

COMPONENTS OF PROFESSIONAL PRACTICE

Teaching as a profession consists of a highly complex set of practices, which benefit from continued reflection and refinement. The components of professional practice reflect the research-based and validated components of teaching described in *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (Association for Supervision and Curriculum Development 1996). They provide educators with a common language for talking about teaching and clear, concrete levels of performance for teachers to use in reflecting upon their work. The components of professional practice are based on the PRAXIS III: Classroom Performance Assessments criteria developed by Educational Testing Service and are aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) principles, the National Board for Professional Teaching Standards (NBPTS), and other standards for teachers.

The framework for teaching identifies 22 critical components of teaching. These components have been documented through empirical studies and theoretical research as promoting improved student learning. Although the framework is not the only possible approach to defining good teaching, the components seek to define what teachers should know and be able to do in the exercise of their profession.

The 22 critical components of professional practice are organized into four general domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Each of the four domains of the framework refers to a distinct aspect of teaching. To some degree, the components within each domain form a coherent body of knowledge and skill, which can be the subject of focus independent of the other domains. There are also many points of connection across domains.

Domain 1 concerns Planning and Preparation. This includes knowing one's content, knowing one's students, knowing the resources available for teaching, selecting appropriate goals, designing instruction, and assessing student learning. Domain 2 concerns the Classroom Environment, and includes interpersonal relationships among the students and with the teacher, classroom routines and procedures, management of student behavior, and the use of physical space. Domain 3 addresses Instruction, and includes communicating clearly, using questioning and discussion skills, engaging students in learning, providing feedback to students, and responding to classroom events. Lastly, Domain 4 addresses Professional Responsibilities, and includes a teacher's skill in reflecting on teaching, communicating with families, attending to one's own professional growth, and contributing to the school and district.

Domains 2 and 3 describe those aspects of teaching that occur in the classroom, and may therefore be observed in a classroom observation. Domains 1 and 4, on the other hand, describe aspects of teaching that happen either before or after the encounter with students. Some people find it helpful to think of this distinction as one of "on stage" and "off stage." Domains 2 and 3 are "on stage," while Domains 1 and 4 are "off stage," behind the scenes.

Educators in many settings have found the framework for teaching useful in structuring their efforts. Colleges of education use it to organize their courses and supervise their student teachers. School districts use it to plan mentoring and professional activities and to review their approaches to teacher evaluation. Individual teachers use it to reflect on their practice and to prepare for National Board certification.



COMPONENTS OF PROFESSIONAL PRACTICE

Comprehensive Professional Developmen

DOMAIN 1: PLANNING AND PREPARATION

1a: Demonstrating Knowledge of Content and Pedagogy

Knowledge of content
Knowledge of prerequisite relationships

Knowledge of content-related pedagogy 1b: Demonstrating Knowledge of Students

Knowledge of characteristics of age group
Knowledge of students' varied approaches to learning
Knowledge of students' skills and knowledge
Knowledge of students' interests and cultural heritage

1c: Selecting Instructional Goals

Value Clarity Suitability for diverse students Balance

1d: Demonstrating Knowledge of Resources

Resources for teaching Resources for students

1e: Designing Coherent Instruction

Learning activities
Instructional materials and resources
Instructional groups
Lesson and unit structure

1f: Assessing Student Learning

Congruence with instructional goals Criteria and standards Use for planning

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a: Reflecting on Teaching

Accuracy
Use in future teaching

4b: Maintaining Accurate Records

Student completion of assignments Student progress in learning Noninstructional records

4c: Communicating with Families

Information about the instructional program Information about individual students Engagement of families in the instructional program

4d: Contributing to the School and District

Relationships with colleagues Service to the school Participation in school and district projects

4e: Growing and Developing Professionally

Enhancement of content knowledge and pedagogical skill Service to the profession

4f: Showing Professionalism

Service to students Advocacy Decision making

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a: Creating an Environment of Respect and Rapport

Teacher interaction with students Student interaction

2b: Establishing a Culture for Learning

Importance of content Student pride in work Expectations for learning and achievement

2c: Managing Classroom Procedures

Management of instructional groups
Management of transitions
Management of materials and supplies
Performance of noninstructional duties
Supervision of volunteers and paraprofessionals

2d: Managing Student Behavior

Expectations
Monitoring of student behavior
Response to student misbehavior

2e: Organizing Physical Space

Safety and arrangement of furniture Accessibility to learning and use of physical resources

DOMAIN 3:INSTRUCTION

3a: Communicating Clearly and Accurately

Directions and procedures Oral and written language

3b: Using Questioning and Discussion Techniques

Quality of questions Discussion techniques Student participation

3c: Engaging Students in Learning

Representation of content Activities and assignments Grouping of students Instructional materials and resources Structure and pacing

3d: Providing Feedback to Students

Quality: accurate, substantive, constructive, and specific Timeliness

3e: Demonstrating Flexibility and Responsiveness

Lesson adjustment Response to students Persistence

