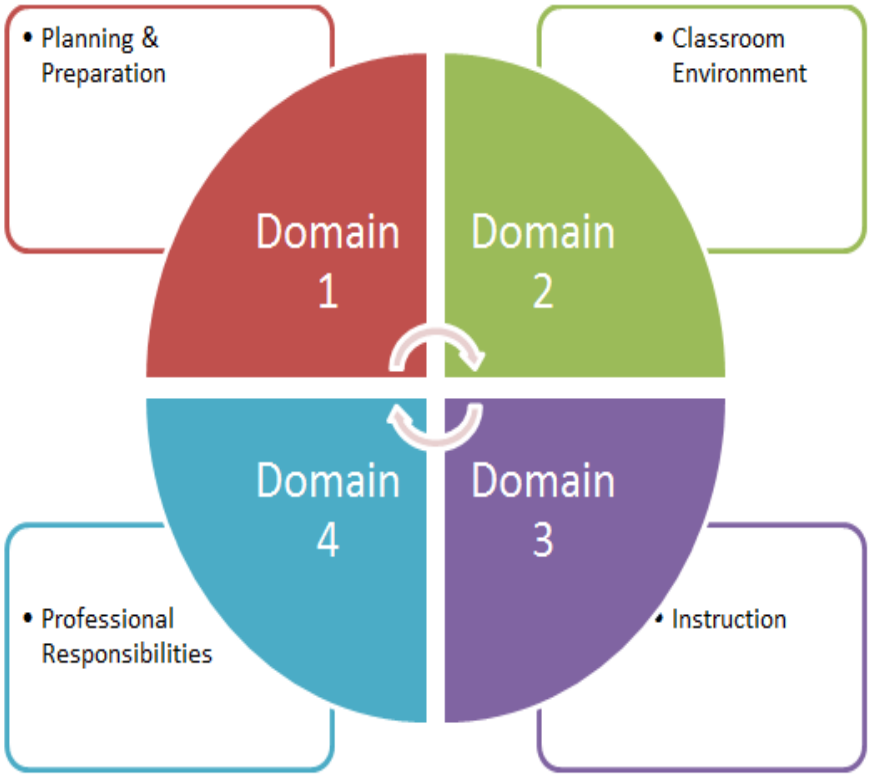
The Domains of Professional Practice
The Danielson Framework
The Professional Portfolio



The Domains of Professional Practice- The Danielson Framework
The Professional Portfolio

All Education majors are required to complete a portfolio which assesses and documents their growth as professionals during their capstone student teaching experience. Beginning in the freshmen year, students are introduced to the concept of the portfolio, and artifacts are collected from pertinent content courses, education courses, and field placements. During the junior methods placement, students will assemble their first complete portfolio using a traditional binder format. In the senior year, this portfolio is transferred to an electronic version (using *Digication* software). Students are also required to assemble a companion portfolio brochure which emphasizes their very best work.

The portfolio is to be organized according to Charlotte Danielson's *Four Domains of Professional Practice*:

Domain 1: Planning and Preparation **1a Demonstrating Knowledge of Content and Pedagogy** **1b Demonstrating Knowledge of Students** **1c Setting Instructional Outcomes** **1d Demonstrating Knowledge of Resources** **1e Designing Coherent Instruction** **1f Designing Student Assessments**	**Domain 2: Classroom Environment** **2a Creating an Environment of Respect and Rapport** **2b Establishing a Culture for Learning** **2c Managing Classroom Procedures** **2d Managing Student Behavior** **2e Organizing Physical Space**
Domain 3: Instruction **3a Communicating with Students** **3b Using Questioning and Discussion Techniques** **3c Engaging Students in Learning** **3d Using Assessment in Instruction** **3e Demonstrating Flexibility and Responsiveness**	**Domain 4: Professional Responsibilities** **4a Reflecting on Teaching** **4b Maintaining Accurate Records** **4c Communicating with Families** **4d Participating in a Professional Community** **4e Growing and Developing Professionally** **4f Showing Professionalism**

The professional portfolio is a clear expression of a student's educational philosophy, showcasing his/her progress as a pre-service teacher. Portfolio development is a *PROCESS;* students never really "finish" this project, but continually update and revise the document as they grow and evolve in the profession.

It is expected that the portfolio will be organized (table of contents, etc.), neat, and professional. Creativity is *absolutely encouraged* (color, graphics, and pictures), but students should refrain from making it "cute" or appear as a scrapbook. ***Your portfolio is an earnest and insightful statement of your work as a teacher.***

Recommended Portfolio Contents

Table of Contents
Provide a quick overview of portfolio organization.

Artifacts to Reflect Four Domains
Select artifacts that best demonstrate how you have met each domain standard.
Strive for QUALITY, not quantity!

Reflections
Artifacts illustrate your accomplishments, but they do not speak for themselves. Reflections explain your rationale for choosing a particular artifact to highlight your knowledge, experiences, achievements, and beliefs about teaching.
Students must justify why their chosen artifacts satisfy each domain using reflective essays or passages.
Directly address the domain and the standard(s).
Briefly describe artifacts in relation to an event or activity.
Analyze the significance of the artifact. Explain how you were impacted by this experience.
State why you included specific artifacts in your portfolio. This could be a separate section to introduce the domain, or several paragraphs throughout the domain which accompany each artifact.
Describe what you learned and explain the outcome of the experience. (Were you surprised by what you learned; was the outcome intended or unintended? What insights were gained in this experience?)

Ideas to consider for Portfolio Reflections:
How and why was this artifact meaningful?
Is this artifact the best representation of my knowledge?
What does this artifact communicate about my skills?
Why is this artifact a good representation of a particular standard?
What did you learn; or how did you grow professionally?

Tips and Reminders:
Make the portfolio neat, organized, and visually appealing.
Be sure to cover the entire grade range of your certificate (K-12, 7-12, 4-8, PK-4) and all pertinent content areas.
Highlight minors or other relevant areas of study.
Highlight what sets you apart (study abroad, unique internships, undergraduate research)
Add captions/headlines/titles to explain artifacts are useful.
Highlight diverse experiences, showing your ability to work in multiple environments with various responsibilities.
Include pictures of your room, bulletin boards, you in action, and the like.
The portfolio reflects who you are as a teacher. Think about how this document distinguishes you from other job applicants. Think quality!!

The Framework for Teaching
The Elizabethtown College Department of Education uses the Danielson Framework because it most closely aligns with our mission and constructivist vision of teaching and learning.
As described by Danielson, the framework is meant to be the "foundation for professional conversations" among practitioners who seek to enhance their skills and become more thoughtful about the "complex task" of teaching. (Danielson, 2011) College faculty use the framework to generate and sustain such conversations as they guide pre-service teachers towards program completion. The framework also serves as a common assessment of general student progress in the major.

The Commonwealth of Pennsylvania has also adopted **Danielson's Framework** as the overarching vision for effective instruction. In-service teachers are assessed using the four domains as the foundation of the Teacher Effectiveness System.

Teacher Effectiveness
The model focuses upon the complex activity of teaching as defined by the four domains of teaching responsibility:

1. **Planning and preparation**
2. **Classroom environment**
3. **Instruction**
4. **Professional responsibilities**

Domains 1 and 4 cover aspects of the teaching profession that occur outside the classroom, while Domains 2 and 3 address aspects that are directly observable in classroom teaching.

For more information, please see http://www.iu17-2.pdesas.org/Instruction/Frameworks.