

## Components of Professional Practice

<p style="text-align: center;"><b>Domain I: Planning and Preparation</b></p> <p>A. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> <li>▪ <i>knowledge of content and the structure of the discipline</i></li> <li>▪ <i>knowledge of prerequisite relationships</i></li> <li>▪ <i>knowledge of content-related pedagogy</i></li> </ul> <p>B. Designing organized and meaningful instruction</p> <ul style="list-style-type: none"> <li>▪ <i>learning activities</i></li> <li>▪ <i>instructional materials and resources</i></li> <li>▪ <i>instructional groups</i></li> <li>▪ <i>lesson and unit structure</i></li> </ul> <p>C. Assessing Student Learning</p> <ul style="list-style-type: none"> <li>▪ <i>congruence with instructional outcomes</i></li> <li>▪ <i>criteria and standards</i></li> <li>▪ <i>design of formative assessments</i></li> </ul> <p>D. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> <li>▪ <i>knowledge of child and adolescent development</i></li> <li>▪ <i>knowledge of the learning process</i></li> <li>▪ <i>knowledge of students' skills, knowledge and language proficiency</i></li> <li>▪ <i>knowledge of students' interests and cultural heritage</i></li> <li>▪ <i>knowledge of students' special needs</i></li> </ul> <p>E. Setting instructional outcomes</p> <ul style="list-style-type: none"> <li>▪ <i>value, sequence and alignment</i></li> <li>▪ <i>clarity</i></li> <li>▪ <i>balance</i></li> <li>▪ <i>suitability for diverse learners</i></li> </ul>	<p style="text-align: center;"><b>Domain II: Classroom Environment</b></p> <p>F. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> <li>▪ <i>teacher interaction with students</i></li> <li>▪ <i>student interactions with one another</i></li> <li>▪ <i>teach personal accountability</i></li> </ul> <p>G. Establishing a culture for learning</p> <ul style="list-style-type: none"> <li>▪ <i>importance of the content</i></li> <li>▪ <i>expectations for learning and achievement</i></li> <li>▪ <i>student pride in work</i></li> <li>▪ <i>instill values in students for the character &amp; work habits that are required to be successful and a contributing member of a democratic society</i></li> </ul> <p>H. Managing classroom procedures</p> <ul style="list-style-type: none"> <li>▪ <i>teach and practice expectation through use of student training video and 40 cards</i></li> <li>▪ <i>management of instructional groups</i></li> <li>▪ <i>management of transitions</i></li> <li>▪ <i>management of materials and supplies</i></li> <li>▪ <i>performance of non-instructional duties</i></li> <li>▪ <i>supervision of volunteers and paraprofessionals</i></li> </ul> <p>I. Managing student behavior</p> <ul style="list-style-type: none"> <li>▪ <i>expectations</i></li> <li>▪ <i>monitoring of student behavior</i></li> <li>▪ <i>responses to student misbehavior</i></li> <li>▪ <i>shape the dispositions and conduct of their students</i></li> <li>▪ <i>use student discipline as an opportunity to teach</i></li> <li>▪ <i>teachers utilize principal in cases of defiance or recurring infractions</i></li> </ul> <p>J. Organizing &amp; utilizing space &amp; resources</p> <ul style="list-style-type: none"> <li>▪ <i>safety and accessibility</i></li> <li>▪ <i>arrangement of furniture and use of physical resources</i></li> </ul> <p>K. Creating a safe &amp; comfortable environment</p> <ul style="list-style-type: none"> <li>▪ <i>use appropriate humor</i></li> <li>▪ <i>address student's basic needs as identified by Love &amp; Logic (inclusion, control, affection and competency)</i></li> </ul>
<p style="text-align: center;"><b>Domain IV: Professional Responsibilities</b></p> <p>Q. Professional Relationships &amp; Professional Growth</p> <ul style="list-style-type: none"> <li>▪ <i>enhancement of content knowledge and pedagogical skill</i></li> <li>▪ <i>receptivity to feedback from colleagues</i></li> <li>▪ <i>service to profession</i></li> <li>▪ <i>relationships with colleagues</i></li> <li>▪ <i>involvement in a culture of professional inquiry</i></li> <li>▪ <i>service to school</i></li> <li>▪ <i>participation in school and district projects</i></li> </ul> <p>R. Maintaining accurate records</p> <ul style="list-style-type: none"> <li>▪ <i>student completion of assignments</i></li> <li>▪ <i>student progress in learning</i></li> <li>▪ <i>non-instructional records</i></li> </ul> <p>S. Communicating with families/Parent Involvement</p> <ul style="list-style-type: none"> <li>▪ <i>communicate proactively</i></li> <li>▪ <i>information about the instructional program</i></li> <li>▪ <i>information about individual students</i></li> <li>▪ <i>engagement of families in the instructional program</i></li> <li>▪ <i>utilize parent volunteers to support student learning</i></li> </ul> <p>T. Reflection on Teaching</p> <ul style="list-style-type: none"> <li>▪ <i>accuracy</i></li> <li>▪ <i>use in future teaching</i></li> </ul> <p>U. Showing Integrity &amp; Ethical Conduct</p> <ul style="list-style-type: none"> <li>▪ <i>integrity and ethical conduct</i></li> <li>▪ <i>service to students</i></li> <li>▪ <i>advocacy</i></li> <li>▪ <i>decision making</i></li> <li>▪ <i>contribute to the positive, supportive culture of the school through deeds, words and practices</i></li> </ul> <p>V. School Leadership</p> <ul style="list-style-type: none"> <li>▪ <i>teachers are leaders of instruction</i></li> <li>▪ <i>teachers come with solutions to presenting problems</i></li> <li>▪ <i>teachers depend upon the principal to guard their instructional time</i></li> </ul>	<p style="text-align: center;"><b>Domain III: Instruction</b></p> <p>L. Communicating with students</p> <ul style="list-style-type: none"> <li>▪ <i>expectations for learning</i></li> <li>▪ <i>directions and procedures</i></li> <li>▪ <i>explanations of content</i></li> <li>▪ <i>use of oral and written language</i></li> </ul> <p>M. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> <li>▪ <i>quality of questions</i></li> <li>▪ <i>discussion techniques</i></li> <li>▪ <i>student participation</i></li> </ul> <p>N. Engaging students in learning</p> <ul style="list-style-type: none"> <li>▪ <i>activities and assignments</i></li> <li>▪ <i>grouping of students</i></li> <li>▪ <i>instructional materials and resources</i></li> <li>▪ <i>structure and pacing</i></li> <li>▪ <i>develop confident learners</i></li> </ul> <p>O. Providing feedback to students</p> <ul style="list-style-type: none"> <li>▪ <i>assessment criteria</i></li> <li>▪ <i>monitoring of student learning</i></li> <li>▪ <i>feedback to students</i></li> <li>▪ <i>student self-assessment and monitoring of progress</i></li> </ul> <p>P. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> <li>▪ <i>lesson adjustment</i></li> <li>▪ <i>response to students</i></li> <li>▪ <i>persistence</i></li> </ul>