

A Framework for Teaching Components of Professional Practice

Standard 1: Planning and Preparation

- 1a. Demonstrating knowledge of content and pedagogy
 - *knowledge of the structure of the discipline, Common Core State Standards, and other content standards*
 - *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
 - *align outcomes with Current Standards*
 - *value, sequence, and alignment*
 - *clarity*
 - *integration*
 - *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 and summative assessments*
 - *use of assessment in ongoing planning*

Standard 2: Classroom Environment

- 2a. Creating an environment of respect and rapport
 - *teacher/student interaction; positive regard*
 - *student interactions with other students*
- 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*
 - *management of volunteers and paraprofessionals*
- 2d. Managing student behavior
 - *expectations*
 - *monitoring of student behavior*
 - *response to student misbehavior*
- 2e. Organizing physical space
 - *safety and accessibility*
 - *arrangement of furniture and use of physical resources*
 - *resource rich environment*

Standard 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. Partnerships with families
 - *helping families to navigate the educational system*
 - *sharing information about the instructional program and helping families to support learning*
 - *building partnerships and outreach with families*
 - *understanding cultural differences*
- 4d. Participating in a professional community
 - *relationships with colleagues*
 - *involvement in a culture of professional collaboration*
 - *service to the 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*
 - *address students' needs*
 - *decision making*
 - *compliance with school and district regulations*

Standard 3: Instruction

- 3a. Communicating with students
 - *expectations for learning*
 - *directions, procedures and explanation of content*
- 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*
 - *instructional strategies*
- 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*