, Open House, & other school events w/families • IEP meetings and I&RS Meetings. • Review Class DoJo if used • Review communication books that go back and forth from home to school that notes can be written in • Parent-Teacher Conferences, emails, phone calls, and other communication records (*encourage record keeping w/communication) • Back-to-School nights 	<ul style="list-style-type: none"> • Participation in conferences • Participation in meetings/PLCs • Professional development workshops • Extracurricular activities • School Sports events • Faculty Meetings • School wide Professional Development Days • Professional learning outside of the district (ie.webinar) • Meetings with other professionals in the classroom • Volunteering/supporting other educators
Actions you can take with the student teacher and or mentor teacher		
<ul style="list-style-type: none"> • Ask the student teacher to document ways he/she fulfilled Domain 4 and confer with the Mentor Teacher (ie. gradebook, attendance, grading of assessments, working on website, etc) • Suggest a written log that can be kept to track work in Domain 4. Communicate with mentor teacher regarding ways student teacher can manage records, but not necessarily record directly onto the teacher gradebook. • Ask the mentor teacher at each visit about progress in Domain 4. Discuss ways performance can be captured. 	<ul style="list-style-type: none"> • Ask student teacher to keep journal on all communications made; • Ask mentor teacher about students' ability at each visit • Have discussion of ways the mentor can involve the student teacher as appropriate (ie. an intro letter sent home to parents/guardians to introduce student teacher, sending home certificates recognizing learner achievements, keep communication records of calls to families) 	<ul style="list-style-type: none"> • Discuss importance of being a part of the professional community early in term with student teacher and mentor. Brainstorm ways to get involved. • Suggest that a log of activities be kept to track to document participation • Consult with the mentor teacher at each visit on progress. • Encourage student teachers to seek out quality workshops, online classes, visit art museums, historical exhibits, poetry slams, etc. Any subject specific experiences that expand their level of knowledge and appreciation.