

GIFTED COORDINATOR FRAMEWORK

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 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

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

INSTRUCTIONAL SPECIALIST FRAMEWORK

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 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 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

LIBRARY MEDIA SPECIALIST [LMS] FRAMEWORK

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

SCHOOL PSYCHOLOGIST FRAMEWORK

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

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

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 constituents

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

Domain 1: PLANNING AND PREPARATION

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 constituents

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 constituents 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