**QUICK GLANCE A FRAMEWORK FOR COMPONENTS OF PROFESSIONAL PRACTICE**

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| **Domain 1: Planning and Preparation**1a. Demonstrating knowledge of content and pedagogy* *knowledge of content and the structure of the discipline*
* *knowledge of prerequisite relationships*
* *knowledge of content-related pedagogy*

1b. Demonstrating knowledge of students* *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*

1c. Setting instructional outcomes* *value, sequence and alignment*
* *clarity*
* *balance*
* *suitability for diverse learners*

1d. Demonstrating knowledge of resources* *resources for classroom use*
* *resources to extend content knowledge and pedagogy*
* *resources for students*

1e. Designing coherent instruction* *learning activities*
* *instructional materials and resources*
* *instructional groups*
* *lesson and unit structure*

1f. Designing student assessments* *congruence with instructional outcomes*
* *criteria and standards*
* *design of formative assessments*
* *use for planning*
 | **Domain 2: Classroom Environment**2a. Creating an environment of respect and rapport* *teacher interaction with students*
* *student interactions with one another*

2b. Establishing a culture for learning* *importance of the content*
* *expectations for learning and achievement*
* *student pride in work*

2c. Managing classroom procedures* *management of instructional groups*
* *management of transitions*
* *management of materials and supplies*
* *performance of non-instructional duties*
* *supervision of volunteers and paraprofessionals*

2d. Managing student behavior* *expectations*
* *monitoring of student behavior*
* *responses to student misbehavior*

2e. Organizing physical space* *safety and accessibility*
* *arrangement of furniture and use of physical resources*
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| **Domain 4: Professional Responsibilities**4a. Reflection on Teaching* *accuracy*
* *use in future teaching*

4b. Maintaining accurate records* *student completion of assignments*
* *student progress in learning*
* *non-instructional records*

4c. Communicating with families* *information about the instructional program*
* *information about individual students*
* *engagement of families in the instructional program*

4d. Participating in a professional community* *relationships with colleagues*
* *involvement in a culture of professional inquiry*
* *service to school*
* *participation in school and district projects*

4e. Growing and developing professionally* *enhancement of content knowledge and pedagogical skill*
* *receptivity to feedback from colleagues*
* *service to profession*

4f. Showing professionalism* *integrity and ethical conduct*
* *service to students*
* *advocacy*
* *decision-making*
* *compliance with school and district regulations*
 | **Domain 3: Instruction**3a. Communicating with students* *expectations for learning*
* *directions and procedures*
* *explanations of content*
* *use of oral and written language*

3b. Using questioning and discussion techniques* *quality of questions*
* *discussion techniques*
* *student participation*

3c. Engaging students in learning* *activities and assignments*
* *grouping of students*
* *instructional materials and resources*
* *structure and pacing*

3d. Using assessment in instruction* *assessment criteria*
* *monitoring of student learning*
* *feedback to students*
* *student self-assessment and monitoring of progress*

3e. Demonstrating flexibility and responsiveness* *lesson adjustment*
* *response to students*
* *persistence*
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