

KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

*To be used for the pilot of the Other Professional Growth and Effectiveness
System ONLY!*

Instructional Specialists

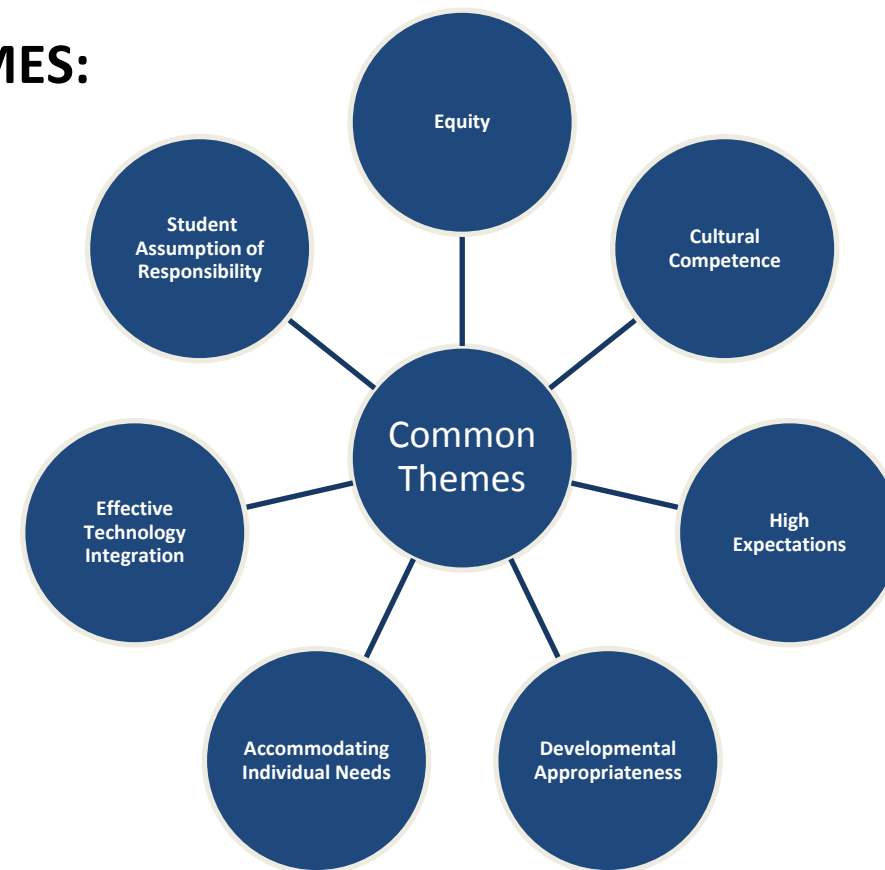
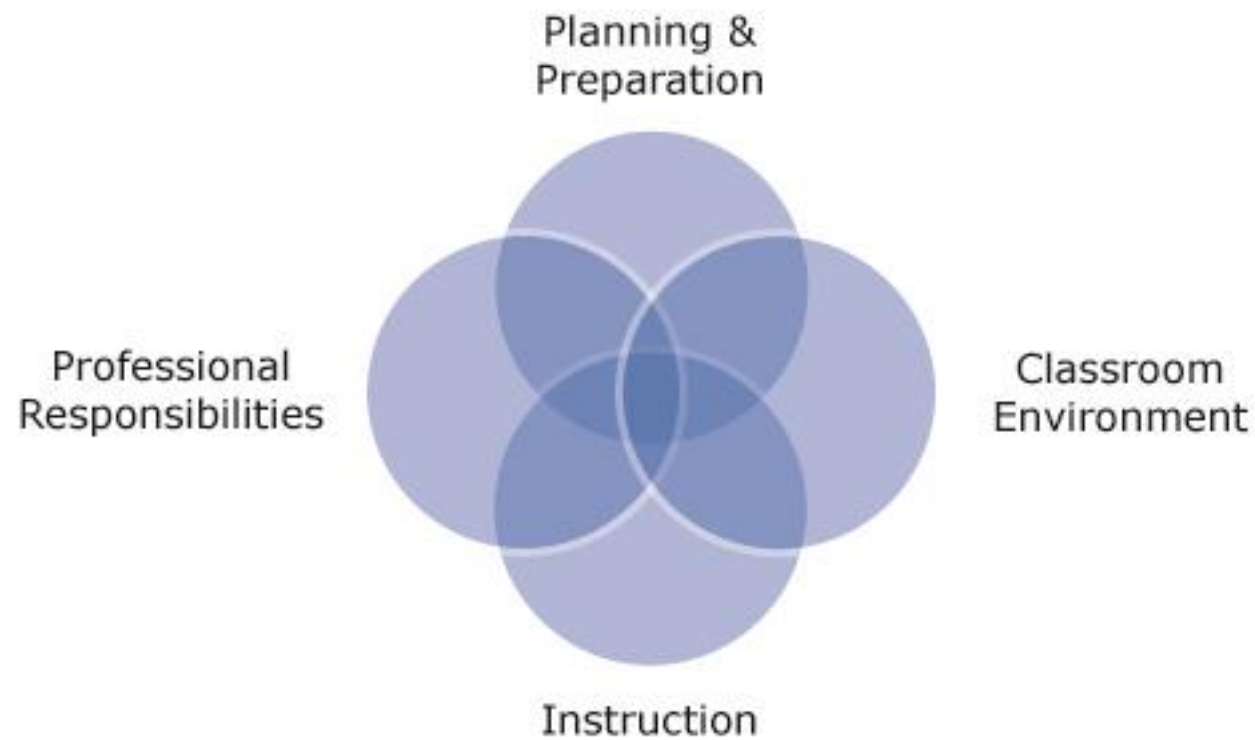
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*(Adapted for Kentucky Department of
Education)*

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

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FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



INTRODUCTION:

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

Domain

<p>1A - Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy 	<p>In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p>			
<p>Critical Attributes</p>	<p>Ineffective</p> <ul style="list-style-type: none"> In planning and practice, teacher makes content errors. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. 	<p>Developing</p> <ul style="list-style-type: none"> Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<p>Accomplished</p> <ul style="list-style-type: none"> Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. 	<p>Exemplary</p> <ul style="list-style-type: none"> Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline and anticipate student misconceptions.
<p>Possible Examples</p>	<ul style="list-style-type: none"> The teacher says "the official language of Brazil is Spanish, just like other South American countries." The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words. 	<ul style="list-style-type: none"> The teacher plans to teach area and perimeter independently of one another, without linking the concepts together. The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday. 	<ul style="list-style-type: none"> The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. The teacher surveys students on their beliefs about why it is hotter in the summer than in the winter. The teacher plans to expand a unit on civics by having students simulate a court trial. 	<p>In addition to "accomplished":</p> <ul style="list-style-type: none"> Teacher cites intra- and interdisciplinary content relationships. Teacher is proactive in uncovering student misconceptions and addressing them before proceeding. <p>In a unit on 19th century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.</p>

Element(s)

Indicators

Essential guidance for observers (TPGES only)

Illustrates the meaning of framework language (TPGES only)

Performance Level

OPGES frameworks

Domain 1: Planning & Preparation – Instructional Specialists

1A - Demonstrating knowledge of current trends in specialty area and professional development				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance	Instructional specialist is fully aware of resources available in the school and district and in the larger professional	Instructional specialist actively seeks out new resources from a wide range of sources to enrich professional’s skills in implementing the

	advance their skills.	their skills.	community for teachers to advance their skills.	school's program.
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1E - Planning the instructional support program integrated with the overall school program				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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 worthwhile 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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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.

Domain 2: The Environment – Instructional Specialist

2E - Organizing physical space for workshops or training				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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 arrangement and the workshop activities.	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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.	<ul style="list-style-type: none"> 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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	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				
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Instructional specialist's relationships with colleagues are negative or self-serving and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

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

Domain 4: Professional Responsibilities – Instructional Specialist

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