

**Table 1: PPS’s Framework for Teaching**

| <b>TABLE 1</b><br><b>A Framework for Teaching</b><br><b>Components of Professional Practice</b>  |  |
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| <p><b>Domain 1: Planning, Preparation &amp; Curriculum</b></p> <p>1a. Demonstrating Knowledge of Students<br/>                     Knowledge of child and adolescent development<br/>                     Knowledge of the learning process<br/>                     Knowledge of students’ skills, knowledge and language proficiency<br/>                     Knowledge of students’ interests and cultural heritage<br/>                     Knowledge of students’ special needs</p> <p>1b. Designing coherent instruction<br/>                     Learning activities<br/>                     Instructional materials and resources<br/>                     Instructional groups<br/>                     Lesson and unit structure</p> <p>1c. Setting instructional outcomes<br/>                     Value, sequence and alignment<br/>                     Clarity<br/>                     Appropriate for diverse learners</p> <p>1d. Demonstrating knowledge of standards, content &amp; subject matter<br/>                     Knowledge of standards, content &amp; subject matter<br/>                     Knowledge of prerequisite relationships<br/>                     Knowledge of content-related pedagogy</p> <p>1e. Designing student assessments<br/>                     Align with instructional outcomes<br/>                     Criteria and standards<br/>                     Design of formative assessments<br/>                     Uses Assessment results for planning</p> | <p>2a. Establishing a Culture for Learning &amp; an Environment of Respect and Rapport<br/>                     Teacher interaction with students<br/>                     Importance of the content<br/>                     Expectations for learning and achievement<br/>                     Teacher creates environment that promotes pride in work</p> <p>2b. Managing classroom procedures<br/>                     Management of instructional groups<br/>                     Management of transitions<br/>                     Management of materials and supplies<br/>                     Performance of non-instructional duties</p> <p>2c. Managing student behavior<br/>                     Expectations<br/>                     Monitoring of student behavior<br/>                     Responses to student misbehavior</p> <p>2d. Organizing Physical Space<br/>                     Safety and accessibility<br/>                     Arrangement of furniture and use of physical resources</p>  |
| <p><b>Domain 3: Instruction &amp; Assessment</b></p> <p>3a. Communicating with Students<br/>                     Expectations for learning<br/>                     Directions and procedures<br/>                     Explanations of content<br/>                     Use of oral and written language</p> <p>3b. Engaging Students in Learning<br/>                     Activities and assignments<br/>                     Grouping of students<br/>                     Instructional materials and resources<br/>                     Structure and pacing</p> <p>3c. Using Assessment in Instruction<br/>                     Assessment criteria<br/>                     Monitoring of student learning<br/>                     Feedback to students<br/>                     Student self-assessment and monitoring of progress</p> <p>3d. Demonstrating Flexibility &amp; Responsiveness<br/>                     Lesson adjustment<br/>                     Response to students<br/>                     Persistence</p> <p>3e. Using Questioning and Discussion Techniques<br/>                     Quality of questions<br/>                     Discussion techniques<br/>                     Student engagement</p>   | <p><b>Domain 4: Professional Responsibilities</b></p> <p>4a. Reflecting on Teaching<br/>                     Accuracy<br/>                     Use in future teaching</p> <p>4b. Maintaining Accurate Records<br/>                     Student completion of assignments<br/>                     Student progress in learning<br/>                     Non-instructional records</p> <p>4c. Demonstrating Professionalism<br/>                     Integrity and ethical conduct<br/>                     Service to students<br/>                     Decision making<br/>                     Compliance with school &amp; district regulations</p> <p>4d. Communicating with Families<br/>                     Information about the instructional program<br/>                     Information about individual students<br/>                     Engagement of families in the instructional program</p> <p>4e. Participating in a Professional Community<br/>                     Relationships with colleagues<br/>                     Involvement in a culture of professional inquiry<br/>                     Service to school<br/>                     Participation in school and district activities</p> <p>4f. Growing and Developing Professionally<br/>                     Enhancement of content knowledge and pedagogical skill<br/>                     Receptivity to feedback from colleagues</p> |

\*The eleven components for 1<sup>st</sup> year probationary teachers are unshaded. The six additional components for 2<sup>nd</sup> year probationary educators are lightly shaded. The three additional components for 3<sup>rd</sup> year probationary teachers are darkly shaded.