

# Charlotte Danielson's FRAMEWORK FOR TEACHING

## DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
  - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students**
  - Child development • Learning process • Special needs
  - Student skills, knowledge, and proficiency
  - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
  - Value, sequence, and alignment • Clarity • Balance
  - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
  - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction**
  - Learning activities • Instructional materials and resources
  - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
  - Congruence with outcomes • Criteria and standards
  - Formative assessments • Use for planning

## DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
  - Teacher interaction with students • Student interaction with students
- 2b Establishing a Culture for Learning**
  - Importance of content • Expectations for learning and achievement
  - Student pride in work
- 2c Managing Classroom Procedures**
  - Instructional groups • Transitions
  - Materials and supplies • Non-instructional duties
  - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
  - Expectations • Monitoring behavior • Response to misbehavior
- 2e Organizing Physical Space**
  - Safety and accessibility • Arrangement of furniture and resources

## DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
  - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records**
  - Student completion of assignments
  - Student progress in learning • Non-instructional records
- 4c Communicating with Families**
  - About instructional program • About individual students
  - Engagement of families in instructional program
- 4d Participating in a Professional Community**
  - Relationships with colleagues • Participation in school projects
  - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally**
  - Enhancement of content knowledge and pedagogical skill
  - Receptivity to feedback from colleagues • Service to the profession
- 4f Showing Professionalism**
  - Integrity/ethical conduct • Service to students • Advocacy
  - Decision-making • Compliance with school/district regulations

## DOMAIN 3: Instruction

- 3a Communicating With Students**
  - Expectations for learning • Directions and procedures
  - Explanations of content • Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
  - Quality of questions • Discussion techniques • Student participation
- 3c Engaging Students in Learning**
  - Activities and assignments • Student groups
  - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction**
  - Assessment criteria • Monitoring of student learning
  - Feedback to students • Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
  - Lesson adjustment • Response to students • Persistence

## CLARIFYING

Clarifying communicates that the listener has...

**HEARD** what the speaker said **BUT** does **NOT** fully **UNDERSTAND** what was said. Clarifying involves **ASKING A QUESTION** (direct or implied) to:

1. Gather more information
2. Discover the meaning of the language used
3. Get clarity about the speaker's reasoning
4. Seek connections between ideas
5. Develop or maintain a focus

Some possible clarifying stems include the following:

- Say a little more about...?
- Can you clarify what you mean by ...?
- Share an example of ...
- So, are you saying/suggesting...?
- In what ways is that idea like (or different from) ...
- When you say \_\_\_\_\_, what meaning does that have for you?

## INSTRUCTIONAL STEMS

- What we know is...
- The research around this shows that...
- A couple of things to keep in mind...
- Some teachers have tried....
- There are number of approaches...
- Sometimes it's helpful if...

## PARAPHRASING

Paraphrasing communicates that the listener has...

HEARD what the speaker said,  
UNDERSTOOD what was said, and CARES

Paraphrasing involves either:

RESTATING in your own words, or  
SUMMARIZING

Some possible paraphrasing stems include the following:

- So ...
- In other words ...
- You are saying ...
- You are feeling ...
- Your opinion is ...
- You're considering several things ...
- A value or belief you have ...

## NON JUDGMENTAL RESPONSES

- Build trust
- Promote an internal locus of control
- Encourage self-assessment
- Develop autonomy
- Foster risk-taking

Possible examples:

- Identify what worked and why
- When you \_\_\_\_\_ the student really \_\_\_\_\_
- Encourage
- It sounds like you have a number of ideas to try out! It'll be exciting/interesting/great to see which works best for you!
- Ask the teacher to self-assess
- How do you think the lesson went and why?

## SUGGESTION STEMS

- One thing we've learned/noticed is...
- A couple of things to keep in mind...
- Several/some teachers have tried a couple of different things in this sort of situation and maybe one might work for you...
- What effective teachers seem to know about \_\_\_\_\_ is \_\_\_\_\_ ...
- Something/some things to keep in mind when dealing with...
- Something you might consider trying is....
- There are a number of approaches...
- Sometimes it's helpful if...

**Try following a suggestion with a question that invites the teacher to imagine/hypothesize how the idea might work in his/her context.**

- How might that look in your classroom?
- To what extent might that be effective in your situation/with your students?
- What do you imagine might happen if you were to try \_\_\_\_\_ with your class?
- Which of these ideas might work best in your classroom (with your students)?

## MEDIATIONAL QUESTIONS

- HYPOTHESIZE** what might happen
- ANALYZE** what worked and what didn't
- IMAGINE** possibilities
- COMPARE AND CONTRAST** what was planned with what happened:

- What might be some other ways ...?
- What would it look like if ...?
- What might happen if you ...?
- What do you consider when you decide ...?

# GIFTED COORDINATOR FRAMEWORK

<p><b>Domain 1: PLANNING AND PREPARATION</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b>  <ul style="list-style-type: none"> <li>• Content knowledge • Prerequisite relationships • Content pedagogy</li> </ul> </p> <p><b>1b Demonstrating Knowledge of Students</b>  <ul style="list-style-type: none"> <li>• Child development • Learning process • Special needs</li> <li>• Student skills, knowledge, and proficiency</li> <li>• Interests and cultural heritage</li> </ul> </p> <p><b>1c Setting Instructional Outcomes</b>  <ul style="list-style-type: none"> <li>• High expectations • Rigorous and important learning</li> <li>• Clear Outcomes • Range of outcomes suitable for diverse learners</li> </ul> </p> <p><b>1d Planning Components of the Gifted and Talented Program to Support Educational Services</b>  <ul style="list-style-type: none"> <li>• Job responsibilities • Program Application • Clear, suitable program goals • Consistent identification implementation</li> </ul> </p> <p><b>1e Designing Coherent Instruction</b>  <ul style="list-style-type: none"> <li>• Learning experiences • Learning activities • Clear Structure</li> <li>• Suitable diversity for learners</li> </ul> </p> <p><b>1f Designing Student Assessments</b>  <ul style="list-style-type: none"> <li>• Aligned with instructional outcomes • Student contribution • Individualized</li> <li>• Well-designed formative • Used by coordinator and students</li> <li>• Results used to plan</li> </ul> </p>	<p><b>Domain 2: CLASSROOM ENVIRONMENT</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b>  <ul style="list-style-type: none"> <li>• Coordinator interaction with students • Student interaction with students</li> </ul> </p> <p><b>2b Establishing a Culture for Learning</b>  <ul style="list-style-type: none"> <li>• Cognitively busy culture • Importance of learning</li> <li>• Expectations for learning, hard work and achievement</li> </ul> </p> <p><b>2c Managing Classroom Procedures</b>  <ul style="list-style-type: none"> <li>• Efficient classroom routines and procedures • Student contributions • Routines Understood • Student initiation</li> </ul> </p> <p><b>2d Managing Student Behavior</b>  <ul style="list-style-type: none"> <li>• Appropriate student behavior • Student monitoring • Proactive behavior Monitoring • Sensitive responses</li> </ul> </p> <p><b>2e Organizing Physical Space</b>  <ul style="list-style-type: none"> <li>• Safety and accessibility • Effective use of resources • Appropriate physical arrangement • Student contribution</li> </ul> </p>
<p><b>Domain 4: PROFESSIONAL RESPONSIBILITIES</b></p> <p><b>4a Reflecting on teaching</b>  <ul style="list-style-type: none"> <li>• Accurate based on instructional outcomes • Specific examples from lesson</li> <li>• Weighs lesson strengths • Offers viable alternatives for improvement</li> </ul> </p> <p><b>4b Managing Relevant Gifted and Talented Program Documentation and Evaluation</b>  <ul style="list-style-type: none"> <li>• Monitoring evidence has all program facets • Fluid evaluation addresses program and student growth • Data-driven goals and services</li> </ul> </p> <p><b>4c Communicating with Families</b>  <ul style="list-style-type: none"> <li>• Frequent • Culturally sensitive • Student contributions • Professional responses • Frequent and successful family engagement</li> </ul> </p> <p><b>4d Participating in a Professional Community</b>  <ul style="list-style-type: none"> <li>• Supported and cooperative relationships • Takes a leadership Role in professional inquiry • Participates in school/district events</li> </ul> </p> <p><b>4e Growing and Developing Professionally</b>  <ul style="list-style-type: none"> <li>• Seeks opportunities • Conducts action research • Seeks feedback</li> <li>• Contributes to the profession</li> </ul> </p> <p><b>4f Showing Professionalism</b>  <ul style="list-style-type: none"> <li>• High standards • Proactive in service • Advocates • Follows regulations</li> </ul> </p>	<p><b>Domain 3: INSTRUCTION</b></p> <p><b>3a Communicating with Students</b>  <ul style="list-style-type: none"> <li>• Instructional purpose linked to students • Clear directions and procedures</li> <li>• Clear content explanation • Appropriate scaffolding • Student contributions</li> <li>• Spoken and written language expressive • Extends student vocabularies</li> </ul> </p> <p><b>3b Using Questioning/Prompts and Discussion</b>  <ul style="list-style-type: none"> <li>• Variety/Series of Questions • Cognitive challenge • Promote meta-cognition</li> <li>• Student contributions</li> </ul> </p> <p><b>3c Engaging Students in Learning</b>  <ul style="list-style-type: none"> <li>• All students intellectually engaged • Aligned learning to outcomes • Student Contributions • Appropriate pacing • Student choice</li> </ul> </p> <p><b>3d Using Assessment in Instruction</b>  <ul style="list-style-type: none"> <li>• Assessment integrated into instruction • Student's self-assess and self-monitor</li> <li>• Quality learning feedback • Assessment for learning diagnosis by students</li> </ul> </p> <p><b>3e Demonstrating Flexibility and Responsiveness</b>  <ul style="list-style-type: none"> <li>• Uses teachable moments • Successful instructional adjustment and Differentiation • Seeks appropriate instructional strategies • Additional resources</li> </ul> </p>

# INSTRUCTIONAL SPECIALIST FRAMEWORK

<p style="text-align: center;"><b>Domain 1: PLANNING AND PREPARATION</b></p> <p><b>1a Demonstrates understanding of the underlying research, theories, knowledge, and skills of the discipline</b>  <ul style="list-style-type: none"> <li>• Content knowledge • Research-based practices and strategies</li> </ul> </p> <p><b>1b Identifies the instructional improvement needs of the teachers served</b>  <ul style="list-style-type: none"> <li>• Instructional improvement needs • Teacher support strategies</li> </ul> </p> <p><b>1c Identifies clear, specific and appropriate goals for the instructional support program</b>  <ul style="list-style-type: none"> <li>• Program goals • Collaborative design</li> <li>• Goal alignment</li> </ul> </p> <p><b>1d Identifies resources for the instructional support program that are available within and also outside the school/district</b>  <ul style="list-style-type: none"> <li>• Appropriate resources • Range of resources • Teachers sharing</li> </ul> </p> <p><b>1e Plans a coherent program of instructional support fully integrated with the school program</b>  <ul style="list-style-type: none"> <li>• Instructional support integration • Coherent service</li> <li>• School program coherence</li> </ul> </p> <p><b>1f Develops a plan and process for the ongoing assessment and improvement of the instructional support program</b>  <ul style="list-style-type: none"> <li>• Assessment of implementation • Forms of evidence • Practice-focused discussions</li> </ul> </p>	<p style="text-align: center;"><b>Domain 2: ENVIRONMENT</b></p> <p><b>2a Creates a respectful and emotionally safe culture that promotes collaboration</b>  <ul style="list-style-type: none"> <li>• Specialist collaboration • Instructional improvement practices</li> </ul> </p> <p><b>2b Promotes a culture of continuous instructional improvement</b>  <ul style="list-style-type: none"> <li>• Evaluation of implementation • Teacher support</li> </ul> </p> <p><b>2c Develops processes and procedures for teachers to participate in support activities</b>  <ul style="list-style-type: none"> <li>• Clear processes &amp; procedures • Stakeholder participation</li> </ul> </p> <p><b>2d Establishes clearly defined norms for professional conduct</b>  <ul style="list-style-type: none"> <li>• Clear norms • Observed norms • Adult interactions</li> </ul> </p> <p><b>2e Organizes physical space for professional learning</b>  <ul style="list-style-type: none"> <li>• Organization • Design of space • Use of space</li> </ul> </p>
<p style="text-align: center;"><b>Domain 4: PROFESSIONAL RESPONSIBILITIES</b></p> <p><b>4a Reviews and reflects on practice to Inform Improvement</b>  <ul style="list-style-type: none"> <li>• Accurate • Focused on improvement • Specific recommendations</li> </ul> </p> <p><b>4b Follows established procedures for developing and submitting accurate and timely records, budgets and reports</b>  <ul style="list-style-type: none"> <li>• Records • Reports • Budget • Accurate submission</li> </ul> </p> <p><b>4c Coordinates improvement efforts with other specialists</b>  <ul style="list-style-type: none"> <li>• Clear, aligned approach • Collaboration</li> </ul> </p> <p><b>4d Engages with the larger school community</b>  <ul style="list-style-type: none"> <li>• Leadership role • Contributions</li> </ul> </p> <p><b>4e Enhances professional capacity through ongoing professional learning</b>  <ul style="list-style-type: none"> <li>• Proactive • Feedback from others • Learning application</li> </ul> </p> <p><b>4f Demonstrates professionalism by adhering to the highest standards of integrity and confidentiality</b>  <ul style="list-style-type: none"> <li>• Ethical standards • Professional standards • Trustworthiness</li> </ul> </p>	<p style="text-align: center;"><b>Domain 3: DELIVERY OF SERVICE</b></p> <p><b>3a Collaborates with teachers to design rigorous, standards-based classroom instruction</b>  <ul style="list-style-type: none"> <li>• Collaborative design • Teacher-initiated</li> </ul> </p> <p><b>3b Addresses the instructional improvement needs of the teachers served</b>  <ul style="list-style-type: none"> <li>• Teacher informed • Quality • Appropriate for needs</li> </ul> </p> <p><b>3c Engages teachers in learning new instructional strategies and practices</b>  <ul style="list-style-type: none"> <li>• Teacher engagement • Collaboration</li> </ul> </p> <p><b>3d Provides relevant and timely feedback to teachers</b>  <ul style="list-style-type: none"> <li>• Evidence formats • Quality feedback • Use of feedback</li> </ul> </p> <p><b>3e Provides responsive professional support</b>  <ul style="list-style-type: none"> <li>• Proactive service • Adaptation of services • Stakeholder input</li> </ul> </p>

# LIBRARY MEDIA SPECIALIST [LMS] FRAMEWORK

<p style="text-align: center;"><b>Domain 1: PLANNING AND PREPARATION</b></p> <p><b>1a Demonstrating Knowledge of Current Trends in Library/Media Practice, Information Technology and Literature</b></p> <ul style="list-style-type: none"> <li>• Content knowledge • Current trends • Age-appropriate literature</li> </ul> <p><b>1b Demonstrating Knowledge of Students and How the Library Program Can Address Their Needs</b></p> <ul style="list-style-type: none"> <li>• Student developmental levels, skills, backgrounds, interests abilities and special needs • Planning • Promoting reading</li> <li>• Collection development</li> </ul> <p><b>1c Establishing Goals for the Library/Media Program Appropriate To the Setting and the Learning Community Served</b></p> <ul style="list-style-type: none"> <li>• Clear and appropriate program goals • Short range and long range goals</li> </ul> <p><b>1d Designing a Coherent Library Program Integrated with the Overall School Program within Budgetary Guidelines</b></p> <ul style="list-style-type: none"> <li>• Diverse program • Collaboration with learning community</li> <li>• Current and diverse collection</li> </ul> <p><b>1e Developing a Plan to Evaluate the Library/Media Program</b></p> <ul style="list-style-type: none"> <li>• Organization around clear goals • Sources of evidence</li> </ul>	<p style="text-align: center;"><b>Domain 2: ENVIRONMENT</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• Specialist interaction with students • Student interaction with students</li> </ul> <p><b>2b Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Inviting, flexible and attractive environment • Expectations for student engagement in a variety of literacies (reading, information, digital, etc)</li> </ul> <p><b>2c Establishing and Maintaining Library Procedures, Physical and Virtual Spaces, and Supervising Library Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Effective traffic flow, signage and use of space • Routines and procedures</li> </ul> <p><b>2d Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• Expectations • Monitoring behavior • Response to misbehavior</li> </ul>
<p style="text-align: center;"><b>Domain 4: PROFESSIONAL RESPONSIBILITIES</b></p> <p><b>4a Reflecting on Practice</b></p> <ul style="list-style-type: none"> <li>• Reflect on program • Program change</li> </ul> <p><b>4b Managing Accurate Library Records</b></p> <ul style="list-style-type: none"> <li>• Collection Development • Circulation and Budget Records • Inventories</li> <li>• Library use</li> </ul> <p><b>4c Communicating with School Staff and Community</b></p> <ul style="list-style-type: none"> <li>• Provides information • Promotes use of program • Solicits feedback</li> </ul> <p><b>4d Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Relationships with colleagues • Participation in school projects</li> </ul> <p><b>4e Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Professional development • Professional collaboration</li> <li>• Participates in professional organizations</li> </ul> <p><b>4f Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>• Advocates for learning • Knowledge of ethics of librarianship</li> </ul>	<p style="text-align: center;"><b>Domain 3: DELIVERY OF SERVICE</b></p> <p><b>3a Communicating with Members of the Learning Community</b></p> <ul style="list-style-type: none"> <li>• Clear communication • All members • Anticipates misconceptions</li> </ul> <p><b>3b Using Questioning and Research Techniques</b></p> <ul style="list-style-type: none"> <li>• Quality of questions • Critical Thinking</li> <li>• Student Research (process, techniques and strategies)</li> </ul> <p><b>3c Engaging Students in Literature and Learning Information Skills</b></p> <ul style="list-style-type: none"> <li>• Activities, grouping and materials • Engagement with Literature and information skills</li> </ul> <p><b>3d Assessment in Instruction (Whole Class, Small Group, and One-on-One)</b></p> <ul style="list-style-type: none"> <li>• Use of assessment • Student self-assessment • Monitoring of learning</li> <li>• Feedback to students • Assessment criteria</li> </ul> <p><b>3e Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Library program revisions • Learning community input</li> </ul>

# SCHOOL PSYCHOLOGIST FRAMEWORK

<p style="text-align: center;"><b>Domain 1: PLANNING AND PREPARATION</b></p> <p><b>1a Demonstrating knowledge of local, state, and federal regulations, and of academic and psychological supports within and beyond the school and district</b></p> <ul style="list-style-type: none"> <li>• Knowledge of regulations • Knowledge of supports</li> </ul> <p><b>1b Demonstrating knowledge of child and adolescent development, learning, and psychopathology</b></p> <ul style="list-style-type: none"> <li>• Current with research • Shares knowledge</li> </ul> <p><b>1c Establishing goals for the school psychologist appropriate to the setting and the students served</b></p> <ul style="list-style-type: none"> <li>• Clear and appropriate goals • Personalized with multiple factors</li> </ul> <p><b>1d Considering possible interventions and instructional supports based on student needs</b></p> <ul style="list-style-type: none"> <li>• Understanding of available resources • Leadership in collaboration</li> <li>• Proactive research in interventions</li> </ul> <p><b>1e Demonstrating knowledge of a variety of assessment instruments and identifying measures that are able to evaluate educational needs and eligibilities</b></p> <ul style="list-style-type: none"> <li>• Knowledge of assessment instruments for systems, groups and Individuals • Effective educational need and eligibility evaluations</li> </ul>	<p style="text-align: center;"><b>Domain 2: ENVIRONMENT</b></p> <p><b>2a Establishing rapport with students, parents, school personnel</b></p> <ul style="list-style-type: none"> <li>• Appropriate to population served • Students are comfortable and trusting</li> </ul> <p><b>2b Establishing a positive culture and climate throughout the school</b></p> <ul style="list-style-type: none"> <li>• Models positive mental health • Knowledge and involvement in behavioral supports and interventions</li> </ul> <p><b>2c Establishing and maintaining clear procedures for referrals and using time effectively</b></p> <ul style="list-style-type: none"> <li>• Appropriate referral practices • Established as resource for others</li> <li>• Time management skills</li> </ul> <p><b>2d Establishing standards of student conduct in the evaluation and counseling environment and organizing that environment for optimal results</b></p> <ul style="list-style-type: none"> <li>• Clear conduct standards • Student behavior monitored • Model for others</li> <li>• Meets needs of individuals</li> </ul>
<p style="text-align: center;"><b>Domain 4: PROFESSIONAL RESPONSIBILITIES</b></p> <p><b>4a Reflecting on Professional Practice</b></p> <ul style="list-style-type: none"> <li>• Accurate and objective • Specific references to characteristics</li> <li>• Suggestions for improvement</li> </ul> <p><b>4b Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>• Completion of evaluations • Proactive communication</li> </ul> <p><b>4c Collaborating with Teachers, Administrators, Parents, Students and Appropriate Community Supports</b></p> <ul style="list-style-type: none"> <li>• Initiates contacts • Response to parent inquiries</li> </ul> <p><b>4d Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Required meetings • Relationships with colleagues</li> </ul> <p><b>4e Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Proactive professional development • Contribution to the profession</li> <li>• Leadership role</li> </ul> <p><b>4f Showing Professionalism, including Integrity, Advocacy and Maintaining Confidentiality</b></p> <ul style="list-style-type: none"> <li>• Ethical standards • Student advocacy</li> <li>• Leadership in advocacy</li> </ul>	<p style="text-align: center;"><b>Domain 3: DELIVERY OF SERVICE</b></p> <p><b>3a Demonstrating the ability to communicate effectively with students at their developmental level</b></p> <ul style="list-style-type: none"> <li>• Developmentally appropriate language • Clear directions and procedures • Uses student feedback</li> </ul> <p><b>3b Interpreting data to facilitate effective instructional decision-making</b></p> <ul style="list-style-type: none"> <li>• Clear, concise data interpretation • Decision-making for system, Groups and students</li> </ul> <p><b>3c Promoting the use of evidence-based interventions and supports based on student needs</b></p> <ul style="list-style-type: none"> <li>• Initiates consultations • Consultation contributions • Aligns interventions</li> </ul> <p><b>3d Administering and interpreting the appropriate assessments in order to make a thorough evaluation of student educational needs</b></p> <ul style="list-style-type: none"> <li>• Consistent administration of assessments • Accurate scoring and Communicating results • Contribution to eligibility determinations</li> </ul> <p><b>3e Demonstrating flexibility, Adaptability, and Responsiveness When working with Staff, Students, and Parents</b></p> <ul style="list-style-type: none"> <li>• Response to input • Range of approaches for differentiation</li> <li>• Adjusts to meet student needs</li> </ul>

# SPEECH LANGUAGE PATHOLOGIST FRAMEWORK

## Domain 1: PLANNING AND PREPARATION

### **1a: Demonstrating knowledge and skills**

- Makes discipline connections • Participates in relevant continuing education • Leads other professionals in professional development

### **1b: Establishing goals for the therapy program appropriate to the setting and the students served**

- Develops/articulates consistent goals • Develops /articulates goals aligned with school and classroom needs

### **1c: Demonstrating knowledge of district, state, and federal regulations and guidelines**

- Understands IEP paperwork and process law • Clearly explains paperwork and procedures • Proactive in understanding and assisting others • Meets timelines with content • Writes measurable goals • Holds IEP meetings; communicates clearly

### **1d: Demonstrating knowledge of resources, both within and beyond the school and district**

- Knows resources and uses them consistently • Aware of additional community resources • Assists students, families and staff resource access

### **1e Developing therapy program, integrated with the regular school program, by collaborating with teachers and administrators**

- Collaborates on therapy • Models classroom suggestions for reinforcement • Identifies student needs and matches delivery model • Seeks input from others

## Domain 2: CLASSROOM ENVIRONMENT

### **2a: Creating and maintaining rapport with students**

- Interactions show genuine care and respect for individual students • Establishes and maintains rapport through knowledge of students' interests in and out of school

### **2b: Managing routines and procedures**

- Priorities based on student needs and work responsibilities • Uses a daily/weekly flexible schedule • Communicates the schedule to teachers and students • Anticipates schedule changes and adjusts • Transitions and routines are seamless and easily used by students

### **2c: Managing and maintaining clear procedures for consultations**

- Consistent procedures for consultations • Informs staff of proper procedures • Seeks feedback from colleagues • Uses feedback to improve procedures • Provides feedback on screening/testing to the consultation source

### **2d: Establishing standards of conduct in the therapy setting**

- Establishes clear standards of conduct • Monitors student behavior • Responds to behavior with effectiveness and sensitivity • Students interact properly with each other

### **2e: Organizing physical space for assessment of students and providing therapy**

- Routines are seamless without interruption • Optimal use of time in the therapy environment • Adapts therapy environment when needed • Therapy environment is student friendly • Organizes for working in a variety of settings

## Domain 4: PROFESSIONAL RESPONSIBILITIES

### **4a: Reflecting on practice**

- Recognizes, articulates and correlates strategies with student progress • Considers individual rates of progress • Solicits input from other staff and parents

### **4b: Maintaining an effective data management system**

- Organized and accessible data management system • Seeks students' success on goals in other environments

### **4c: Communicating with families**

- Facilitates effective communication in native language • Respectful and responsive to cultural and linguistic traditions • Two-way communications with families

### **4d: Participating in a professional community**

- Supportive and collaborative collegial relationships • Takes a leadership role in professional inquiry activities • Contributes to and leads events that positively impact school life

### **4e: Engaging in professional development**

- Seeks professional development • Uses information from professional development to make program improvements • Takes leadership role and provides training for others

### **4f: Showing professionalism**

- Has highest ethical standards • Proactive student service, seeking resources • Challenges negative attitudes/ practices • Leads in team decision making • Complies with all regulations

## Domain 3: DELIVERY OF SERVICE

### **3a: Responding to teacher and/or parent concerns, and evaluating student needs**

- Follows-up on parent and/or teacher concerns promptly • Includes information from teachers, parents, observations and response to intervention • Communicates with team on student needs and strengths • When speaking with parents, is sensitive to cultural and linguistic backgrounds

### **3b: Communicating with students**

- Students can explain what they are learning • Explains tasks clearly and creatively • Is aware of possible misunderstandings • Can apply skills and/or strategies to new materials, tasks or settings • Adapts vocabulary and/or communication for individual students

### **3c: Developing and implementing IEPs to engage students in learning**

- Develops goals using assessment information • Uses therapy data to guide future therapy • Incorporates CCSS when appropriate • Therapy plan connects to content and other disciplines • Therapy plans are culturally and linguistically sensitive • Seizes teachable moments • Encourages self-prompting by students

### **3d: Using data: Collecting information; Reporting effectiveness**

- Collects consistent and accurate therapy data • Seeks out students' successes in other environments • Differentiates reports • Reports include information from multiple sources

### **3e: Demonstrating flexibility and responsiveness**

- Enhances therapy by consulting with team members • Uses data to evaluate therapy and make changes • Considers additional data sources to revise therapy plan • Responsive to change

# SCHOOL COUNSELOR FRAMEWORK

## Domain 1: PLANNING AND PREPARATION

- 1a: Demonstrating knowledge of counseling theory and techniques**
  - knowledge of counseling techniques • knowledge of application of supports
- 1b: Demonstrating knowledge of child and adolescent development**
  - knowledge of development characteristics • knowledge of exceptions to general patterns of development • knowledge of working with students from a variety of sources
- 1c: Establishing goals for the counseling program appropriate to the setting and the students served**
  - Appropriate goals • Goals target the needs of the population • Goals are consistent and collaborative
- 1d: Planning the counseling program with appropriate resources**
  - Extensive knowledge of resources • Deep understanding of student needs and best resources for them • Designs services in collaboration with all stakeholders
- 1e Developing measures to evaluate the counseling program**
  - Highly sophisticated plan with variety of sources of evidence and clear path to goals • Active involvement of stakeholders • Careful data collection on goals

## Domain 2: ENVIRONMENT

- 2a: Creating an environment of respect and rapport**
  - Environment is inviting and reflecting sensitivity to characteristics of the population • Interactions are warm and caring • Relationships with all students reflect high degree of comfort and trust • Students feel valued and will take emotional risks
- 2b: Establishing a culture for productive communication**
  - Communication in counselor setting is productive and respectful
  - Student responses are in depth and committed to the counseling process
- 2c: Managing routines and procedures in the counseling setting**
  - Routines are seamless and students work to maintain them • The emergency response plan results from collaboration with all stakeholders
- 2d: Establishing expectations/norms for student behavior in the counseling setting**
  - Clear conduct standards for counseling sessions and students work to maintain them • Significant contribution to the environment of civility • Collaboration with all stakeholders and responsive to intervention needs as they arise

## Domain 4: PROFESSIONAL RESPONSIBILITIES

- 4a: Reflecting on counseling practice**
  - Highly accurate and perceptive description of practice • Accurate process of evaluation • Makes detailed suggestions about program improvement based on multiple data sources
- 4b: Maintaining Accurate Records**
  - Highly systematic and efficient record keeping • Records provide model for others
- 4c: Communicating with Families**
  - Consistently provides thorough and accurate information to families about the program, student services and individual students • Includes colleagues when necessary
- 4d: Participating in a Professional Community**
  - Assumes leadership role • Makes a substantial contribution to school and district meetings/events • Creates positive, productive collegial relationships
  - Supports district mission
- 4e: Growing and Developing Professionally**
  - Leads in seeking professional development opportunities • Contributes to the profession • Presents information to colleagues
- 4f: Showing Professionalism,**
  - High standards of honesty, integrity and confidentiality • Adheres to district, state, and federal regulations • Advocates for all students • Models professionalism

## Domain 3: DELIVERY OF SERVICE

- 3a: Communicating with students to determine their needs**
  - Conducts detailed, individualized behavior and/or academic assessments
  - Opportunities for student involvement • Communicates with colleagues parents and community agencies when assessing student needs
- 3b: Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student needs**
  - Helps students individually create academic, personal/social and career plans based on data of needs • Students actively participate in the creation of academic, personal/social and career plans
- 3c: Delivering counseling services and resources to support students**
  - Collaborates with other colleagues, programs and agencies to meet individual student needs • Uses available resources to provide services • Makes appropriate referrals consistently and collaboratively based on individual student needs
- 3d: Using assessment to guide counseling service**
  - Consistently evaluates student progress with multiple measures • Counselor consults with team members during evaluation • Students demonstrate some self-assessment and self-advocacy
- 3e: Demonstrating flexibility and responsiveness**
  - Proposes changes based on student need • Quickly incorporates new developments • Continual awareness of student needs and adjusts daily routines

