

**MARPLE NEWTOWN SCHOOL DISTRICT
FRAMEWORK FOR PROFESSIONAL PERFORMANCE**

Planning and Preparation	Classroom Environment	Instructional Delivery	Professionalism
<p>DEMONSTRATING KNOWLEDGE OF PROFESSIONAL PRACTICE</p> <ul style="list-style-type: none"> Knowledge of content Knowledge of prerequisite relationships Knowledge of content-related pedagogy <p>DEMONSTRATING KNOWLEDGE OF STUDENTS</p> <ul style="list-style-type: none"> 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 <p>SELECTING INSTRUCTIONAL GOALS</p> <ul style="list-style-type: none"> Value Clarity Suitability for diverse students Balance <p>DEMONSTRATING KNOWLEDGE OF RESOURCES</p> <ul style="list-style-type: none"> Resources for teaching Resources for students <p>DESIGNING COHERENT INSTRUCTION</p> <ul style="list-style-type: none"> Learning activities Instructional materials and resources Instructional groups Lesson and unit structure <p>ASSESSING STUDENT LEARNING</p> <ul style="list-style-type: none"> Congruence with instructional goals Criteria and standards Use for planning 	<p>CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT</p> <ul style="list-style-type: none"> Teacher interaction with students Student interaction <p>ESTABLISHING A CULTURE FOR LEARNING</p> <ul style="list-style-type: none"> Importance of content Student pride in work Expectations for learning and achievement <p>MANAGING SCHOOL/DISTRICT</p> <ul style="list-style-type: none"> Management of instructional groups Management of transitions Management of materials and supplies Performance of noninstructional duties Supervision of volunteers and paraprofessionals <p>MANAGING STUDENT BEHAVIOR</p> <ul style="list-style-type: none"> Expectations Monitoring of student behavior Response to student misbehavior <p>ORGANIZING PHYSICAL SPACE</p> <ul style="list-style-type: none"> Safety and arrangement of furniture Accessibility to learning and use of physical resources 	<p>COMMUNICATING CLEARLY AND ACCURATELY</p> <ul style="list-style-type: none"> Directions and procedures Oral and written language <p>USING QUESTIONING AND DISCUSSION TECHNIQUES</p> <ul style="list-style-type: none"> Quality of questions Discussion techniques Student participation <p>ENGAGING STUDENTS IN LEARNING</p> <ul style="list-style-type: none"> Representation of content Activities and assignments Grouping of students Instructional material and resources Structure and pacing <p>PROVIDING FEEDBACK TO STUDENTS</p> <ul style="list-style-type: none"> Quality: accurate, substantive, constructive, and specific Timeliness <p>DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS</p> <ul style="list-style-type: none"> Lesson adjustment Response to student Persistence 	<p>REFLECTING ON TEACHING</p> <ul style="list-style-type: none"> Accuracy Use in future teaching <p>MAINTAINING ACCURATE RECORDS</p> <ul style="list-style-type: none"> Student completion of assignments Student progress in learning Noninstructional records <p>COMMUNICATING WITH FAMILIES</p> <ul style="list-style-type: none"> Information about the instructional program Information about individual students Engagement of families in the instructional program <p>CONTRIBUTING TO THE SCHOOL AND DISTRICT</p> <ul style="list-style-type: none"> Relationships with colleagues Service to the school Participation in school and district projects <p>GROWING AND DEVELOPING PROFESSIONALLY</p> <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill Service to the profession <p>SHOWING PROFESSIONALISM</p> <ul style="list-style-type: none"> Service to students Advocacy Decision making Full knowledge of Professional Code of Conduct Full commitment to professional standards

The components of each domain listed above are examples of elements that are evident during a satisfactory observation. It is not expected that all components/elements will be observed during every classroom observation.