

Reflective Essay for Domains 3 and 4

Assignment Description: Write a reflective essay regarding your strengths, weaknesses, insights and observations regarding Domains 3 and 4 as outlined in Danielson's *Framework for Teaching* and Arkansas' *Teacher Excellence Support System*. Refer to those models for more information regarding specific content you might address in each domain essay.

For Domain 4, you will also need to upload your Professionalism Collection artifacts collected throughout the semester. You will need at least one artifact each for TESS elements 4b, 4c, 4d, and 4e.

Criterion	Unsatisfactory	Average	Above Average	Outstanding
Candidate submits a reflective essay for Domain 3 that is well prepared and demonstrates considerable depth of Domain 3 elements.	Candidate's Domain 3 essay does not represent an appropriate depth of understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay does not connect these criteria to student learning. reflection does	Candidate's Domain 3 essay represents a general depth of understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay connects these criteria to student learning.	Candidate's Domain 3 essay is well prepared and demonstrates considerable depth of understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay connects these criteria to student learning.	Candidate's Domain 3 essay is well prepared and demonstrates considerable depth of understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay connects these criteria to student learning. Reflections go beyond reporting information into careful synthesis of ideas supported with examples.
Candidate submits a reflective essay for Domain 4 that is well prepared and demonstrates considerable depth of Domain 4 elements.	Candidate's Domain 4 essay does not represent an appropriate depth of understanding regarding the importance of reflecting on teaching, taking responsibility for teaching all students (efficacy),	Candidate's Domain 4 essay represents a general depth of understanding regarding the importance of reflecting on teaching, taking responsibility for teaching all	Candidate's Domain 4 essay is well prepared and demonstrates considerable depth of understanding of the importance of reflecting on teaching, taking responsibility	Candidate's Domain 4 essay is well prepared and demonstrates considerable depth of understanding of the importance of reflecting on teaching, taking responsibility

	building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay does not connect these criteria to student learning.	students (efficacy), building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay connects these criteria to student learning.	for teaching all students (efficacy), building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay connects these criteria to student learning.	for teaching all students (efficacy), building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay connects these criteria to student learning. Reflections go beyond reporting information into careful synthesis of ideas supported with examples.
Candidate's Domain 3 and 4 Essays are written clearly, using proper grammar and spelling.	Essays have many grammatical or spelling errors.	Essays have occasional grammatical or spelling errors.	Essays have a few grammatical or spelling errors.	Essays have no grammatical or spelling errors.
Candidate uploads artifact as evidence of his/her professional growth aligned to <i>TESS 4b: Maintaining Accurate Records</i> .	No artifact submitted.	Artifact highlights a system for maintaining accurate instructional records, but it lacks clarity.	Artifact highlights a clear, realistic system for maintaining accurate instructional records.	Artifact highlights a realistic system for maintaining accurate records, both instructional and non-instructional.
Candidate uploads artifact as evidence of his/her professional growth aligned to <i>TESS 4c: Communicating with Families</i> .	No artifact submitted OR artifact is culturally insensitive	Artifact shows commitment to informing families about the instructional program. Artifact is culturally sensitive.	Artifact shows commitment to informing families about the instructional program. Artifact also shows emphasis on family involvement in the instructional process with specific ways families can be influential in the progress of their students. Artifact is culturally sensitive.	Artifact shows commitment to informing families about the instructional program with emphasis on student progress. Artifact also shows emphasis on family involvement in the instructional process with specific ways families can be influential in the progress of their students. Artifact is culturally sensitive.
Candidate uploads artifact as evidence of his/her professional growth aligned to <i>TESS 4d: Participating in a Professional Community</i> .	No artifact submitted.	Artifact shows commitment to participation in a culture of professional inquiry.	Artifact shows commitment to developing collaborative professional relationships and a solid contribution to a culture of professional inquiry.	Artifact shows commitment to developing collaborative professional relationships and a substantial contribution to a culture of professional inquiry.
Candidate uploads artifact as evidence of his/her professional growth aligned to <i>TESS 4e: Growing and Developing Professionally</i> .	No artifact submitted.	Artifact serves as evidence of participation in professional development within the school.	Artifact serves as evidence of participation in professional development beyond the school setting or response to	Artifact highlights initiative for seeking out opportunities for professional development, feedback from supervisors and

			constructive feedback from supervisors and colleagues.	colleagues, or opportunities to contribute to the profession.
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