

# KENTUCKY FRAMEWORK FOR TEACHING

## With Specialist Frameworks for Other Professionals Therapeutic Specialists

*The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:*

- 1. Planning and Preparation*
- 2. Classroom Environment/Environment*
- 3. Instruction/Delivery of Service*
- 4. Professional Responsibilities*

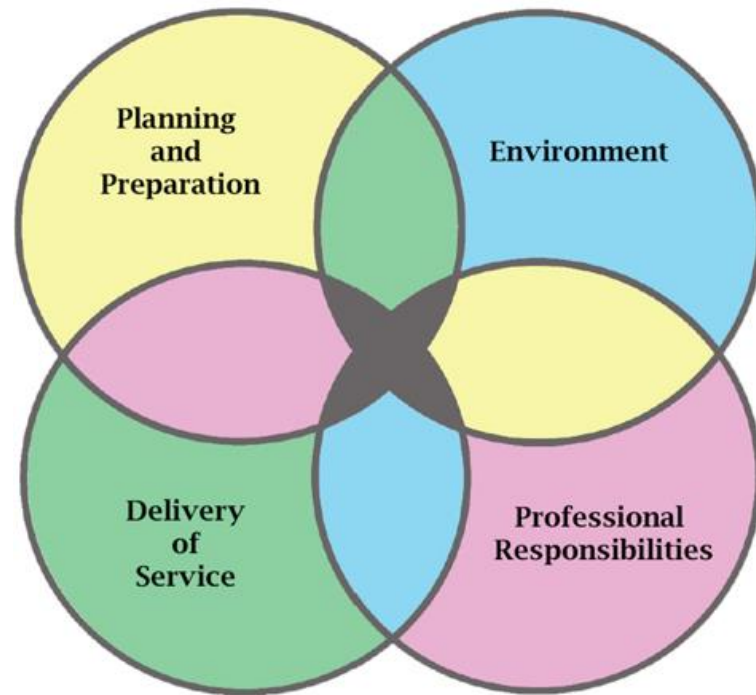
*It is important to realize that this Framework takes into account the Kentucky Teacher Standards, the Kentucky Board of Education's Program of Studies, Kentucky Academic Standards, and the Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning.*

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*(adapted for Kentucky Department of  
Education)*

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# FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



## INTRODUCTION:

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

## Possible Samples of Evidence:

Following the specialists' framework are samples of roles and responsibilities completed by Other Professionals in districts across Kentucky. Through statewide collaboration with teams of Other Professionals, administrators, and teacher leaders this sample list has been created. These samples may or may not fit the expectations in every district. With discussion between the Other Professional and the supervisor, these possible samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. The possible samples of evidence may serve as evidence in the self-reflection and professional growth plan to inform the educators overall Professional Practice rating.

**Kentucky Framework for Teaching and Other Professionals Framework Crosswalk:**

Teacher Domains	Teacher Components	Other Professional Domains	<b><u>Instructional Specialists</u></b> Components
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge of current trends in specialty area and professional development</li> <li>• Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program</li> <li>• Establishing goals for the instructional support program appropriate to the setting and the teachers served</li> <li>• Demonstrating knowledge of resources both within and beyond the school and district</li> <li>• Planning the instructional program integrated with the overall school program</li> <li>• Developing a plan to evaluate the instructional support program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Creating an environment of trust and respect</li> <li>• Establishing a culture for ongoing instructional improvement</li> <li>• Establishing clear procedures for teachers to gain access to the instructional support</li> <li>• Establishing and maintaining norms of behavior for professional interactions</li> <li>• Organizing physical space for workshops or training</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Collaborating with teachers in the design of instructional units and lessons</li> </ul>

	<ul style="list-style-type: none"> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>		<ul style="list-style-type: none"> <li>• Engaging teachers in learning new instructional skills</li> <li>• Sharing expertise with staff</li> <li>• Locating resources for teachers to support instructional improvement</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing professionally</li> <li>• Showing professionalism</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Preparing and submitting budgets and reports</li> <li>• Coordinating work with other instructional specialists</li> <li>• Participating in a professional community</li> <li>• Engaging in professional development</li> <li>• Showing professionalism including integrity and confidentiality</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>Therapeutic Specialists Components</u>
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license</li> <li>• Establishing goals for the therapy program appropriate to the setting and the students served</li> <li>• Demonstrating knowledge of District state and federal regulations and guidelines</li> <li>• Demonstrating knowledge of resources both within and beyond the school and district</li> <li>• Planning the therapy program integrated with the regular school program to meet the needs of individual students</li> <li>• Developing a plan to evaluate the therapy program</li> </ul>

Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Establishing rapport with students</li> <li>• Organizing time effectively</li> <li>• Establishing and maintaining clear procedures for referrals</li> <li>• Establishing standards of conduct in the treatment center</li> <li>• Organizing physical space for testing of students and providing therapy</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Responding to referrals and evaluating student needs</li> <li>• Developing and implementing treatment plans to maximize student s success</li> <li>• Communicating with families</li> <li>• Collecting information; writing reports</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Collaborating with teachers and administrators</li> <li>• Maintaining an effective data management system</li> <li>• Participating in a professional community</li> <li>• Engaging and professional development</li> <li>• Showing professionalism including integrity advocacy and maintaining confidentiality</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>School Psychologists Components</u>
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating knowledge and skill in using psychological instruments to evaluate students</li> <li>• Demonstrating knowledge of child and adolescent development and psychopathology</li> <li>• Establishing goals for the psychology program appropriate to the setting and the students served</li> <li>• Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district</li> <li>• Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention</li> <li>• Developing a plan to evaluate the psychology program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Establishing rapport with students</li> <li>• Establishing a culture for positive mental health throughout the school</li> <li>• Establishing and maintaining clear procedures for referrals</li> <li>• Establishing standards of conduct in the testing center</li> <li>• Organizing physical space for testing the students and storage of materials</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Responding to referrals consulting with teachers and administrators</li> </ul>

	<ul style="list-style-type: none"> <li>Using Assessment in instruction</li> <li>Demonstrating Flexibility and Responsiveness</li> </ul>		<ul style="list-style-type: none"> <li>Evaluating student needs and compliance with national Association of school psychologists NASP guidelines</li> <li>Chairing evaluation team</li> <li>Planning interventions to maximize student's likelihood of success</li> <li>Maintaining contact with physicians and community mental health service providers</li> <li>Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>Reflecting on teaching</li> <li>Maintaining accurate records</li> <li>Communicating with families</li> <li>Participating in a professional community</li> <li>Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>Reflecting on practice</li> <li>Communicating with families</li> <li>Maintaining accurate records</li> <li>Participating in a professional community</li> <li>Engaging in professional development</li> <li>Showing professionalism</li> </ul>

Teacher Domains	Teacher Components	Other Professional Domains	<u>School Counselors/Social Workers Components</u>
Planning and Preparation	<ul style="list-style-type: none"> <li>Knowledge of content and pedagogy</li> <li>Demonstrating knowledge of students</li> <li>Setting instructional outcomes</li> <li>Demonstrating knowledge of resources</li> <li>Designing coherent instruction</li> <li>Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>Demonstrating knowledge of counseling theory and techniques</li> <li>Demonstrating knowledge of child and adolescent development</li> <li>Establishing goals for the counseling program appropriate to the setting and the students served</li> <li>Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</li> </ul>

			<ul style="list-style-type: none"> <li>• Plan in the counseling program integrated with the regular school program</li> <li>• Developing a plan to evaluate the counseling program</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• creating an environment of respect and rapport</li> <li>• Establishing a culture for productive communication</li> <li>• Managing routines and procedures</li> <li>• Establishing standards of conduct and contributing to the culture for student behavior throughout the school</li> <li>• Organizing physical space</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Assessing student needs</li> <li>• Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs</li> <li>• Using counseling techniques in individual and classroom programs</li> <li>• Brokering resources to meet needs</li> <li>• Demonstrating flexibility and responsiveness</li> </ul>
Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on teaching</li> <li>• Maintaining accurate records</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Growing and developing</li> </ul>	Professional Responsibilities	<ul style="list-style-type: none"> <li>• Reflecting on practice</li> <li>• Maintaining records and submitting them in a timely fashion</li> <li>• Communicating with families</li> <li>• Participating in a professional community</li> <li>• Engaging in professional development</li> <li>• Showing professionalism</li> </ul>



Teacher Domains	Teacher Components	Other Professional Domains	<b><u>Library Media Specialists</u></b> Components
Planning and Preparation	<ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Demonstrating knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Demonstrating knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul>	Planning and Preparation	<ul style="list-style-type: none"> <li>• Demonstrating Knowledge of Content Curriculum and Process</li> <li>• Knowledge of curriculum</li> <li>• Knowledge of information, media, and digital literacy</li> <li>• Knowledge of the research process</li> <li>• Demonstrating Knowledge of Students</li> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills and knowledge and language proficiency</li> <li>• Knowledge of students' interests and cultural heritage</li> <li>• Knowledge of students' special needs</li> <li>• Supporting Instructional Goals</li> <li>• Instructional resources and technology</li> <li>• Instructional services</li> <li>• Demonstrating Knowledge and Use of Resources</li> <li>• Instructional materials and resources</li> <li>• Search strategies</li> <li>• Demonstrating a Knowledge of Literature and Lifelong Learning</li> <li>• Children's and young adult literature</li> <li>• Reading promotion</li> <li>• Collaborating in the Design of Instructional Experiences</li> </ul>

			<ul style="list-style-type: none"> <li>• Collaborative skills</li> <li>• Instructional materials and resources</li> <li>• Research process</li> <li>• Information, media, digital and technology literacy</li> </ul>
Classroom Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Establishing a culture of learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul>	Environment	<ul style="list-style-type: none"> <li>• Creating an environment of respect and rapport</li> <li>• Interpersonal relations</li> <li>• Student interactions</li> <li>• Staff interactions</li> <li>• Establishing a Culture for Learning</li> <li>• Ethos</li> <li>• Expectations for learning</li> <li>• Managing Library Procedures</li> <li>• Circulation procedures</li> <li>• Scheduling procedures</li> <li>• Managing student behavior</li> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to misbehavior</li> <li>• Organizing physical space</li> <li>• Safety</li> <li>• Traffic flow</li> <li>• Self-directed use</li> <li>• Consideration of functions</li> <li>• Flexibility</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Communicating with students</li> <li>• Questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using Assessment in instruction</li> </ul>	Delivery of Service	<ul style="list-style-type: none"> <li>• Communicating Clearly and Accurately</li> <li>• Directions and procedures</li> <li>• Use of different methods</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrating Flexibility and Responsiveness</li> </ul>		<ul style="list-style-type: none"> <li>• Using Questioning and Research Techniques</li> <li>• Quality of questions</li> <li>• Research techniques</li> <li>• Student inquiry</li> <li>• Engaging Students in Learning</li> <li>• Instructional materials and resources</li> <li>• Expectations for students</li> <li>• Assessment in Instruction (whole class, one-on-one and small group)</li> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Quality feedback</li> <li>• Student self-assessment and monitoring of progress</li> <li>• Demonstrating Flexibility and Responsiveness</li> <li>• Teaching strategies</li> <li>• Lesson adjustments</li> <li>• Response to students</li> <li>• Persistence</li> </ul>
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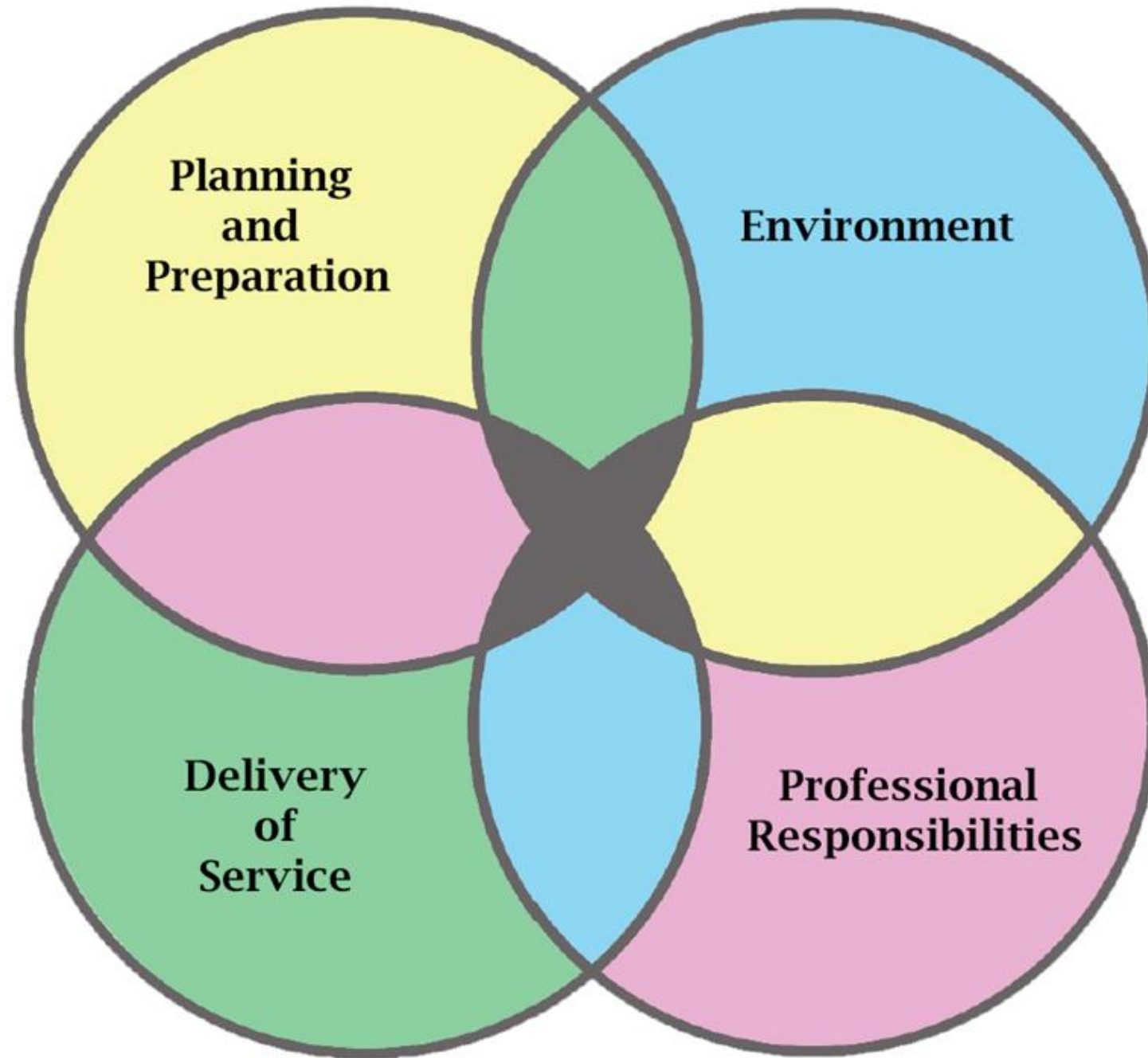
<p>Professional Responsibilities</p>	<ul style="list-style-type: none"> <li>● Reflecting on teaching</li> <li>● Maintaining accurate records</li> <li>● Communicating with families</li> <li>● Participating in a professional community</li> <li>● Growing and developing</li> </ul>	<p>Professional Responsibilities</p>	<ul style="list-style-type: none"> <li>● Reflecting on Practice</li> <li>● Reflection</li> <li>● Vision</li> <li>● Change</li> <li>● Maintaining Accurate Records</li> <li>● Catalog</li> <li>● Circulation</li> <li>● Statistics</li> <li>● Inventory</li> <li>● Using Data</li> <li>● Communicating with School Staff and Community</li> <li>● Information about the library program</li> <li>● Advocacy</li> <li>● Participating in a Professional Community</li> <li>● Service to the School</li> <li>● Participation in school and district projects</li> <li>● Involvement in a culture of professional inquiry</li> <li>● Relationship with colleagues</li> <li>● Growing and Developing Professionally</li> <li>● Enhancement of professional knowledge</li> <li>● Receptivity to feedback from colleagues</li> <li>● Service to the profession</li> <li>● Collection Development and Maintenance</li> <li>● Assessment</li> <li>● Selection/ Weeding</li> <li>● Managing the Library Budget</li> <li>● Data driven decisions</li> <li>● Budget development</li> <li>● Record keeping</li> </ul>
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			<ul style="list-style-type: none"><li>• Managing Personnel</li><li>• Motivating leadership</li><li>• Delegating responsibility</li><li>• Training</li><li>• Supervision</li><li>• Evaluation</li><li>• Professional ethics</li><li>• Library Bill of Rights</li><li>• Copyright law</li><li>• Ethical use of information</li><li>• Intellectual freedom</li><li>• Privacy</li><li>• Confidentiality</li></ul>
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# Common Language

Domain 1: Planning & Preparation

	<b>Component</b>	<b>Domain</b>			
<p><b>1A - Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Knowledge of Content and the Structure of the Discipline</li> <li>• Knowledge of Prerequisite Relationships</li> <li>• Knowledge of Content-Related Pedagogy</li> </ul>	<p>In planning, accomplished teachers have command of the subject they teach. They must have evolved into the 21<sup>st</sup> century, incorporating such issues as cultural diversity, as appropriate. Accomplished teachers understand the internal relationships among the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p>	<b>Performance Level</b>			
	<p><b>Ineffective</b></p> <ul style="list-style-type: none"> <li>• In planning and practice, teacher makes content errors or does not correct errors made by students.</li> <li>• Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</li> </ul>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</li> <li>• Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li> <li>• Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students</li> </ul>	<p><b>Accomplished</b></p> <ul style="list-style-type: none"> <li>• Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</li> <li>• Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</li> <li>• Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline</li> </ul>	<p><b>Exemplary</b></p> <ul style="list-style-type: none"> <li>• Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate to one another.</li> <li>• Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</li> </ul>	<b>Essential guidance for observers.</b>



# OPGES frameworks

## Domain 1: Planning & Preparation – Therapeutic Specialists

<i>IA -</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	Specialist demonstrates little of no knowledge and skill in the therapy area: does not hold the necessary certification or license.	Specialist demonstrates basic knowledge and skill in the therapy area: holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area: holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area: holds an advanced certificate or license.

<i>IB -</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for therapy program are rudimentary and are partially suitable to the situation and to the age of students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.

<i>IC -</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Demonstrating knowledge of District state and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedure.	Specialist's knowledge of special education laws and procedures is extensive: specialist takes a leadership role in reviewing and revising district policies.



## Domain 1: Planning &amp; Preparation – Therapeutic Specialists

<i>ID -</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Demonstrating knowledge of resources both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.

<i>IE -</i>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Planning the therapy program integrated with the regular school program to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's is highly coherent and preventive and serves to support students individually, within the broader educational program.

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

## Domain 2: The Environment – Therapeutic Specialists

<b>2A –</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Establishing rapport with students	Specialist's interactions with students are negative or inappropriate: students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative: the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful: students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.

<b>2B -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Organizing time effectively	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed: essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner: teachers and students understand their schedules.

<b>2C -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established: when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

## Domain 2: The Environment – Therapeutic Specialists

<b>2D -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards: response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

<b>2E -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Organizing physical space for testing of students and providing therapy	The testing and treatments center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized: materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

### Domain 3: Delivery of Service – Therapeutic Specialists

<b>3A -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student's needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and, makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student's needs.

<b>3B -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Developing and implementing treatment plans to maximize student success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

<b>3C -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

## Domain 3: Delivery of Service – Therapeutic Specialists

<b>3D -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Collecting information; writing reports	Specialist neglects to collect important information on which to base treatment plans: reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans: reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans: reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary: reports are accurate and clearly written and are tailored for the audience.

<b>3E -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in responses to student, parent, or teacher input.

## Domain 4: Professional Responsibilities – Therapeutic Specialists

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

<b>4B-</b>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.

<b>4C -</b>	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Maintaining an effective data management system	Specialist's data-management system is either nonexistent or in disarray: it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.

## Domain 4: Professional Responsibilities – Therapeutic Specialists

<b>4D -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

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

<b>4F -</b>	<b><i>Ineffective</i></b>	<b><i>Developing</i></b>	<b><i>Accomplished</i></b>	<b><i>Exemplary</i></b>
Showing professionalism including integrity advocacy and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking leadership role with colleagues.

### Possible samples of evidence

This document contains samples of roles and responsibilities completed by Speech Pathologists in Kentucky. Through collaboration with teams of Other Professionals, administrators, and teacher leaders, this sample list has been created.

These samples may or may not fit the expectations in a district. With discussion between the Other Professional and the supervisor, these possible samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. These possible samples of evidence may serve as evidence in the self-reflection, professional growth plan, and to inform the educators overall Professional Practice rating.

#### Speech Pathologists

##### **Domain 1: Planning & Preparation – Therapeutic Specialists – Speech Language Pathologists**

*Adapted from PACE guide for SLPs*

Component	Samples of evidences that may be evident during observation visit
<p><b>IA - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license</b></p> <p><b>Accomplished:</b> Specialist demonstrates thorough knowledge and skill in the therapy area: holds the necessary certificate or license</p>	<ul style="list-style-type: none"> <li>• holds necessary state therapy licenses and a master's degree</li> <li>• completes CEU's or advanced degree</li> <li>• works across all ability levels and provide services for a range of disorders, as appropriate for the setting</li> <li>• completes and provide in-services (i.e., complete professional development)</li> <li>• demonstrates competence in oral and written communication</li> <li>• follows risk management procedures</li> </ul>
<p><b>IB - Establishing goals for the therapy program appropriate to the setting and the students served</b></p> <p><b>Accomplished:</b> Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students</p>	<ul style="list-style-type: none"> <li>• establishes goals and a process for the evaluation or eligibility process</li> <li>• attends PD to improve Therapy practice</li> <li>• develops IEP goals/ IFSP goals and other measurable goals based on observations, evaluations, and individual need</li> <li>• uses KEG &amp; ARC</li> </ul>
<p><b>IC- Demonstrating knowledge of District state and federal regulations and guidelines</b></p> <p><b>Accomplished:</b> Specialist demonstrates thorough knowledge of special education laws and procedure</p>	<ul style="list-style-type: none"> <li>• follows due process timelines</li> <li>• explains evaluation, eligibility, and IEP content clearly, using language that parents and other team members understand</li> <li>• explains how speech and language goals relate to student success with the curriculum</li> <li>• develops understandable and measurable goals</li> </ul>



	<ul style="list-style-type: none"> <li>• responds appropriately to questions and comments of other team members</li> <li>• deals appropriately with conflicts that may occur during a meeting</li> <li>• provides evidence that parent(s) and other team members were involved in creating IEP content</li> <li>• explains how IEP goals are related to the present educational levels</li> <li>• accurately bills Medicaid and complete other compliance requirements</li> <li>• completes documentation within a specific timeline using appropriate forms</li> <li>• contributes appropriate information to transition plans</li> <li>• solicits feedback from parents, teachers, and students about documentation and compliance via checklists and surveys</li> <li>• maintains confidentiality and adhere to IDEA, Section 504, FERPA, and HIPAA regulations</li> <li>• solicits contribution from all team members, parents and teachers as appropriate</li> <li>• provides documentation as evidence that contributes to the eligibility determination</li> </ul>
<p><b>ID -Demonstrating knowledge of resources both within and beyond the school and district</b></p> <p><b>Accomplished:</b> Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.</p>	<ul style="list-style-type: none"> <li>• collects data collection/ progress inventorying</li> <li>• collaborates with colleagues across disciplines</li> <li>• seeks input on program from other schools. Colleagues, and community shareholders.</li> <li>• advocates for appropriate services for the students</li> </ul>
<p><b>1E- Planning the therapy program integrated with the regular school program to meet the needs of individual students</b></p> <p><b>Accomplished:</b> Specialist has developed a plan that includes the important aspects of work in the setting</p>	<ul style="list-style-type: none"> <li>• aligns goals with common core standards</li> <li>• develops and execute appropriate therapy plans</li> <li>• demonstrates knowledge and skills necessary for providing or facilitating treatment for children from culturally and linguistically different backgrounds</li> </ul>
<p><b>1F - Developing a plan to evaluate the therapy program</b></p> <p><b>Accomplished:</b> Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met</p>	<ul style="list-style-type: none"> <li>• evaluates student progress through various means and plan to adjust/modify program to improve outcomes.</li> </ul>

<b>Domain 2: Environment - Therapeutic Specialists</b>	
<b>Component</b>	<b>Samples of evidences that may be evident during observation visit</b>
<p><b>2A – Establishing rapport with students</b>  <b>Accomplished:</b> Specialist's interactions with students are positive and respectful: students appear comfortable in the testing and treatment center.</p> <p><b>Accomplished:</b> Specialist's interactions with students are positive and respectful: students appear comfortable in the testing and treatment center.</p>	<ul style="list-style-type: none"> <li>• establishes good rapport</li> <li>• offers praise and compliments to students</li> <li>• engages students in the session's activities</li> <li>• provides accurate and appropriate feedback to students individually</li> <li>• implements activities that promote progress on each student's specific IEP goals</li> <li>• exhibits good behavior management skills</li> <li>• uses the allocated time efficiently and effectively</li> <li>• fosters a positive interaction with students</li> <li>• provides each student with an opportunity for a significant number of responses</li> <li>• includes curricular objectives or materials in the session</li> <li>• develops and execute appropriate therapy plans</li> <li>• demonstrates knowledge and skills necessary for providing or facilitating treatment for children from culturally and linguistically different backgrounds</li> <li>• advocates for appropriate services for the students</li> <li>• documents the nature of services and evidence of progress</li> <li>• changes the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal</li> <li>• develops activities that promote progress on students' specific IEP goals</li> </ul>
<p><b>2B - Organizing time effectively</b></p> <p><b>Accomplished:</b> Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner</p>	<ul style="list-style-type: none"> <li>• works with classroom schedules</li> <li>• travels between schools/ homes plans accordingly</li> <li>• adheres to set schedules</li> </ul>
<p><b>2C - Establishing and maintaining clear procedures for referrals</b>  <b>Accomplished:</b> Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.</p>	<ul style="list-style-type: none"> <li>• knows and maintains the RTI process</li> <li>• participates in ARC committee with educators and parents</li> </ul>

<p><b>2D - Establishing standards of conduct in the treatment center</b></p> <p><b>Accomplished:</b> Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards: response to students is appropriate and respectful</p>	<ul style="list-style-type: none"> <li>• establishes clear expectations of routine</li> <li>• uses behavior charts</li> <li>• uses behavior management system for resource setting</li> <li>• follows co-teaching classroom behavior management system and/or modifies to adapt for specific student needs.</li> </ul>
<p><b>2E - Organizing physical space for testing of students and providing therapy</b></p> <p><b>Accomplished:</b> The testing and treatment center is well organized: materials are available when needed.</p>	<ul style="list-style-type: none"> <li>• organizes work space materials and equipment</li> <li>• organizes system for student files</li> </ul>

### Domain 3: Delivery of Service – Therapeutic Specialists

Component	Samples of evidences that may be evident during observation visit
<p><b>3A - Responding to referrals and evaluating student needs</b></p> <p><b>Accomplished:</b> Specialist responds to referrals and, makes thorough assessments of student needs</p>	<ul style="list-style-type: none"> <li>• completes documentation of ARC meetings</li> <li>• completes documentation of triangulation of data</li> <li>• completes screenings as requested by parents/ teachers</li> <li>• plans through evaluation based on referral information</li> <li>• solicits feedback from parents, teachers, and students about documentation and compliance via checklists and surveys</li> <li>• gather case history information</li> <li>• uses appropriate formal and informal assessment tools</li> <li>• reports assessment findings in a timely manner</li> <li>• develops appropriate evaluation reports</li> <li>• observes informal and formal testing using a variety of assessment strategies</li> <li>• analyzes and interprets test results to make appropriate recommendations</li> <li>• creates schedules that reflect assessments to be conducted at designated times (i.e., scheduling blocks)</li> <li>• demonstrates knowledge and skills necessary for providing or facilitating assessment of children from culturally and linguistically different backgrounds</li> </ul>

<p><b>3B - Developing and implementing treatment plans to maximize student s success</b></p> <p><b>Accomplished:</b> Specialist's plans for students are suitable for them and are aligned with identified needs</p>	<ul style="list-style-type: none"> <li>• writes IEP goals based on assessment results, academic &amp; developmental needs</li> <li>• correlates IEP with assessment data and teachers concerns in classroom.</li> <li>• develops activities that promote progress on students' specific IEP goals</li> <li>• designs a schedule that allows completion of all work activities in an efficient and effective manner</li> <li>• changes the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal</li> <li>• records data on the student's performance during the session</li> </ul>
<p><b>3C - Communicating with families</b></p> <p><b>Accomplished:</b> Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions</p>	<ul style="list-style-type: none"> <li>• keeps a parent contact log.</li> <li>• documents parent concerns during the ARC meeting.</li> <li>• progress monitoring reports are sent home.</li> <li>• respects students and families</li> <li>• demonstrates active listening</li> <li>• presents with a professional demeanor</li> <li>• responds professionally to feedback</li> <li>• demonstrates collaboration with families in IEP team meetings and other meetings</li> <li>• shows evidence of communication with families (e.g., parent communication log)</li> </ul>
<p><b>3D - Collecting information; writing reports</b></p> <p><b>Accomplished:</b> Specialist collects all the important information on which to base treatment plans: reports are accurate and appropriate to the audience.</p>	<ul style="list-style-type: none"> <li>• participates in ARC meetings &amp; thorough recordkeeping</li> <li>• conferences summaries and reports are explained in parent friendly language.</li> <li>• displays appropriate writing mechanics (e.g. grammar, spelling, etc.)</li> <li>• interprets evaluation results and data collection appropriately.</li> </ul>
<p><b>3E - Demonstrating flexibility and responsiveness</b></p> <p><b>Accomplished:</b> Specialist makes revisions in the treatment program when they are needed.</p>	<ul style="list-style-type: none"> <li>• keeps ongoing progress data.</li> <li>• reviews ARC's and schedules ARC meetings more frequently when needed annually</li> </ul>

<b>Domain 4: Professional Responsibilities – Therapeutic Specialists</b>	
<b>Component</b>	<b>Samples of evidences that may be evident during observation visit</b>
<p><b>4A - Reflecting on practice</b></p> <p><b>Accomplished:</b> Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.</p>	<ul style="list-style-type: none"> <li>• completes the OPGES self-reflection and professional growth plan</li> </ul>
<p><b>4B - Collaborating with teachers and administrators</b></p> <p><b>Accomplished:</b> Specialist initiates contact with teachers and administrators to confer regarding individual cases</p>	<ul style="list-style-type: none"> <li>• communicates with teachers using emails and communication logs.</li> <li>• meets with teachers prior to making programming decisions</li> <li>• presents with a professional demeanor</li> <li>• responds professionally to feedback</li> <li>• demonstrates collaborative instruction or co-teaching</li> <li>• demonstrates collaboration at IEP team meetings and other meetings</li> <li>• respects teachers and other professionals</li> </ul>
<p><b>4C - Maintaining an effective data management system</b></p> <p><b>Accomplished:</b> Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.</p>	<ul style="list-style-type: none"> <li>• understands Medicaid benefits and tracks ongoing progress.</li> <li>• collects data during each therapy session</li> </ul>
<p><b>4D - Participating in a professional community</b></p> <p><b>Accomplished:</b> Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<ul style="list-style-type: none"> <li>• attends PLC meetings and other school level team meetings.</li> <li>• assists with school functions and projects</li> <li>• completes in services (i.e., complete professional development)</li> <li>• provides in services (i.e., provide professional development)</li> <li>• participates in state, school, or local associations; meetings and conferences; and/or professional learning communities</li> <li>• conducts school assessment planning</li> <li>• engages in RTI initiatives</li> <li>• participates in curriculum teams</li> <li>• supports positive behavioral initiatives</li> </ul>

<p><b>4E - Engaging and professional development</b></p> <p><b>Accomplished:</b> Specialist seeks out opportunities for professional development based on an individual assessment of need.</p>	<ul style="list-style-type: none"><li>• utilizes trainings provided by education cooperatives, state and National conferences.</li><li>• participates in school and district professional development as appropriate</li></ul>
<p><b>4F - Showing professionalism including integrity advocacy and maintaining confidentiality</b></p> <p><b>Accomplished:</b> Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.</p>	<ul style="list-style-type: none"><li>• collects behavior observations.</li><li>• completes confidentiality training.</li><li>• adheres to staff code of conduct</li></ul>