



ARCHDIOCESE
of PHILADELPHIA
SCHOOLS
AMERICA'S FIRST CATHOLIC SCHOOLS

The Framework for Teaching

Professional Responsibilities



Mrs. Bernadette Dougherty
Assistant Superintendent of Elementary Schools

GETTING STARTED

TEST YOUR PROFESSIONAL CONDUCT IQ

True or False:

1. Dress like my students so that I can relate better to them.
2. Avoid texting and other electronic messaging during professional meetings and while performing supervisory duties.
3. Formally introduce myself at parent/guardians so that I can set a professional relationship.
4. Return calls to parents at my convenience.
5. Refrain from discussions regarding my personal life with my students.
6. Apply rules of grammar to all school-related communications.



TEST YOUR PROFESSIONAL CONDUCT IQ

7. Begin and/or end professional meetings with prayer.
8. Have different expectations of behavior for my students than myself.
9. Seek to create a spirit of collaboration with parents/guardians.
10. Recognize that facial expression, posture, and tone communicate a message.
11. Become “friends” with students or parents/guardians on personal social networking sites.
12. Use good judgement when it is necessary to be alone with a student.



Reflection on Teaching

- Accuracy
- Use in future teaching

Evident in the classroom:

- Reflection notations and logs
- Professional reflection, i.e.
 - “How did I feel about the lesson?”
 - “What was I observing during my teaching?”
 - “How can I adjust the lesson?”



Professional Responsibilities

Evident in the classroom:

- Post the class agenda
- Explain the daily schedule
- Explain to the class any change in the daily schedule
- Have organized procedures for turning in assignments and passing out materials
- Have clear make-up procedures for students who have been absent (check the procedures in your school handbook)
- Have clear rules for making up a test for which there was a poor grade (check the procedures in your school handbook)



Professional Responsibilities

Evident in the classroom:

- Provide students and parents with clear rubrics and expectations
- Have clear procedures for providing assignments and due dates
- Have clear rules for format required for assignments
- Keep your web page current
- Enter grades are online, weekly



Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning
- Non-instructional records

Evident in the classroom:

- Examine organization and management of the portfolio, grade book or database
- Look at how paperwork is maintained, i.e.
 - Worksheets, reports, tests
 - records of “homeroom” tasks, permission slips, lunch
 - classroom inventories



Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

Evident in the classroom:

- Family contact logs with consistent phone calls, emails, letters home, etc. to all students when appropriated and to specific students, as needed
- Use of bulk contact formats such as class newsletter; back to school letters
- Conference records
- Notations in student agendas/discipline module
- Parental responses to students inventories
- Consistent updates to the student information system and webpage



Professional Responsibilities

Evident in the classroom:

- Speak and write with confidence and enthusiasm
- Avoid the use of slang, improper grammar, and trendy expression
- Always communicate to the principal/department chair and then to the parents/guardians any disciplinary actions against a student before the end of the school day of the occurring event
- Communicate to the parents/guardians an explanation of why a student had a change in their disciplinary cart by the end of the school day (elementary school teachers)
- Communicate to the parent positive behavior choices made in the classroom
- Respond to parent communication within a 24 hour period



Professional Responsibilities

Evident in the classroom:

- Follow formal grammatical rules in written notes, newsletters, and messages
- Punctuation, sentence structure, and neatness matter
- Be sure to use spell check or the dictionary to verify accuracy
- Before sending school-related documents, have an administrator or colleague proofread them



Professional Responsibilities

Evident in the classroom:

- Remain objective in tone and content...if a sensitive or controversial subject needs to be addressed in written form, allow yourself adequate “wait time” before responding...Cc the administrator on all controversial correspondence
- Avoid ambiguity...be clear, concise, and specific while keeping the mission of the Catholic school in focus
- Your emails are professional correspondence



Professional Responsibilities

Evident in the classroom:

- Always convey a polite and pleasant tone in emails and other electronic communication
- Use the “reply” or “reply-to-all” function appropriately
- Electronic communication cannot replace personal contact, especially when dealing with sensitive or complex situations



Professional Responsibilities

Evident in the classroom:

- All internet use at school **must** pertain to school-related issues, topics, and needs
- Be aware that the recipient of an email does not have the benefit of voice or vocal expression when interpreting a message
- Assume that all messages and information you send and receive are permanent and public



*The mediocre teacher tells.
The good teacher explains.
The superior teacher
demonstrates. The great
teacher inspires.*

William Arthur Ward



Participating in a Professional Community

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

Evident in the classroom:

- Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities
- Chairing committees, teams, etc. or coordinating programs
- Movement beyond one's own classroom



Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

Evident in the classroom:

- The teacher voluntarily examines and shares research on class performance and best practice strategies
- Takes leadership roles; coordinators study groups, professional book clubs
- Subscribes to professional/trade journals
- Attends professional conferences and shares with colleagues upon return



Showing Professionalism

- Integrity and ethical conduct
- Service to students
- Advocacy
- Decision making
- Compliance with school and district regulations
- Appropriate Dress and Manner



Professional Responsibilities

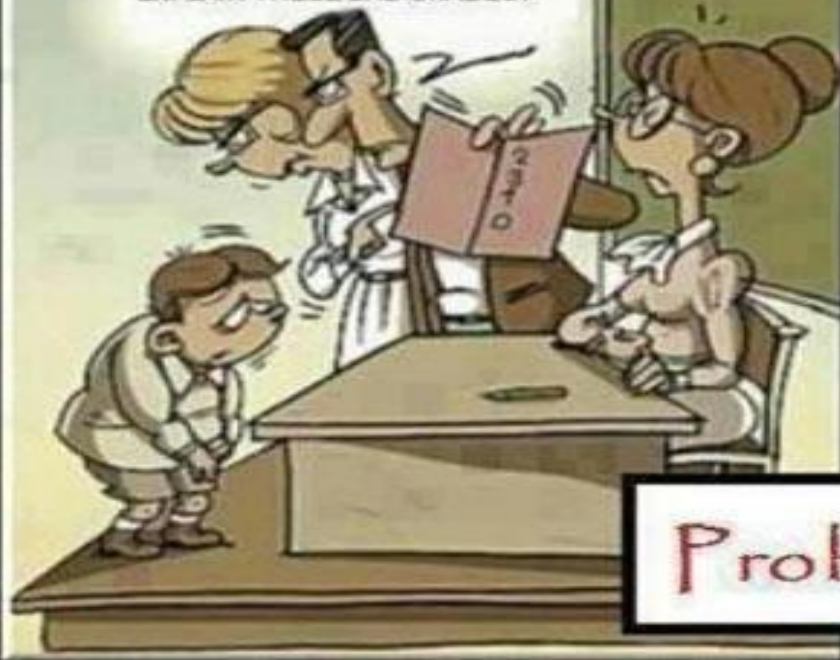
Evident in the classroom:

- Daily interactions with students: mutual respect
- Helpfulness for students in need
- Advocates for underserved students
- Is open-minded and willing to adopt new approaches
- Uses data to support actions
- Sets long-term goals and takes responsibility for own professional growth
- Demonstrates high ethical standards through compliance with school/district codes and community expectations
- Professional attire creates an atmosphere of respect



1969

EXPLAIN THESE BAD GRADES?



Today

EXPLAIN THESE BAD GRADES?



Problem?

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References

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Mrs. Bernadette Dougherty
Assistant Superintendent of Elementary Schools
Office of Catholic Education
222 North 17th Street
Philadelphia, PA 19103-1299
215-587-3743 office
215-651-4730 mobile
bdougherty@archphila.org

