

Components of Professional Practice

This document provides key indicators to guide the observer in deciding on the evidence they will use to support the rating of each performance outcome. As an example, an artifact that provides evidence that a candidate demonstrates knowledge of students may be a lesson plan that shows varied approaches to learning will be used by the candidate.

Domain 1: Planning and Preparation

- (1a). **Demonstrates knowledge of students (age group, diversity, interests, heritage)**
 - Knowledge of characteristics of age group
 - Knowledge of students' varied approaches to learning
 - Knowledge of students' skills and knowledge
 - Knowledge of students' interests and cultural heritage
 - Considers development of character, aspirations and civic virtues

- (1b). **Demonstrates knowledge of content and pedagogy**
 - Knowledge of content
 - Knowledge of pre-requisite relationships
 - Knowledge of content-related pedagogy

- (1c). **Selects instructional goals appropriate for lesson and students**
 - Value
 - Clarity
 - Suitability for diverse students
 - Balance
 - Interdisciplinary learning experiences across subject areas

- (1d). **Demonstrates knowledge of content by designing instruction that connects past, present, and future content**
 - Knowledge of content
 - Relates current learning to past and future learning
 - Knowledge of prerequisite relationships

- (1e). **Demonstrates knowledge of pedagogy by planning appropriate instructional methods and learning activities, using appropriate materials and resources**
 - Knowledge of content-related pedagogy
 - Instructional methods
 - Instructional groups
 - Learning activities
 - Instructional materials and resources
 - Lesson and unit structure and sequence

- (1f). **Assesses student learning by planning assessments appropriate for students and aligned with learning goals**
 - Congruence with instructional goals
 - Criteria and standards
 - Use for planning

Domain 2: The Classroom Environment

- (2a). **Creates an environment that promotes fairness**
 - Access to learning
 - Students equally valued
 - All students important
 - Students treat each other fairly

- (2b) Creates an environment of respect and rapport**
Teacher interaction with students
Student interaction
- (2c). Communicates challenging learning expectations**
Selecting challenging learning goals
Expectations for learning and achievement
Importance of content
Students understand teacher's expectations of achievement
- (2d). Establishes and maintains consistent standards of behavior**
Expectations
Monitoring of student behavior
Response to student behavior, including misbehavior
- (2e). Manages classroom procedures**
Routines and procedures established
Classroom functions smoothly
Minimal loss of instructional time
- (2f). Organizes physical space for maximum learning and safety**
Safety and arrangement of furniture
Accessibility to learning and use of physical resources
Match between lesson or activity and room configuration

Domain 3: Instruction

- (3a). Communicates learning goals and instructional procedures**
Learning goals communicated to students
Directions for instructional procedures clear
All students understand learning goals of lesson (accommodations for diverse learners)
Students carry out instructional procedures
- (3b). Communicates clearly and accurately (in speaking and writing), encourages students to communicate effectively**
Oral language
Written language
Assists students to communicate effectively
Integrates reading, writing, listening and speaking into all curricula
- (3c). Makes content comprehensible to students (coherent structure, makes material relevant to students)**
Representation of content
Activities and assignments
Instructional materials and resources
Lesson structure coherent
Students engaged in content
Lesson connects to student's lives
Lesson builds on student background knowledge
Coherent lesson
Grouping of students
Quality of discussion and questioning techniques
Student participation
Enthusiasm for the discipline and teaching
Uses opportunities to extend student thinking

- (3d). Encourages critical thinking through effective use of questioning and discussion techniques**
 Current content used as springboard to independent, creative, or critical thinking
 Challenges student thinking relevant to background knowledge and experiences
 Specific activities structured to extend thinking
 Asks students to compare, contrast, support answers, create examples, etc.
- (3e). Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all students**
 Quality: accurate, substantive, constructive, and specific
 Timeliness
 Adjusts learning activities as needed
- (3f). Uses instructional time effectively**
 Structure and pacing
 Established routines and procedures
 Meaningful work or activities for entire instructional time
 Management of instructional groups
 Management of transitions
 Management of materials and supplies
 Performance of non-instructional duties
- (3g). Impacts student learning as evidenced by formative and/or summative assessments**
- (3h). Integrates technology into instruction**

Domain 4: Professional Responsibilities

- (4a). Reflects on teaching**
 Accuracy
 Judgments about goals being met
 Teacher supports judgment of goals met or not met
 Explanation for deviations from instructional plan
 Teacher able to analyze effectiveness of teaching strategies
 Teacher articulates insights gained for future instruction
- (4b). Demonstrates a sense of efficacy (assumes responsibility for student learning)**
 Conveys sense of efficacy with respect to student learning
 Specific actions stated for working with students not meeting learning goals
- (4c). Builds professional relationships**
 Identify colleagues able to assist
 Consults with colleagues on matters related to learning and instruction
 Collaborates to coordinate learning activities and address teaching concerns
 Service to the school
 Participation in school and district projects
 Advocates for student learning and school improvement
- (4d). Communicates with families and communities**
 Information about the instructional program
 Information about individual students
 Engagement of the families in the instructional program

- (4e). Maintains accurate records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records

- (4f). Grows and develops professionally (service, memberships, use of research)**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
 - Utilizes research to improve instruction
 - Develops and maintains professional presence and growth plan

- (4g). Professional demeanor (adheres to school policies, dresses and behaves in a professional manner)**
 - Service to students
 - Advocacy
 - Decision making
 - Appropriate dress
 - Follow school procedures and policies
 - Utilizes human, material, community, and financial resources