# 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 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

## 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

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### 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?**

### 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

### 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)?**

### 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...

### Mediation 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 ...?**
### Domain 1: PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th>1a Demonstrating Knowledge of Content and Pedagogy</th>
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<tbody>
<tr>
<td>• Content knowledge • Prerequisite relationships • Content pedagogy</td>
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<tr>
<th>1b Demonstrating Knowledge of Students</th>
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<tbody>
<tr>
<td>• Child development • Learning process • Special needs</td>
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<td>• Student skills, knowledge, and proficiency</td>
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<td>• Interests and cultural heritage</td>
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<thead>
<tr>
<th>1c Setting Instructional Outcomes</th>
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<tbody>
<tr>
<td>• High expectations • Rigorous and important learning</td>
</tr>
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<td>• Clear Outcomes • Range of outcomes suitable for diverse learners</td>
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<table>
<thead>
<tr>
<th>1d Planning Components of the Gifted and Talented Program to Support Educational Services</th>
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<tbody>
<tr>
<td>• Job responsibilities • Program Application • Clear, suitable program goals • Consistent identification implementation</td>
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<thead>
<tr>
<th>1e Designing Coherent Instruction</th>
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<tbody>
<tr>
<td>• Learning experiences • Learning activities • Clear Structure</td>
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<tr>
<td>• Suitable diversity for learners</td>
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<thead>
<tr>
<th>1f Designing Student Assessments</th>
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<tbody>
<tr>
<td>• Aligned with instructional outcomes • Student contribution • Individualized</td>
</tr>
<tr>
<td>• Well-designed formative • Used by coordinator and students</td>
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<td>• Results used to plan</td>
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### Domain 2: CLASSROOM ENVIRONMENT

<table>
<thead>
<tr>
<th>2a Creating an Environment of Respect and Rapport</th>
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<tbody>
<tr>
<td>• Coordinator interaction with students • Student interaction with students</td>
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<thead>
<tr>
<th>2b Establishing a Culture for Learning</th>
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<tbody>
<tr>
<td>• Cognitively busy culture • Importance of learning</td>
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<tr>
<td>• Expectations for learning, hard work and achievement</td>
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<thead>
<tr>
<th>2c Managing Classroom Procedures</th>
</tr>
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<tbody>
<tr>
<td>• Efficient classroom routines and procedures • Student contributions • Routines Understood • Student initiation</td>
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<tr>
<th>2d Managing Student Behavior</th>
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<tbody>
<tr>
<td>• Appropriate student behavior • Student monitoring • Proactive behavior</td>
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<tr>
<td>Monitoring • Sensitive responses</td>
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<thead>
<tr>
<th>2e Organizing Physical Space</th>
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<tbody>
<tr>
<td>• Safety and accessibility • Effective use of resources • Appropriate physical arrangement • Student contribution</td>
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### Domain 3: INSTRUCTION

<table>
<thead>
<tr>
<th>3a Communicating with Students</th>
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<tbody>
<tr>
<td>• Instructional purpose linked to students • Clear directions and procedures</td>
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<tr>
<td>• Clear content explanation • Appropriate scaffolding • Student contributions</td>
</tr>
<tr>
<td>• Spoken and written language expressive • Extends student vocabularies</td>
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<thead>
<tr>
<th>3b Using Questioning/Prompts and Discussion</th>
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<tbody>
<tr>
<td>• Variety/Series of Questions • Cognitive challenge • Promote meta-cognition</td>
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<tr>
<td>• Student contributions</td>
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<thead>
<tr>
<th>3c Engaging Students in Learning</th>
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<tbody>
<tr>
<td>• All students intellectually engaged • Aligned learning to outcomes • Student Contributions • Appropriate pacing • Student choice</td>
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<tr>
<th>3d Using Assessment in Instruction</th>
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<tbody>
<tr>
<td>• Assessment integrated into instruction • Student’s self-assess and self-monitor</td>
</tr>
<tr>
<td>• Quality learning feedback • Assessment for learning diagnosis by students</td>
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<tr>
<th>3e Demonstrating Flexibility and Responsiveness</th>
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<tbody>
<tr>
<td>• Uses teachable moments • Successful instructional adjustment and Differentiation • Seeks appropriate instructional strategies • Additional resources</td>
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### Domain 4: PROFESSIONAL RESPONSIBILITIES

<table>
<thead>
<tr>
<th>4a Reflecting on teaching</th>
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<tbody>
<tr>
<td>• Accurate based on instructional outcomes • Specific examples from lesson</td>
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<tr>
<td>• Weighs lesson strengths • Offers viable alternatives for improvement</td>
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<thead>
<tr>
<th>4b Managing Relevant Gifted and Talented Program Documentation and Evaluation</th>
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<tbody>
<tr>
<td>• Monitoring evidence has all program facets • Fluid evaluation addresses program and student growth • Data-driven goals and services</td>
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<tr>
<th>4c Communicating with Families</th>
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<tbody>
<tr>
<td>• Frequent • Culturally sensitive • Student contributions • Professional responses • Frequent and successful family engagement</td>
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<th>4d Participating in a Professional Community</th>
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<tr>
<td>• Supported and cooperative relationships • Takes a leadership Role in professional inquiry • Participates in school/district events</td>
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<tr>
<th>4e Growing and Developing Professionally</th>
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<tbody>
<tr>
<td>• Seeks opportunities • Conducts action research • Seeks feedback</td>
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<tr>
<td>• Contributes to the profession</td>
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<tr>
<th>4f Showing Professionalism</th>
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<td>• High standards • Proactive in service • Advocates • Follows regulations</td>
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### Domain 1: PLANNING AND PREPARATION

1a. Demonstrates understanding of the underlying research, theories, knowledge, and skills of the discipline  
   - Content knowledge  
   - Research-based practices and strategies

1b. Identifies the instructional improvement needs of the teachers served  
   - Instructional improvement needs  
   - Teacher support strategies

1c. Identifies clear, specific and appropriate goals for the instructional support program  
   - Program goals  
   - Collaborative design  
   - Goal alignment

1d. Identifies resources for the instructional support program that are available within and also outside the school/district  
   - Appropriate resources  
   - Range of resources  
   - Teachers sharing

1e. Plans a coherent program of instructional support fully integrated with the school program  
   - Instructional support integration  
   - Coherent service  
   - School program coherence

1f. Develops a plan and process for the ongoing assessment and improvement of the instructional support program  
   - Assessment of implementation  
   - Forms of evidence  
   - Practice-focused discussions

### Domain 2: ENVIRONMENT

2a. Creates a respectful and emotionally safe culture that promotes collaboration  
   - Specialist collaboration  
   - Instructional improvement practices

2b. Promotes a culture of continuous instructional improvement  
   - Evaluation of implementation  
   - Teacher support

2c. Develops processes and procedures for teachers to participate in support activities  
   - Clear processes & procedures  
   - Stakeholder participation

2d. Establishes clearly defined norms for professional conduct  
   - Clear norms  
   - Observed norms  
   - Adult interactions

2e. Organizes physical space for professional learning  
   - Organization  
   - Design of space  
   - Use of space

### Domain 3: DELIVERY OF SERVICE

3a. Collaborates with teachers to design rigorous, standards-based classroom instruction  
   - Collaborative design  
   - Teacher-initiated

3b. Addresses the instructional improvement needs of the teachers served  
   - Teacher informed  
   - Quality  
   - Appropriate for needs

3c. Engages teachers in learning new instructional strategies and practices  
   - Teacher engagement  
   - Collaboration

3d. Provides relevant and timely feedback to teachers  
   - Evidence formats  
   - Quality feedback  
   - Use of feedback

3e. Provides responsive professional support  
   - Proactive service  
   - Adaptation of services  
   - Stakeholder input

### Domain 4: PROFESSIONAL RESPONSIBILITIES

4a. Reviews and reflects on practice to Inform Improvement  
   - Accurate  
   - Focused on improvement  
   - Specific recommendations

4b. Follows established procedures for developing and submitting accurate and timely records, budgets and reports  
   - Records  
   - Reports  
   - Budget  
   - Accurate submission

4c. Coordinates improvement efforts with other specialists  
   - Clear, aligned approach  
   - Collaboration

4d. Engages with the larger school community  
   - Leadership role  
   - Contributions

4e. Enhances professional capacity through ongoing professional learning  
   - Proactive  
   - Feedback from others  
   - Learning application

4f. Demonstrates professionalism by adhering to the highest standards of integrity and confidentiality  
   - Ethical standards  
   - Professional standards  
   - Trustworthiness
### Domain 1: PLANNING AND PREPARATION

1a Demonstrating Knowledge of Current Trends in Library/Media Practice, Information Technology and Literature  
- Content knowledge  
- Current trends  
- Age-appropriate literature  
1b Demonstrating Knowledge of Students and How the Library Program Can Address Their Needs  
- Student developmental levels, skills, backgrounds, interests abilities and special needs  
- Planning  
- Promoting reading  
1c Establishing Goals for the Library/Media Program Appropriate To the Setting and the Learning Community Served  
- Clear and appropriate program goals  
- Short range and long range goals  
1d Designing a Coherent Library Program Integrated with the Overall School Program within Budgetary Guidelines  
- Diverse program  
- Collaboration with learning community  
- Current and diverse collection  
1e Developing a Plan to Evaluate the Library/Media Program  
- Organization around clear goals  
- Sources of evidence

### Domain 2: ENVIRONMENT

2a Creating an Environment of Respect and Rapport  
- Specialist interaction with students  
- Student interaction with students  
2b Establishing a Culture for Learning  
- Inviting, flexible and attractive environment  
- Expectations for student engagement in a variety of literacies (reading, information, digital, etc)  
2c Establishing and Maintaining Library Procedures, Physical and Virtual Spaces, and Supervising Library Paraprofessionals  
- Effective traffic flow, signage and use of space  
- Routines and procedures  
2d Managing Student Behavior  
- Expectations  
- Monitoring behavior  
- Response to misbehavior

### Domain 3: DELIVERY OF SERVICE

3a Communicating with Members of the Learning Community  
- Clear communication  
- All members  
- Anticipates misconceptions  
3b Using Questioning and Research Techniques  
- Quality of questions  
- Critical Thinking  
- Student Research (process, techniques and strategies)  
3c Engaging Students in Literature and Learning Information Skills  
- Activities, grouping and materials  
- Engagement with Literature and information skills  
3d Assessment in Instruction (Whole Class, Small Group, and One-on-One)  
- Use of assessment  
- Student self-assessment  
- Monitoring of learning  
- Feedback to students  
- Assessment criteria  
3e Demonstrating Flexibility and Responsiveness  
- Library program revisions  
- Learning community input

### Domain 4: PROFESSIONAL RESPONSIBILITIES

4a Reflecting on Practice  
- Reflect on program  
- Program change  
4b Managing Accurate Library Records  
- Collection Development  
- Circulation and Budget Records  
- Inventories  
- Library use  
4c Communicating with School Staff and Community  
- Provides information  
- Promotes use of program  
- Solicits feedback  
4d Participating in a Professional Community  
- Relationships with colleagues  
- Participation in school projects  
4e Growing and Developing Professionally  
- Professional development  
- Professional collaboration  
- Participates in professional organizations  
4f Showing Professionalism  
- Advocates for learning  
- Knowledge of ethics of librarianship
## Domain 1: PLANNING AND PREPARATION

1a Demonstrating knowledge of local, state, and federal regulations, and of academic and psychological supports within and beyond the school and district  
   - Knowledge of regulations  
   - Knowledge of supports
1b Demonstrating knowledge of child and adolescent development, learning, and psychopathology  
   - Current with research  
   - Shares knowledge
1c Establishing goals for the school psychologist appropriate to the setting and the students served  
   - Clear and appropriate goals  
   - Personalized with multiple factors
1d Considering possible interventions and instructional supports based on student needs  
   - Understanding of available resources  
   - Leadership in collaboration  
   - Proactive research in interventions
1e Demonstrating knowledge of a variety of assessment instruments and identifying measures that are able to evaluate educational needs and eligibilities  
   - Knowledge of assessment instruments for systems, groups and individuals  
   - Effective educational need and eligibility evaluations

## Domain 2: ENVIRONMENT

2a Establishing rapport with students, parents, school personnel  
   - Appropriate to population served  
   - Students are comfortable and trusting
2b Establishing a positive culture and climate throughout the school  
   - Models positive mental health  
   - Knowledge and involvement in behavioral supports and interventions
2c Establishing and maintaining clear procedures for referrals and using time effectively  
   - Appropriate referral practices  
   - Established as resource for others  
   - Time management skills
2d Establishing standards of student conduct in the evaluation and counseling environment and organizing that environment for optimal results  
   - Clear conduct standards  
   - Student behavior monitored  
   - Model for others  
   - Meets needs of individuals

## Domain 3: DELIVERY OF SERVICE

3a Demonstrating the ability to communicate effectively with students at their developmental level  
   - Developmentally appropriate language  
   - Clear directions and procedures  
   - Uses student feedback
3b Interpreting data to facilitate effective instructional decision-making  
   - Clear, concise data interpretation  
   - Decision-making for system, groups and students
3c Promoting the use of evidence-based interventions and supports based on student needs  
   - Initiates consultations  
   - Consultation contributions  
   - Aligns interventions
3d Administering and interpreting the appropriate assessments in order to make a thorough evaluation of student educational needs  
   - Consistent administration of assessments  
   - Accurate scoring and communicating results  
   - Contribution to eligibility determinations
3e Demonstrating flexibility, adaptability, and responsiveness  
   - When working with Staff, Students, and Parents  
   - Response to input  
   - Range of approaches for differentiation  
   - Adjusts to meet student needs

## Domain 4: PROFESSIONAL RESPONSIBILITIES

4a Reflecting on Professional Practice  
   - Accurate and objective  
   - Specific references to characteristics  
   - Suggestions for improvement
4b Maintaining Accurate Records  
   - Completion of evaluations  
   - Proactive communication
4c Collaborating with Teachers, Administrators, Parents, Students and Appropriate Community Supports  
   - Initiates contacts  
   - Response to parent inquiries
4d Participating in a Professional Community  
   - Required meetings  
   - Relationships with colleagues
4e Growing and Developing Professionally  
   - Proactive professional development  
   - Contribution to the profession  
   - Leadership role
4f Showing Professionalism, including Integrity, Advocacy and Maintaining Confidentiality  
   - Ethical standards  
   - Student advocacy  
   - Leadership in advocacy
### 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

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### 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

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### 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  
- Respects 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

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### 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-promoting 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
### 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
- 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 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
- 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
- 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

### 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