

A Framework for Teaching Components of Professional Practice

Domain 1: Planning, Preparation & Curriculum	Domain 2: The Classroom Environment & Student Management
<p>1a. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>1b. Designing coherent instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> • Value, sequence and alignment • Clarity • Appropriate for diverse learners <p>1d. Demonstrating knowledge of standards, content & subject matter</p> <ul style="list-style-type: none"> • Knowledge of standards, content & subject matter • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>1e. Designing student assessments</p> <ul style="list-style-type: none"> • Align with instructional outcomes • Criteria and standards • Design of formative assessments • Uses assessment results for planning 	<p>2a. Establishing a Culture for Learning & an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Importance of the content • Expectations for learning and achievement • Teacher creates environment that promotes pride in work <p>2b. Managing classroom procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties <p>2c. Managing student behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Responses to student misbehavior <p>2d. Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
Domain 3: Instruction & Assessment	Domain 4: Professional Responsibilities
<p>3a. Communicating with Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>3b. Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>3c. Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>3d. Demonstrating Flexibility & Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence <p>3e. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student engagement 	<p>4a. Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4b. Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4c. Demonstrating Professionalism</p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Decision making • Compliance with school & district regulations <p>4d. Communicating with Families</p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>4e. Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to school • Participation in school and district activities <p>4f. Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues

The eleven components for 1st year probationary teachers are unshaded.

The six additional components for 2nd year probationary teachers are lightly shaded.

The three additional components for 3rd year probationary teachers are darkly shaded.