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!
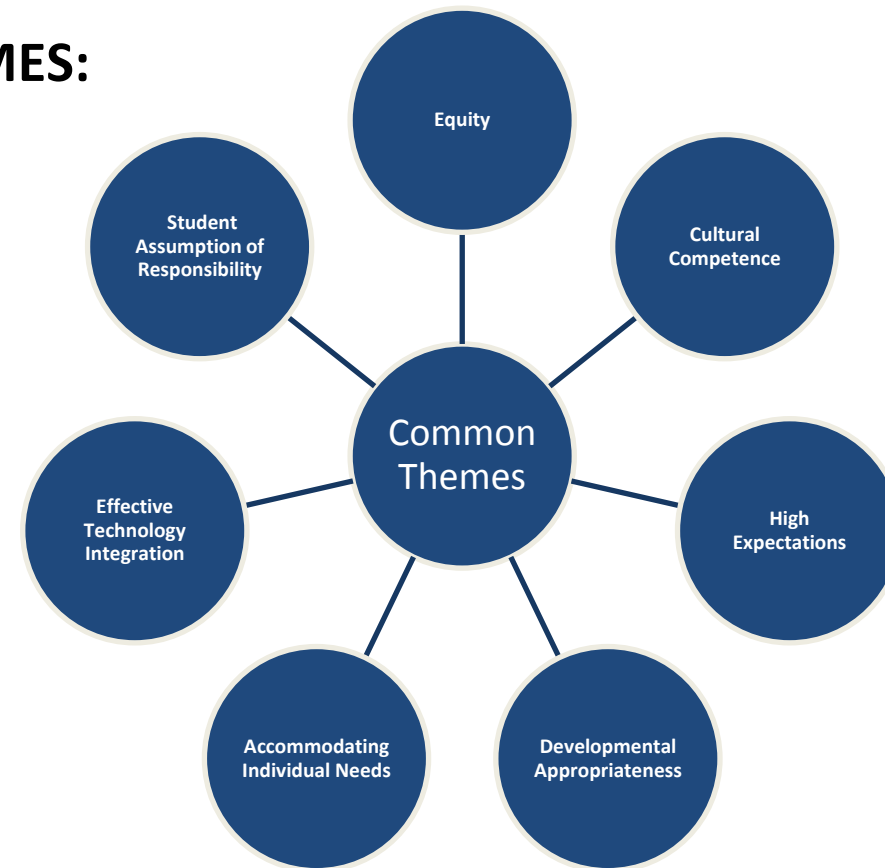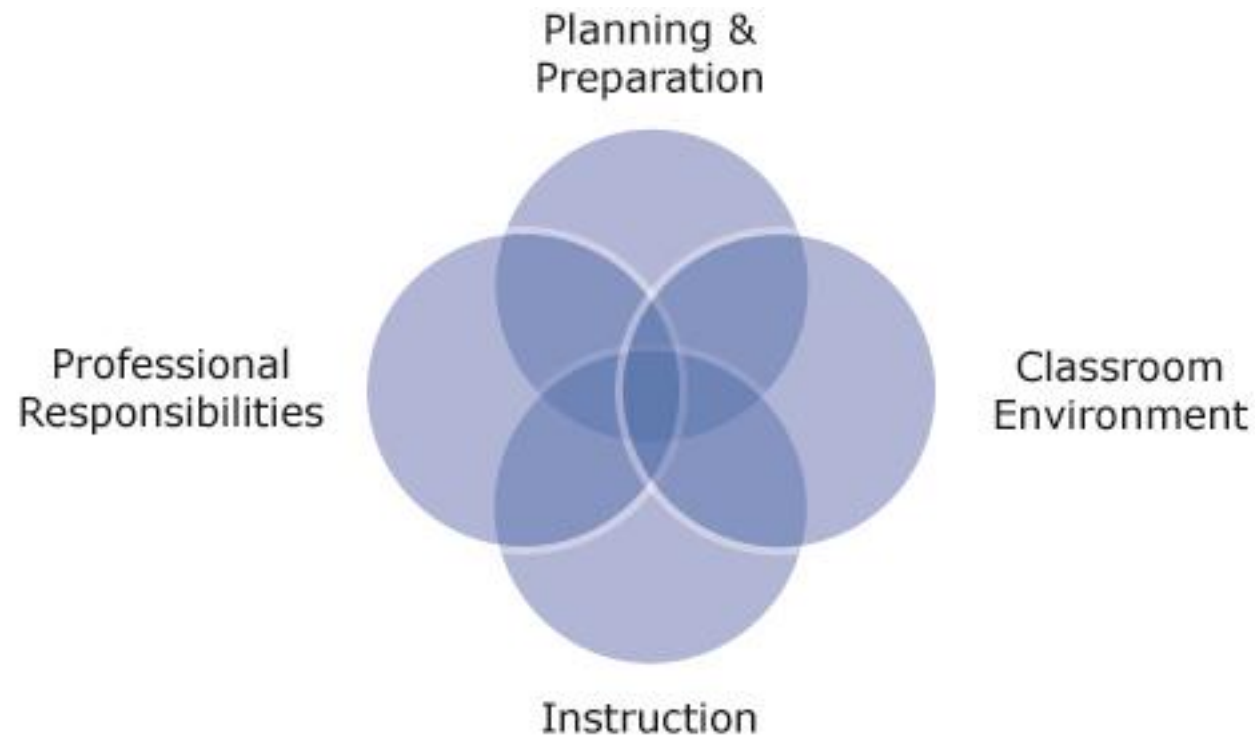
School Psychologists

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 1: Planning & Preparation

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.			
• Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
	• In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher displays little 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, anticipating...
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 incomplete. • 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 one another. • The teacher consistently 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 the characteristics of "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 teacher plans lessons on 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.	• 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 realizes her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angles. • 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.

Callout labels: **Element(s)**, **Performance Level**, **Critical Attributes**, **Indicators**, **Essential guidance for observers (TPGES only)**, **Illustrates the meaning of framework language (TPGES only)**

Watermark: COMMON LANGUAGE

OPGES frameworks

Domain 1: Planning & Preparation – School Psychologists

1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	Ineffective	Developing	Accomplished	
	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.

1B - Demonstrating knowledge of child and adolescent development and psychopathology	Ineffective	Developing	Accomplished	Exemplary
	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.

1C - Establishing goals for the psychology program appropriate to the setting and the students served	Ineffective	Developing	Accomplished	Exemplary
	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation and to the age of the students.	Psychologist's goals for the treatment 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 the resources both within and beyond the school and district	Ineffective	Developing	Accomplished	Exemplary
	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	**Psychologist displays awareness of governmental regulations and of resources for students available through the school or districts and some familiarity with resources external to the district.**	Psychologist's knowledge of governmental regulations and or resources for the students is extensive, including those available through the school or district and in the community.

1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

1F - Developing a plan to evaluate the psychology program				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist'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.	Psychologist'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 Psychologist

2A- Establishing rapport with students				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Psychologist's interactions with students are negative or inappropriate: students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative: the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful: students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.

2B - Establishing a culture for positive mental health throughout the school				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempt to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist I maintained by both teachers and students.

2C - Establishing and maintaining clear procedures for referrals				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	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.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings 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 testing center				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center: psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards: response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

2E - Organizing physical space for testing the students and storage of materials				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Domain 3: Delivery of Service – School Psychologist

3A - Responding to referrals consulting with teachers and administrators				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.

3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.

3C - Chairing evaluation team				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEP's.	Psychologist assumes leadership of the evaluation team as standard expectations: prepares detailed IEP's.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner.

3D - Planning interventions to maximize student's likelihood of success				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plan for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

3E - Maintaining contact with physicians and community mental health service providers				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.

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

Domain 4: Professional Responsibilities – School Psychologist

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

4B - Communicating with families				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful: permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	**Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.**	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.

4C - Maintaining accurate records				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Psychologist's records are in disarray, they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.

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

4E - Engaging in professional development				
	Ineffective	*Developing*	*Accomplished*	*Exemplary*
	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks opportunities for professional development based on an individual assessment of need.	Psychologist 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*
	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public: plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist 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.