

# Des Plaines Community Consolidated School District 62

## Professional Teaching Standards

<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>