UPDATES TO THE NELSON COUNTY CEP 5/14/15

Observer Calibration

As certified observers may tend to experience "drift" in rating accuracy, the district will complete a calibration process each year where certification is not required (see chart under *Observer Certification*). This calibration process will be completed in years two and three after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures observers refresh their knowledge of the training and scoring practice. State-approved technology platform certification program will be used to support annual calibration in years two and three, to be conducted in small group, administrative cadres. The District will monitor calibration results and provide feedback and support to ensure accuracy. Administration will go through recertification after year three. Observer that needs remediation and monitoring will receive district support until they demonstrate scoring accuracy.

Peer Observation
TPGES/OPGES

A Peer Observer will observe, collect, share evidence, and provide feedback for formative purposes only. ***Peer Observers will not score a teacher's practice***, ***nor will peer observation data be shared with anyone other than the observee unless permission is granted***. A peer observer is trained certified personnel.

Peer Observer
• All peer observers will complete the state approved training module before observing a peer. (Training is valid for 3 years)
• All teachers will have access to trained Peer Observers in their summative year.
• Peer observers do not have to be certified in a specific subject/grade level to be an observer.

Selection/Assignment at the school level
• A pool of peer observers is selected and assigned at the school level by the principal. • The teacher may choose from the pool, in collaboration with the administrator, based on the availability of the peer observer. • In the event that consensus cannot be reached, the teacher shall select an available peer observer from the identified pool of peer observers.
• Administrator will be responsible for determining coverage for peer observers at the school level if needed. • Pre-conference (if face to face) and post conference should occur during observer's planning or before and after school. Peer will email Principal when process is complete.

Non-PGES Certified District Personnel Yearly Evaluation Process

Timeline	Action
First 30 calendar days	Evaluation Criteria and process used to evaluate shall be explained and opportunity to ask question.
By First 60 work days	New Employees to the district will have reflected on the components/standards in which they will be evaluated. The evaluatee will develop and submit his/her Professional Growth Plan (PGP) using the district approved template to the supervisor or designee.
Fall semester	First observation must be completed with Pre/Post conferences (pre can be electronically, post must be face-to-face)
Mid-year Review	Review progress/reflections on growth and modify plan as appropriate
Spring Semester	Must conduct the second of two observations prior to the Summative Conference
By April 15	Summative reflection and Evaluation- summative evaluation submitted for official personnel record, copy provided to employee who may include written response
Prior to the end of closing day	All certified personnel not in the PPGES will complete the self-professional growth planning and submit it to their supervisor.

Observation Model

Two Formative Observations			
Observation Type	**Number of Times**	**Observer**	**Timeline * **
Formative	1	Administrator	Prior to winter break
Formative	1	Administrato	Prior to summative meeting, which is due April 15th
All observations must be completed and submitted to the central office for personnel records by April 25th.			

Observation Conferencing

Required Pre-Conference Administrative	Post-Conference Administrative

• Pre-Conference required for each observation
  • In person conference OR electronic communication.
  • Any time prior to the observation
	• Post Conference required
	  - In person ONLY
	• Post observation document completed by teacher
	  - Conference and document must be completed and documented within 5 instructional days.

* ***The summative evaluation conference shall be held at the end of the summative evaluation cycle***	

Late Hires: will follow the observation schedule in the table below:

Late Hires

Hired within the first semester	Hired After the first semester
Both Observations must be completed	***One observation must be completed***

Leaves of Absence – ***Evaluation requirements remain the same for certified employees on leave of absence; however times may have to be adjusted as needed. If the leave of absence interrupts the ability to complete the summative cycle by the established timeline, then the summative may be delayed the following year. The evidence collected previously in the incomplete year will transfer to the next year.***

***All adjustments with "Late Hires" and "Leave of Absence" must be documented and signed by both the evaluatee and evaluator**

FORMATIVE ADMINISTRATIVE EVALUATION FOR SCHOOL PSYCHOLOGISTS

Information completed on this form should be gathered from specific products and behaviors such as observations work samples, professional development activities, etc. Conferencing should occur with-in one week of observation.

Evaluatee: _____ Position: _____

Evaluator: _____ Position: _____

Date: _____ School/Work Site: _____

	STANDARDS/PERFORMANCE CRITERIA	Performance/Products/Portfolio Ratings More than one (1) rating can be checked			Professional Growth Activities Discussed
		Meets	Growth Needed	Ineffective	
1.	**Adheres to Professional Standards – The school psychologist is a professional who acts within legal and ethical guidelines to accomplish educational purposes.**				
1.1	Adheres to professional code of ethics of the National Association of School Psychologists and the Code of Ethics adopted by the Kentucky Educational Professional Standards Board.				
1.2	Adheres to federal and state laws and regulations related to educational child protection.				
1.3	Is responsible for ongoing professional development consistent with an individual professional growth plan.				
1.4	Acts in a role that clearly distinguishes him/her from any professional who administers disciplinary action.				
1.5	Is knowledgeable of the position statements of the National Association of School Psychologists and the Kentucky Association of Psychologists in the schools.				
1.6	Identifies activities that would be in conflict with the primary roles of the school psychologist and advocated for best practices of the profession.				

	STANDARDS/PERFORMANCE CRITERIA	Performance/Products/Portfolio Ratings More than one (1) rating can be checked			Professional Growth Activities Discussed
		Meets	Growth Needed	Ineffective	
2.	**Demonstrates Professional Leadership – The school psychologist provides professional leadership within the school, community and education profession to improve student learning and well being.**				
2.1	Builds positive relationships within and between school and community				
2.2	Promotes leadership potential in students and colleagues.				
2.3	Participates in professional organizations and activities				
2.4	Writes and speaks effectively.				
2.5	Guides or assists in the development or curriculum and instructional materials.				

2.6	Participates in policy design and development at the local school, within professional organizations and/or within community organizations with educationally related activities.				
2.7	Initiates and develops educational projects and programs.				
2.8	Practices effective listening conflict resolution and group facilitation skills as a team member.				
2.9	Presents programs in a manner that reflects sensitivity to a multicultural and global perspective.				
2.10	Writes for publication, presents at conferences and provides professional development.				

	STANDARDS/PERFORMANCE CRITERIA	Performance/Products/Portfolio Ratings More than one (1) rating can be checked Meets	Growth Needed	Ineffective	Professional Growth Activities Discussed
3.	**Communicates Effectively – The school psychologist communicates effectively with all stakeholders including parents, students, administrators, teachers, school councils and community groups.**				
3.1	Utilizes appropriate and correct oral and written communication.				
3.2	Presents ideas and information logically.				
3.3	Gives direction or information in a clear concise and reasonable manner.				
3.4	Uses a variety of verbal and nonverbal techniques.				
3.5	Elicits and responds to questions.				
3.6	Summarizes effectively.				
3.7	Uses active listening skills.				

	STANDARDS/PERFORMANCE CRITERIA	Performance/Products/Portfolio Ratings More than one (1) rating can be checked Meets	Growth Needed	Ineffective	Professional Growth Activities Discussed
4.	**Implements Programs Effectively – The school psychologist works to implement the programs and policies of the school district.**				
4.1	Explains and discusses purposes of assessment, procedural safeguards, due process rules and regulations and other information for parents, students, staff and administrators.				
4.2	Provides helpful information to teachers, counselors and administrators for educational planning.				
4.3	Provides up to date information regarding issues based on sound research findings.				
4.4	Provides assistance in identifying useful resources.				
4.5	Follows district special education policies and procedures, including timelines for psychological evaluations.				

4.6	Follows school/district policies and procedures including employee time and attendance.				

STANDARDS/PERFORMANCE CRITERIA		Performance/Products/Portfolio Ratings More than one (1) rating may be checked			Professional Growth Activities Discussed
		Meets	Growth Needed	Ineffective	
5.	**Consultation/Collaboration - The school psychologist functions in a cooperative process to effectively meet the needs of students. Through consultation the school psychologist advocates for students. Integrates the curriculum so that students can make connections between knowledge and experiences.**				
5.1	Consults with parents, faculty, staff, administrators and others to enhance their work with students.				
5.2	Interprets relevant information concerning the developmental needs of students.				
5.3	Reduces barriers to student learning through direct or referred services.				
5.4	Works with teachers and other support personnel to provide support for students in a crisis situation.				
5.5	Interacts with school councils, the school board, Family Resource Center/Youth Service Centers, Advisory Councils and other school or community committees.				
5.6	Facilitates successful communication between and among teachers, parents and students.				
5.7	Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.				
5.8	Consults with external community and professional resources.				

STANDARDS/PERFORMANCE CRITERIA		Performance/Products/Portfolio Ratings More than one (1) rating can be checked			Professional Growth Activities Discussed
		Meets	Growth Needed	Ineffective	
6.	**Provides Effective and Appropriate Assessment Services – The school psychologist utilizes a variety of assessment techniques and instruments to contribute to comprehensive assessment for students experiencing academic and/or behavioral difficulty.**				
6.1	Serves a member of the school's multidisciplinary and problem solving teams.				
6.2	Suggests and helps implement strategies and interventions for students exhibiting learning/behavior difficulties.				
6.3	Participates in the development of a comprehensive evaluation plan.				
6.4	Completes relevant components of evaluation as specified in an evaluation plan, using appropriate assessment tools and diagnostic practices.				

STANDARDS/PERFORMANCE CRITERIA	Performance/Products/Portfolio Ratings More than one (1) rating can be checked	Professional Growth Activities Discussed

		Meets	Growth Needed	Ineffective	
7.	**Individual/Small Group Counseling – The school psychologist uses short-term individual counseling and structured and unstructured small group counseling to address the mental, physical and emotional barriers to learning and to help each child learn at high levels.**				
7.1	Provides a safe confidential setting in which students present their needs and concerns				
7.2	Promotes wellness				
7.3	Responds to crises.				
7.4	Communicates empathy and understanding.				
7.5	Utilizes a broad range of techniques and accepted theories appropriate to school counseling.				
7.6	Intervenes in problem/conflict situations and conduct follow-up sessions as needed.				
7.7	Respects and nurtures the uniqueness of each student.				
7.8	Mediates classroom and student conflict.				
7.9	Empower students, parents and colleagues to develop and use their resources.				

		Performance/Products/Portfolio Ratings More than one (1) rating may be checked			
	STANDARDS/PERFORMANCE CRITERIA	Meets	Growth Needed	Ineffective	Professiona lGrowth Activities Discussed
8.	**Use Technology Effectively – The school psychologist uses the technology available to him/her through the school district to enhance his/her professional practice.**				
8.1	Uses word processing and data base programs to maintain files and reports as necessary.				
8.2	Communicates with staff and others through electronic mail.				
8.3	Uses the internet to stay abreast of new developments in the national and state professional organizations.				
8.4	Produces reports and Power Point presentations.				
8.5	Reviews and evaluates new software programs relevant to the practice of school psychology.				

_____ _____

Evaluatee **Date**

_____ _____

Evaluator **Date**

SUMMATIVE EVALUATION FOR SCHOOL PSYCHOLOGIST

Tenured _____ Non-Tenured _____

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences and other documentation.

Evaluatee: _____ Position: _____

Evaluator: _____ Position: _____

School: _____

Dates(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

	Ratings	
Administrator Standards:	**Meets**	**Ineffective**
1. Adheres to Professional Standards	_____	_____
2. Demonstrates Professional Leadership	_____	_____
3. Communicates Effectively	_____	_____
4. Implements Programs Effectively	_____	_____
5. Consultation/Collaboration	_____	_____
6. Provides Effective and Appropriate Assessment Services	_____	_____
7. Individual/Small Group Counseling	_____	_____
8. Uses Technology Effectively	_____	_____
Overall Rating	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard numbers checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

Evaluatee's Comments:

_____

_____

_____

Evaluator's Comments:

_____

_____

_____

To Be Signed After All Information Above Has Been Completed and Discussed:

Evaluatee: _____ Agree with the summative evaluation _____ _____
_____ Disagree with this summative evaluate **Signature** **Date**

Evaluator: _____ _____
Signature **Date**

Employment Recommendation to Central Office: _____ Meets Administrator Standards for Re-Employment

_____ Does Not Meet Administrator Standards for Re-Employment

Certified employees must make their appeals to this evaluation within time frames, mandated in 704KAR 3:345 Sections 7, 8, 9 & local district plan.

Any rating in the "ineffective" column requires the development of an Individual Corrective Action Plan.

Home/Hospital Teacher Formative Conference Form

(Evaluator and evaluatee discuss and complete prior to developing the Home/Hospital Teacher's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.)

Evaluatee/Observee _____ **Content Area** _____ **Grade(s)** _____

Evaluator/Observer _____ **Position** _____

Date of Conference (Analyses) _____ **School** _____

Standards/Performance Criteria	**Performance/Product/Portfolio Ratings** ****NOTE: *More than one (1) rating may be checked**			**Professional Growth Activities Discussed**
Domain1: Planning and Preparation	**Meets**	**Growth Needed**	**Ineffective**	
1A - : Obtain all necessary resources for the appropriate instruction for the identified pupils.				
1B - - Facilitates the necessary completion of forms for admittance to the program				
1C – Obtain Referrals to home/hospital instruction from principals and Supervisor				
Domain 1: Overall Rating for Formative Evaluation Form				
Domain 2: Delivery of Service	**Meets**	**Growth Needed**	**Ineffective**	**Discussed**
2A- Fulfills weekly Visitation Schedules and requirements				
2B- Meets with teachers to report relevant information about pupil as needed				
2C- Implements the IEP for students placed in the Home/Hospital instruction program				
2D- Demonstrates flexibility and responsiveness				
Domain 2 Overall Rating for Formative Evaluation Form				
Domain 4: Professional Responsibilities	**Meets**	**Growth Needed**	**Ineffective**	**Discussed**
3A - Reflecting on practice				
3B - Preparing and submitting reports				
3C - Coordinating work with other teachers				
3D - Participating in committee meetings				
3E - Engaging in professional development				
3F - Showing professionalism including integrity and confidentiality during the Delivery of Service				
3G - Maintains accurate records				
Domain 3 Overall Rating for Formative Evaluation Form				

** NOTE: This column provides for one or more ratings. For example, an evaluatee might simply *"meet"* the performance criteria and

that cell alone would be checked. Also, an evaluatee could *"meet"* the performance criteria yet *"need growth"* in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could *"not meet"* the performance criteria and *"need growth"*. If the *"does not meet"* cell is checked, the cell *"growth needed"* must be checked.

I am knowledgeable about the content of this Formative Conferencing Form and have had an opportunity to discuss this report in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with the content of this report.

(Signature of Evaluatee) (Date)

I have discussed the content of the Formative Conferencing Form with the evaluatee

(Signature of Evaluator) (Date)

SUMMATIVE EVALUATION FOR HOME-HOSPITAL TEACHER

Tenured _____ Non-Tenured _____

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences and other documentation.

Evaluatee: _____ Position: _____

Evaluator: _____ Position: _____

School: _____

Dates(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

	Ratings	
Administrator Standards:	**Meets**	**Ineffective**
1. Planning and Preparation	_____	_____
2. Delivery of Service	_____	_____
3. Professional Responsibilities	_____	_____
Overall Rating	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the Domain numbers checked below:

1. _____ 2. _____ 3. _____

Evaluatee's Comments:

_____

_____

_____

Evaluator's Comments:

_____

_____

_____

To Be Signed After All Information Above Has Been Completed and Discussed:

Evaluatee: _____ Agree with the summative evaluation
_____ Disagree with this summative evaluate

_____ **Signature** _____ **Date**

Evaluator:

_____ **Signature** _____ **Date**

Employment Recommendation to Central Office: _____ Meets Administrator Standards for Re-Employment

_____ Does Not Meet Administrator Standards for Re-Employment

Certified employees must make their appeals to this evaluation within time frames, mandated in 704KAR 3:345 Sections 7, 8, 9 & local district plan.

Any rating in the "Ineffective" column requires the development of an Individual Corrective Action Plan.

KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

To be used for the Other Professional Growth and Effectiveness System

School Counselors/ Social Workers

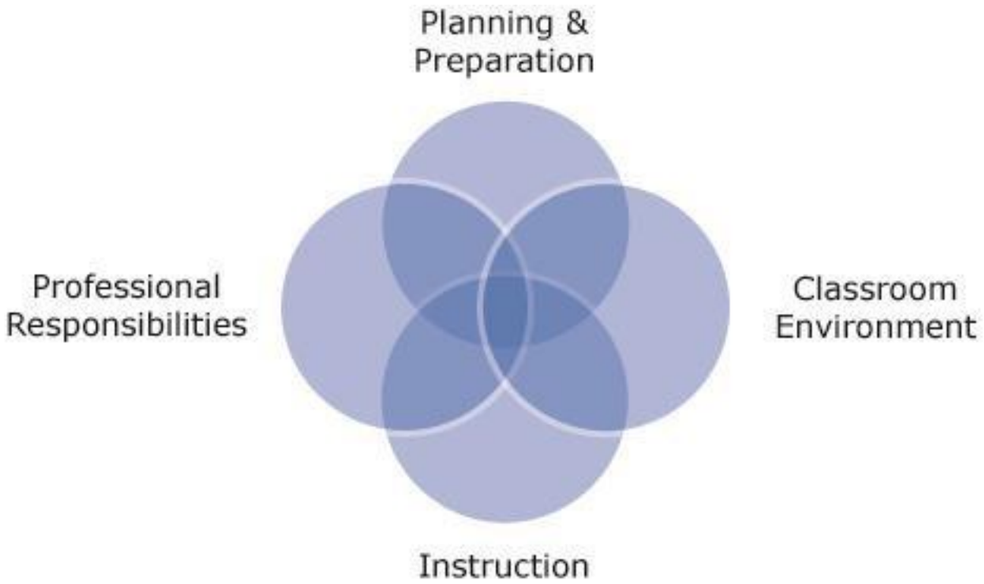
Charlotte Danielson

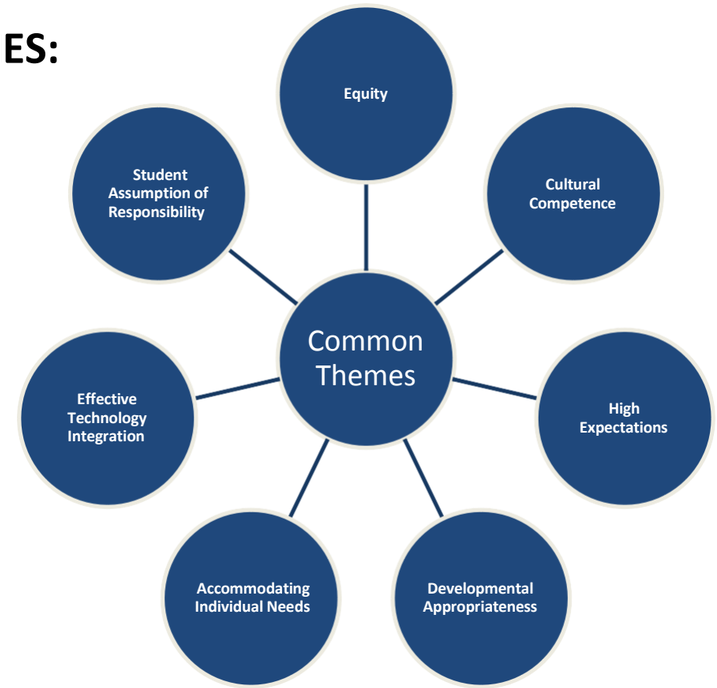
(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to commonly used national professional organizations for each Category of Other Professionals.

May 2015

FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:





INTRODUCTION:

The *Framework for Teaching* organizes the multiple measures that comprise Kentucky's proposed Teacher Professional Growth and Effectiveness System. This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The *Framework* also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The *Framework for Teaching* provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is “Accomplished” which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to “live in Accomplished but occasionally visit Exemplary”. Exemplary is purposefully designed to be difficult to achieve. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

Domain

1A - Knowledge of Content and Pedagogy • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy	In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.			
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	• In planning and practice, teacher makes co… ma… • Tea… understanding of prerequisite relationships important to student's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	• Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.	• Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher's plans and practice reflect familiarity with a wide range of effective pedago… antici…
Critical Attributes	• Teacher makes content errors. • Teacher does not consider prerequisite relationships when planning. • Teacher's plans use inappropriate strategies for the discipline.	• Teacher is familiar with the discipline but does not see conceptual relationships. • Teacher's knowledge of prerequis… relationships is inaccurate or inc… • Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	• The teacher can identify important concepts of the discipline and their relationships to … …y provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development.	In addition t… "accomplished": • Teacher cites intra- and interdisciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
Possible Examples	• The teacher says "the official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.	• The t… perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.	• The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given per… • The… sur… pra… on … • The teacher plans to expand a unit on civics by having students simulate a court trial.	• In a unit on 19th century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

Element(s)

Performance Level

Indicators

Essential guidance for observers (TPGES only)

Illustrates the meaning of framework language (TPGES only)

COMMON LANGUAGE

OPGES frameworks

Domain 1: Planning & Preparation – School counselors/ Social Workers

1A - Demonstrating knowledge of counseling theory and techniques				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.

1B - Demonstrating knowledge of child and adolescent development				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.

1C - Establishing goals for the counseling program appropriate to the setting and the students served				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students through the school or district and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

Domain 1: Planning & Preparation – School counselors/ Social Workers

1E **-** Plan in the counseling program integrated with the regular school program				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

1F **-** Developing a plan to evaluate the counseling program				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment – School counselors/ Social Workers

2A **-** creating an environment of respect and rapport				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative: the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

2B **-** Establishing a culture for productive communication				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.

2C **-** Managing routines and procedures				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

2D **-** Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

2E **-** Organizing physical space				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3: Delivery of Service – School counselor/ Social Worker

3A **-** Assessing student needs				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.

3B **-** Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.

3C **-** Using counseling techniques in individual and classroom programs				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

3D **-** Brokering resources to meet needs				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3E **-** Demonstrating flexibility and responsiveness				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities – School counselors/ Social Workers

4A **-** Reflecting on practice				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were fully successful for at least some of the students. Counselor draws on an extensive repertoire to suggest alternative strategies.

4B **-** Maintaining records and submitting them in a timely fashion				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	**Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.**	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.

4C **-** Communicating with families				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor provides no information to families, either about the counseling program as a whole or about the individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

4D **-** Participating in a professional community				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

Domain 4: Professional Responsibilities – School counselors/ Social Workers

4E - Engaging in professional development				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor does not participate in professional development even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

4F - Showing professionalism				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Counselor displays dishonesty in interactions with colleagues, students, and the public: violates principals of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public: does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public: advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

To be used for the Other Professional Growth and Effectiveness System

School Library Media Specialists

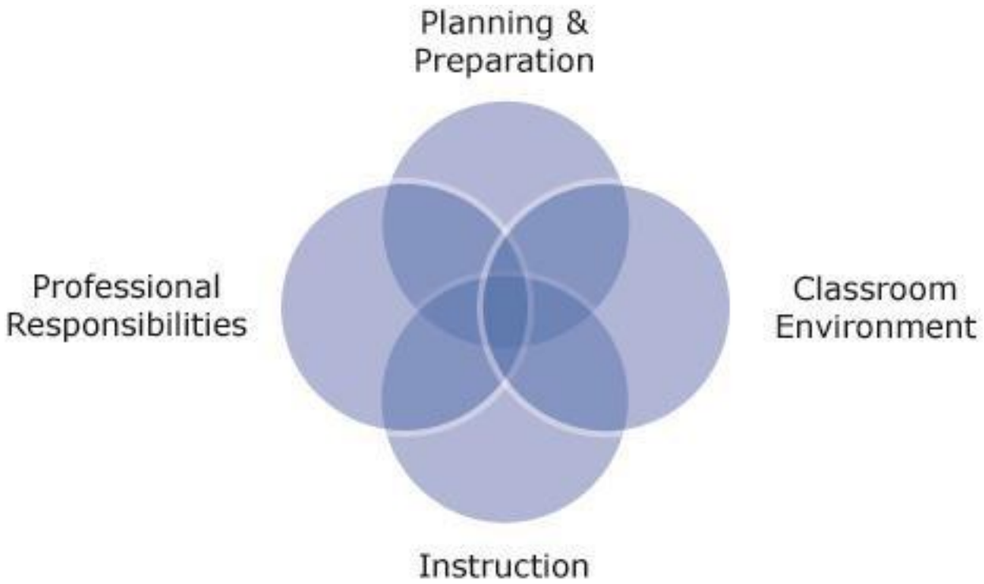
Charlotte Danielson

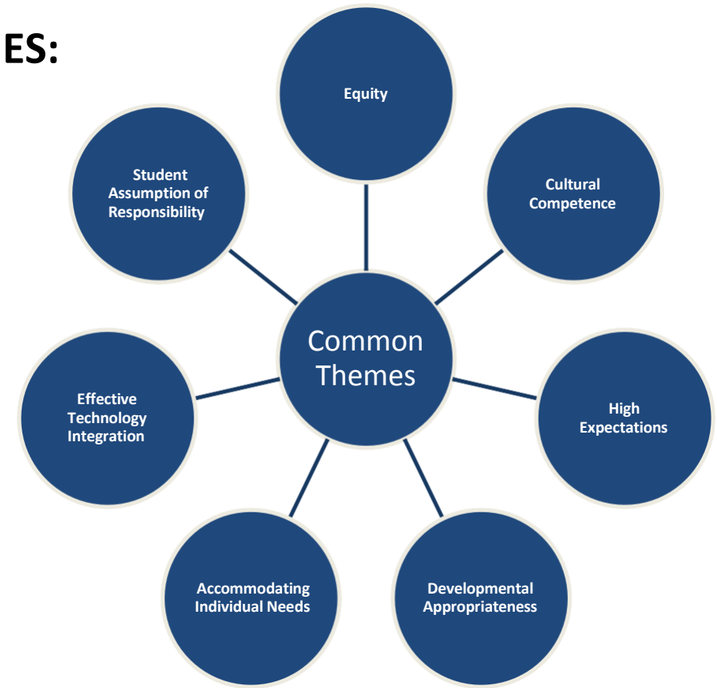
(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to commonly used national professional organizations for each Category of Other Professionals.

May 2015

FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:





INTRODUCTION:

The *Framework for Teaching* organizes the multiple measures that comprise Kentucky's proposed Teacher Professional Growth and Effectiveness System. This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The *Framework* also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The *Framework for Teaching* provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is “Accomplished” which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to “live in Accomplished but occasionally visit Exemplary”. Exemplary is purposefully designed to be difficult to achieve. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

Domain

1A - Knowledge of Content and Pedagogy • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy	In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.			
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	• In planning and practice, teacher makes co… ma… • Tea… understanding of prerequisite relationships important to student's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	• Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.	• Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher's plans and practice reflect familiarity with a wide range of effective pedago… antici…
Critical Attributes	• Teacher makes content errors. • Teacher does not consider prerequisite relationships when planning. • Teacher's plans use inappropriate strategies for the discipline.	• Teacher is familiar with the discipline but does not see conceptual relationships. • Teacher's knowledge of prerequis… relationships is inaccurate or inc… • Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	• The teacher can identify important concepts of the discipline and their relationships to … …y provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development.	In addition t… "accomplished": • Teacher cites intra- and interdisciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
Possible Examples	• The teacher says "the official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.	• The t… perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.	• The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given per… • The… sur… pra… on … • The teacher plans to expand a unit on civics by having students simulate a court trial.	• In a unit on 19th century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

Element(s)

Performance Level

Indicators

Essential guidance for observers (TPGES only)

Illustrates the meaning of framework language (TPGES only)

COMMON LANGUAGE

OPGES frameworks

Domain 1: Planning & Preparation – Library Media Specialist

1A - Demonstrating Knowledge of Content Curriculum and Process • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.	School Library Media Specialist is familiar with the curriculum but cannot articulate connections with literacies and the research process.	School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.	School Library Media Specialist displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.

1B - Demonstrating Knowledge of Students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist does not understand the need for this information in planning and developing the collection.	School Library Media Specialist demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.

1C- Supporting Instructional Goals • Instructional resources and technology • Instructional services	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals.	School Library Media Specialist displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.	School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.	School Library Media Specialist displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.

1D **-** Demonstrating Knowledge and Use of Resources • Instructional materials and resources • Search strategies	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist has little awareness of the resources with the school's library collection or resources available electronically and does not seek resources outside the library.	School Library Media Specialist is aware of the resources within the school's library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.	School Library Media Specialist has commendable knowledge of the resources within the school's library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	School Library Media Specialist has an extensive knowledge of the resources within the school's library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.

1E **-** Demonstrating a Knowledge of Literature and Lifelong Learning • Children's and young adult literature • Reading promotion	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.	School Library Media Specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.

Domain 1: Planning & Preparation – Library Media Specialist

1F - Collaborating in the Design of Instructional Experiences • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not collaborate with teachers in planning, implementing, and assessing learning activities.	School Library Media Specialist collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.	School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	School Library Media Specialist collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.

Domain 2: The Library Environment - Library Media Specialist

2A- Creating an environment of respect and rapport • Interpersonal relations • Student interactions • Staff interactions				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school Library Media Specialist. Some student interactions are characterized by conflict, sarcasm, or put-downs.	School Library Media Specialist-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school Library Media Specialist is not always evident.	School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist	School Library Media Specialist demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the school Library Media Specialist.

2B - Establishing a Culture for Learning • Ethos • Expectations for learning				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist maintains a controlled and stifling environment not conducive to learning.	School Library Media Specialist maintains an environment that is attractive with expectations that students use the library appropriately.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library.

2C **-** Managing Library Procedures • Circulation procedures • Scheduling procedures	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.

2D **-** Managing student behavior • Expectations • Monitoring of student behavior • Response to misbehavior	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.	School Library Media Specialist has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.	School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.	School Library Media Specialist has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.

2E **-** Organizing physical space • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.	The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.	The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self-directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided to support self-directed use. Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities.

Domain 3: Instruction/ Delivery of Service - Library Media Specialist

3A - Communicating Clearly and Accurately • Directions and procedures • Use of different methods	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not communicate clearly and directions and procedures are often confusing or not provided at all.	School Library Media Specialist is usually clear in communicating directions and procedures but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.	School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	School Library Media Specialist clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.

3B - Using Questioning and Research Techniques • Quality of questions • Research techniques • Student inquiry	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not use questions effectively and usually tells the student what to do or leaves them on their own.	School Library Media Specialist asks questions that guide students and help them think about their research topic.	School Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	School Library Media Specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.

3C - Engaging Students in Learning • Instructional materials and resources • Expectations for students	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.	School Library Media Specialist sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students.	School Library Media Specialist usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.	School Library Media Specialist recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school Library Media Specialist.

3D - Assessment in Instruction (whole class, one-on-one and small group) • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist does not monitor student learning. The school Library Media Specialist does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self- assessment or monitoring of progress.	In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors a class of students as a whole but elicits no diagnostic information. The school Library Media Specialist provides some feedback to students when working with them on a one to- one basis or with small groups. Students occasionally assess the quality of their own work.	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors groups of student but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria**.** The school Library Media Specialist actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school Library Media Specialist provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.

3E - Demonstrating Flexibility and Responsiveness • Teaching strategies • Lesson adjustments • Response to students • Persistence				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	The school Library Media Specialist adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The school Library Media Specialist makes minimal adjustments to the instructional plan.	The school Library Media Specialist attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.	The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.	The school Library Media Specialist uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.

Domain 4: Professional Responsibilities - Library Media Specialist

4A **-** Reflecting on Practice • Reflection • Vision • Change	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	The school Library Media Specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.	The school Library Media Specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.	The school Library Media Specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.

4B **-** Maintaining Accurate Records • Catalog • Circulation • Statistics • Inventory • Using Data	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	The school Library Media Specialist does not maintain accurate or current records.	The school Library Media Specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.	The school Library Media Specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.

4C **-** Communicating with School Staff and Community • Information about the library program • Advocacy	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not communicate with the school community about the library program and services.	The school Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school Library Media Specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL's *Standards for the 21st Century Learner* and additionally utilizes elements of *Empowering Learners: Guidelines for School Library Media Programs* to communicate the development of the library program, new resources and services. The school Library Media Specialist actively solicits feedback and input from the schools staff and community to improve instruction, program and services.

4D - Participating in a Professional Community • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialists' relationships with colleagues are frequently negative or self-serving and the school Library Media Specialist avoids or refuses to be involved in school and district events and projects.	School Library Media Specialist participates in school and district events and projects when specifically requested. School Library Media Specialist usually maintains a positive collaborative relationship with colleagues.	School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	School Library Media Specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.

4E - Growing and Developing Professionally • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist makes no attempt to go beyond what is required for maintaining certification. School Library Media Specialist resists feedback on performance from either supervisors or more experienced colleagues. School Library Media Specialist makes no effort to share knowledge with others or to assume professional responsibilities.	School Library Media Specialist participates in professional activities when convenient. School Library Media Specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School Library Media Specialist contributes to the profession to a limited extent.	School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators.	School Library Media Specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School Library Media Specialist seeks out feedback from both supervisors and colleagues. School Library Media Specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.

4F Collection Development and Maintenance • Assessment • Selection/Weeding	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.	School Library Media Specialist inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	Soliciting input from members of the staff, the students and the school community the school Library Media Specialist constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School Library Media Specialist advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.

4G- Managing the Library Budget • Data driven decisions • Budget development • Record keeping	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist develops a budget proposal that inadequately reflects the needs of the library program. School Library Media Specialist is unfamiliar with departmental and/or district guidelines for managing the budget and often under or overspends.	School Library Media Specialist develops budget proposals necessary to maintain the library program. School Library Media Specialist follows department and/or district policies for managing the budget and maintains records.	School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.	Using data effectively, the school Library Media Specialist develops budget proposals necessary for a progressive and comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.

4H- Managing Personnel • Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.	School Library Media Specialist provides training and supervision and uses district tools to evaluate support staff.	School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff.	School Library Media Specialist establishes expectations that motivate and guide support staff to perform with initiative and independence. School Library Media Specialist effectively delegates responsibility and provides training and the necessary supervision and support. School Library Media Specialist uses district evaluation tools and objectively evaluates support staff.

4I- Professional ethics • Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not adhere to the professional ethics of librarianship.	School Library Media Specialist is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association's Code of Ethics. (See addendums A, B and C).	School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).	Through teaching and practice the school Library Media Specialist demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).

Librarian Framework Reformatted from: http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learning4life/resources/LMS-DANIELSON.pdf

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KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

To be used for the Other Professional Growth and Effectiveness System

Instructional Specialists

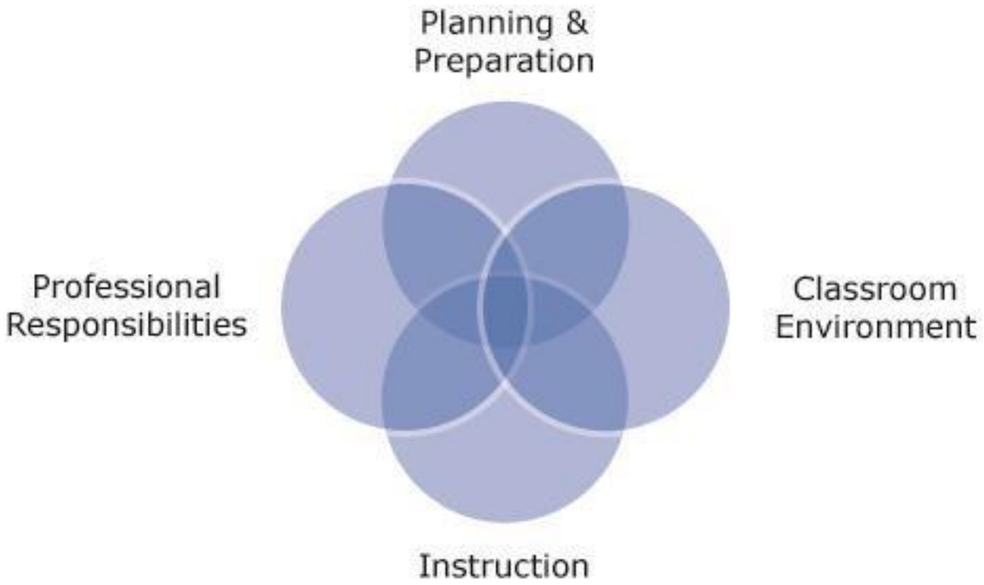
Charlotte Danielson

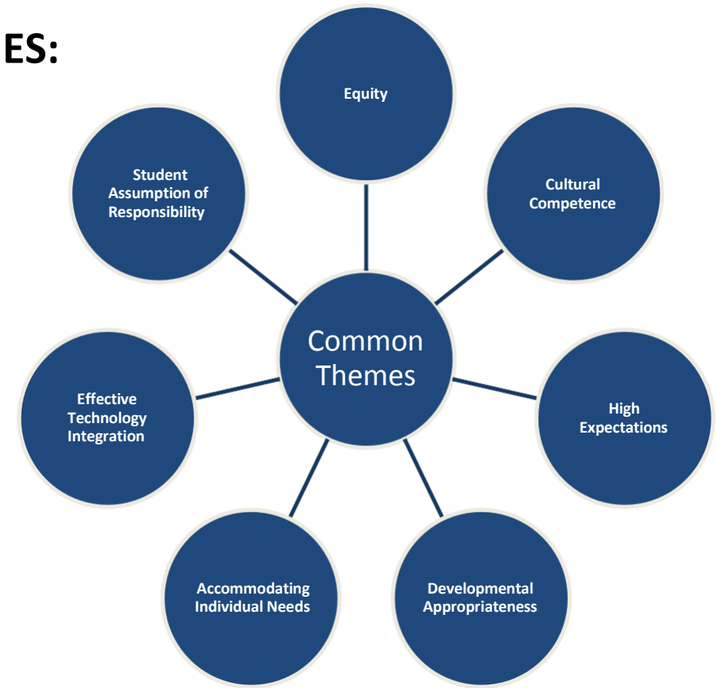
(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to commonly used national professional organizations for each Category of Other Professionals.

June 2014

FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:





INTRODUCTION:

The *Framework for Teaching* organizes the multiple measures that comprise Kentucky's proposed Teacher Professional Growth and Effectiveness System. This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The *Framework* also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The *Framework for Teaching* provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is “Accomplished” which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to “live in Accomplished but occasionally visit Exemplary”. Exemplary is purposefully designed to be difficult to achieve. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

Domain

1A - Knowledge of Content and Pedagogy • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy	In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.			
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	• In planning and practice, teacher makes co… ma… • Tea… understanding of prerequisite relationships important to student's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	• Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.	• Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogi… anticip…
Critical Attributes	• Teacher makes content errors. • Teacher does not consider prerequisite relationships when planning. • Teacher's plans use inappropriate strategies for the discipline.	• Teacher is familiar with the discipline but does not see conceptual relationships. • Teacher's knowledge of prerequis… relationships is inaccurate or inc… • Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	• The teacher can identify important concepts of the discipline and their relationships to … …y provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development.	In addition t… "accomplished": • Teacher cites intra- and interdisciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
Possible Examples	• The teacher says "the official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.	• The t… perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.	• The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given per… • The… sur… pra… on … • The teacher plans to expand a unit on civics by having students simulate a court trial.	• In a unit on 19th century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

Element(s)

Performance Level

Indicators

Essential guidance for observers (TPGES only)

Illustrates the meaning of framework language (TPGES only)

COMMON LANGUAGE

OPGES frameworks

Domain 1: Planning & Preparation – Instructional Specialists

1A - : Demonstrating knowledge of current trends in specialty area and professional development				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty areas and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep: specialist is regarded as an expert by colleagues.

1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.

1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist has no clear goals for the instructional program or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

Domain 1: Planning & Preparation – Instructional Specialists

1D **-** Demonstrating knowledge of resources both within and beyond the school and district				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance	**Instructional specialist is fully aware of resources available in the school and district and in the larger professional**	Instructional specialist actively seeks out new resources from a wide range of sources to enrich professional's skills in implementing the

	advance their skills.	their skills.	**community for teachers to advance their skills.**	school's program.

1E **-** Planning the instructional support program integrated with the overall school program				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worth-while activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

1F **-** Developing a plan to evaluate the instructional support program				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment – Instructional Specialist

2A **-** Creating an environment of trust and respect				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Teachers are reluctant to request assistance from the instructional specialist fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial: teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.

2B **-** Establishing a culture for ongoing instructional improvement				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

2C **-** Establishing clear procedures for teachers to gain access to the instructional support				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

2D **-** Establishing and maintaining norms of behavior for professional interactions				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	No norms of professional conduct have been established: teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interactions. Teachers ensure that their colleagues adhere to these standards of conduct.

Domain 2: The Environment – Instructional Specialist

2E **-** Organizing physical space for workshops or training				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants; time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Delivery of Service – Instructional Specialist

3A - Collaborating with teachers in the design of instructional units and lessons	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specialty asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units locating additional resources from sources outside the school.

3B -Engaging teachers in learning new instructional skills	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.

3C - Sharing expertise with staff	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

3D - Locating resources for teachers to support instructional improvement	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist fails to locate resources for instructional improvement for teacher, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

3E - Demonstrating flexibility and responsiveness	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities – Instructional Specialist

4A **-** Reflecting on practice				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by prediction of the likely consequences of each.

4B **-** Preparing and submitting budgets and reports				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditure, and following established procedures. Reports are sometimes submitted on time.	**Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.**	• Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.

4C **-** Coordinating work with other instructional specialists				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes leadership role in coordinating projects with other instructional specialist within and beyond the district.

4D **-** Participating in a professional community				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist's relationships with colleagues are negative or self-serving and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

4E **-** Engaging in professional development				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.

4F **-** Showing professionalism including integrity and confidentiality				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norm of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes leadership role with colleagues in respecting the norm of confidentiality.