KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

To be used for the _pilot_ of the Other Professional Growth and Effectiveness System _ONLY!_
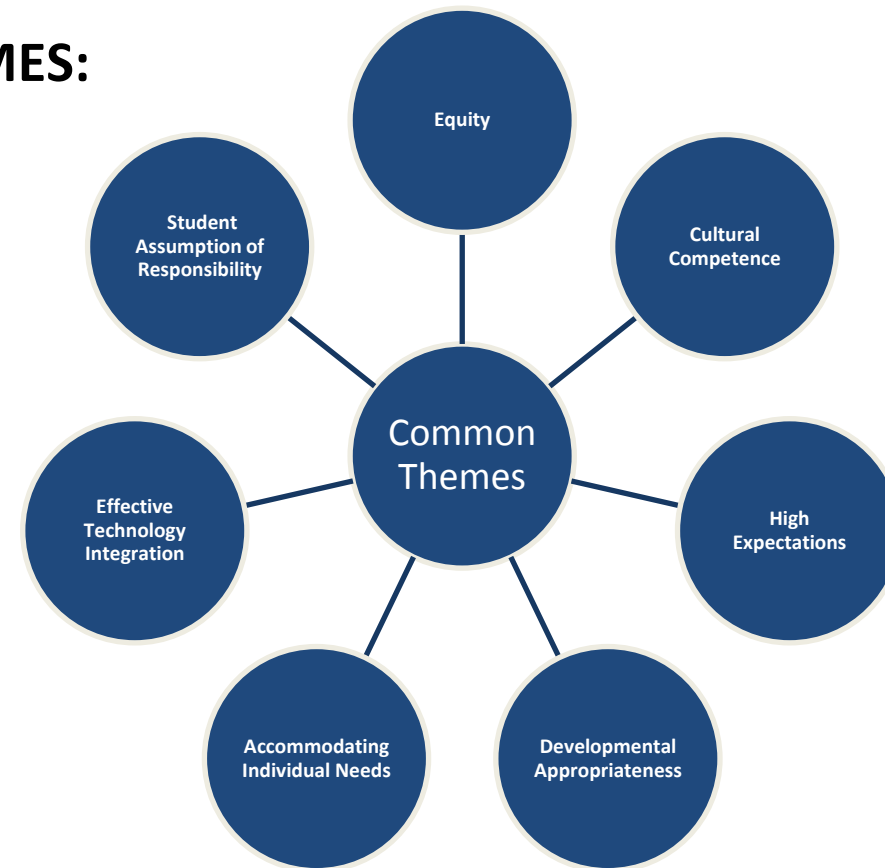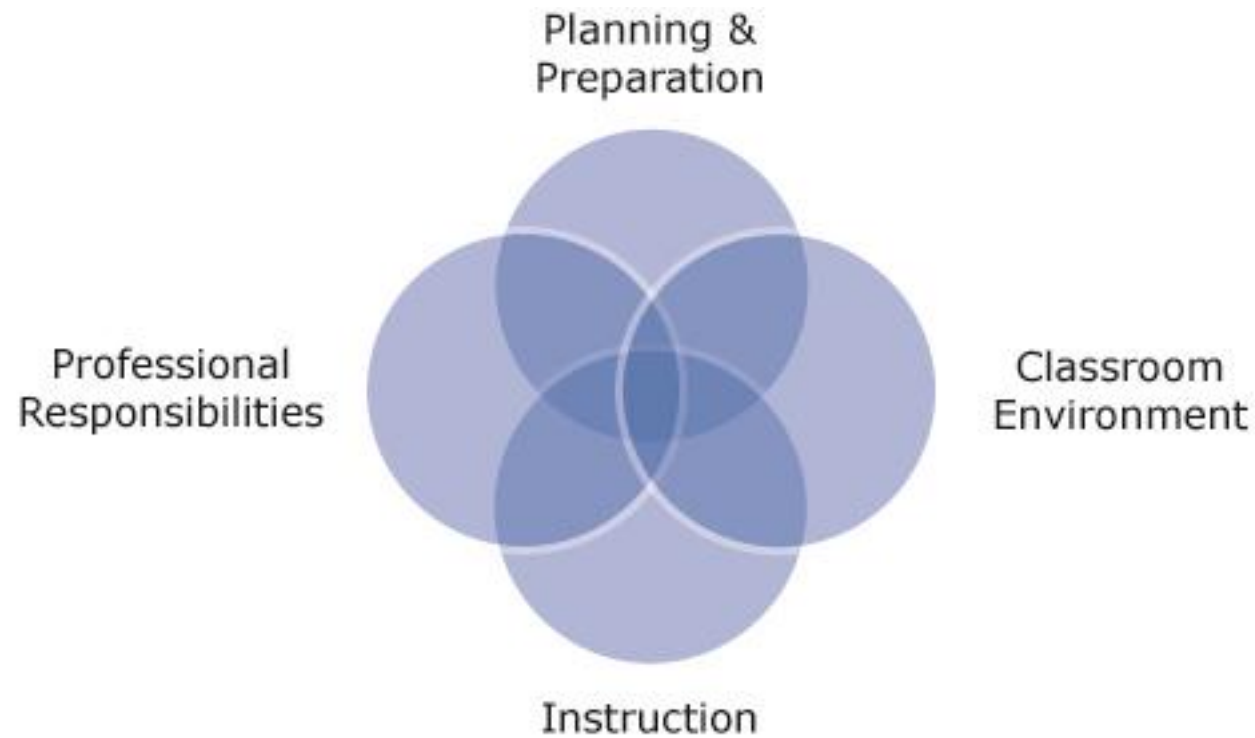
School Guidance Counselors/ Social Workers

Charlotte Danielson

(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to commonly used national professional organizations for each Category of Other Professionals.

June 2014

FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:

Planning & Preparation

Professional Responsibilities

Classroom Environment

Instruction

Common Themes

- Equity
- Cultural Competence
- High Expectations
- Developmental Appropriateness
- Accommodating Individual Needs
- Effective Technology Integration
- Student Assumption of Responsibility

INTRODUCTION:

The *Framework for Teaching* organizes the multiple measures that comprise Kentucky's proposed Teacher Professional Growth and Effectiveness System. 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". Exemplary is purposefully designed to be difficult to achieve. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

Domain

1A - Knowledge of Content and Pedagogy	In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within 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.			
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
• Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy	• In planning and practice, teacher makes con... ma... • Tea... understanding of prerequisite relationships important to student's learning of the content. • Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	• Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.	• Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. • 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. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline... antici...
Critical Attributes	• Teacher makes content errors. • Teacher does not consider prerequisite relationships when planning. • Teacher's plans use inappropriate strategies for the discipline.	• Teacher is familiar with the discipline but does not see conceptual relationships. • Teacher's knowledge of prerequisite relationships is inaccurate or inco... • Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	• The teacher can identify important concepts of the discipline and their relationships to ... ...ly provides clear explanations of the content. • The teacher answers student questions accurately and provides feedback that furthers their learning. • The teacher seeks out content-related professional development.	In addition to "accomplished": • Teacher cites intra- and interdisciplinary content relationships. • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
Possible Examples	• The teacher says "the official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.	• The t... perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.	• The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given per... • The ... sur... pra... on ... • The teacher plans to expand a unit on civics by having students simulate a court trial.	• In a unit on 19th century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

Annotation labels (overlaid):
- **Element(s)**
- **Performance Level**
- **Indicators**
- **Essential guidance for observers (TPGES only)**
- **Illustrates the meaning of framework language (TPGES only)**

COMMON LANGUAGE

OPGES frameworks

Domain 1: Planning & Preparation – School Guidance Counselors/ Social Workers

1A - Demonstrating knowledge of counseling theory and techniques				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.

1B - Demonstrating knowledge of child and adolescent development				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.

1C - Establishing goals for the counseling program appropriate to the setting and the students served				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	**Counselor displays awareness of governmental regulations and of resources for students through the school or district and some familiarity with resources external to the school.**	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

1E - Plan in the counseling program integrated with the regular school program				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

1F - Developing a plan to evaluate the counseling program				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor'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.	Counselor'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 – School Guidance Counselors/ Social Workers

2A - creating an environment of respect and rapport	Ineffective	Developing	Accomplished	Exemplary
	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative: the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

2B - Establishing a culture for productive communication	Ineffective	Developing	Accomplished	Exemplary
	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.

2C - Managing routines and procedures	Ineffective	Developing	Accomplished	Exemplary
	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Ineffective	Developing	Accomplished	Exemplary
	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

2E - Organizing physical space	Ineffective	Developing	Accomplished	Exemplary
	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3: Delivery of Service – School Guidance Counselor/ Social Worker

3A - Assessing student needs				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.

3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.

3C - Using counseling techniques in individual and classroom programs				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

3D - Brokering resources to meet needs				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.

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

Domain 4: Professional Responsibilities – School Guidance Counselors/ Social Workers

4A - Reflecting on practice				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor'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.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were fully successful for at least some of the students. Counselor draws on an extensive repertoire to suggest alternative strategies.

4B - Maintaining records and submitting them in a timely fashion				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	**Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.**	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.

4C - Communicating with families				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor provides no information to families, either about the counseling program as a whole or about the individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

4D - Participating in a professional community				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

Domain 4: Professional Responsibilities – School Guidance Counselors/ Social Workers

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

4F - Showing professionalism				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Counselor displays dishonesty in interactions with colleagues, students, and the public: violates principals of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public: does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public: advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.