

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!*

Therapeutic Specialists

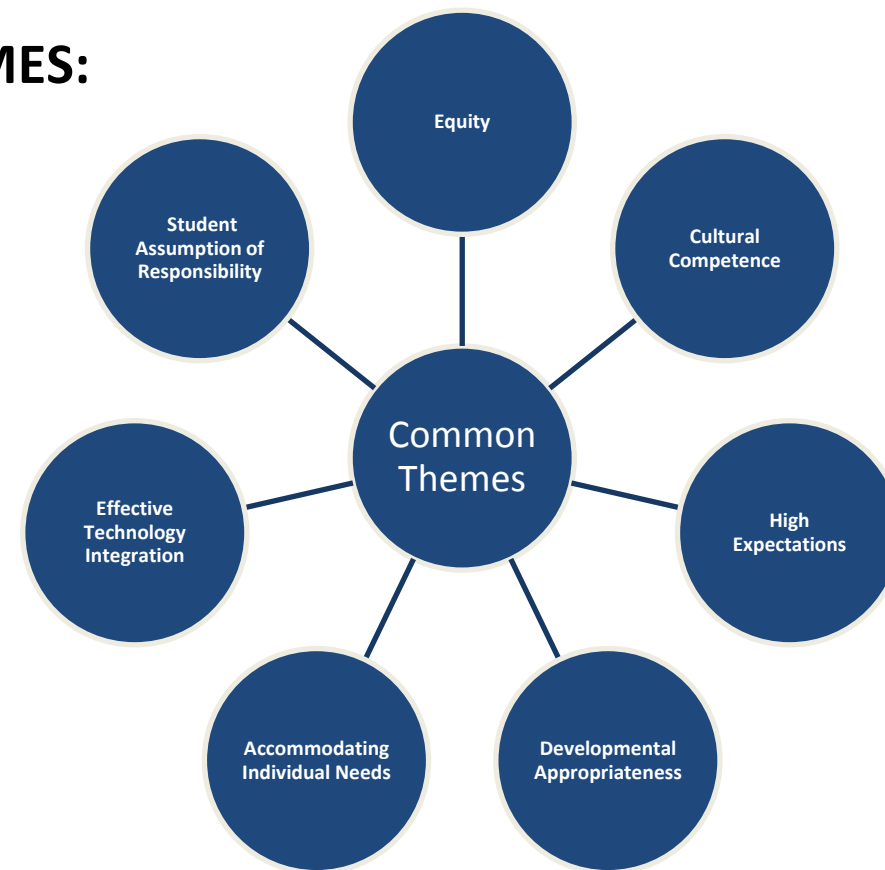
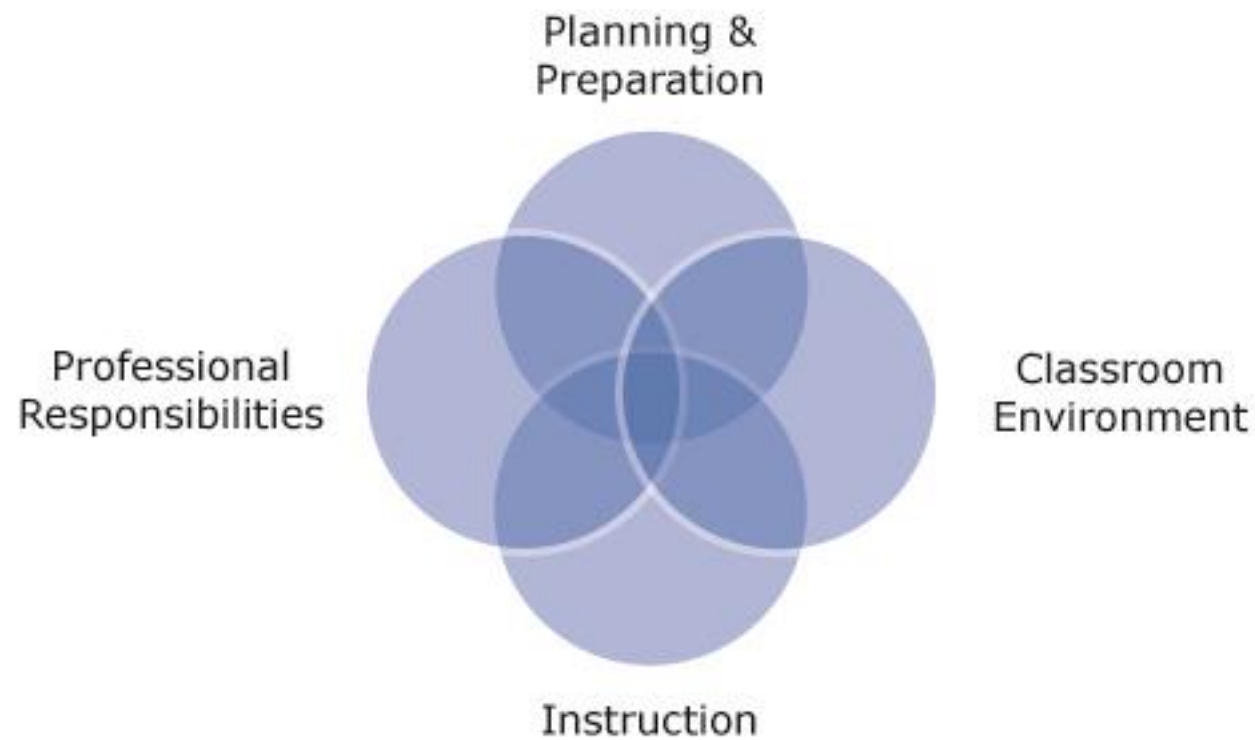
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*(Adapted for Kentucky Department of
Education)*

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

June 2014

FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



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

| | | | | |
|---|---|--|---|---|
| <p>1A - Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy | <p>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.</p> | | | |
| <p>Critical Attributes</p> | <p>Ineffective</p> <ul style="list-style-type: none"> In planning and practice, teacher makes content errors. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. | <p>Developing</p> <ul style="list-style-type: none"> 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. | <p>Accomplished</p> <ul style="list-style-type: none"> 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. | <p>Exemplary</p> <ul style="list-style-type: none"> 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 to the discipline and anticipate student misconceptions. |
| <p>Possible Examples</p> | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> The teacher plans to teach area and 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. | <ul style="list-style-type: none"> The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. The teacher surveys students on their beliefs about why it is hotter in the summer than in the winter. The teacher plans to expand a unit on civics by having students simulate a court trial. | <p>In addition to "accomplished":</p> <ul style="list-style-type: none"> Teacher cites intra- and interdisciplinary content relationships. Teacher is proactive in uncovering student misconceptions and addressing them before proceeding. <p>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.</p> |

Element(s)

Indicators

Essential guidance for observers (TPGES only)

Illustrates the meaning of framework language (TPGES only)

Performance Level

OPGES frameworks

Domain 1: Planning & Preparation – Therapeutic Specialists

| 1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license | | | | |
|--|---|--|---|--|
| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | Specialist demonstrates little of no knowledge and skill in the therapy area: does not hold the necessary certification or license. | <ul style="list-style-type: none"> 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. |

| 1B - Establishing goals for the therapy program appropriate to the setting and the students served | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

| 1C - Demonstrating knowledge of District state and federal regulations and guidelines | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

| 1D - Demonstrating knowledge of resources both within and beyond the school and district | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

Domain 1: Planning & Preparation – Therapeutic Specialists

| 1E- : Planning the therapy program integrated with the regular school program to meet the needs of individual students | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |
| 1F - Developing a plan to evaluate the therapy program | | | | |
| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. | <ul style="list-style-type: none"> 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

| 2A – Establishing rapport with students | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

| 2B - Organizing time effectively | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

| 2C - Establishing and maintaining clear procedures for referrals | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

| 2D - Establishing standards of conduct in the treatment center | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

| 2E - Organizing physical space for testing of students and providing therapy | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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

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| 3A - Responding to referrals and evaluating student needs | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

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| 3B - Developing and implementing treatment plans to maximize student success | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

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| 3C - Communicating with families | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

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| 3D - Collecting information; writing reports | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

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| 3E - Demonstrating flexibility and responsiveness | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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

| 4A - Reflecting on practice | | | | |
|------------------------------------|---|---|--|---|
| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

| 4B - Collaborating with teachers and administrators | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

| 4C - Maintaining an effective data management system | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

| 4D - Participating in a professional community | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

| 4E - Engaging and professional development | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |

Domain 4: Professional Responsibilities – Therapeutic Specialists

| 4F - Showing professionalism including integrity advocacy and maintaining confidentiality | | | | |
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| | <i>Ineffective</i> | <i>Developing</i> | <i>Accomplished</i> | <i>Exemplary</i> |
| | 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. |