### 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 & proficiency
- Interests & cultural heritage

1c Setting Instructional Outcomes
- High expectations
- Rigorous & important learning
- Clear Outcomes
- Range of outcomes

1d Planning Components of the Gifted and Talented Program to Support Educational Services
- Job responsibilities
- Program Application
- Program goals
- Identification implementation

1e Designing Coherent Instruction
- Learning experiences
- Learning activities
- Structure
- Diversity

1f Designing Student Assessments
- Outcomes alignment
- Criteria & Standards
- Use of results

### Domain 2: THE CLASSROOM ENVIRONMENT

2a Creating an Environment of Respect and Rapport
- Coordinator interaction with students
- Student interaction with students

2b Establishing a Culture for Learning
- Importance of learning
- Expectations for learning & achievement
- Student responsibility

2c Managing Classroom Procedures
- Routines & procedures
- Instructional Groups
- Transitions
- Materials & supplies

2d Managing Student Behavior
- Expectations
- Monitoring behavior
- Response to misbehavior

2e Organizing Physical Space
- Safety
- Learning accessibility
- Physical arrangement and/or adaptation

### Domain 3: INSTRUCTION

3a Communicating with Students
- Content and procedures
- Student engagement
- Oral & written language use

3b Using Questioning/Prompts and Discussion
- Question quality
- Use of student responses
- Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activity & outcome alignment
- Student engagement
- Support for engagement
- Pacing

3d Using Assessment in Instruction
- Assessment use
- Assessment criteria
- Monitoring of learning
- Diagnosis of evidence

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Differentiation
- Persistence
- Use of resources

### Domain 4: PROFESSIONAL RESPONSIBILITIES

4a Reflecting on Teaching
- Accuracy
- Evidence
- Use in planning

4b Managing Relevant Gifted and Talented Program Documentation and Evaluation
- Monitoring evidence
- Program evaluation
- Student growth evaluation
- Use of data

4c Communicating with Families
- Instructional program
- Individual students
- Family engagement
- Communication success

4d Participating in a Professional Community
- Relationships with colleagues
- Leadership initiative
- Service to school and district

4e Growing and Developing Professionally
- Appropriate professional development activity
- Feedback on teaching
- Service to the profession

4f Showing Professionalism
- Ethical standards
- Proactive peer & student service
- Regulation compliance

4g Promoting Gifted Education Through Public Awareness and Advocacy
- Contribution to school/district events
- Peer leadership
- Stakeholder collaboration
- Advisory committee

4h Professional Development
- Plan design
- Plan implementation
- Sharing expertise
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<th>Domain 1: PLANNING AND PREPARATION</th>
<th>Domain 2: ENVIRONMENT</th>
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</table>
| 1a Demonstrates Understanding of the Underlying Research, Theories, Knowledge, and Skills of the Discipline  
  • Content knowledge • Research-based practices and strategies | 2a Creates a Respectful and Emotionally Safe Culture that Promotes Collaboration  
  • Specialist collaboration • Instructional improvement practices |
| 1b Identifies the Instructional Improvement Needs of the Teachers Served  
  • Instructional improvement needs • Teacher support strategies | 2b Promotes a Culture of Continuous Instructional Improvement  
  • Evaluation of implementation • Teacher support |
| 1c Identifies Clear, Specific and Appropriate Goals for the Instructional Support Program  
  • Program goals • Collaborative design • Goal alignment | 2c Develops Processes and Procedures for Teachers to Participate in Support Activities  
  • Clear processes & procedures • Stakeholder participation |
| 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 | 2d Establishes Clearly Defined Norms for Professional Conduct  
  • Clear norms • Observed norms • Adult interactions |
| 1e Plans a Coherent Program of Instructional Support Fully Integrated with the School Program  
  • Instructional support integration • Coherent service • School program coherence | 2e Organizes Physical Space for Professional Learning  
  • Organization • Design of space • Use of space |
| 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 | |
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<th>Domain 4: PROFESSIONAL RESPONSIBILITIES</th>
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| 4a Reviews and Reflects on Practice to Inform Improvement  
  • Accurate • Focused on improvement • Specific recommendations | 3a Collaborates with Teachers to Design Rigorous, Standards-based Classroom Instruction  
  • Collaborative design • Teacher-initiated |
| 4b Follows Established Procedures for Developing and Submitting Accurate and Timely Records, Budgets and Reports  
  • Records • Reports • Budget • Accurate submission | 3b Addresses the Instructional Improvement Needs of the Teachers Served  
  • Teacher informed • Quality • Appropriate for needs |
| 4c Coordinates Improvement Efforts with Other Specialists  
  • Clear, aligned approach • Collaboration | 3c Engages Teachers in Learning New Instructional Strategies And Practices  
  • Teacher engagement • Collaboration |
| 4d Engages with the Larger School Community  
  • Leadership role • Contributions | 3d Provides Relevant and Timely Feedback to Teachers  
  • Evidence formats • Quality feedback • Use of feedback |
| 4e Enhances Professional Capacity Through Ongoing Professional Learning  
  • Proactive • Feedback from others • Learning application | 3e Provides Responsive Professional Support  
  • Proactive service • Adaptation of services • Stakeholder input |
| 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  
- Collection development

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

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**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

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**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

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**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
## SCHOOL PSYCHOLOGIST FRAMEWORK

### 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 measureable 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 AND EASILY USED BY STUDENTS  
- 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 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  

### 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
<table>
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<th>Domain 1: PLANNING AND PREPARATION</th>
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| 1a: Demonstrating Knowledge of counseling theory and techniques  
- Knowledge of counseling techniques  
- Knowledge of application of supports | 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 |
| 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 | 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 |
| 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 | 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 |
| 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 constituents | 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 |
| 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 constituents  
- Careful data collection on goals | 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** | **Domain 2: SUPPORT ** |
| 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 | **Domain 2: SUPPORT ** |
| 4b: Maintaining Accurate Records  
- Highly systematic and efficient record keeping  
- Records provide model for others | **Domain 2: SUPPORT ** |
| 4c: Communicating with Families  
- Consistently provides thorough and accurate information to families about the program, student services and individual students  
- Includes colleagues when necessary | **Domain 2: SUPPORT ** |
| 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 | **Domain 2: SUPPORT ** |
| 4e: Growing and Developing Professionally  
- Leads in seeking professional development opportunities  
- Contributes to the profession  
- Presents information to colleagues | **Domain 2: SUPPORT ** |
| 4f: Showing Professionalism,  
- High standards of honesty, integrity and confidentiality  
- Adheres to district, state, and federal regulations  
- Advocates for all students  
- Models professionalism | **Domain 2: SUPPORT ** |