

# Des Plaines Community Consolidated School District 62

## Professional Teaching Standards

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| <p><b>Domain 1 - Planning and Preparation</b></p> <p><b>1a: Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>Knowledge of content</li> <li>Knowledge of prerequisite relationships</li> <li>Knowledge of content related pedagogy</li> </ul> <p><b>1b: Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>Knowledge of characteristics of age group</li> <li>Knowledge of students' varied approaches to learning</li> <li>Knowledge of students' skills and knowledge</li> <li>Knowledge of students' interests and cultural heritage</li> </ul> <p><b>1c: Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>Value, sequence, and alignment</li> <li>Clarity</li> <li>Balance</li> <li>Suitability for diverse learners</li> </ul> <p><b>1d: Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>Resources for classroom use</li> <li>Resources to extend content knowledge and pedagogy</li> <li>Resources for students</li> </ul> <p><b>1e: Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>Learning activities</li> <li>Instructional materials and resources</li> <li>Instructional groups</li> <li>Lesson and unit structure</li> </ul> <p><b>1f: Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>Congruence with instructional outcomes</li> <li>Criteria and standards</li> <li>Design of formative assessments</li> <li>Use for planning</li> </ul> | <p><b>Domain 2 – Classroom Environment</b></p> <p><b>2a: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>Teacher interaction with students</li> <li>Student interactions with other students</li> </ul> <p><b>2b: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>Importance of the content</li> <li>Expectations for learning and achievement</li> <li>Student pride in work</li> </ul> <p><b>2c: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>Management of instructional groups</li> <li>Management of transitions</li> <li>Management of materials and supplies</li> <li>Performance of noninstructional duties</li> <li>Supervision of volunteers and paraprofessionals</li> </ul> <p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>Expectations</li> <li>Monitoring of student behavior</li> <li>Response to student misbehavior</li> </ul> <p><b>2e: Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>Safety and accessibility</li> <li>Arrangement of furniture and use of physical resources</li> </ul> |
| <p><b>Domain 4 – Professional Responsibilities</b></p> <p><b>4a: Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Use in future teaching</li> </ul> <p><b>4b: Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>Student completion of assignments</li> <li>Student progress in learning</li> <li>Non-instructional records</li> </ul> <p><b>4c: Communicating with Families</b></p> <ul style="list-style-type: none"> <li>Information about the instructional program</li> <li>Information about individual students</li> <li>Engagement of families in the instructional program</li> </ul> <p><b>4d: Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>Relationships with colleagues</li> <li>Involvement in a culture of professional inquiry</li> <li>Service to the school</li> <li>Participation in school and district projects</li> </ul> <p><b>4e: Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>Enhancement of content knowledge and pedagogical skills</li> <li>Receptivity to feedback from colleagues</li> <li>Service to the profession</li> </ul> <p><b>4f: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>Integrity and ethical conduct</li> <li>Service to students</li> <li>Advocacy</li> <li>Decision making</li> <li>Compliance with school and district regulations</li> </ul>                                                                                       | <p><b>Domain 3 - Instruction</b></p> <p><b>3a: Communicating with Students</b></p> <ul style="list-style-type: none"> <li>Expectations for learning</li> <li>Directions and procedures</li> <li>Explanations of content</li> <li>Use of oral and written language</li> </ul> <p><b>3b: Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>Quality of questions</li> <li>Discussion techniques</li> <li>Student participation</li> </ul> <p><b>3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>Activities and assignments</li> <li>Instructional materials and resources</li> <li>Grouping of students</li> <li>Structure and pacing</li> </ul> <p><b>3d: Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>Assessment criteria</li> <li>Monitoring of student learning</li> <li>Feedback to students</li> <li>Student self-assessment and monitoring of progress</li> </ul> <p><b>3e: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>Lesson adjustment</li> <li>Response to students</li> <li>Persistence</li> </ul>                     |

Source: Danielson, C. (2007) Enhancing Professional Practice: A Framework for Teaching. ASCD.