KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

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*

.

Charlotte Danielson

(Adapted for Kentucky Department of Education)

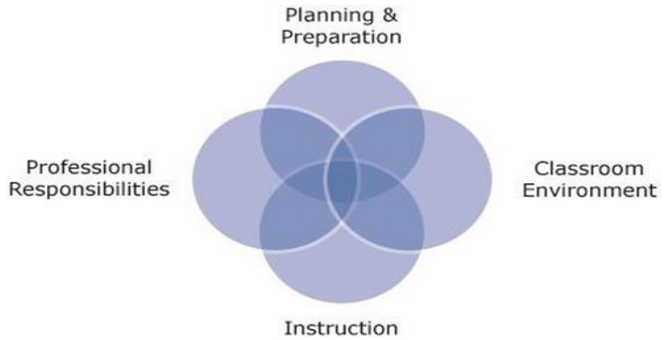
Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

June 2015

Table of Contents

Framework for teaching domains and common themes chart	**Pg. 2**
Other Professionals job categories	**Pg. 14**
OPGES framework for instructional coaches	**Pg. 17**
Possible Samples of Evidence for instructional coaches	**Pg. 24**
OPGES Framework for therapeutic specialists – speech language	**Pg. 31**
Possible Samples of Evidence for speech language pathologists	**Pg. 40**
OPGES framework for school psychologists	**Pg. 47**
Possible Samples of Evidence for school psychologists	**Pg. 58**
OPGES framework for school counselors	**Pg. 67**
Possible Samples of Evidence for school counselors	**Pg. 75**
OPGES framework for school library media specialists	**Pg. 83**
Possible Samples of Evidence for library media specialists	**Pg. 102**
OPGES crosswalk documents for Other Professionals	**Pg. 116**

FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



INTRODUCTION:

The *Framework for Teaching* organizes the multiple measures that comprise Kentucky's Professional Growth and Effectiveness System (PGES). 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.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that model best practice of accomplished or exemplary indicators, click here.

Kentucky Framework for Teaching and Other Professionals Framework Crosswalk:

Teacher Domains	Teacher Components	Other Professional Domains	Instructional Specialists Components
Planning and Preparation	• Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments	Planning and Preparation	• Demonstrating knowledge of current trends in specialty area and professional development • Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program • Establishing goals for the instructional support program appropriate to the setting and the teachers served • Demonstrating knowledge of resources both within and beyond the school and district • Planning the instructional program integrated with the overall school program • Developing a plan to evaluate the instructional support program
Classroom Environment	• Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space	Environment	• Creating an environment of trust and respect • Establishing a culture for ongoing instructional improvement • Establishing clear procedures for teachers to gain access to the instructional support • Establishing and maintaining norms of behavior for professional interactions • Organizing physical space for workshops or training
Instruction	• Communicating with students • Questioning and discussion techniques • Engaging students in learning	Delivery of Service	• Collaborating with teachers in the design of instructional units and lessons • Engaging teachers in learning new instructional skills

	• Using Assessment in instruction • Demonstrating Flexibility and Responsiveness		• Sharing expertise with staff • Locating resources for teachers to support instructional improvement • Demonstrating flexibility and responsiveness
Professional Responsibilities	• Reflecting on teaching • Maintaining accurate records • Communicating with families • Participating in a professional community • Growing and developing professionally • Showing professionalism	Professional Responsibilities	• Reflecting on practice • Preparing and submitting budgets and reports • Coordinating work with other instructional specialists • Participating in a professional community • Engaging in professional development • Showing professionalism including integrity and confidentiality

Teacher Domains	**Teacher Components**	**Other Professional Domains**	**Therapeutic Specialists Components**
Planning and Preparation	• **Knowledge of content and pedagogy** • **Demonstrating knowledge of students** • **Setting instructional outcomes** • **Demonstrating knowledge of resources** • **Designing coherent instruction** • **Designing student assessments**	**Planning and Preparation**	• Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license • Establishing goals for the therapy program appropriate to the setting and the students served • Demonstrating knowledge of District state and federal regulations and guidelines • Demonstrating knowledge of resources both within and beyond the school and district • *Planning the therapy program integrated with the regular school program to meet the needs of individual students* • Developing a plan to evaluate the therapy program
Classroom Environment	• Creating an environment of respect and rapport	Environment	• Establishing rapport with students

	• Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space		• Organizing time effectively • Establishing and maintaining clear procedures for referrals • Establishing standards of conduct in the treatment center • Organizing physical space for testing of students and providing therapy
Instruction	• Communicating with students • Questioning and discussion techniques • Engaging students in learning • Using Assessment in instruction • Demonstrating Flexibility and Responsiveness	Delivery of Service	• Responding to referrals and evaluating student needs • Developing and implementing treatment plans to maximize student s success • Communicating with families • Collecting information; writing reports • Demonstrating flexibility and responsiveness
Professional Responsibilities	• Reflecting on teaching • Maintaining accurate records • Communicating with families • Participating in a professional community • Growing and developing	Professional Responsibilities	• Reflecting on practice • Collaborating with teachers and administrators • Maintaining an effective data management system • Participating in a professional community • Engaging and professional development • Showing professionalism including integrity advocacy and maintaining confidentiality

Teacher Domains	Teacher Components	Other Professional Domains	School Psychologists Components
Planning and Preparation	• Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments	Planning and Preparation	• Demonstrating knowledge and skill in using psychological instruments to evaluate students • Demonstrating knowledge of child and adolescent development and psychopathology • Establishing goals for the psychology program appropriate to the setting and the students served • Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district • Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention • Developing a plan to evaluate the psychology program
Classroom Environment	• Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space	Environment	• Establishing rapport with students • Establishing a culture for positive mental health throughout the school • Establishing and maintaining clear procedures for referrals • Establishing standards of conduct in the testing center • Organizing physical space for testing the students and storage of materials

Instruction	• Communicating with students • Questioning and discussion techniques • Engaging students in learning • Using Assessment in instruction • Demonstrating Flexibility and Responsiveness	Delivery of Service	• Responding to referrals consulting with teachers and administrators • Evaluating student needs and compliance with national Association of school psychologists NASP guidelines • Chairing evaluation team • Planning interventions to maximize student's likelihood of success • Maintaining contact with physicians and community mental health service providers • Demonstrating flexibility and responsiveness
Professional Responsibilities	• Reflecting on teaching • Maintaining accurate records • Communicating with families • Participating in a professional community • Growing and developing	Professional Responsibilities	• Reflecting on practice • Communicating with families • Maintaining accurate records • Participating in a professional community • Engaging in professional development • Showing professionalism

Teacher Domains	**Teacher Components**	**Other Professional Domains**	**School Counselors/Social Workers Components**
Planning and Preparation	• Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments	Planning and Preparation	• Demonstrating knowledge of counseling theory and techniques • Demonstrating knowledge of child and adolescent development • Establishing goals for the counseling program appropriate to the setting and the students served

			• Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district • Plan in the counseling program integrated with the regular school program • Developing a plan to evaluate the counseling program
Classroom Environment	• Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space	Environment	• creating an environment of respect and rapport • Establishing a culture for productive communication • Managing routines and procedures • Establishing standards of conduct and contributing to the culture for student behavior throughout the school • Organizing physical space
Instruction	• Communicating with students • Questioning and discussion techniques • Engaging students in learning • Using Assessment in instruction • Demonstrating Flexibility and Responsiveness	Delivery of Service	• Assessing student needs • Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs • Using counseling techniques in individual and classroom programs • Brokering resources to meet needs • Demonstrating flexibility and responsiveness
Professional Responsibilities	• Reflecting on teaching • Maintaining accurate records • Communicating with families • Participating in a professional community • Growing and developing	Professional Responsibilities	• Reflecting on practice • Maintaining records and submitting them in a timely fashion • Communicating with families

			• Participating in a professional community • Engaging in professional development • Showing professionalism

Teacher Domains	**Teacher Components**	**Other Professional Domains**	**<u>Library Media Specialists</u> Components**
Planning and Preparation	• Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments	Planning and Preparation	• Demonstrating Knowledge of Content Curriculum and Process • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process • Demonstrating Knowledge of Students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs • Supporting Instructional Goals • Instructional resources and technology • Instructional services • Demonstrating Knowledge and Use of Resources • Instructional materials and resources • Search strategies • Demonstrating a Knowledge of Literature and Lifelong Learning • Children's and young adult literature

			• Reading promotion • Collaborating in the Design of Instructional Experiences • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy
Classroom Environment	• Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space	Environment	• Creating an environment of respect and rapport • Interpersonal relations • Student interactions • Staff interactions • Establishing a Culture for Learning • Ethos • Expectations for learning • Managing Library Procedures • Circulation procedures • Scheduling procedures • Managing student behavior • Expectations • Monitoring of student behavior • Response to misbehavior • Organizing physical space • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility

Instruction	• Communicating with students • Questioning and discussion techniques • Engaging students in learning • Using Assessment in instruction • Demonstrating Flexibility and Responsiveness	Delivery of Service	• Communicating Clearly and Accurately • Directions and procedures • Use of different methods • Using Questioning and Research Techniques • Quality of questions • Research techniques • Student inquiry • Engaging Students in Learning • Instructional materials and resources • Expectations for students • Assessment in Instruction (whole class, one-on-one and small group) • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress • Demonstrating Flexibility and Responsiveness • Teaching strategies • Lesson adjustments • Response to students • Persistence

Professional Responsibilities	• Reflecting on teaching • Maintaining accurate records • Communicating with families • Participating in a professional community • Growing and developing	Professional Responsibilities	• Reflecting on Practice • Reflection • Vision • Change • Maintaining Accurate Records • Catalog • Circulation • Statistics • Inventory • Using Data • Communicating with School Staff and Community • Information about the library program • Advocacy • Participating in a Professional Community • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues • Growing and Developing Professionally • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession • Collection Development and Maintenance • Assessment • Selection/ Weeding • Managing the Library Budget • Data driven decisions • Budget development • Record keeping

			• Managing Personnel • Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation • Professional ethics • Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality

Common Language

Domain 1: Planning & Preparation

1A - Knowledge of Content and Pedagogy • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy	Component	rning, accomplished teachers have command of the subjects they teach. They must evolved into the 21st century, incorporating such issues as cultural diversity, as appropriate. Accomplished teachers understand the internal relat 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*
	• In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher's plans and practice display little understanding of prerequisite relationships important 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 reflect accurate und 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 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.

Domain

Performance Level

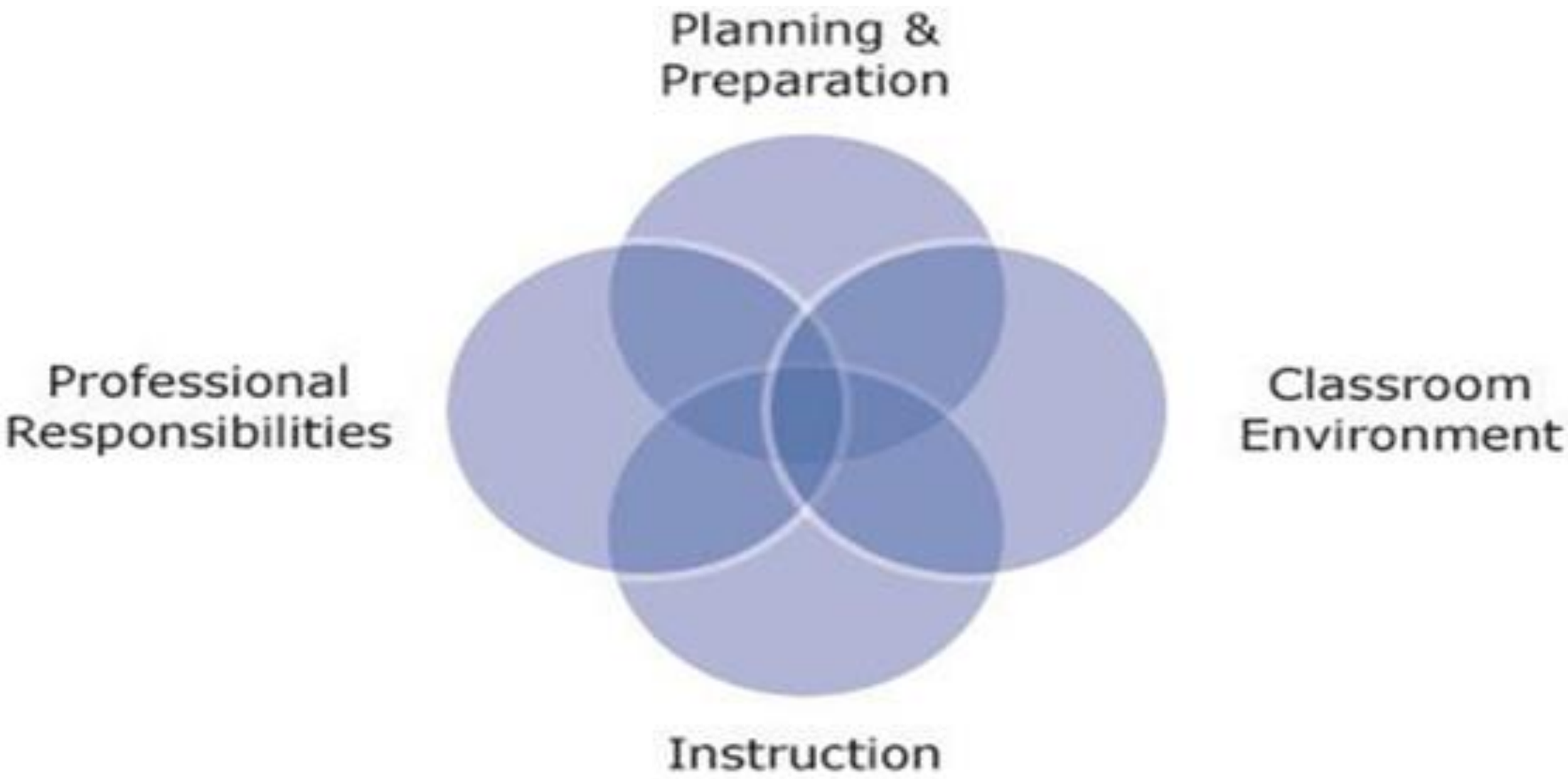
Essential guidance for observers.

All Other Professionals are EPSB certified

Other Professionals job categories:

school library media specialists
school counselors/school social workers
school therapeutic specialists
school instructional specialists
school psychologists *

*May be included in District Certified Professional Growth and Effectiveness System (DC PGES)



Delivery of Service

OPGES frameworks

Domain 1: Planning & Preparation – Instructional Specialists

1A - Demonstrating knowledge of current trends in specialty area and professional development	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty areas and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep: specialist is regarded as an expert by colleagues.

1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.

1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist has no clear goals for the instructional program or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

Domain 1: Planning & Preparation – Instructional Specialists

1D - Demonstrating knowledge of resources both within and beyond the school and district	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich professional's skills in implementing the school's program.

1E - Planning the instructional support program integrated with the overall school program	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worth- while activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

1F - Developing a plan to evaluate the instructional support program	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support 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.	Instructional 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 – Instructional Specialist

2A **-** Creating an environment of trust and respect	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Teachers are reluctant to request assistance from the instructional specialist fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial: teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
2B **-** Establishing a culture for ongoing instructional improvement	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

2C **-** Establishing clear procedures for teachers to gain access to the instructional support	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

2D **-** Establishing and maintaining norms of behavior for professional interactions	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	No norms of professional conduct have been established: teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interactions. Teachers ensure that their colleagues adhere to these standards of conduct.

2E **-** Organizing physical space for workshops or training	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants; time lost due to poor use of training equipment, or little alignment between the physical	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Delivery of Service – Instructional Specialist

3A **-** Collaborating with teachers in the design of instructional units and lessons				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specialty asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units locating additional resources from sources outside the school.

3B **-**Engaging teachers in learning new instructional skills				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.

3C **-** Sharing expertise with staff				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

3D - Locating resources for teachers to support instructional improvement				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist fails to locate resources for instructional improvement for teacher, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

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

Domain 4: Professional Responsibilities – Instructional Specialist

4A **-** Reflecting on practice	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional 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.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by prediction of the likely consequences of each.

4B- Preparing and submitting budgets and reports	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditure, and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.

4C - Coordinating work with other instructional specialists	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes leadership role in coordinating projects with other instructional specialist within and beyond the district.

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

4E - Engaging in professional development				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.

4F - Showing professionalism including integrity and confidentiality				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norm of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes leadership role with colleagues in respecting the norm of confidentiality.

Possible samples of evidence

This document contains samples of roles and responsibilities completed by Instructional Specialists 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.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that fit best practice of accomplished or exemplary indicators, click here.

Instructional Specialist - Possible samples of evidence.

Domain 1 – Planning & preparation – Instructional Specialist	
Component	**Samples of evidences that may be evident during observation visit.**
***1A* - Demonstrating knowledge of current trends in specialty area and professional development** **Accomplished**: Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	• considers textual, visual, technological, and digital resources when researching content and instructional practices • is an expert in the building on the Kentucky Core Academic Standards • collaborates/consults in accessing of resources • is knowledgeable of best practices and how they relate to various contents • serves as a resource for teachers in regard to most recent research in content and instructional practices
***1B* - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program** **Accomplished:** Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	• focuses on needs of coaches to determine which coaching approach to apply • determines what type of coaching to apply to a given situation. • determines needs based on changing of behavior, changing beliefs or both • is aware of his/her own being when coaching • demonstrates an understanding of adult learning theory and applies it when analyzing coaching situations • demonstrates understanding of inquiry lens and applies it to coaching situations • demonstrates understanding of emotional intelligence theory and applies it to coaching situations
***1C* - Establishing goals for the instructional support program appropriate to the setting and the teachers served** **Accomplished**: Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	• gathers a variety of data • meets and plans with coachee to assess data • co-constructs a plan of action • assists coachee to align with school or district vision • gathers data to analyze progress • engages coachee in reflection • develops a theory of action for each coachee and applies theory in conversations and actions

	• breaks learning into chunks for coachee and plans for gradual release of responsibility
***1D* - Demonstrating knowledge of resources both within and beyond the school and district** **Accomplished:** Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	• accesses coaching resources and/or materials and resources • guides coachee to available materials and/or resources • reads and remains current on most recent research in instructional strategies, coaching strategies, and content related resources
***1E* - Planning the instructional support program integrated with the overall school program** **Accomplished:** Instructional specialist's plan is well designed to support teachers in the improvement of their skills.	• serves as resource on standards, curriculum design, and instructional practices • remains current on most recent research on curriculum design, standards and instructional practice • serves as a resource for teams/teachers in planning instruction • assists teachers in planning with focus on student centered goals
***1F* - Developing a plan to evaluate the instructional support program** **Accomplished**: Instructional support 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.	• serves as resource and facilitator in designing standards based formative and summative assessments with high levels of rigor • includes, during designing of instruction and assessment, student self-assessment and reflection • uses coaching strategies to guide teachers in reflective conversations

Domain 2- Environment - Instructional Specialist	
Component	**Samples of Evidences that may be evident during observation visit.**
***2A* - Creating an environment of trust and respect** **Accomplished:** Relationships with the instructional specialist are respectful with some contacts initiated by teachers	• establishes an environment that supports a coaching relationship • builds trust with coachees and maintains that trust over time • maintains confidentiality at all times • demonstrates cultural competence at all times • demonstrates empathy and compassion • serves as a bridge for positive, supportive communication between and among staff and administration
***2B* - Establishing a culture for ongoing instructional improvement** **Accomplished:** Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	• actively seeks opportunities for professional learning for self and staff • remains aware of school goals in professional growth • establishes study groups and/or cohorts to encourage professional learning • provides job embedded professional development • meets and consults regularly with administration to align work with teachers to the vision/mission of the school, district, and PGES plan
***2C* - Establishing clear procedures for teachers to gain access to the instructional support** **Accomplished**: Instructional specialist has established clear procedures for teachers to use in gaining access to support	• consults with teacher and/or school/district leadership regarding professional learning • provides professional development as requested • facilitates professional learning as needed • researches professional learning opportunities
***2D* - Establishing and maintaining norms of behavior for professional interactions** **Accomplished:** Instructional specialist has established clear norms of mutual respect for professional interaction.	• coaches teachers toward establishing behavior management system • offers feedback as requested on classroom management • plans with teachers to develop norms/expectations to facilitate and maintain classroom learning environment • researches and presents embedded professional development on positive behavior supports and classroom management strategies • demonstrates and co-teaches to model effective response to misbehavior

***2E* - Organizing physical space for workshops or training** **Accomplished:** Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities	• creates a warm, welcoming physical environment for conversation and consultation • creates an area conducive to private reflecting and planning conversations • creates a space where resources are readily available to teachers (Specialist's office area, library, other school designated area in the school) • establishes an accountability system for check out

Domain 3 – Delivery of Service – Instructional Specialists	
Component	**Samples of Evidences that may be evident during observation visit.**
***3A* - Collaborating with teachers in the design of instructional units and lessons** **Accomplished** Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	• regular planning/reflecting conversations with individual teachers in a cycle • regular communication with administrators • regular attendance at building/district PD for purpose of being able to engage in conversations with teachers, other specialists, and administration
***3B* -Engaging teachers in learning new instructional skills** **Accomplished** All teachers are engaged in acquiring new instructional skills.	• models for teachers questioning techniques when coaching or when in classrooms • models and incorporates research/planning around most current literature about best practices • coaches teachers to access resources and current research in regard to best practices • regular classroom visits/observations to collect data around questioning techniques
***3C* - Sharing expertise with staff** **Accomplished** The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the teachers being served.	• engages in planning conversations with teachers where student goals and expectations are central to the instructional plan • keeps current on knowledge of best materials and resources to meet the individual needs of students • assists teachers in accessing materials and resources needed for engaging instruction • engage in reflective conversations with teachers about whether or not student expectations were met • uses data to analyze and inform instructional next steps
***3D* - Locating resources for teachers to support instructional improvement** **Accomplished:** Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	• monitors and guides teachers as they establish assessment criteria in classrooms • coaches teachers to develop reflective capacities • engages teacher in analyzing data and responding to data • encourages use of performance-based assessments • observes teacher in various contexts, gathers data, and offers feedback based on what the teacher and specialist have established as goals

	• shares with teachers tools that help provide different modalities of assessment • assists teachers in designing standards based assessments aligned to curriculum • promotes student-generated rubrics to motivate students' intrinsic "buy-in"
***3E* - Demonstrating flexibility and responsiveness** **Accomplished** Instructional specialist makes revisions to the support program when it is needed.	• conducts regular meetings with teachers to discuss and reflect upon strategies and collaborates about changes if necessary • assists teachers in planning lesson adjustments based upon formative assessment feedback • assists teachers in gathering and analyzing student data and feedback to inform instructional moves/changes/next steps • elevates the level of efficacy and craftsmanship in teachers with whom they work thereby increasing persistence in times of change

Domain 4 – Professional Responsibilities – Instructional Specialists	
Component	**Samples of Evidences that may be evident during observation visit.**
***4A* - Reflecting on practice** **Accomplished** Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	• keeps abreast of current instructional research • attends professional development around best practice instruction for purpose of being able to coach into these conversations with teachers • plans regularly with building administrators to ensure individual coaching is aligned with school/district vision and mission • solicits feedback from teachers and takes action based on feedback • seeks out professional learning opportunities and consultations with other coaches to develop coaching practice • demonstrates awareness of his or her own emotional intelligence and works to develop emotional resilience • gathers a variety of data (notes, audio recordings, video, and so on) and utilizes a variety of strategies to reflect on coaching practice • reflects to develop coaching practice • seeks and utilizes feedback about professional learning sessions to inform future practice
***4B* - Preparing and submitting budgets and reports** **Accomplished**	• participates on school-wide committees that use data-driven decision making for planning and setting goals • uses web tools, such as electronic calendars and other individual assistance tracking tools, to collect evidence of practice • keeps accurate and current documentation of coaching cycles, conversations, and observations • schedules periodic meetings with principal and/or supervisors

Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time**.**	• monitors and completes any other data as assigned by supervisor and/or principal • maintains records of professional development and attendance
***4C* - Coordinating work with other instructional specialists** **Accomplished** Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	• stays informed and keeps staff and administration informed on Best Practices • supports staff to identify needs, access resources, and build relationships that can help meet those professional growth needs • plans regularly with building administrators to ensure individual coaching is aligned with school vision and mission • attends staff meetings in order to share any professional growth opportunities and/or professional development • provides opportunities for staff to engage in professional learning
***4D* - Participating in a professional community** **Accomplished** Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	• participates on school-wide committees that use data-driven decisions making for teacher planning and setting goals • joins district-wide committees such as curriculum development, professional development, etc. • appears on staff meeting agendas to share teacher highlights, PD promotions, etc. • appears on department/team/grade level meeting agendas (weekly, biweekly, monthly) and join school-wide committees such data teams leaders, professional development, and curriculum • attends school activities, such as the science fair, quiz bowl, and drama club, or lead school activities, such as a book club or technology club • promotes study groups and/or cohorts to promote professional growth • promotes professional development at the local, state, and national levels, as well as participate in summer PD programs in the district and beyond. • contributes professional development blogs to PLN (Personal Learning Network) • keeps up to date with the cutting-edge instructional strategies, curriculum, assessment and emerging technologies, in order to provide input at committee meetings • builds a virtual personal learning network (PLN) as a structure to organize professional development and include blogs by other professionals, other professional learning networks, webinars, tutorials, and social media • joins a school team or committee whose purpose is to research a new initiative, such as one-on-one technology, college and career readiness, brings personal device (BYOD), or sustained silent reading (SSR), because such an initiative promotes professional learning
***4E* - Engaging in professional development** **Accomplished** Instructional specialist seeks out opportunities for professional development based on an individual assessment of need	• attends instructional specialists meetings and actively participates in collaboration • joins curriculum and other professional organizations in order to promote learning • appears on the agendas of teachers' meetings, department/team meetings, and curriculum meetings with intent to share new learning from conference sessions and other professional development venues • considers becoming a National Board Certified Teacher (NBCT) or obtaining an advanced degree to promote professional growth • publishes articles in national journals

	• uses love of reading and learning to stay abreast of current research and issues in best practices and curriculum • gathers input from stakeholders via electronic surveys and other data collection systems, and use the input to inform decision making • develops instructional leadership by attending department, curriculum, administration, and/or district meetings
***4F* - Showing professionalism including integrity and confidentiality** **Accomplished** Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norm of confidentiality.	• exhibits high levels of integrity and ethics • addresses needs of staff and students in a reasonable timeframe • works to provide opportunities for teacher growth and success • participates in team and departmental meetings • complies with school and district regulations

OPGES frameworks

Domain 1: Planning & Preparation – Therapeutic Specialists

1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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.

1B - Establishing goals for the therapy program appropriate to the setting and the students served				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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 tales a leadership role in reviewing and revising district policies.

1D **-**Demonstrating knowledge of resources both within and beyond the school and district				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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.

1E- Planning the therapy program integrated with the regular school program to meet the needs of individual students				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	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

2A – Establishing rapport with students				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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				
	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.	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				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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

3A **-** Responding to referrals and evaluating student needs	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	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.

3B **-** Developing and implementing treatment plans to maximize student s success	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	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.

3C **-** Communicating with families	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	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.

3D - Collecting information; writing reports				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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.

3E - Demonstrating flexibility and responsiveness				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	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	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	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	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	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				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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.

4F **-** Showing professionalism including integrity advocacy and maintaining confidentiality				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	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.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that fit best practice of accomplished or exemplary indicators, click here.

Speech Pathologist -possible samples of evidence.

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.
***1A* - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license** **Accomplished**: Specialist demonstrates thorough knowledge and skill in the therapy area: holds the necessary certificate or license	• holds necessary state therapy licenses and a master's degree • completes CEU's or advanced degree • works across all ability levels and provide services for a range of disorders, as appropriate for the setting • completes and provide in-services (i.e., complete professional development) • demonstrates competence in oral and written communication • follows risk management procedures
***1B* - Establishing goals for the therapy program appropriate to the setting and the students served** **Accomplished**: Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students	• establishes goals and a process for the evaluation or eligibility process • attends PD to improve Therapy practice • develops IEP goals/ IFSP goals and other measurable goals based on observations, evaluations, and individual need • uses KEG & ARC
***1C*- Demonstrating knowledge of District state and federal regulations and guidelines** **Accomplished**: Specialist demonstrates thorough knowledge of special education laws and procedure	• follows due process timelines • explains evaluation, eligibility, and IEP content clearly, using language that parents and other team members understand • explains how speech and language goals relate to student success with the curriculum • develops understandable and measurable goals

	• responds appropriately to questions and comments of other team members • deals appropriately with conflicts that may occur during a meeting • provides evidence that parent(s) and other team members were involved in creating IEP content • explains how IEP goals are related to the present educational levels • accurately bills Medicaid and complete other compliance requirements • completes documentation within a specific timeline using appropriate forms • contributes appropriate information to transition plans • solicits feedback from parents, teachers, and students about documentation and compliance via checklists and surveys • maintains confidentiality and adhere to IDEA, Section 504, FERPA, and HIPAA regulations • solicits contribution from all team members, parents and teachers as appropriate • provides documentation as evidence that contributes to the eligibility determination
***1D* -Demonstrating knowledge of resources both within and beyond the school and district** **Accomplished**: Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	• collects data collection/ progress inventorying • collaborates with colleagues across disciplines • seeks input on program from other schools. Colleagues, and community shareholders. • advocates for appropriate services for the students
1E- Planning the therapy program integrated with the regular school program to meet the needs of individual students **Accomplished:** Specialist has developed a plan that includes the important aspects of work in the setting	• aligns goals with common core standards • develops and execute appropriate therapy plans • demonstrates knowledge and skills necessary for providing or facilitating treatment for children from culturally and linguistically different backgrounds
***1F* - Developing a plan to evaluate the therapy program** **Accomplished:** 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	• evaluates student progress through various means and plan to adjust/modify program to improve outcomes.

Domain 2: Environment - Therapeutic Specialists	
Component	**Samples of evidences that may be evident during observation visit.**
***2A* – Establishing rapport with students** **Accomplished: Specialist's interactions with students are positive and respectful: students appear comfortable in the testing and treatment center.** **Accomplished**: Specialist's interactions with students are positive and respectful: students appear comfortable in the testing and treatment center.	• establishes good rapport • offers praise and compliments to students • engages students in the session's activities • provides accurate and appropriate feedback to students individually • implements activities that promote progress on each student's specific IEP goals • exhibits good behavior management skills • uses the allocated time efficiently and effectively • fosters a positive interaction with students • provides each student with an opportunity for a significant number of responses • includes curricular objectives or materials in the session • develops and execute appropriate therapy plans • demonstrates knowledge and skills necessary for providing or facilitating treatment for children from culturally and linguistically different backgrounds • advocates for appropriate services for the students • documents the nature of services and evidence of progress • changes the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal • develops activities that promote progress on students' specific IEP goals
***2B* - Organizing time effectively** **Accomplished:** Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner	• works with classroom schedules • travels between schools/ homes plans accordingly • adheres to set schedules
***2C* - Establishing and maintaining clear procedures for referrals** **Accomplished**: Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	• knows and maintains the RTI process • participates in ARC committee with educators and parents

***2D* - Establishing standards of conduct in the treatment center** **Accomplished**: 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	• establishes clear expectations of routine • uses behavior charts • uses behavior management system for resource setting • follows co-teaching classroom behavior management system and/or modifies to adapt for specific student needs.
***2E* - Organizing physical space for testing of students and providing therapy** **Accomplished:** The testing and treatment center is well organized: materials are available when needed.	• organizes work space materials and equipment • organizes system for student files

Domain 3: Delivery of Service – Therapeutic Specialists	
Component	**Samples of Evidences that may be evident during observation visit.**
***3A* - Responding to referrals and evaluating student needs** **Accomplished**: Specialist responds to referrals and, makes thorough assessments of student needs	• completes documentation of ARC meetings • completes documentation of triangulation of data • completes screenings as requested by parents/ teachers • plans through evaluation based on referral information • solicits feedback from parents, teachers, and students about documentation and compliance via checklists and surveys • gather case history information • uses appropriate formal and informal assessment tools • reports assessment findings in a timely manner • develops appropriate evaluation reports • observes informal and formal testing using a variety of assessment strategies • analyzes and interprets test results to make appropriate recommendations • creates schedules that reflect assessments to be conducted at designated times (i.e., scheduling blocks) • demonstrates knowledge and skills necessary for providing or facilitating assessment of children from culturally and linguistically different backgrounds

***3B* - Developing and implementing treatment plans to maximize student s success** **Accomplished**: Specialist's plans for students are suitable for them and are aligned with identified needs	• writes IEP goals based on assessment results, academic & developmental needs • correlates IEP with assessment data and teachers concerns in classroom. • develops activities that promote progress on students' specific IEP goals • designs a schedule that allows completion of all work activities in an efficient and effective manner • changes the activities, feedback, or direction of the session when a student is not understanding or able to demonstrate success with the session goal • records data on the student's performance during the session
***3C* - Communicating with families** **Accomplished**: Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions	• keeps a parent contact log. • documents parent concerns during the ARC meeting. • progress monitoring reports are sent home. • respects students and families • demonstrates active listening • presents with a professional demeanor • responds professionally to feedback • demonstrates collaboration with families in IEP team meetings and other meetings • shows evidence of communication with families (e.g., parent communication log)
***3D* - Collecting information; writing reports** **Accomplished**: Specialist collects all the important information on which to base treatment plans: reports are accurate and appropriate to the audience.	• participates in ARC meetings & thorough recordkeeping • conferences summaries and reports are explained in parent friendly language. • displays appropriate writing mechanics (e.g. grammar, spelling, etc.) • interprets evaluation results and data collection appropriately.
***3E* - Demonstrating flexibility and responsiveness** **Accomplished**: Specialist makes revisions in the treatment program when they are needed.	• keeps ongoing progress data. • reviews ARC's and schedules ARC meetings more frequently when needed annually

Domain 4: Professional Responsibilities – Therapeutic Specialists	
Component	**Samples of evidences that may be evident during observation visit.**
***4A* - Reflecting on practice** **Accomplished**: 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.	• completes the OPGES self-reflection and professional growth plan
***4B* - Collaborating with teachers and administrators** **Accomplished**: Specialist initiates contact with teachers and administrators to confer regarding individual cases	• communicates with teachers using emails and communication logs. • meets with teachers prior to making programming decisions • presents with a professional demeanor • responds professionally to feedback • demonstrates collaborative instruction or co-teaching • demonstrates collaboration at IEP team meetings and other meetings • respects teachers and other professionals
***4C* - Maintaining an effective data management system** **Accomplished**: Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	• understands Medicaid benefits and tracks ongoing progress. • collects data during each therapy session
***4D* - Participating in a professional community** **Accomplished**: Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	• attends PLC meetings and other school level team meetings. • assists with school functions and projects • completes in services (i.e., complete professional development) • provides in services (i.e., provide professional development) • participates in state, school, or local associations; meetings and conferences; and/or professional learning communities • conducts school assessment planning • engages in RTI initiatives • participates in curriculum teams

	• supports positive behavioral initiatives
***4E* - Engaging and professional development** **Accomplished:** Specialist seeks out opportunities for professional development based on an individual assessment of need.	• utilizes trainings provided by education cooperatives, state and National conferences. • participates in school and district professional development as appropriate
***4F* - Showing professionalism including integrity advocacy and maintaining confidentiality** **Accomplished**: Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	• collects behavior observations. • completes confidentiality training. • adheres to staff code of conduct

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 needs.	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 Psychological services are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the Psychological services are clear and appropriate to the situation and to the age of the students.	Psychologist's goals for the Psychological services 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 program or resists suggestions that evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the is organized around clear goals and collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is sophisticated, with imaginative evidence and a clear path toward 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, assisting in the preparation of adequate IEP's.	Psychologist assumes leadership of the evaluation team as standard expectations: assists in development of IEP's.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. Provides detailed information to assist in development of accurate IEP's.

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 plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist plans 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 psychological services when confronted with evidence of the need for change.	Psychologist makes revisions in the psychological services when it is needed.	Psychologist is continually seeking ways to improve the psychological services 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, citing 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.

Possible samples of evidence

This document contains samples of roles and responsibilities completed by Psychologists 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.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that fit best practice of accomplished or exemplary indicators, click here.

Psychologists - Possible samples of evidence.

Domain 1 Planning & Preparation - Psychologists	
Component	**Samples of evidences that may be evident during observation visit.**
***1A* - Demonstrating knowledge and skill in using psychological instruments to evaluate students** **Accomplished** Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate needs.	• uses a variety of instruments available and used in testing situations to provide appropriate data for ARC and other teams to determine proper service to students • becomes aware of new instruments, attends trainings • considers student need & standardized sample • collaborates with other districts and coops for instruments • ensures assessment instruments are appropriate and of sufficient variety for the intended purpose • ensures evaluations include multiple sources of information • demonstrates assessment knowledge and skills in areas of academic performance, cognitive functioning, behavior, and social/emotional development and functioning • purchases updated measures of-but not limited to: cognition, academic achievement, early childhood development, Autism, motor, adaptive behavior, and behavior rating scales • acquires understanding of all standardization requirements • reviews technical adequacy of measures to ensure appropriateness for intended use • provides guidance to teachers and parents for completing scales independently • reviews age of assessment instruments to determine if and when outdated • pursues a variety of instruments for each area of assessment to meet the need of student diversity represented in the population • creates evaluation plans for student assessment that directly measure areas of concern • demonstrates awareness of personal limitations for various assessment measures

***1B* - Demonstrating knowledge of child and adolescent development and psychopathology** **Accomplished** Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	• seeks out professional development and stays current on human learning, cognition, and developmental processes • reflects what is typical/atypical for a student's age and individual patterns of development through assessment reports • demonstrates knowledge through eligibility statements and communicates knowledge during meetings to parents and staff • demonstrates knowledge through development of academic and behavior interventions • reviews peer-reviewed literature, diagnostic and statistical manual, and other valid resources to acquire understanding of relevant research on typical and atypical child and adolescent behaviors • collaborates and consults with other professionals that work with the student to understand patterns of student behavior across time and settings • collaborates with community-based services for reciprocal awareness of services offered • seeks further growth in areas of child and adolescent psychopathology where the school psychologist has limited experience
***1C* - Establishing goals for the psychology program appropriate to the setting and the students served** **Accomplished** Psychologist's goals for the treatment program are clear and appropriate to the situation and to the age of the students.	• develops goals for academic and behavioral interventions targeted to student's age and school setting • participates on committees at the district and school levels that develop, refine, and implement student-centered interventions for both academics and behavior • provides guidance to district and school level colleagues for necessary components of intervention implementation such as but not limited to integrity and fidelity of interventions and importance of purposeful progress monitoring. • ensures that district/school procedures for RTI are aligned with best practices and meet the state regulations for special education referral process • provides consultation to teachers and other staff members for practice strategies that best meet the needs of individual or groups of students as needed • establishes a collection of resources for individual and group therapeutic counseling should the need arise for the school psychologist to provide those services • participates in crisis response committees at the district and school level for development and implementation of crisis response procedures • provides knowledge of preventative measures for student success to teachers and building administrators • provides relevant resources to parents to help meet the needs of their child in the home setting
***1D* - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district** **Accomplished**	• assists parents and staff in understanding and adhering to legislation and regulations relevant to special education • consults with parents and staff on eligibility, placement options, and educational programming • demonstrates awareness of community resources and consistently provides resources to staff, students and parents when indicated • reviews and understands National Association of School Psychologists Ethical guidelines and best practices • reviews and understands national and state association position statements on various educational practices

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.	• complies with all federal statutes and regulations relating to student entitlements (i.e., IDEA, FERPA, FAPE, 504, etc.) • demonstrates knowledge of Kentucky Department of Education KARs and complies with all regulations related to confidentiality of student data, procedural obligations related to ARC meetings, evaluation procedures, placement, implementation of IEP, etc. • reviews and applies all guidance documents disseminated at the national, state, and local levels • attends federal, state, and/or local workshops regularly to update and refresh content knowledge of regulations and resources relevant to the practice of school psychology
***1E* - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention** **Accomplished** Psychologist has developed a plan that includes the important aspects of work in the setting.	• aids the school administration in providing programs that are beneficial to students and staff • prepares and disseminates information about issues of concern regarding student behavior and teachers' ability to identify and refer students • promotes and advocates positive behavioral interventions and support practices
***1F* - Developing a plan to evaluate the psychology program** **Accomplished** 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.	• uses data to evaluate, monitor, and adjust academic and behavioral interventions

Domain 2 – The Environment - Psychologist	
Component	Samples of evidences that may be evident during observation visit.
***2A*- Establishing rapport with students** **Accomplished** Psychologist's interactions with students are positive and respectful: students appear comfortable in the testing center.	• engages in rapport building conversation before testing administration • demonstrates sensitivity to student needs such as breaking up session as needed • uses reinforcement when necessary • establishes and maintains rapport with students with whom they are working • seeks access to and maintains a clean testing area that is safe for students • accessible to students when needed • comforts students and helps them problem-solve situations in such a manner that their learning and access to curriculum is not compromised
***2B* - Establishing a culture for positive mental health throughout the school** **Accomplished** Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers	• resources for teachers are provided. (ie. learning styles inventory, behavior intervention etc…) • shows knowledge of individual school programs and reinforces guidelines of the programs • collaborates with teachers, parents, and staff to promote positive school climate • consults with staff and provides information on a wide-variety of mental health issues, concerns, and diagnoses • serves as a mental health resource and can help staff and students access private services if needed • educates staff, parents, and students on mental health issues when needed
***2C* - Establishing and maintaining clear procedures for referrals** **Accomplished** Procedures for referrals and for meetings with parents and administrators are clear to everyone.	• conducts annual staff training • conducts individual student/ teacher meetings as needed • establishes referral procedures are clear and available to staff and parents • maintains access to written policies and procedures • communicates policies and procedures with ease • guides teachers, administrators, and parents through the referral process • answers questions from staff or parents and offers support to ensure the referral process is moving as quickly as possible • locates answers/solutions when necessary • communicates effectively through both written and verbal reports in meetings
***2D* - Establishing standards of conduct in the testing center** **Accomplished** Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards: response to students is appropriate and respectful	• manages student behavior in a testing environment and can appropriately address potential behavior challenges • holds student to standard of conduct similar to classroom • explains testing procedures to student and redirects and reinforces student • redirects students and is able to do so in an appropriate manner • seeks additional support, if needed, to assist in maintaining appropriate student behavior during testing

2E **- Organizing physical space for testing the students and storage of materials** **Accomplished** The testing center is well organized; materials are stored in a secure location and are available when needed.	• organizes materials before testing • keeps testing materials confidential, organized, and in a secure location • ensures testing location is accessible to students and allows for student privacy

Domain 3 – Delivery of service - Psychologists	
Component	**Samples of evidences that may be evident during observation visit.**
3A **- Responding to referrals and consulting with teachers and administrators** **Accomplished** Psychologist consults frequently with colleagues tailoring evaluations to the questions raised in the referral.	• conducts teacher interviews to gain data for tailor made student evaluations • attends ARC meetings and provide input for evaluation and service placement • assigns evaluation components to school staff based on suspected ADD • participates in formal/informal team meetings • reviews existing data including intervention data and educational records • makes initial contact with consultee when requested within a reasonable time span • schedules meetings with teacher/administrator for problem identification respectful of the consultee's schedule • selects an appropriate method of data collection linked to the problem, and with the assistance of the consultee develops a plan to collect data • assists consultee in designing and implementing interventions linked to the problems initially identified • initiates follow up with the consultee after implementation of the intervention to determine what if any changes need to be made
3B **- Evaluating student needs and compliance with national Association of school psychologists (NASP) guidelines** **Accomplished** Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to	• knowledgeable of NASP evaluation guidelines • collaborates with local districts, educational cooperatives or other outside agencies for approved resources • participates in continual training of newly developed and/or revised assessment instruments • shows awareness of cultural diversity issues • demonstrates awareness/knowledge of needs of special disabilities/populations • uses reliable and valid measures appropriate to referral issues • contributes to the evaluation planning process for student special education eligibility by attending admission and release committee (ARC) meetings or through prior consultation with a member of the ARC

	• collects data from a variety of relevant sources and conducts assessments with multiple student stakeholders • discusses assessment results with stakeholders in a way that avoids jargon and is focused on ensuring all parties understand the implications
***3C* - Chairing evaluation team** **Accomplished** Psychologist assumes leadership of the evaluation team as standard expectations: assists in preparing IEP's.	• provides support and data to ARC team • provides assistance to the ARC chair/ team in understanding scores • assists ARC committee in creating IEP's
***3D* - Planning interventions to maximize student's likelihood of success** **Accomplished** Psychologist's plan for students are suitable for them and are aligned with identified needs.	• makes recommendations with evaluations aligned to needs • participates in RTI, ARC and other meetings to provide support for services • reviews RTI progress data to determine effectiveness and necessary changes • ensures interventions are research-based • provides recommendations to teachers/parents in area of concern • designs and implements interventions that are clearly linked to the identified concerns
***3E* - Maintaining contact with physicians and community mental health service providers** **Accomplished** Psychologist maintains ongoing contact with physicians and community mental health service providers	• correspondence with mental health workers, doctors and other community health providers • consults with outside agencies and other health professionals • contacts Comp Care • Initiates personal contacts with community • organizes release of info forms • collaborates to generalize skills across settings • maintains current contact information on local and regional physicians, health care providers, and community resources • requests updated medical/health information and/or recommendations from providers • makes contact with community health agencies and health care providers using multiple modes of communication • facilitates the flow of relevant information between school staff and community mental agencies • makes referrals for community mental health services when appropriate
***3F*- Demonstrating flexibility and responsiveness** **Accomplished** Psychologist makes revisions in the treatment program when it is needed.	• creates behavior plans tailored to the needs of students • collaborates with counselors to ensure services are provided • reviews on-going progress data • checks with parents/teachers about student's progress/performance

Domain 4 – Professional responsibilities - Psychologists	
Component	**Samples of evidences that may be evident during observation visit.**
***4A* - Reflecting on practice** **Accomplished** 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	• reviews data routinely to determine effectiveness of program/plan • meets with colleagues to discuss effectiveness of programs and necessary changes • peruses school psychology journals and publications for new ideas to put into practice • researches and utilizes information on assessments used in the district to determine their appropriateness for individual students, as well as reliability, validity, standardization, administration, and scoring procedures, etc. • consults with other school psychologists regarding a variety of topics • shares ideas with other school psychologists • reflects on feedback received from teachers, administrators, parents, and students, and requests clarification when necessary • reviews current assessment materials to determine if updates have been made, and to ensure the most recent edition/versions are being used in order to meet best practice guidelines • demonstrates a willingness to change ineffective or outdated practices • identifies areas of weaknesses and actively pursues opportunities to improve them • shows awareness of strengths and how they contribute to the school/district
***4B* - Communicating with families** **Accomplished** Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	• provides translated versions of documents when possible • shows knowledge/sensitivity of cultural diversity • ensures that parent permission has been obtained before beginning the evaluation process, either by being present at the time consent is given or by viewing the signed and dated consent form • accesses Infinite Campus to obtain parent/guardian contact info • makes attempts to access appropriately trained interpreters, in advance and in a timely manner, for non-English speaking parents/families when having meetings • attends and participates in ARC meetings to discuss referrals, evaluation planning, evaluation reports, and eligibility decisions, in an effort to explain the process and information to parents in a way that can be understood • asks parents if they have questions or need further clarification • attends school functions and activities • explains the evaluation process and timelines to parents • provides parents with written and visual information to explain their child's performance

	• demonstrates respect when communicating with parents • provides contact info to parents
***4C* - Maintaining accurate records** **Accomplished** Psychologist's records are accurate and legible, well organized, and stored in a secure location	• organizes reports on network and uploads in IC • maintains typed & accurate reports • ensures double locked storage • provides tracking data system (evaluation) • provides summative evaluation list by school • organizes inventory of test materials • maintains typed agenda & outlines • provides monthly progress updates • tracks student data • keeps records confidential and in secure location • utilizes some system of organization/tracking • designates a secure space to store administered and completed assessments/test protocols and uses appropriate organization, based on district policy • utilizes multiple methods of assessment in order to obtain accurate and reliable information about a student • uses legible font for hard copies of records typed on a computer with appropriate size and spacing that allows for easily reading/scanning the document • writes handwritten records in a legible manner • uses appropriate strategies to ensure records are secure and confidential when using electronic means to transfer information • accesses Infinite Campus to collect recent and accurate data about students to assist with completing evaluations
***4D* - Participating in a professional community** **Accomplished** Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	• participates in school/district teams/committees that use data-driven decision making for planning and setting goals • joins and/or leads RTI teams/committees to discuss student progress, analyze data, and provide recommendations • participates in local, regional, state, and national school psychology association workshops/conferences • shares changes in assessment and regulations/policies relevant to special education and general education with teachers and administrators • provides consultation to teachers and administrators regarding academic and behavior concerns, at the individual student level, class/grade level, and/or building level • demonstrates respect and positive interactions with colleagues • seeks out ways to increase involvement in school and district events • acts as a leader and resource to colleagues in area(s) of expertise

	• accessible to colleagues and administrators through various means (location of office, email, phone, etc.) • attends school activities, such as plays, back-to-school events, open house, or leads school activities, such as a run club or club that promotes social-emotional development and resiliency • conducts activities or events to promote awareness of profession, particularly during School Psychology Awareness Week
***4E* - Engaging in professional development** **Accomplished** Psychologist seeks opportunities for professional development based on an individual assessment of need.	• attends and participates regularly in local, regional, state, and national conferences, workshops, trainings, and cadre meetings • provides professional development to other school psychologists and/or other staff and administrators in the district • participates in a professional learning community with special education staff • participates on a committee at the state or national level • provides support to staff in identifying their professional development needs and accessing resources
***4F* - Showing professionalism** **Accomplished** Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	• adheres to authorized policies and procedures • completes duties accurately and punctually • uses professional and positive communication with parents, students, and staff • follows professional standards of field • displays respectful and honest behavior with colleagues, students, and the public • maintains confidentiality • advocates for students' needs • follows through on assigned tasks • shows up on time and is trusted to complete work before deadlines

OPGES frameworks

Domain 1: Planning & Preparation – School 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 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 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 is 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 in spite of evidence of its inadequacy.	Counselor makes modest changes in counseling program when confronted evidence of the need for change.	Counselor makes revisions in the program when they are needed.	Counselor is continually seeking ways improve the counseling program and changes as needed in response to parent, or teacher input.

Domain 4: Professional Responsibilities – School 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 are negative or self-serving, and avoids being involved in school and events and projects.	Counselor's relationships with are cordial, and counselor participates school and district events and projects when specifically requested.	Counselor participates actively in and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial to school and district events and and assumes leadership with colleagues.

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.

Possible samples of evidence

This document contains samples of roles and responsibilities completed by School Counselors and/or Social Workers 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.
A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that fit best practice of accomplished or exemplary indicators, click here.

School Counselor framework samples – Possible samples of evidence.

Domain 1: Planning & Preparation – School Counselors/ Social Workers	
Component	**Samples of evidences that may be evident during observation visit.**
***1A* - Demonstrating knowledge of counseling theory and techniques** **Accomplished**: Counselor demonstrates understanding of counseling theory and techniques	• practices social justice/advocacy • appreciates multiculturalism • conducts career counseling • maintains toolbox of theories and counseling techniques • uses solution focused brief therapy • conducts role playing • coordinates group counseling Social workers • use experience and evidence based training of various theories and techniques. • cites examples from recent work with students • Attendes trainings
***1B* - Demonstrating knowledge of child and adolescent development** **Accomplished:** Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	• demonstrates the use of effective counseling skills. • differentiates techniques based on the unique needs of individual students. • works with students in classrooms, small groups and individually. • communicates skills for academic success through classroom/group guidance, responsive counseling, individual student planning and school counseling program support activities.

	Social workers • continually draws upon new information from academic journals and professional development to create lessons for individual, small group and whole group activities. • uses knowledge to guide feedback to parents, teachers, etc. when assessing students' needs.
***1C* - Establishing goals for the counseling program appropriate to the setting and the students served** **Accomplished**: Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	• understands and describes the rationale for a CSCP • practices the school counseling themes of advocacy, leadership, collaboration to effect a systemic change toward a more positive school culture and climate • describes, defines and identifies the qualities of an effective school counseling program • describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders • provides consultation/ communication to staff regarding student needs • creates goals on growth plans • plans schedule of yearly events/ activities, adopts as needed based on specific situations & enrich accordingly • completes an annual agreement Social workers • creates small groups based on need • uses research based interventions to address needs • implements other research based programs to address macro level school issues such as truancy
***1D* - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district** **Accomplished**: 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.	• practices legal, ethical and professional issues representing the counseling role at all times. • understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success • develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level • communicates regulations regarding truancy works with external resources and agencies • attends 504 building representative meetings • works with pre-school and federal guidelines to implement • involved with local agencies, Compcare/ health/ social workers • demonstrates FERPA knowledge and share information as appropriate • keeps confidentiality with staff, students, and parents • conducts confidentiality training w staff • demonstrates knowledge of community resources

	Social workers • provides information to parents and school staff on food, housing, legal assistance, tutoring, etc. as needed. • keeps resource list current and accessible to school staff. SSW shows knowledge of appropriate referrals to school related programs as well, noting eligibility requirements
***1E* - Plan in the counseling program integrated with the regular school program** **Accomplished:** Counselor has developed a plan that includes the important aspects of counseling in the setting.	• supports regular school programs • Carries out goals of the school • supports career/ college ready students • provides life goals planning • provides classroom guidance, career guidance, small group counseling, ILP's • implements bully prevention curriculum to coordinate with safe schools policy • develops SMART school counseling program goals the reflect school data. • develops a School Data Report Card Social workers • works collaboratively with school leadership team to assess school's mental health needs. • develops a schedule that may include individual, small groups, parent supports to meet the identified needs.
***1F* - Developing a plan to evaluate the counseling program** **Accomplished:** 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.	• establishes and utilizes an accountability system to measure the effective of using the CSCP process, perception, and results data • completes results reports Social workers • reviews attendance data to monitor interventions • reviews behavior data (office discipline referrals, etc.) to evaluate progress with specific students • consults with teachers and other school staff to gather information on student progress

Domain 2: The Environment – School Counselors/ Social Workers	
Component	**Samples of evidences that may be evident during observation visit.**
***2A* - creating an environment of respect and rapport** **Accomplished**: Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	• collaborates with parents and guardians to create learning environments that promote educational equity and success for every student • collaborates with teachers and administrators to create learning environments that promote educational equity and success for every student • collaborates with community leaders to create learning environments that promote educational equity and success for every student
***2B* - Establishing a culture for productive communication** **Accomplished:** Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	• serves as a leader in the school and community to promote and support student success • advocates for student success • serves on school leadership team/school improvement team
***2C* - Managing routines and procedures** **Accomplished:** Counselor's routines for the counseling center or classroom work effectively.	• serves as a leader in the school and community to promote and support student success • advocates for student success • creates a plan to address the non-counseling skills that are assigned to school counselors • develops community focus groups • develops a calendar (school & counselor) • maintains a schedule for class and office • Provides expectation for guidance class (student created) • creates lesson plans • develops a referral process
***2D* - Establishing standards of conduct and contributing to the culture for student behavior throughout the school** **Accomplished**: Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	• collaborates with stakeholders to create learning environments that promote educational equity and success for every student • acts as a system change agent to create an environment promoting and supporting student success • models considerate behavior. • develops and post standards of conduct for adults and staff. • creates a system for counselor referrals and appointments

***2E* - Organizing physical space** **Accomplished:** Counseling center or classroom arrangements are inviting and conducive to the planned activities	• creates inviting counseling center with pamphlets & brochures available. • maintains privacy of office. • provides a central location with easy student access. • provides manipulatives, games, exercise ball to sit on • creates bulletin boards with positive info • provides room for students to calm self • provides a waiting area for students outside of counseling offices, away from regular "traffic flow' for student privacy • provides a comfortable and inviting space for single or multiple students/ parents

Domain 3: Delivery of Service – School Counselors/ Social Workers	
Component	**Samples of evidences that may be evident during observation visit.**
***3A* - Assessing student needs** **Accomplished**: Counselor assesses student needs and knows the range of student needs in the school.	• utilizes ILP to determine academic needs of students. • utilizes ILP to view life goals of students. • contacts parents and students • communicates with students • compiles test data • consults with teachers on student needs • works with family resource to address student needs • works with outside agencies to provide assistance for student needs • uses school wide needs assessment • completes annual school counseling program assessment
***3B* - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs** **Accomplished**: Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	• supports advocacy and data-driven practices, which closes Achievement Gap • develops personal, social and emotional development in students • provides resources for leadership opportunities • supports college and Career Readiness • utilizes ACT/ Compass data to assist seniors in preparing for life goals. • works with non-college going students to prepare for work situations such a soft skills and resume writing. • works with ILP's and other college and career initiatives • contacts outside college resources

	• completes Core Curriculum, Small Group and/or Closing-the-gap action plans
***3C* - Using counseling techniques in individual and classroom programs** **Accomplished**: 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.	• offers individual counseling, small group and/ or Large Group/Classroom Programs • models role play of appropriate responses • utilizes outside experts to focus on problems in the school – bullying, tutoring, drug problems. • provides resources for social skills, mediation, problem solving, and anger management.
***3D* - Brokering resources to meet needs** **Accomplished**: Counselor brokers with other programs within the school or district to meet student needs.	• makes relationships with Youth service coordinator, school/ community counseling centers • seeks contacts for scholarships and other assistance for college fee. • provides resources for outside therapy agencies • conducts Emergency evaluation process w CCC • makes contact with Court system, Social services, • collaborates with 504 coordinator, Youth service center coordinator • partners with area colleges with dual enrollment • schedules college visits on/off campus • partners with community representative for operation preparation • provides college connection nights • facilitates an advisory council for the school counseling program
***3E* - Demonstrating flexibility and responsiveness** **Accomplished**: Counselor makes revisions in the counseling program when they are needed.	• creates a vision statement representing the qualities that a school counselor should possess • shows flexibility in amending plans. • demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the CSCP. • contacts school board/ personnel • provides an open office to parents/ students • plans time to talk with children • uses community resources technology/ library • considers implications of the results reports

Domain 4: Professional Responsibilities – School Counselors/ Social Workers	
Component	**Samples of evidences that may be evident during observation visit.**
***4A* - Reflecting on practice** **Accomplished**: 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.	• continually evaluates programs implemented and make adjustments. • plans counselor advisory groups • collects and provides strategies for student success • surveys staff on perception of counseling program • creates a growth plan • joins in PLC's • develops lesson plan reflections • maintains personal/ counseling notes • assists is creating School improvement plan – SIP • organizes the counseling schedule
***4B* - Maintaining records and submitting them in a timely fashion** **Accomplished**: Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	• maintains records of counseling services. • maintains records of parent and teacher communications. • communicates with district and state on testing and attendance deadlines.
***4C* - Communicating with families** **Accomplished**: Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students	• collaborates with parents and guardians to create learning environments that promote educational equity and success for every student • creates webpages and email listserves for parents and community • offers workshops to meet various needs of school and students. • uses websites, newsletters and other means of communication to inform parent and community of counseling program services. • provides information on school website • submits Information for team newsletters • creates counseling office brochure • develops middle school 101 info session • facilitates an advisory council for school counseling program

***4D* - Participating in a professional community** **Accomplished**: Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	• understands and applies leadership and its role in CSCP • participates in school and district team meetings, PLC's, and open house/ parent nights • completes the annual agreement
***4E* - Engaging in professional development** **Accomplished**: Counselor seeks out opportunities for professional development based on an individual assessment of need.	• studies current trends in counseling • participates in professional development • holds membership in professional organizations • attends frequent in house mental health PD • holds membership & participation in state level counseling association • shares with colleagues • joins counselor listserv • works toward completing a RAMP application
***4F* - Showing professionalism** **Accomplished**: Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public: advocates for students when needed.	• demonstrates professional and personal qualities and skills of effective leaders • shows respect to staff and students. • offers assistance in various school issues • advocates for students and provides resources and support. • maintains confidentiality • submits reports in timely manner to appropriate agencies • advocates for student needs • collaborates with outside agencies (family resource, DCBS, therapists, impact….) • initiates contact with parent/ guardians • joins in collaboration with teachers/ staff • demonstrates honesty/ integrity/ confidentiality • completes TAT, ARC, 504 cumulative records, test scores, • keeps confidentiality with individual counseling, groups, parent meetings and other meetings

OPGES frameworks

Domain 1: Planning & Preparation – Library Media Specialist

1A **-** Demonstrating Knowledge of Content Curriculum and Process • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.	School Library Media Specialist is familiar with the curriculum but cannot articulate connections with literacies and the research process.	School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.	School Library Media Specialist displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.

1B - Demonstrating Knowledge of Students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist does not understand the need for this information in planning and developing the collection.	School Library Media Specialist demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.

1C- Supporting Instructional Goals • Instructional resources and technology • Instructional services				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals.	School Library Media Specialist displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.	School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.	School Library Media Specialist displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.

1D- Demonstrating Knowledge and Use of Resources • Instructional materials and resources • Search strategies				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist has little awareness of the resources with the school's library collection or resources available electronically and does not seek resources outside the library.	School Library Media Specialist is aware of the resources within the school's library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.	School Library Media Specialist has commendable knowledge of the resources within the school's library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	School Library Media Specialist has an extensive knowledge of the resources within the school's library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.

1E - Demonstrating a Knowledge of Literature and Lifelong Learning • Children's and young adult literature • Reading promotion				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.	School Library Media Specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.

1F **-** Collaborating in the Design of Instructional Experiences • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not collaborate with teachers in planning, implementing, and assessing learning activities.	School Library Media Specialist collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.	School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	School Library Media Specialist collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.

Domain 2: The Library Environment - Library Media Specialist

2A- Creating an environment of respect and rapport • Interpersonal relations • Student interaction • Staff interactions	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school Library Media Specialist. Some student interactions are characterized by conflict, sarcasm, or put-downs.	School Library Media Specialist-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school Library Media Specialist is not always evident.	School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist	School Library Media Specialist demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the school Library Media Specialist.

2B - Establishing a Culture for Learning • Ethos • Expectations for learning	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist maintains a controlled and stifling environment not conducive to learning.	School Library Media Specialist maintains an environment that is attractive with expectations that students use the library appropriately.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library.

2C **-** Managing Library Procedures • Circulation procedures • Scheduling procedures	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.

2D **-** Managing student behavior • Expectations • Monitoring of student behavior • Response to misbehavior	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.	School Library Media Specialist has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.	School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.	School Library Media Specialist has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.

2E **-** Organizing physical space • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.	The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.	The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self- directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided to support self-directed use. Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities.

Domain 3: Instruction/ Delivery of Service - Library Media Specialist

3A - Communicating Clearly and Accurately • Directions and procedures • Use of different methods	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not communicate clearly and directions and procedures are often confusing or not provided at all.	School Library Media Specialist is usually clear in communicating directions and procedures but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.	School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	School Library Media Specialist clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.

3B - Using Questioning and Research Techniques • Quality of questions • Research techniques • Student inquiry	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not use questions effectively and usually tells the student what to do or leaves them on their own.	School Library Media Specialist asks questions that guide students and help them think about their research topic.	School Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	School Library Media Specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.

3C - Engaging Students in Learning • Instructional materials and resources • Expectations for students				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.	School Library Media Specialist sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students.	School Library Media Specialist usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.	School Library Media Specialist recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school Library Media Specialist.

3D **-** Assessment in instruction (whole class, one-on-one and small group) • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist does not monitor student learning. The school Library Media Specialist does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self- assessment or monitoring of progress.	In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors a class of students as a whole but elicits no diagnostic information. The school Library Media Specialist provides some feedback to students when working with them on a one to-one basis or with small groups. Students occasionally assess the quality of their own work.	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors groups of student but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria**.** The school Library Media Specialist actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school Library Media Specialist provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.

3E - Demonstrating Flexibility and Responsiveness • Teaching strategies • Lesson adjustments • Response to students • Persistence				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	The school Library Media Specialist adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The school Library Media Specialist makes minimal adjustments to the instructional plan.	The school Library Media Specialist attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.	The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.	The school Library Media Specialist uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.

Domain 4: Professional Responsibilities - Library Media Specialist

4A - Reflecting on Practice • Reflection • Vision • Change	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	The school Library Media Specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.	The school Library Media Specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.	The school Library Media Specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.

4B - Maintaining Accurate Records • Catalog • Circulation • Statistics • Inventory • Using Data	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	The school Library Media Specialist does not maintain accurate or current records.	The school Library Media Specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.	The school Library Media Specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.

4C - Communicating with School Staff and Community • Information about the library program • Advocacy				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not communicate with the school community about the library program and services.	The school Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school Library Media Specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL's *Standards for the 21st Century Learner* and additionally utilizes elements of *Empowering Learners: Guidelines for School Library Media Programs* to communicate the development of the library program, new resources and services. The school Library Media Specialist actively solicits feedback and input from the schools staff and community to improve instruction, program and services.

4D - Participating in a Professional Community • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialists' relationships with colleagues are frequently negative or self- serving and the school Library Media Specialist avoids or refuses to be involved in school and district events and projects.	School Library Media Specialist participates in school and district events and projects when specifically requested. School Library Media Specialist usually maintains a positive collaborative relationship with colleagues.	School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	School Library Media Specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.

4E **-** Growing and Developing Professionally • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist makes no attempt to go beyond what is required for maintaining certification. School Library Media Specialist resists feedback on performance from either supervisors or more experienced colleagues. School Library Media Specialist makes no effort to share knowledge with others or to assume professional responsibilities.	School Library Media Specialist participates in professional activities when convenient. School Library Media Specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School Library Media Specialist contributes to the profession to a limited extent.	School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators.	School Library Media Specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School Library Media Specialist seeks out feedback from both supervisors and colleagues. School Library Media Specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.

4F Collection Development and Maintenance • Assessment • Selection/ Weeding				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.	School Library Media Specialist inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	Soliciting input from members of the staff, the students and the school community the school Library Media Specialist constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School Library Media Specialist advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.

4G- Managing the Library Budget • Data driven decisions • Budget development • Record keeping				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist develops a budget proposal that inadequately reflects the needs of the library program. School Library Media Specialist is unfamiliar with departmental and/or district guidelines for managing the budget and often under or overspends.	School Library Media Specialist develops budget proposals necessary to maintain the library program. School Library Media Specialist follows department and/or district policies for managing the budget and maintains records.	School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.	Using data effectively, the school Library Media Specialist develops budget proposals necessary for a progressive and comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.

4H- Managing Personnel • Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.	School Library Media Specialist provides training and supervision and uses district tools to evaluate support staff.	School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff.	School Library Media Specialist establishes expectations that motivate and guide support staff to perform with initiative and independence. School Library Media Specialist effectively delegates responsibility and provides training and the necessary supervision and support. School Library Media Specialist uses district evaluation tools and objectively evaluates support staff.

4I- Professional ethics				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
• Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality	School Library Media Specialist does not adhere to the professional ethics of librarianship.	School Library Media Specialist is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association's Code of Ethics. (See addendums A, B and C).	School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).	Through teaching and practice the school Library Media Specialist demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).

Librarian Framework reformatted from: **http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learning4life/resources/LMS-DANIELSON.pdf**

© 2005, rev. 2009 Londonderry School District w/ attribution to and permission to adapt her work from Charlotte Danielson

Possible samples of evidence

This document contains samples of roles and responsibilities completed by Library Media Specialists 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.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that fit best practice of accomplished or exemplary indicators, click here.

Librarian Framework – Possible samples of evidence.

Domain 1: Planning & Preparation – Library Media Specialist	
Component	**Samples of evidences that may be evident during observation visit**
1A - Demonstrating Knowledge of Content Curriculum and Process • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process **Accomplished**: School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections	• purchases and circulates audiobooks, or links the library website to online audiobook services • purchases or circulates e-materials for playing/listening on e-readers, MP3 players, and tablets • prepares bookmarks and handouts listing available assistive devices • creates template for students to use at each level of the information-literacy model • considers textual, visual, technological, and digital literacies when choosing print and e-resources • adds 21st -century formats to the LMC collection, such as graphic novels, e-readers, and interactive book-review tools • uses AASL's Common Core crosswalks to find where KCAS align with traditional library curriculum • analyzes circulation data to determine balanced collections • collaborates in access of resources
1B - Demonstrating Knowledge of Students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs	• provides audio and video versions of print texts for comparison and contrast • purchases resources in multiple languages, such as Spanish versions of English classics • helps students who think better visually: for both teaching and assessment, uses tools for organizing knowledge (e.g., concept maps, diagrams, outlines, mind maps, webs) • uses the "fish bowl" technique: two students model peer-editing, based on their rubric criteria, for a third student • provides a formal work plan for students, breaking down lesson assignments, using a calendar or timeline, and providing for frequent feedback • allows other adults in the library to work with students having trouble getting started • leads students how to use the think-pair-share strategy when they are peer-editing • engages students in ongoing feedback and revision as essential to the learning processes

Accomplished: School Library Media Specialist demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection	• utilizes reading interest surveys • provides multiple resources for multiple reading levels
1C - Supporting Instructional Goals • Instructional resources and technology • Instructional services **Accomplished**: School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.	• makes sure collaborative lessons and student products include visual, digital, textual, and technological formats • provides pathfinders on information literacy and helps students create them about their individual research topics • seeks new resources to enrich the curriculum and matches students with the appropriate resources • collaborates with multiple content areas • provides resources in print and digital formats • provides open scheduling (flexible scheduling) for equitable access • provides workshops and trainings
1D - Demonstrating Knowledge and Use of Resources • Instructional materials and resources • Search strategies **Accomplished**: School Library Media Specialist has commendable knowledge of the resources within the school's library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	• uses electronic rubric generators to create rubrics appropriate for student assessments (e.g., RubiStar, TeAchnology) • locates and uses free resources to save library funds; takes advantage of online citation generators and free e-books • joins consortiums to take advantage of vendors' group discounts on resources and supplies • attempts to satisfy email requests from teachers • publishes staff newsletters • attempts to fulfill teacher requests quickly • manages circulation statistics
1E - Demonstrating a Knowledge of Literature and Lifelong Learning • Children's and young adult literature • Reading promotion **Accomplished**: School Library Media Specialist has a commendable knowledge of current and classic literature of all	• helps teachers identify nonfiction texts in the content areas for students to read • schedules books fairs, book talks, and books on display to promote reading • provides genre collaboration with classroom teachers • engages in multimedia projects with students and teachers • invites local storytellers and puppet performers to share their expertise with students

genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	
1F - Collaborating in the Design of Instructional Experiences • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy **Accomplished**: School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	• initiates collaboration with teachers to create "co-teaching" inquiry lessons and units • co-plans and co-teaches to help students read better in the content areas • focuses collaborative lessons on teaching the skills of argument analysis, problem solving, decision- making, and cognitive process • collaborates with teachers and shows them how to integrate new formats into their lessons • researches critical- thinking concepts and finds templates to use as rubrics for students. • "chunks" assignments within collaborative lessons into doable pieces of learning • collaborates with teachers to use multiple assessment strategies; cooperative learning activities, demos, exit cards, "I learned" statements, interviews, journal entries, K-W-L charts, learning logs, oral attitude surveys, oral presentations, peer evaluations, problem-solving activities, products, questioning, quizzes, response groups, and self-evaluations • ensures collaborative lessons include a method to document student growth over time as a result of evidence-based practice lessons • adopts a philosophy of collaboration and makes sure it underscores all communication and teaching practices • collaborates with public librarians by sharing curriculum and projects so that they can support student learning, too • collaborates with teachers and school district grant writers to generate library funds and learn about the grant-writing process • collaborates with stakeholders to meet every learner's needs • uses KAS to move library program forward by collaborating with teachers who need support as they teach reading comprehension, higher-level thinking, and inquiry research • uses knowledge of curriculum resources to collaborate with teachers to create instructional units that are resource-based and student centered • focuses collaborative lessons on student talk, interaction with information, and active learning • collaborates with teachers and students to create a common vocabulary of search terms (e.g., pathfinders, subject guides, Boolean search strategy)

Domain 2: The Library Environment - Library Media Specialist	
Component	**Samples of evidences that may be evident during observation visit**
2A - Creating an environment of respect and rapport • Interpersonal relations • Student interactions • Staff interactions **Accomplished**: School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist.	• asks students to serve on the library advisory committee or volunteer in the library • places students in charge of soliciting displays of student work in all areas of the curriculum • provides a suggestion box and elicits feedback via a variety of Web 2.0 polling and survey tools • encourages teachers to meet in the library to discuss topics such as comparing brands of e-readers • forms book clubs for various interest groups such as teachers and students, males only, and genre-related. • uses student volunteers to both support library goals and contribute to their own personal learning • invites the school nurse, speech tutor, drug counselor, and other support staff to work in the LMC space and share the "learning commons" with adults as well as students • converts non-public library spaces to service spaces that meet program goals and the needs of the learning community (e.g. convert LMC storeroom to a video production studio so students can create films) • increases the impact of presentations by using Web 2.0 tools to create brief slideshows that include video and audio clips of students at work in library space • converts library website into a publishing opportunity for librarian and stakeholders by adding a blog for their comments and librarian responses
2B - Establishing a Culture for Learning • Ethos • Expectations for learning **Accomplished**: School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.	• places netbooks around the library, when not in use in the classroom, for student convenience • loops book reviews and trailers on projectors and whiteboards during school hours and other events • encourages school groups, such as the high school astronomy club, to meet in the library, and provides them with appropriate materials to check out • snaps photos of students engaged in reading activities, enlarges, and posts • strives to create a learning commons atmosphere in physical and virtual library space to facilitate interdisciplinary learning through inquiry, collaboration, and creativity • creates a learning environment where students can think critically, creatively, and ethically • keeps the library accessible to students, parents, and the community 24-7 in a virtual environment • eliminates any unfriendly practices now in place and determines what "barriers to access" can be removed • utilizes time before and after school, and during lunch periods to maximize in-library access for the school community • focuses on open access for learners rather than on "preserving" the collection • demonstrates the philosophy that the library space, both virtual and physical, is a common area for self-paced learning, collaboration and content creation, as well as for accessing and sharing resources • provides convenient hours for student access (i.e. Before/ after school hours)

2C - Managing Library Procedures • Circulation procedures • Scheduling procedures **Accomplished**: Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	• supplies students with free choices including nonfiction materials in multiple formats, not just fiction • allows students to check in/out their own materials at convenient stations in the library • creates a technology collection for students to browse or borrow, and include magazines, brochures and equipment • makes sure students have a choice of instructional materials and resources at all levels and for a range of abilities • documents library procedures and shares them with library support staff and volunteers • sets up an equitable reservation and sign-out procedure for teachers and student groups who want to use library equipment • allows students with "no way to pay" lost or damaged fees to work off their obligations by volunteering in the library where they can learn library skills authentically • sets up student checkout stations that free staff to help learners • teaches library team as many clerical skills as necessary to keep operations going smoothly behind the scenes • encourages students to use self-checkout stations to request materials located in other spaces in the school district • provides learning opportunities for library orientation • provides schedule of availability in multiple places (i.e., website, library/ classroom boards)
2D - Managing student behavior • Expectations • Monitoring of student behavior • Response to misbehavior **Accomplished**: School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students	• uses library routines and procedures to develop appropriate student behavior • practices efficient circulation procedures • posts and enforces rules to make the library media center a place of learning for all • maintains a welcoming, neat, attractive library media center that is user friendly • develops, implements, and evaluates policies and procedures that support teaching and learning in school libraries • develops a behavior management plan that aligns with the school-wide discipline plan • posts procedures for centers • reviews behavior expectations • provides signage for facility usage • acknowledges positive behavior • sets expectations for all students
2E - Organizing physical space • Safety • Traffic flow • Self-directed use • Consideration of functions	• creates a "presentation area" in the library space for students to create, practice, and present • creates learning nooks in the library space where students can practice using multiple formats during their free time, before, during, and after school • integrates real-world and authentic venues and settings when appropriate • studies the library literature about learning commons and devises a step-by-step plan to use these principles to convert LMC space

• Flexibility **Accomplished**: The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self-directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	• rearranges LMC space to make more room for new technologies • provides signage that directs learners to the right resources and employs user-friendly terms such as "checkout desk," not "circulation desk" • redesigns LMC website to make access to resources less complicated and more user-friendly • provides students with the supplies and tools they need and creates "supply centers" at strategic points in the library space • prepares documentation guides, pathfinders, and getting-started sheets to help learners find information • moves (occasionally) to the classroom for book talks and citation instructions as part of a "learning on wheels" initiative if the library is completely occupied • encourages the use of mobile netbooks, e-readers, and tablet computers so "learning with technology everywhere" can take place anywhere in the building • includes assistive features so students with disabilities can also learn from LMC website • arranges the library in a manner that allows accessibility • provides signage appropriate to available resources
Domain 3: Instruction/ Delivery of Service - Library Media Specialist	
Component	**Samples of evidences that may be evident during observation visit**
3A - Communicating Clearly and Accurately • Directions and procedures • Use of different methods **Accomplished**: School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	• encourages students to use Web 2.0 tools to build and manage their own virtual space, including a portal, a personal learning network, and a personal portfolio • assigns reading "roles" in small group instruction • includes visual, digital, textual, and technological literacies in lessons and assignments • encourages teachers to include in their lessons online content creation tools such as video-production and microblogging sites and offers to help teachers and students learn to use these tools. Uses print and electric graphic organizers including flowcharts, Venn diagrams, and Web 2.0 brainstorming tools (e.g. Bubbl.us, Mind Meister) to help students organize their facts and ideas • ensures students can create and interpret visual communication • takes advantage of blended-learning opportunities by creating an online library course for students using an open-source electronic learning-management system (e.g., Moodle, Sakai) • shares information-literacy tutorials and videos with students and teachers (e.g., Kent State University's T2C) • encourages the use of free, online collaboration tools for word processing, creating slideshows, authoring websites, creating personal learning networks, sending e-mail, etc. (e.g., Google Apps for Education, Mozilla, Firefox, Gel sheet) • teaches students metacognition skills before launching a unit by modeling "thinking about thinking" strategies

	• encourages students to share book reviews that support their reading recommendations because 21st-century students expect to participate in adding resources to their personal learning networks
3B - Using Questioning and Research Techniques • Quality of questions • Research techniques • Student inquiry **Accomplished**: School Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	• models "think aloud" reading for students; don't just "tell" • teaches students how to use an electronic auto-summarizing tool to shorten reading passages and boost comprehension • teaches strategies by reading aloud and modeling rereading for comprehension of difficult passages • provides print and electronic graphic organizers for students (e.g., Kidspiration and Bubbl.us) • uses online tools to teach students how to refine their inquiry research with incorporation of Boolean search strategies • teaches students to evaluate their research sources, particularly websites, and judge their credibility • creates a technology club that researches and discusses emerging technologies and meets for lunch periodically • determines what students know, as well as what they don't, using pretesting, brainstorming, and other assessment strategies • uses electronic graphic organizers to help students narrow their focus • includes the use of self-inquiry tools such as double-column journal entries to evaluate student process
3C - Engaging Students in Learning • Instructional materials and resources • Expectations for students **Accomplished**: School Library Media Specialist usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.	• teaches students to use the summarizing tool in their word processing program to aid reading comprehension • creates a set of webpages that contain subject guides and pathfinders to guide inquiry research (e.g., LibGuides, SubjectsPlus) • locates website content and lessons to teach critical-thinking skills to students • uses personal devices, such as the e-reader tablet and netbook, at school during student lessons to model use of emerging technology • connects students to websites that contain content and strategies that support critical-thinking skills • locates website content and lessons to teach critical-thinking skills to students • stimulates critical thinking in collaborative lessons by including multiple activities such as brainteasers, optical illusions, mind maps, and online simulations • uses free social media and open-source tools
3D - Assessment in Instruction (whole class, one-on-one and small group) • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress	• monitors students as they create and maintain permanent displays devoted to reading, such as Predictive Assessment of Reading (PAR) charts • connects students to websites that contain content and strategies that support critical-thinking skills • uses performance-based assessments to evaluate authentic products such as cartoons, recipes, and interventions • introduces a "conference log" to track conversations with students about their progress with library-related assignments • shares with students self-reflective tools, such as suggestion boxes, electronic surveys, and polling, and student response systems (SRS or "clickers"), so learners can help evaluate collaborative units at the end of the project • uses information-literacy assessment tools designed to evaluate students' information literacy skills at all grade levels

Accomplished: In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors groups of student but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.	• encourages students to use Web 2.0 tools to build and manage their own virtual space, including a portal, a personal learning network, and a personal portfolio • creates posters that show how to align social media formats to appropriate student products, and hang the posters in the library space to guide student work • posts material about evaluation criteria tools, citation formats, and acceptable-use policy (AUP) forms on LMC website, LMC social media page, and school's learning management system (e.g., Moodle, Blackboard) • teaches students to locate not only quantitative data, but encourage the collection of qualitative data as well (e.g. blog responses and anecdotal polls) • offers students tools such as muddiest point, one-minute paper, journals, and focus groups to evaluate completed units • promotes student-generated rubrics to motivate students' intrinsic "buy in" • uses tablet computers to assess students by employing immediate feedback features such as screen casting to drive instruction • encourages students to tweet their responses in place of written exit slips • creates a step-by-step rubric for students to revise their work and allow class time for students to complete the rubric
3E - Demonstrating Flexibility and Responsiveness • Teaching strategies • Lesson adjustments • Response to students • Persistence **Accomplished**: The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.	• revisits learning/reviewing reading strategies for school's grade levels and curriculum • invites public and academic librarians to speak with students on a variety of topics • initiates a sustained silent reading initiative such as "Drop Everything and Read" (D.E.A.R.), and includes one or all grade levels in the school • integrates learning styles (e.g., spatial) and multiple intelligences (e.g., interpersonal) into library lessons • creates posters that show how to align social media formats to appropriate student products, and hangs the posters in the library space to guide student work • integrates learning styles and multiple intelligences into lessons • monitors students and makes adjustments in teaching as lessons are presented • personalizes LMC instruction to fit each learner and incorporates student interests into lessons

Domain 4: Professional Responsibilities - Library Media Specialist

Component	Samples of evidences that may be evident during observation visit
4A - Reflecting on Practice • Reflection • Vision • Change **Accomplished**: The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.	• peruses library journal articles for ideas to convert LMC spaces to reading-rich areas that attract students • researches and reads literature on collection development, such as AASL's Collection Development for the School Library Media Program: A Beginners Guide • invites public and academic librarians to speak with students on a variety of topics • reads library and technology journals for technology and social media tips • sets up alerts or RSS feeds for articles about teaching and technology • subscribes to technology magazines • keeps abreast of learning theory research (e.g., right/left brain theory) • converts LMC data into goals and uses the information to continuously improve the school library program • ties LMC collection policy to library, school, and district strategic plans – especially their missions, vision statements and goals • lobbies for a strategic library plan and makes sure the school library is part of the district strategic plan • ensures LMC mission and vision statements are tied to the school and district missions and vision statements • creates a study in the building to determine what teachers and students think about how the school library supports their learning • studies a variety of strategic plan formats before choosing one for the library; considers creating an e-version of the plan • examines other school websites to garner ideas for the library and searches for social-media and Web 2.0 links to add • plans and assesses the school library program using KDE's "Library Media Program Rubric" from *Beyond Proficiency @ your library*
4B - Maintaining Accurate Records • Catalog • Circulation • Statistics • Inventory • Using Data **Accomplished**: The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a	• participates on school-wide committees that use data-driven decision making for planning and setting goals (i.e., budget proposals, collection development goals) • uses Web 2.0 tools, such as electronic calendars and other individual assistance tracking tools, to collect evidence of practice • schedules periodic meetings with principal (at the end of grading periods) and superintendent (at the end of the semester), and submits periodic reports in multiple formats • determines the extent to which collaboration improves student learning; documents findings • uses the results of library program evaluations, such as surveys, to plan future initiatives • bases library program goals on the data collected about impact on student learning • shares evidence of student learning in the library with principal on a regular basis via reports, e-mails, and anecdotes

current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.	• uses the results of LMC inventory as supporting evidence for budget requests • takes advantage of library automation software module that includes a barcode inventory procedure and has student volunteers help with inventory • creates links on library webpage to public library and academic catalogs in the area • uses bookmarking (e.g., LiveBinders, Diigo, Delicious, Weave) and digital portfolio tools (e.g., Evernote, WordPress) to organize new information and resources, and pushes the new knowledge to the librarian's personal learning network • bases professional practice and decision-making on the best evidence in the library literature, the evidence collected locally, and professional judgment • ties professional development plan and personal learning network activities to the program goals of the library and district
4C - Communicating with School Staff and Community • Information about the library program • Advocacy **Accomplished**: The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	• invites principal or assistant principal to serve on LMC diverse and collaborative school library program planning team • uses resources, such as the AASL's School Library Program Health and Wellness Toolkit, to build stakeholder support and true advocacy for the program • arranges for students to communicate their work to an audience of parents and school staff • collects student input via student response systems (SRS) or cell-phone polls during lessons • adds library news to school district mailings • asks to be included in teachers' newsletters that are sent home to parents • researches how reading strategies help students understand database-retrieved articles • communicates with the parents of students by making introductory calls over the course of the school year • holds open houses and hosts parent-teacher conferences • shares reading recommendations on OPAC and website with Web 2.0 tools, and adds a reading-review system to provide interactivity (e.g., Bookshelf, ChiliFresh) • asks for column space in the school newspaper that is sent home with students • pushes technology website links and articles to teachers • shares the AASL Common Core crosswalks with teachers and administrators, and talks to them about application of standards across all curriculum areas • shares a research calculator product with teachers so they can help their students organize their process and product (e.g. College Research Project Calculators, such as INFOhio Ask, Act, Achieve and the University of Maryland's TRAC) • communicates with students and teachers about quick, nontraditional summative assessment methods in e-formats such as creating book trailers • uses participatory action research, with the help of the library advisory committee, to collect evidence that the library impacts learning • leads library advisory committee's efforts to obtain additional dollars through fundraisers

	• convinces parent-teacher organization to support the library by distributing reading is fundamental trade books or sharing book fair earnings • shares reading lists by posting them on LMC interactive 24-7 library website • promotes reading information generated by school library OPAC and highlights the feature that reveals the most popular materials checked out by fellow students • shares with parents information about resources their children might need, such as audio versions of novels their children are struggling to read in print or "sick kid" kits with extended checkout • uses a free online learning-management system (e.g., moodle, sakai) to push library information to students and parents • shares data collection methods with other teachers one-to-one or in a staff development environment by showing them how to collect data from blogs, tablet computers, and online testing • uses library website to roll out new information and makes the site interactive by including social-media tools • invites building parent-teacher organization members to be in "friends of the library" group based on their interest in reading initiatives and event-planning skills • shares library program goals with parents and encourages PTO members to participate in the library as volunteers or library advisory committee members, depending on their qualifications and interests • uses the members of the library advisory committee to provide input on library policies and solicits opinions from their stakeholder groups, including faculty, administration, students, volunteers, parent-teacher organizations, parents, and the community • contributes to feature articles in school newsletter, local newspaper, and state's school library association publication
4D - Participating in a Professional Community • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues **Accomplished**: School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	• participates on school-wide committees that use data-driven decision making for planning and setting goals • joins district-wide committees such as technology and rti (response to intervention) • requests to be on SBDM agenda to share student products, programs, promotions, etc. • Requests to be on department/team/grade level meeting agendas (weekly, biweekly, monthly) and joins school-wide committees such as technology, professional development, and curriculum • attends school activities, such as the science fair, quiz bowl, and drama club, or leads school activities, such as a book club or technology club • conducts promotional events at the local, state, and national levels, as well as participates in summer reading programs in the district and with public libraries • adds technology blogs to PLN (Personal Learning Network) • participates in national, regional, and state school library association workshops on methods of collecting evidence of practice • shares LMC reconsideration policy with teachers and students to create a community of understanding about censorship • keeps up to date with the cutting-edge instructional strategies, including teaching, assessment and emerging technologies, in order to provide input at committee meetings • joins the national college and career readiness movement to make sure students are ready to transition.

	• offers homework help programs, such as technology instruction for parents, and family literacy nights in the library • builds a virtual personal learning network (PLN) as a structure to organize professional development and includes blogs by library professional, other professional learning networks, webinars, tutorials, and social media • offers quick one-on-one technology or inquiry-learning sessions after school or during planning periods; creates sign-up sheets with available time slots and posts it on LMC website • joins a school team or committee whose purpose is to research a new initiative, such as one-on-one technology, college and career readiness, bringing personal devices (BYOD), or sustained silent reading (SSR), because the librarian's work is that of the whole school • volunteers to be a member of building or district-wide Response to Intervention (RTI) team to help improve student learning
4E - Growing and Developing Professionally • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession **Accomplished**: School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators.	• attends chamber of commerce meetings and seeks out sponsors in the business community • joins the parent-teacher organization, the friends group of the local public library, local museum groups, and other nonprofit organizations, and includes their expertise in LMC lessons • visits a variety of libraries to get ideas on floor plans that support the "learning commons" concept • presents professional learning to teachers on sources of free e-books, and promotes e-books in school and public library catalogs • attends public library or other local tech training opportunities • subscribes to top professional library journals, such as *Knowledge Quest*, *School Library journal*, *School Library Monthly*, *Library Media Connection*, and *Teacher Librarian*, and puts reading articles on a weekly to-do list • gets on the agendas of teachers' meetings, department meetings, curriculum meetings, and board of education meetings to share new learning from conference sessions and other professional development venues • stretches professional skills by teaching Post-Secondary Education Option (PSEO) classes, adult education sessions, community college courses, and four-year college courses • considers becoming a National Board Certified Teacher (NBCT) in K-12 Library Media/Early Childhood through Young Adulthood, the highest certification school librarians can attain • publishes articles in national school library journals such as *Knowledge Quest*, an AASL publication for school library professionals • uses love of reading and learning to stay abreast of current research and issues in the field of librarianship, such as formative assessment strategies, social-media learning tools, and one-on-one digital devices for students • gathers input from stakeholders via electronic surveys and other data collection systems, and uses the input to inform decision-making about library policies • develops instructional leadership by attending department, curriculum, standards, strategic planning, intervention, and technology meetings • requests to be placed on the parent-teacher organization agenda and makes presentations about events and celebrations, such as School Library Month, and about the Reading is Fundamental (RIF) initiative

4F - Collection Development and Maintenance • Assessment • Selection/Weeding **Accomplished**: School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	• consults with students about collection processes • utilizes vendor services such as collection mapping, age of collection reports, and reading level measurements • polls students to learn their preferences before ordering new materials and motivates them by adding to the collection the latest popular series novels and nonfiction best sellers • uses the collection-mapping tools provided in library automation software • uses the inventory process to become acquainted with LMC collection, weeds, and notes areas to develop • uses the reports section of library automation software to generate evidence such as curriculum mapping and materials used in the library • sets up periodic meetings with information technology (IT) staff to make sure program goals are met • uses proven methods such as CREW and MUSTIE to guide weeding and teaches weeding criteria to library staff so they can help
4G - Managing the Library Budget • Data driven decisions • Budget development • Record keeping **Accomplished**: School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.	• communicates with a variety of vendors to get competitive pricing and takes advantage of trial periods offered by e-database publishers • maintains collaborative relations with vendors to take advantage of best prices and complimentary services • includes library funding needs in the action plans aligned with program goals • ties budget requests, especially increases or special funding, to the LMC strategic plan • ties budget requests to LMC mission and goals, describes how budget items will improve learning, puts the facts in reports and spreadsheets, and disseminates them • shares with other libraries the cost of author/speaker visits • meets periodically with IT staff to discuss purchases, certificates of training, and emerging technologies • writes a grant to purchase student response systems (SRS or "clickers") to use in the library • uses data-driven, decision-making to inform LMC program planning, uses evidence such as demographics, test results, state standards, and library automation software statistics • researches state studies of school libraries, finds published evidence that supports how librarians impact student learning, and uses it in annual budget proposal • provides evidence of learning improvements to budget meetings, and involves student and parent advocates. • ties budget requests with improving learning • seeks ways to improve budget to level recommended in *Beyond Proficiency @ your library* (KDE's guidelines for effective library media programs)
4H - Managing Personnel • Motivating leadership • Delegating responsibility	• asks parents to volunteer to participate in library story hours and other library events • uses an online open-source learning management system (e.g., Moodle, Sakai) to develop a blended class for student volunteers; provides resources and lessons, and includes their library duties as performance-based evaluation

• Training • Supervision **Accomplished**: School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff.	• invites people from all stakeholder groups – including parents, administration, teachers, students, and the community – to volunteer in the library • uses information found in research articles to drive the creation of library job descriptions • provides each volunteer an orientation program and handbook so that all members of the library team know their duties and understand the school library program standards
4I - Professional ethics • Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality **Accomplished**: School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).	• addresses the concepts of censorship and plagiarism within the context of collaborative lessons and applies the concepts to student-generated products • reviews netiquette, Internet safety, and ethical use of online social-media tools (e.g. Facebook, Twitter, and Skype) • includes ethical policies on library website, social media page, and learning-management system • asks principal and technology teachers to address students about plagiarism • explains fair use with regard to illustrations and other non-print materials • explains the concept of digital citizenry to students • creates posters, displays, and lessons to remind staff and students that resources in all formats-including printed text, oral and electronic resources, slides and visuals-need to be cited • asks students on the newspaper staff to help poll the student body on issues • arranges with administrators for opportunities to educate teachers, students, and parents about ethical and acceptable use policies • implements library events such as Banned Websites Awareness Day, Banned Books Week, and Choose Privacy Week to support the concepts of intellectual freedom • creates an intellectual-freedom policy as part of the LMC collection-development policy and posts it in the library, classroom, and cyberspace • makes sure school personnel do not practice censorship by removing materials without going through the step-by-step reconsideration process established by the SBDM Council • collaborates with IT department to set up a cyber-safety program for parents to inform them about netiquette, AUPs, and stranger-danger on the Internet

Crosswalk Documents for Other Professionals.

Therapeutic Specialists

School Psychologists

School Counselors

Library Media Specialists

OPGES Therapeutic Specialist Crosswalk – Speech language Pathologist

ASHA PACE Performance Objectives	KY Teacher Standards	Danielson Therapeutic Specialist Framework
SLP demonstrates knowledge and skills in the subject areas of speech-language pathology and related areas (e.g., literacy) and implements services in an ethical manner	1: 1.2, 1.3, 1.4, 1.5, 2.4, 2.5, 3.5, 4.1, 4.4	1a, 1b, 1c, 2d, 2e, 3b, 4f
SLP provides culturally and educationally appropriate services that are effective, engage students and reflect evidence-based practices	2: 1.2, 1.3, 1.4, 1.5, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 4.5, 6.1, 6.2, 6.3	1e, 1f, 2a, 2b, 2d, 3b, 3d, 3e, 4c
The SLP partners with the team to determine eligibility and recommends services that are compliant with state and federal regulations for children with IEPs	3: 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.2, 6.4, 6.5	1c, 1d, 3a, 3b, 4b, 4c, 4f
SLP demonstrates ability to conduct appropriate comprehensive evaluations for students who may be experiencing a variety of communication disorders.	4: 4.2, 5.1, 5.2, 5.3, 5.6, 6.4, 6.5, 7.1, 7.2	1c, 2c, 3a, 3d, 4b
SLP provides appropriate and dynamic service delivery methods consistent with the wide variety of individual student needs	5: 3.3, 3.4, 4.5, 5.2, 5.4, 5.6, 6.2, 6.3, 6.4, 7.1, 7.2, 8.1, 8.2, 8.4, 9.4	*Some aspects are a part of the above, however, the Danielson Framework for therapeutic specialists does not address the comprehensive evaluations SLP are required to do 1e, 3b, 3e, 4b
SLP demonstrates collaboration with classroom teachers and other professionals for students both in general and special education.	6: 6.3, 8.1, 8.2, 8.3, 8.4	1b, 1d, 1e, 2c, 3e, 4b, 4d, 4f
SLP collaborates with families and provides opportunities for families to be involved in the student's SLP services	2.1, 5.5, 6.4, 8.1, 8.2, 8.4	3c, 4f

SLP earns continuing education or professional development hours sufficient to meet requirements for state certification, state professional licensing requirements and district PD requirements.	8: 9.1, 9.2, 9.3, 9.4	1a, 4e
SLP contributes to various building or district initiatives	9: 8.1, 8.2, 8.3, 8.4, 10.1, 10.2, 10.3, 10.4	1d, 3e, 4c, 4d, 4e, 4f

Framework Component	NASP Practice Model
1A	1A1; 1B1; 2B; 1C1
1B	1B1; 1B3; 1C1
1C	1A1; 1A2; 1B1; 1B2; 1B3; 1B4; 1B5; 1C2
1D	1C3; 2A;
1E	1A1; 1A2; 1B1; 1B2; 1B3; 1B4; 1B5; 1C1; 1C2
1F	1A1; 1A2; 1B1; 1B2; 1B4; 1C2
2A	1B3; 1B4; 1B5
2B	1B1; 1B2; 1B3; 1B4; 1C1
2C	1A1;1A2
2D	1A1
2E	1A1
3A	1A1; 1A2;
3B	1A1
3C	1A1
3D	1B1; 1B2;
3E	1A1; 1A2; 1B1; 2A

3F	1A1; 1A2; 1B1; 1B2; 1B3; 1B4; 1B5; 1C1; 1C2; 1C3; 2A; 2D; 2E
4A	1A1; 1A2; 1B1; 1B2; 1B3; 1B4; 1B5; 1C1; 1C2; 1C3; 2A; 2D; 2E
4B	1A2; 1B5; 1C3; 2D
4C	1C3; 2D4;
4D	1A2; 1B3; 1B4; 2B; 2C; 2D; 2E
4E	2E; 2F
4F	1C1; 1C3; 2D

OPGES Counselor Crosswalk

Domain 1: Planning and Preparation

Component	ASCA National Model
Component 1a: Demonstrating Knowledge of counseling theory and techniques	I-A-8 III-A-2
Component 1b: Demonstrating Knowledge of child and adolescent development	I-A-8 II –A-5
Component 1c: establishing goals for the counseling program appropriate to the setting and the students served.	II-A-1 II-B-1b
Component 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.	I-A-7 II-A-2
Component 1e: Planning the counseling program, integrated with the regular school program.	I-C-4 II-C-1 II-C-2 II-C-3
Component 1f: Developing a plan to evaluate the counseling program.	I-C-7 IV-C-2 V-B-1a

DOMAIN 2: The Environment OPGES Counselor Crosswalk

Component	ASCA National Model
Component 2a: Creating an Environment of Respect and Rapport.	I-A-6
Component 2b: Establishing a Culture productive communication.	I-A-b I-b-2 I-b-3
Component 2c: Managing routines and procedures	I-B-2 I-v-c-1
Component 2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.	I-A-6 I-B-5
Component 2e: Organizing physical space	

DOMAIN 3: Delivery of Service

Component	ASCA National Model
Component 3a Assessing student needs	IV-B-3 IV-B-3a IV-B-3e
Component 3b Assisting student and teacher in the formulation of academic personal/ social, and career plans, based on knowledge of student needs	I-A-s II-A-8 II-C-3 III-B-2d
Component 3c Using counseling techniques in individual and classroom programs	III-B-2b III-A-2
Component 3d: Brokering resources to meet needs	II-B-4j III-B-3i III-C-4
Component 3e: Demonstrating Flexibility and Responsiveness	V-B-1A V-B-1i

	V-B-3 V-B-3c V-C-3

DOMAIN 4: Professional Responsibility

Component	ASCA National Model
Component 4a: Reflecting on Practice	IV-B-1f IV-B-1g V-B-2A V-B-3c
Component 4b: Maintaining Records and submitting them in a timely fashion	IV-B-5a V-A-4 V-B-1
Component 4c: Communicating with families	I-A-6 I-B-4 I-C-5
Component 4d: Participating in a Professional Community	I-B-2 I-B-2b III-B-3g
Component 4e: engaging in professional development	I-B-4h IV-B-1e
Component 4f: showing professionalism	I-B-2c II-B-4g II-B-4i

School Librarian Media Specialist Crosswalk

Domain 1: Planning and Preparation (School Media Librarian)

Component	Kentucky Teacher Standards	Characteristics of Highly Effective Teaching and Learning	AASL
Component 1a: Demonstrating Knowledge of Content Curriculum and Process • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process	Standard 1 Part 1, 1.2,1.3, 1.4, 2.1, 2.2	Section 1 Characteristic A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 3E, 3G, 4A, 4B, 4E, 4G, 5A, 5B, 5D	
Component 1b: Demonstrating Knowledge of Students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs	1.2, 2.2, 3.3, 4.2, 5.4	1B, 1C, 1D, 2A, 2C, 2D, 3A, 3B, 3D, 3F, 4A, 4B, 4E, 4G, 5F	Section 1 Action 2, 1.3, 1.4
Component 1c: Supporting Instructional Goals • Instructional resources and technology • Instructional services	1.1, 2.1, 2.3, 2.4, 2.5, 3.3, 4.1, 4.2, 4.5, 6.1, 6.3	1F, 1G, 2A,2B, 2C, 3A, 3B, 3D, 3F, 3I, 4B, 4E, 5C, 5F	2.1, 2.6
Component 1d: Demonstrating Knowledge and Use of Resources • Instructional materials and resources • Search strategies	4.4, 6.1, 6.3, 6.4	1F, 1G, 2A, 2B, 3A, 3D, 3E,3F, 3G,3H, 4E, 5F	1.4, 2.1, 2.5

Component 1e: Demonstrating a Knowledge of Literature and Lifelong Learning • Children's and young adult literature • Reading promotion	**1.3, 2.4, 2.5, 3.3, 4.1, 4.2, 4.5, 5.6,6.1, 6.2**	1A, 1B, 1C, 1F, 1G, 2A, 3A, 3B, 3F, 4B, 4C, 4G, 5B, 5E, 5F	1.2
Component 1f: Collaborating in the Design of Instructional Experiences • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy	1.1, 1.5, 2.3, 3.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4	1A, 1F, 2A, 2B, 2E, 3A, 3C, 3D, 3E, 3H, 4F, 5F	1.1, 1.2, 1.3, 1.4

DOMAIN 2: The Library Environment

Component	Kentucky Teacher Standards	Characteristics of Highly Effective Teaching and Learning	AASL
Component 2a: Creating an Environment of Respect and Rapport • Interpersonal relations • Student interactions Staff interactions	**1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 6.5**	**1A, 1B, 3F, 4A, 4B, 4C, 4F, 5E**	**1.1, 2.2, 2.7**
Component 2b: Establishing a Culture for Learning • Ethos Expectations for learning	**3.1, 3.2, 3.3, 3.4, 3.5, 4.1**	**1B, 3D, 3F, 4A, 4B, 4C, 4E**	
Component 2c: Managing Library Procedures • Circulation procedures Scheduling procedures	**3.2, 3.4, 3.5, 4.3, 4.4**	**1E, 4A, 4C**	**2.3, 2.5**
Component 2d: Managing student behavior • Expectations Monitoring of student behavior • Response to misbehavior	**3.4, 3.5**	**1B, 1E, 4A, 4C**	
Component 2e: Organizing physical space • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility	3.5, 4.4, 6.2, 6.3, 6.4	1B, 1F	2.3

DOMAIN 3: Instruction

Component	Kentucky Teacher Standards	Characteristics of Highly Effective Teaching and Learning	AASL
Component 3a: Communicating Clearly and Accurately • Directions and procedures • Use of different methods	1.1, 1.2, 1.3, 1.4, 1.5,2.5, 3.2, 4.1, 4.3, 4.5	1A, 1C, 1D, 1H, 2E, 3A, 3B, 3I, 4B, 4E, 5D	1.1, 1.3, 1.4
Component 3b: Using Questioning and Research Techniques • Quality of questions • Research techniques • Student inquiry	3.2, 3.3, 3.4, 3.5, 4.1, 4.5, 5.6	1A, 1C, 2D, 3A, 3B, 3C, 3E, 3H, 4A, 4B, 4C, 4E, 5E	1.4
Component 3c: Engaging Students in Learning • Instructional materials and resources • Expectations for students	1.3, 2.4, 3.2, 3.3, 3.5, 4.1, 5.6	1A, 1C, 1H, 2B, 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 4A, 4B, 4E, 4G, 5E	1.1, 1.2
Component 3d: Assessment in Instruction (whole class, one-on-one and small group) • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress	1.3, 2.3, 3.5, 5.2, 5.4, 5.5, 5.6	1H, 1I, 2A, 2C, 2E, 2F, 2G, 2H, 2I, 2J, 3I, 4A, 4B	1.5
Component 3e: Demonstrating Flexibility and Responsiveness • Teaching strategies • Lesson adjustments • Response to students • Persistence	1.2, 1.3, 1.4, 2.2, 2.4, 2.5, 4.1, 4.2	1A, 1B, 1D, 2C, 2E, 2F, 2H, 2I, 2J, 3A, 3B, 3C, 3E, 3F, 3H, 4A, 4B, 4F	1.1, 2.1

DOMAIN 4: Professional Responsibility

Component	Kentucky Teacher Standards	Characteristics of Highly Effective Teaching and Learning	AASL
Component 4a: Reflecting on Practice • Reflection • Vision • Change	7.1, 7.2, 7.3, 9.4	2A, 2B, 2C, 2J, 4A	2.1, 2.5
Component 4b: Maintaining Accurate Records • Catalog • Circulation • Statistics • Inventory • Using Data	4.4	1E, 2A	2.1, 2.4, 2.6
Component 4c: Communicating with School Staff and Community • Information about the library program • Advocacy	5.5, 8.1, 8.2, 8.3, 8.4	2G, 4F	1.1, 2.7
Component 4d: Participating in a Professional Community • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues	10.1	1F, 4G, 5B	2.8, 3.1
Component 4e: Growing and Developing Professionally • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession	9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3	4D	2.8, 3.1

Component 4f: Collection Development and Maintenance • Assessment • Selection • Weeding	1.1, 4.4, 7.1, 8.2	2A, 4A, 4D	2.1, 2.4, 2.5, 2.6