Educator Effectiveness Observation & Practice

FRAMEWORK FOR NON-TEACHING PROFESSIONALS:

Instructional Technology Specialist

pennsylvania
DEPARTMENT OF EDUCATION

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Introduction

The Framework for Non-Teaching Professionals (NTP) identifies those aspects of an educator's responsibilities that have been documented through empirical studies and theoretical research as promoting improved professional practice. Although not the only possible description of practice, these responsibilities seek to define what NTPs should know and be able to do in the exercise of their profession.

In the framework presented below, each of the four domains is supported by specific components of professional practice. Although the components are distinct, they are related to one another.

Educators should note that not all components are necessarily applicable to every situation. The evaluator and the NTP jointly converse to explore the relationship of each component to the educator's specific role and responsibilities.

ⓘ **NOTE:** Discussion Prompts and Evidence of Practice are designed to facilitate meaningful conversation and are not meant to fully represent the range of training, experience, or unique roles and functions of a given educator.

The Four Domains of Professional Practice
for Instructional Technology Specialists

DOMAIN 1: Planning and Preparation

Effective Non-Teaching Professionals (NTPs) plan and prepare to deliver high-quality services equitably to all learners based upon extensive evidence-based knowledge of their discipline relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable, and represent relevant goals for the individual and system.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 2: Educational Environment

Effective NTPs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 3: Delivery of Service

Effective NTP service delivery and evidence-based practice originate from a problem-solving process that can be applied at the individual, group, and systems level and is used for: (a) identification of priority areas for improvement; (b) analysis of variables related to the situation, including student needs and backgrounds; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 4: Professional Development

Effective NTPs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery in an equitable and inclusive manner and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen evidence-based practices. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.

Components of Practice ▶
Domain Rating Rubric ▶

DOMAIN 1: Planning and Preparation

Knowledge of Content and Pedagogy

The ITS demonstrates knowledge of educational andragogy and pedagogy in the focus area and related practices.

○ **Distinguished**
- Designs plans and practice that reflect comprehensive knowledge of educational andragogy, pedagogy, and professional practice in relation to digital-age technologies.

○ **Proficient**
- Designs plans and practices that reflect substantial knowledge of educational andragogy, pedagogy, and professional practice in relation to digital-age technologies.

○ **Needs Improvement**
- Designs plans and practice that reflect some knowledge of educational andragogy, pedagogy, and professional practice in relation to digital-age technologies.

○ **Failing**
- Designs plans and practice that reflect little knowledge of educational andragogy, pedagogy, and professional practice in relation to digital-age technologies.

○ **Not Observed**

Discussion Prompts: ⓘ
- *How do you utilize adult learning theory when planning for instruction?*
- *How do you plan for connecting new knowledge to prior knowledge?*
- *How do you support the implementation of state and national standards?*
- *Describe how your instruction supports "digital citizenship".*

Evidence of Practice:
- Plans reflecting ITS content knowledge
- Variety of tools aligned to learner needs
- Contributions to the district digital plan for instruction
- Adherence to district digital policies to keep learners safe

COMPONENT 1B:
Demonstrating Knowledge of Learners

The ITS demonstrates knowledge of the school's programs and of diverse learner skill levels in the delivery of programs and educational resources.

○ **Distinguished**

- Solicits from a variety of sources and utilizes information about learners (e.g., staff, students, parents/caregivers) in their instructional design and practice, including information on individual learner's background, skill levels, interests, and special needs.
- Conducts follow-up to determine appropriateness and effectiveness of instructional design and practice for learners.

○ **Proficient**

- Applies information about learners (e.g., staff, students, parents/caregivers) to inform knowledge and practice, including information on backgrounds, skill levels, interests, and special needs for groups of learners.

○ **Needs Improvement**

- Realizes the importance of understanding learners' (e.g., staff, students, parents/caregivers) backgrounds, skill levels, interests, and special needs.

○ **Failing**

- Ignores learners' (e.g., staff, students, parents/caregivers) backgrounds, skill levels, interests, and special needs.

○ **Not Observed**

Discussion Prompts:

- *What strategies do you use to assess background knowledge, skills, and the special needs of all learners?*
- *What techniques do you use to get to know your learners to provide relevant instruction?*
- *How do you plan to differentiate your instruction to address the varying needs of learners?*

Evidence of Practice:

- Utilization of needs assessments for learners
- Application of information related to learner needs

DOMAIN 1: Planning & Preparation

COMPONENT 1C:

Setting Instructional Outcomes

The ITS establishes realistic and appropriate outcomes relative to diverse learner needs, engaging stakeholders in establishing the instructional priorities.

○ **Distinguished**
- Sets instructional outcomes that reflect ongoing stakeholder engagement and high expectations for learning and rigorous standards.
- Sets short- and long-term objectives that are suitable for diverse learners and differentiated to encourage risk-taking; objectives represent different types of learning that can be assessed.

○ **Proficient**
- Engages stakeholders in setting instructional outcomes appropriate to all learners.
- Sets short- and long-term objectives that are suitable for most learners and represent different types of learning that can be assessed.

○ **Needs Improvement**
- Sets instructional outcomes of inconsistent rigor and minimal expectations, suitable for some learners.
- Sets short-term objectives consisting of a limited variety of activities, some of which can be assessed and are suitable for some learners.

○ **Failing**
- Sets instructional outcomes that represent low-level learning and are unsuitable for most learners.
- Sets activities as objectives; activities are not differentiated nor measurable.

○ **Not Observed**

Discussion Prompts:
- *How do you ensure that instructional outcomes you set align with standards?*
- *How do you set instructional outcomes for diverse learners?*
- *How do you involve learners in setting instructional outcomes?*

Evidence of Practice:
- Alignment of instructional outcomes
- Differentiation in instructional outcome design
- Instructional outcome metrics

DOMAIN 1: Planning & Preparation

COMPONENT 1D:
Demonstrating Knowledge of Resources

The ITS demonstrates skillful use of a variety of resources that are aligned to learning outcomes and appropriately challenging.

○ **Distinguished**
- Extends searches for resources and partnerships beyond the school or district (e.g., professional organizations, community, etc.) to enhance knowledge and use in teaching and learning.
- Develops and continuously refines evaluation measures used to align resources to instructional needs and outcomes.

○ **Proficient**
- Is fully knowledgeable in identifying and evaluating the resources available through the school, district, or community to enhance knowledge and to effectively use in teaching and learning.

○ **Needs Improvement**
- Demonstrates some familiarity with resources available in the school and district, but does not seek to extend knowledge beyond readily available resources.

○ **Failing**
- Demonstrates little/no familiarity with school or district resources to enhance knowledge.

○ **Not Observed**

Discussion Prompts: ⓘ
- *How do you select the instructional resources to use during instruction?*
- *What methods do you use to identify relevant resources to share with colleagues?*
- *How do you determine the impact of a new tool/resource on instruction?*

Evidence of Practice:
- Lists of available resources (e.g., school, community, etc.) for learners
- Ongoing process for refreshing resources

COMPONENT 1E:

Designing Coherent Instruction and Service Delivery

The ITS develops goals and plans for coherent instruction and professional learning that result in positive and measurable outcomes for all learners.

◯ **Distinguished**

- Gathers and applies knowledge of content, resources, and learners (e.g., students, staff) to develop culturally-relevant learning experiences that support the integration of digital resources and tools into practice.
- Designs instructional materials to allow learners to follow personalized learning pathways.

◯ **Proficient**

- Gathers knowledge of content, resources, and learners (e.g., students, staff) to create learning experiences that support transfer and adoption of digital skills for groups of learners.
- Organizes comprehensive materials to engage learners.

◯ **Needs Improvement**

- Creates learning materials and experiences that engage some of the learners (e.g., students, staff).
- Prepares learning materials that reflect an ordered structure and partial knowledge of resources and learners.

◯ **Failing**

- Provides learning materials and experiences that are disorganized and do not meet the needs of the learners (e.g., students, staff) or do not build on prior learner knowledge.

◯ **Not Observed**

Discussion Prompts: ⓘ

- *What factors into your design of instruction and service delivery?*
- *How do you plan for personalization of learning?*

Evidence of Practice:

- Instructional plans based on learners' needs and appropriate resources

COMPONENT 1F:
Designing Learner Assessment
The ITS uses criteria and evidence in the development of assessment and instruction, resulting in positive and measurable outcomes for all learners.

○ **Distinguished**
- Demonstrates evidence of learner involvement in the development of assessments aligned to instructional outcomes.
- Effectively designs assessment tools adapted to meet the needs of all learners; uses the results to plan for personalization of instruction.

○ **Proficient**
- Designs learner assessments with criteria that are clear and aligned with instructional outcomes.
- Uses both formative and summative assessments to plan for future instruction for groups of learners.

○ **Needs Improvement**
- Designs assessments that are partially aligned to instructional outcomes, but are not made clear to the learners.
- Minimal use of formative or summative assessments to plan for future instruction.

○ **Failing**
- Designs assessments that contain no clear criteria, are inappropriate for many learners, and are poorly aligned with the instructional outcomes.
- Does not have plans for use of the assessment results in designing future instruction.

○ **Not Observed**

Discussion Prompts:
- *What role do formative and summative assessment play in instruction? How do these assessments inform instruction?*
- *How do you engage learners in the design of assessments?*

Evidence of Practice:
- Rubric/assessment criteria
- Learner input on assessment design
- Formative and summative assessments

COMPONENT 2A:
Creating an Environment of Respect and Rapport
The ITS creates an inclusive environment that integrates social emotional learning and considers staff knowledge and background taking into account issues of equity and diversity.

◯ Distinguished
- Interacts with the educational community and others in a respectful manner that demonstrates a deep understanding of learner needs (e.g., social and emotional needs, levels of skill development).
- Respects professionalism of all learners and is respected as a resource for information concerning technology use in instruction.

◯ Proficient
- Interacts with the educational community with general caring and respect for learner needs (e.g., social and emotional needs, levels of skill development).
- Maintains positive relationships with all learners.

◯ Needs Improvement
- Interacts with the educational community in a manner free of conflict but which may be insensitive and/or lack responsiveness to the social-emotional needs or differing skill levels among learners.
- Inconsistently maintains relationships with learners.

◯ Failing
- Interacts with the educational community in a manner that is negative, inappropriate, or insensitive to learners and characterized by disparaging remarks or conflict.
- Does not maintain relationships with learners.

◯ Not Observed

Discussion Prompts: ⓘ
- *Describe the nature of your interaction with your learners.*
- *What are your strategies for building a strong relationship with your learners?*

Evidence of Practice:
- Interaction with educational stakeholders
- Positive relationships with all learners

DOMAIN 2: Educational Environment

COMPONENT 2B:
Establishing a Culture for Learning
The ITS establishes a culture for ongoing professional growth that considers learners' needs and promotes equity and access to educational opportunities.

○ **Distinguished**
- Conveys infectious enthusiasm for integrating digital resources and content, leading to rigorous, self-directed learning.
- Provides instructional outcomes, activities, assignments, and collaborative interactions that convey high expectations for all learners, promoting risk-taking and problem-solving.

○ **Proficient**
- Conveys a genuine enthusiasm for integrating digital resources and content.
- Provides instructional outcomes, activities, assignments, and collaborative interactions, conveying expectations for groups of learners that include moderate risk-taking and problem solving.

○ **Needs Improvement**
- Conveys limited enthusiasm for integrating digital resources and content.
- Provides instructional outcomes, activities, assignments, and collaborative interactions, which convey minimal expectations for learners to take risks or problem solve.

○ **Failing**
- Conveys a negative attitude toward integration of digital resources and content; demeanor is a barrier, preventing learners from seeking assistance and interaction.
- Fails to provide instructional outcomes, activities, assignments, and collaborative interactions for learners.

○ **Not Observed**

Discussion Prompts: ⓘ
- *How do you encourage your colleagues to be active, life-long learners?*
- *How do you promote the use and sharing of innovative technology?*
- *How do you engage learners, promote risk-taking, and maximize problem solving strategies with them?*

Evidence of Practice:
- Positive attitude toward digital resources and content integration
- Expectations for learners that promote risk-taking and problem-solving

DOMAIN 2: Educational Environment

COMPONENT 2C:
Managing Procedures

The ITS establishes clear procedures and protocols using evidence-based strategies for professional learning that promotes equity and access to educational opportunities.

◯ Distinguished

- Establishes clear routines, allowing all learners to be collaborative, productive, and self-regulating.
- Enables learners to manage online learning environments with minimal input from the ITS; transitions between learning environments (i.e., in-person, virtual) are seamless and active learning is present.

◯ Proficient

- Establishes routines that allow most learners to be collaborative and productive, moving toward self-regulation.
- Effectively manages learning environments, resulting in active learning.

◯ Needs Improvement

- Establishes minimal routines that enable learner groups to be productive or work collaboratively unsupervised.
- Inconsistently manages online or face-to-face learning environments, resulting in the loss of instructional time.

◯ Failing

- Does not establish routines.
- Ineffectively manages online or face-to-face learning environment, resulting in significant loss of instructional time.

◯ Not Observed

Discussion Prompts: ⓘ

- *How are routines and expectations established, verbalized, and implemented?*

Evidence of Practice:

- Communications re: procedures and protocols
- Routines where learners are collaborative and productive
- Learner engagement in establishing routines

COMPONENT 2D:

Managing Learner Behavior

The ITS establishes and maintains norms of conduct for professional interactions, accounting for equity and diversity.

◯ Distinguished

- Using research-based strategies, develops standards of conduct (both in-person and digital) with learner participation.
- Unobtrusively and continuously monitors learner behavior, with responses that are highly effective and sensitive to the learners' needs.

◯ Proficient

- Establishes, communicates, and reinforces standards of conduct for in-person and digital behavior.
- Consistently monitors learner adherence to standards of conduct; response to misconduct is appropriate, respects the learners' dignity, and is in accordance with district protocols.

◯ Needs Improvement

- Establishes standards of conduct, including digital, but they may be incomplete.
- Inconsistently monitors learner adherence to standards of conduct; response to misconduct is intermittent.

◯ Failing

- Does not establish standards of conduct, including digital.
- Does not monitor learner behavior; response to misconduct is infrequent or disrespectful.

◯ Not Observed

Discussion Prompts: ⓘ

- *How do you cooperatively set expectations for learner behavior?*
- *How do you monitor learner behavior in a respectful manner?*

Evidence of Practice:

- Standards of conduct
- Modeling appropriate behavior
- Student adherence to standards
- Responses to misbehavior
- Learner participation in developing standards of conduct

DOMAIN 2: Educational Environment

Organizing Physical and Digital Space

The ITS establishes an environment accessible to all, accounting for diverse learner characteristics.

◯ Distinguished

- Ensures use of physical and digital spaces is complementary, changing a work process or function to increase access, productivity, efficiency, and/or community involvement.
- Monitors diverse learners' use of space to ensure appropriateness and depth of learning.

◯ Proficient

- Ensures physical and digital learning environments are safe and accessible to all learners.
- Ensures that the space is conducive for effective communication and team learning.

◯ Needs Improvement

- Attempts to ensure physical and digital learning environments are safe and accessible to most learners.
- Attempts to utilize spaces for effective communication and team learning with partial success.

◯ Failing

- Makes no effort to ensure physical or digital learning environments are safe or accessible to learners.
- Does not utilize spaces for effective communication and team learning.

◯ Not Observed

Discussion Prompts: ⓘ

- *How do you utilize physical and/or digital spaces to maximize learning?*
- *How do your learning spaces promote communication and collaboration?*

Evidence of Practice:

- Design of learning space
- Digital applications and instructions for usage

COMPONENT 3A:

Communicating with Learners

The ITS establishes ongoing communication with all learners, with consideration for their diverse characteristics and experiences.

○ **Distinguished**
- Adapts communication in-the-moment to be culturally responsive and to differentiate based on the audience of learners.
- Differentiates language and expectations appropriate to experience and skill level of the individual learner.

○ **Proficient**
- Communicates in a manner appropriate to learners' cultures and levels of development and accommodating individual preferences.
- Uses language and expectations consistent with knowledge and experience of learner groups.

○ **Needs Improvement**
- Communicates in a manner sometimes appropriate for learners' cultures and levels of development.
- Uses language and expectations somewhat consistent with knowledge and experience of most learner groups.

○ **Failing**
- Communicates in a manner inappropriate for learners' cultures and levels of development.
- Fails to use language and expectations consistent with knowledge and experience of learner groups.

○ **Not Observed**

Discussion Prompts:
- *Discuss your methods of communication for diverse learners.*
- *What instruments and measures do you utilize to determine which communication method is appropriate to the instruction?*

Evidence of Practice:
- Consistent communications with all learners
- Variety of communication tools
- Appropriate communications for diverse learners

COMPONENT 3B:
Using Questioning and Discussion Techniques
The ITS applies questioning and discussion techniques and employs strategies to promote engagement and reflection.

○ **Distinguished**
- Facilitates learner discussions using evidence-based techniques.
- Empowers all learners to formulate questions while assuming responsibility for ensuring peers are heard in the discussion.

○ **Proficient**
- Uses proven and effective questioning and discussion techniques.
- Engages all learners in the discussion and steps aside when appropriate, allowing learners to control the discussion.

○ **Needs Improvement**
- Uses somewhat effective questioning and discussion techniques; learners are inconsistently engaged in discussions.
- Attempts to facilitate learner discussions with limited success.

○ **Failing**
- Asks low-level or inappropriate questions, eliciting little/no participation; recitation rather than discussion.
- Dominates, or allows individuals to dominate, the conversation.

○ **Not Observed**

Discussion Prompts:
- *What methods or tools (e.g., virtual spaces) do you utilize to facilitate discussion?*
- *How do you ensure learner voice in interactions?*
- *How do you assess the efficacy of communication as you engage learners?*
- *What strategies do you employ to promote higher levels of thinking?*

Evidence of Practice:
- Engagement of all learners in discussion
- Higher-order thinking strategies

COMPONENT 3C:
Engaging Learnings in Learning

The ITS engages learners within their setting using varied modalities and with consideration for diverse characteristics.

◯ Distinguished

- Ensures that throughout the lesson, all learners are highly intellectually engaged and make contributions to the activities, materials, and groupings of learners.
- Adapts lessons in real time to the meet the needs of individual learners, as needed.
- Engages learners in self-reflection for the purpose of enhancing practice.

◯ Proficient

- Provides activities and assignments, materials and resources, technology use, and groupings of learners that are consistently appropriate to the instructional outcomes or the learners' current levels of understanding.
- All learners are engaged in work of a high level of rigor.
- Lesson structures are coherent and delivered at an appropriate pace.

◯ Needs Improvement

- Provides activities and assignments, materials and resources, and groupings of learners that are somewhat appropriate to either the instructional outcomes or to the learners' current levels of understanding, resulting in moderate intellectual engagement.
- Lessons have recognizable structure, though not consistently maintained.

◯ Failing

- Provides few activities and assignments, materials and resources, and groupings of learners that are appropriate for the instructional outcomes or the learner's current levels of understanding, resulting in minimal or no intellectual engagement.
- Lessons are without structure and/or poorly paced.

◯ Not Observed

Discussion Prompts:　ⓘ

- *How do you gauge appropriateness of pacing to maximize learner understanding?*
- *How do you model engagement for your learners, while providing opportunities for a deeper understanding of content? How do you measure ongoing learner engagement?*
- *How do you determine that the technology utilized is appropriate to the instructional outcomes?*

Evidence of Practice:

- Learner activities and assessments
- Learner engagement
- Lesson challenge

COMPONENT 3D:

Using Assessment in Instruction and Service Delivery

The ITS uses varied forms of ongoing assessment to inform delivery of service, creating an environment that promotes reflection and self-assessment.

◯ Distinguished

- Leads collaborative efforts with educators to develop and administer appropriate technology-enhanced formative and summative assessments for diverse learners.
- Ensures that, through consultation, learners use self-assessment to determine what their professional learning needs are and where to find resources to address those needs.
- Ensures learners are empowered to analyze and synthesize multiple sources of reliable and valid data that regularly inform changes/improvements to practice.

◯ Proficient

- Conducts valid and reliable technology-enhanced formative and summative assessments using multiple measures.
- Consistently provides high quality feedback to learners that serves to advance their learning; learners are fully aware of the assessment criteria used to evaluate their work.
- Uses technology resources to gather, interpret, and evaluate assessment data to inform instruction.

◯ Needs Improvement

- Uses one tool to assess instruction when multiple options are available and more appropriate.
- Provides feedback to learners that is inconsistent in quality, timeliness, and impact on learning.

◯ Failing

- Does not assess instruction and provides little or no feedback to learners during or after instruction.

◯ Not Observed

Discussion Prompts: ⓘ

- *How do you assess learners' knowledge prior, during, and after offering a learning opportunity?*
- *How do you ensure that methods of assessment (both formative and summative) provide timely and high-quality responses?*
- *What methods do you employ to facilitate analysis and evaluation of assessment data to inform instruction and advance learning?*

Evidence of Practice:

- Collection and use of assessment data
- Ongoing assessments
- Learner engagement in self-assessment

COMPONENT 3E:

Demonstrating Flexibility and Responsiveness
The ITS is flexible and responsive in instructional design and service delivery.

○ **Distinguished**
- Promotes the successful progress of all learners, making seamless adjustments to instruction and service delivery.
- Accommodates diverse learner needs and interests using an extensive repertoire of instructional strategies and digital tools.
- Models flexibility and responsiveness, prompting others to solicit ITS expertise and assistance to successfully adjust practice when integrating technology.

○ **Proficient**
- Promotes the progress of all learners, making adequate adjustments to instruction and informed decisions about service priority.
- Accommodates learner needs, integrating digital tools where appropriate.

○ **Needs Improvement**
- Adjusts instructional design and delivery inconsistently and with partially successful results.
- Makes minimal accommodations for learner needs and interests; limited use of digital tools.

○ **Failing**
- Focuses on integrating a specific technology without alignment to learner needs or outcomes.

○ **Not Observed**

Discussion Prompts:　ⓘ
- *How do you adapt your instruction to ensure the success of all learners?*
- *How do you meet the needs of your learners in a timely manner?*
- *How do you handle multiple demands on your time?*

Evidence of Practice:
- Adjustments to instructional delivery and design, as appropriate

DOMAIN 4: Professional Development

COMPONENT 4A:
Reflecting on Practice

The ITS uses evidence and feedback to reflect on and enhance the efficacy of instructional practice and service delivery.

◯ **Distinguished**
- Consistently reflects on effectiveness of professional practice, researching methods for improvement to build capacity across the system.
- Demonstrates growth of sophistication in technology integration over time, resulting in corresponding professional growth among staff with whom they work.

◯ **Proficient**
- Reflects on the effectiveness of professional practice to inform future efforts.
- Recognizes opportunities for improvement of professional practice; accepts suggestions from peers and administrators.

◯ **Needs Improvement**
- Demonstrates limited evidence of reflection on the effectiveness of professional practice; does not inform future efforts.
- Develops an awareness that professional practice could be improved.

◯ **Failing**
- Does not demonstrate evidence of reflection on the effectiveness of professional practice.
- Lacks awareness that professional practice could be improved.

◯ **Not Observed**

Discussion Prompts:
- *Describe your process for self-reflection. How does reflective practice impact your work?*
- *How do you determine areas for growth? What personal growth areas have you identified?*

Evidence of Practice:
- Reflections on instructional practice and performance
- Utilization of reflection in planning for continuous improvement

COMPONENT 4B:
Maintaining Accurate Records

The ITS adheres to ethical, professional, and legal standards in the accurate and timely maintenance of data and records.

○ **Distinguished**
- Has a thorough and effective system for maintaining detailed instructional and non-instructional records.
- Applies highest level of ethical and professional standards to record-keeping.

○ **Proficient**
- Has an effective system for maintaining records in compliance with policies and regulations.
- Records are accurate and timely; data are secure and confidential.

○ **Needs Improvement**
- Has a method for maintaining records; record-keeping is partially effective but disorganized or outdated.
- Maintenance of records and/or data does not ensure security or confidentiality of data.

○ **Failing**
- Does not have a method for maintaining records or the records are incomplete or inaccurate, causing errors and confusion.
- Maintenance of records and/or data lacks security measures; no attempts are made to safeguard confidentiality.

○ **Not Observed**

Discussion Prompts:
- *Describe your recordkeeping system (e.g., equipment usage, coaching sessions/workshops offered, time spent in each building or area).*
- *Describe how you document your own professional learning? (e.g., certificates, grades, listing of examples, webinars, etc.).*
- *How do you maintain confidentiality of records and data?*
- *How might you improve your management of records to support system and program improvement?*

Evidence of Practice:
- Maintenance system for instructional and non-instructional records

COMPONENT 4C:

Communicating with Stakeholders

The ITS establishes effective systems of verbal and non-verbal communication, demonstrating sensitivity to diverse stakeholders.

○ **Distinguished**

- Demonstrates exceptional communication skills, cognizant of the diversity of community and customized to the individual stakeholder.
- Creates multiple opportunities for stakeholder input, increasing communication in support of common goals.

○ **Proficient**

- Communicates information in an accurate and timely manner and in a way that can be easily accessed and understood by the stakeholders.
- Invites stakeholder input.

○ **Needs Improvement**

- Communicates inconsistently with stakeholders; information may be limited, inaccurate, inappropriate, and/ or not timely.
- Accepts stakeholder input when offered.

○ **Failing**

- Fails to communicate with all stakeholder groups.
- Ignores stakeholder input.

○ **Not Observed**

Discussion Prompts: ⓘ

- *How do you inform your community of learners?*
- *What methods do you use to communicate with staff (e.g., needs for improvement, recognition of outstanding effort) while maintaining a strong working relationship?*
- *How do you ensure timely communication customized to all stakeholders?*

Evidence of Practice:

- Record of ongoing communication
- Variety of communication methods
- Clear, concise, and accurate communications

DOMAIN 4: Professional Development

Participating in a Professional Community

The ITS actively participates in professional communities, contributing to personal growth as well as to school and community initiatives.

◯ Distinguished
- Makes a significant contribution to the school and/ or district through active involvement in a professional community/organization.
- Advocates for school/community through participation in professional communities and/or organizations.
- Models relationships within the professional community characterized by mutual support, cooperation, positivity, and respect.

◯ Proficient
- Participates in a professional community and/or organization that supports ongoing, relevant professional growth.
- Maintains strong relationships with colleagues and a status within the professional community characterized by respect.

◯ Needs Improvement
- Participates in professional communities and/or organizations infrequently.
- Demonstrates limited interpersonal skills when interacting with colleagues.

◯ Failing
- Avoids participation in a professional community and/or organization.
- Exhibits negative or self-serving relationships with colleagues.

◯ Not Observed

Discussion Prompts: ⓘ
- *Describe your participation in professional learning communities.*
- *Describe your participation on committees or task forces.*
- *How does involvement in professional organizations benefit both you and your LEA?*

Evidence of Practice:
- Professional learning community participation
- Information and resource sharing

COMPONENT 4E:

Growing and Developing Professionally

The ITS engages in ongoing professional learning, resulting in continued personal growth as well as contribution to the profession.

◯ Distinguished

- Seeks professional development opportunities based on self-assessment and initiates activities that contribute to the profession.
- Solicits input to improve practice.
- Leverages professional growth to enhance professional services as well as increase the capacity of learners.

◯ Proficient

- Seeks professional development opportunities to engage in continual learning, deepen professional knowledge, and stay current.
- Welcomes feedback from supervisors and colleagues.

◯ Needs Improvement

- Participates in professional development activities that are convenient or required; makes limited contributions to the profession.
- Is minimally receptive to feedback from supervisors and colleagues.

◯ Failing

- Does not participate in professional development; does not contribute to the profession.
- Disregards feedback from supervisors and colleagues.

◯ Not Observed

Discussion Prompts: ⓘ

- *Describe your professional growth plan.*
- *How do you determine your areas of need for professional growth?*
- *How do you ask for and incorporate feedback on your practice?*

Evidence of Practice:

- Professional growth plan
- Participation in professional learning opportunities

COMPONENT 4F:

Showing Professionalism

The ITS exhibits collegiality and integrity, adhering to ethical practices and upholding professional standards.

◯ Distinguished

- Assumes a leadership role in promoting ethical behavior and professionalism in practice; proactively demonstrates and advocates for digital citizenship.
- Demonstrates the highest standards of ethical conduct and models compliance with school/district policies, procedures, and protocols as well as relevant regulations and codes of conduct.

◯ Proficient

- Consistently demonstrates ethical behavior and professionalism; demonstrates digital citizenship.
- Complies fully and voluntarily with school/district policies, procedures, and protocols as well as relevant regulations and codes of conduct.

◯ Needs Improvement

- Demonstrates good intentions but inconsistently displays professionalism or ethical behavior.
- Neglects to consistently comply with school/district policies, procedures, and protocols and/or with relevant regulations and codes of conduct.

◯ Failing

- Does not demonstrate ethical behavior and professionalism and/or contributes to practices that are self-serving or illegal.
- Disregards school/district policies, procedures, and protocols as well as relevant regulations and codes of conduct.

◯ Not Observed

Discussion Prompts: ⓘ

- *How do you model and promote integrity and ethical practices within the larger learning community?*

Evidence of Practice:

- Committee participation
- Advocacy for students
- Compliance with local policies and protocols
- Rapport with colleagues and community
- Recognition by colleagues and community

Ratings by Domain

DOMAIN 1: Planning and Preparation

Effective nonteaching professionals (NTPs) plan and prepare to deliver high-quality services equitably to all learners based upon extensive evidence-based knowledge of their discipline relative to individual and systems-level needs and within the context of interdisciplinary collaboration. Service delivery outcomes are clear, measurable, and represent relevant goals for the individual and system.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
NTP's planning and preparation reflect little or no understanding of their discipline relative to individual and/or systems-level needs. Service delivery outcomes, as a function of planning and preparation, are not clear, not measurable, and do not represent relevant goals for the individual and/or system.	NTP's planning and preparation reflect moderate understanding of their discipline relative to individual and systems-level needs. Some service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.	NTP's planning and preparation reflect a thorough understanding of their discipline relative to individual and systems-level needs. Most service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.	NTP's planning and preparation reflect extensive understanding of their discipline relative to individual and systems-level needs. All service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.

DOMAIN RATING: _____

COMMENTS:

DOMAIN 2: Educational Environment

Effective NTPs assess and enhance the quality of the environment along multiple dimensions toward improved academic, behavioral and social-emotional outcomes. Environmental dimensions include adult-student relationships, staff interactions, security and maintenance, administration, student academic orientation, student behavioral values, student-peer relationships, parent and community-school relationships, instructional and intervention management and student activities.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
Environment is characterized by chaos and conflict, with low expectations for improved academic, behavioral and social-emotional outcomes. There are no clear standards for interactions, behavior, use of space and time, instruction and intervention with students, maintaining confidentiality, etc.	Environment is controlled, but reflects only moderate expectations for improved academic, behavioral, and social-emotional outcomes. There are some clearly defined standards for interactions, use of space and time, instruction and intervention with students, and maintaining confidentiality, etc.	Environment functions smoothly, with an efficient use of space and time and effective supports for academic, behavioral, and social-emotional growth. Standards and expectations for interactions, instruction and intervention with students, and maintaining confidentiality are high.	Recipients of services make a significant and meaningful contribution to various dimensions of the environment and contribute to improved academic, behavioral, and social-emotional outcomes.

DOMAIN RATING: _____

COMMENTS:

☐ *Comments are continued on last page*

DOMAIN 3: Delivery of Service

Effective NTP service delivery and evidence-based practice originate from a problem-solving process that can be applied at the individual, group, and systems level and is used for: (a) identification of priority areas for improvement; (b) analysis of variables related to the situation, including student needs and backgrounds; (c) selection of relevant factors within the system; (d) fidelity of implementation of services and supports; and (e) monitoring of effectiveness of services.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
Minimal or no use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity. Minimal or no use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.	Moderate use of a problem-solving process to identify, analyze, and provide appropriate services and supports. Inconsistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.	Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity. Consistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.	Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with flexibility and fidelity. Extensive and strategic use of data and/or stakeholder engagement to monitor and improve the effectiveness of services. As a function of interdisciplinary collaboration and problem-solving, student and systems-level outcomes improve over time.

DOMAIN RATING: _____

COMMENTS:

DOMAIN 4: Professional Development

Effective NTPs have high ethical standards and a deep sense of professionalism, focused on improving their own service delivery in an equitable and inclusive manner and supporting the ongoing learning of colleagues. Their record keeping systems are efficient and effective. NTPs communicate with all parties clearly, frequently and with cultural sensitivity. These professionals assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen evidence-based practices. Reflection on their practice results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of others.

FAILING (0)	NEEDS IMPROVEMENT (1)	PROFICIENT (2)	DISTINGUISHED (3)
NTPs do not adhere to ethical standards or convey a deep sense of professionalism. There is an absence of focus on improving their own service delivery and supporting the ongoing learning of colleagues.	NTPs partially adhere to ethical standards and convey an emerging sense of professionalism. There is some focus on improving their own service delivery and supporting the ongoing learning of colleagues.	NTPs fully adhere to ethical standards and conveys an emerging sense of professionalism. There is a solid focus on improving their own service delivery and supporting the ongoing learning of colleagues.	NTPs have exceptional adherence to ethical standards and professionalism. There is always evidence of improvement of practice and support to the ongoing learning of colleagues.
Their record keeping systems are inefficient and ineffective.	Their record keeping systems are approaching efficiency and effectiveness.	Their record keeping systems are efficient and effective.	Their record keeping systems are exceptionally efficient and effective.
Communication is ineffective, as evidenced by lack of clarity, limited frequency, and absence of cultural sensitivity.	Communication is somewhat effective, albeit inconsistent.	Communication is clear, frequent, and effective.	Communication is proactive and highly effective, characterized by clarity, frequency, respect, and cultural sensitivity.
NTPs do not take on leadership roles within the system and do not engage in a wide variety of professional development activities that would serve to strengthen their practice.	NTPs infrequently accept leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.	NTPs assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.	NTPs consistently seek out leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.
Reflection on their practice does not result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.	Reflection on their practice is beginning to result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.	Reflection on their practice may result in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.	Reflection on their practice consistently results in ideas for improvement that are shared across professional learning communities and/or contribute to improving the practice of others.

DOMAIN RATING: _____

COMMENTS:

☐ *Comments are continued on last page*

ADDITIONAL COMMENTS:

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Educator Effectiveness
Observation & Practice

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