

Educator Effectiveness Observation & Practice

**FRAMEWORK FOR
NON-TEACHING PROFESSIONALS:**

Other Non-Teaching Professionals (ONTP)



Revised June 2021

EDUCATOR EFFECTIVENESS OBSERVATION & PRACTICE:
Framework for Evaluation: Other Non-Teaching Professionals

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I'm completing an:

- Evaluatee Self-Assessment
- Evaluator Assessment

Today's Date:

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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.

- i 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 Other Non-Teaching Professionals



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 Responsibilities

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

COMPONENT 1A:

Demonstrating Knowledge of Content and Pedagogy

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

Distinguished

- Designs plans and practices that reflect comprehensive knowledge of educational andragogy, pedagogy, and professional practice.

Proficient

- Designs plans and practices that reflect knowledge of appropriate educational andragogy, pedagogy, and professional practice.

Needs Improvement

- Designs plans and practices that reflect some knowledge of educational andragogy, pedagogy, and professional practice.

Failing

- Designs plans and practice that demonstrate minimal knowledge of educational andragogy, pedagogy, and professional practice.

Not Observed

Discussion Prompts:



- *How do you stay current with the trends and issues facing education?*
- *How do you implement current trends (e.g., SEL) and instructional practices within your role?*
- *How do you plan for connecting new knowledge to prior knowledge?*
- *How do you support the implementation of state and national standards?*
- *How does your knowledge of pedagogy/andragogy factor into planning for instruction or interacting with colleagues?*

Evidence of Practice:

- Plans reflecting content knowledge
- Variety of resources/tools aligned to learner needs
- Professional learning activities



DOMAIN 1: Planning & Preparation

COMPONENT 1B:

Demonstrating Knowledge of Learners

The ONTP 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 in 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 knowledge of the skill levels and special needs of the learner to select appropriate evidence-based strategies.

Needs Improvement

- Acknowledges the importance of understanding skill levels and special needs of the learner.

Failing

- Ignores learners' 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 differentiate/ personalize your instruction to address the varying needs of learners? How do you use your knowledge of student needs to plan your work with teachers?*
- *Describe the process you use to provide resources to meet the needs of learners in an equitable manner.*

Evidence of Practice:

- Utilization of needs assessment for learners
- Application of information related to learner needs (e.g., ONTP-developed professional learning activities and resources)



DOMAIN 1: Planning & Preparation

COMPONENT 1C:

Setting Instructional Outcomes

The ONTP 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 minimal rigor and suitable for some learners.
- Sets short-term outcomes consisting of a limited variety of activities, some of which can be assessed.

Failing

- Sets instructional outcomes that are unsuitable for learners and which represent low-level learning.
- Sets outcomes that cannot be assessed; activities are not differentiated nor measurable.

Not Observed

Discussion Prompts:

- *How do you ensure that instructional outcomes you set align to standards?*
- *How do you set instructional outcomes for diverse learners?*
- *How do you engage 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 ONTP demonstrates skillful use of a variety of resources that are aligned to learning outcomes and appropriately challenging.

Distinguished

- Extends search for resources beyond the school or district (e.g., professional organizations, community, etc.) to enhance knowledge and use in teaching and learning.

Proficient

- Is knowledgeable in locating resources available through the school, district, or community to enhance knowledge and to 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 resources to enhance knowledge.

Not Observed

Discussion Prompts:



- *How do you determine what resources to use or provide?*
- *What methods do you use to identify relevant and/or new 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 for learners
- Ongoing process for refreshing resources



DOMAIN 1: Planning & Preparation

COMPONENT 1E:

Designing Coherent Instruction and Service Delivery

The ONTP 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 to develop culturally-relevant learning experiences that result in positive and measurable outcomes for all learners.
- Designs instructional materials to allow learners to follow personalized learning pathways.

Proficient

- Applies knowledge of content, learners, and resources to create experiences that support transfer and adoption of skills for groups of learners.
- Organizes detailed materials to engage learners.

Needs Improvement

- Prepares materials that reflect an ordered structure and partial knowledge of resources and learners.
- Creates materials and experiences that engage some of the learners.

Failing

- Provides materials and experiences that are disorganized and do not meet the needs of the learners 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 personalized learning?*

Evidence of Practice:

- Instructional plans based on learners' needs and appropriate resources



DOMAIN 1: Planning & Preparation

COMPONENT 1F:

Designing Learner Assessments

The ONTP uses criteria and evidence in the development of assessments 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 uses both evidence and feedback to meet the needs of all learners; uses the results to differentiate learner supports and professional experiences.

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



DOMAIN 2: Educational Environment

COMPONENT 2A:

Creating an Environment of Respect and Rapport

The ONTP creates an inclusive environment that integrates social emotional learning and considers staff knowledge and background taking into account issues of equity and diversity.

Distinguished

- Maintains and expands relationships and connections with and among the educational community that are consistently characterized by mutual support, cooperation, positivity, and high levels of respect.
- Demonstrates deep understanding of learner needs and levels of skill learning to promote inclusivity; expertise is valued by colleagues.

Proficient

- Maintains professional relationships that are characterized by mutual support, cooperation, positivity, and respect.
- Demonstrates understanding of learner needs and maintains positive relationships with all learners.

Needs Improvement

- Has relationships with colleagues that rely on professional courtesy.
- Has interactions that are free of conflict but may involve insensitivity and/or lack of responsiveness to differing levels among learners.

Failing

- Often has negative or inappropriate interactions with members of the school community.
- Has interactions that are insensitive to learners and are characterized by disparaging remarks or conflict.

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?*
- *How do you create an equitable and inclusive learning environment?*

Evidence of Practice:

- Interaction with educational stakeholders
- Positive relationships with all learners



DOMAIN 2: Educational Environment

COMPONENT 2B:

Establishing a Culture for Learning

The ONTP establishes a culture for ongoing professional growth that considers learners' needs and promotes equity and access to educational opportunities.

Distinguished

- Differentiates professional activities and collaborative interactions to promote equity and access while meeting learners' needs.
- Conveys high expectations for all learners that promote growth, risk-taking, and problem-solving.
- Creates a variety of educational opportunities for professionals that are accessible to all.

Proficient

- Provides professional activities and collaborative interactions to promote equity and access, planning for learners' needs.
- Conveys expectations for learners that may involve risk-taking and problem solving.
- Creates educational opportunities for professionals.

Needs Improvement

- Provides professional activities and collaborative interactions that acknowledge but do not adequately address learners' needs.
- Conveys minimal expectations for learners.

Failing

- Provides few professional activities and/or collaborative interactions for learners.
- Does not demonstrate awareness of learners' needs.

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 practices in their teaching?*
- *How do you engage learners, promote risk-taking, and maximize problem-solving strategies with them?*
- *How do you create a culture that embraces all learners?*

Evidence of Practice:

- Positive attitude toward learning and innovative practice
- Expectations for learners that promote risk-taking and problem-solving



DOMAIN 2: Educational Environment

COMPONENT 2C:

Managing Procedures

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

Distinguished

- Creates optimal professional environment(s) with input from learners.
- Learning transitions are seamless; ongoing, active engagement is evident.
- Routines rely on evidence-based strategies, resulting in collaborative, productive, and reflective learning that is largely self-regulated.

Proficient

- Effectively manages professional environments, resulting in active learner engagement.
- Routines are clearly established; learning is largely collaborative, productive, and reflective.

Needs Improvement

- Manages professional environments with limited effectiveness, resulting in minimal learner engagement.
- Routines are unclear, resulting in the loss of instructional time and limited productivity.

Failing

- Ineffectively manages professional environments; learners are disengaged.
- Routines are lacking, resulting in a significant loss of instructional time.

Not Observed

Discussion Prompts:



- *How are routines and expectations established, communicated, differentiated, and implemented?*
- *How do you make the most of your time with learners?*

Evidence of Practice:

- Communications re: procedures and protocols
- Routines that support continuous learner engagement and best practice



DOMAIN 2: Educational Environment

COMPONENT 2D:

Managing Learner Behavior

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

Distinguished

- Develops standards of conduct for professional interactions using research-based strategies and learner input.
- Subtly monitors learner behavior, with responses that are highly effective and sensitive to diverse learners' needs.

Proficient

- Establishes, communicates, and reinforces standards of conduct for professional interactions.
- Response to learner behavior is appropriate, respects the learners' dignity, and is in accordance with district protocols.

Needs Improvement

- Establishes standards of conduct for professional interactions, though standards may be incomplete or unclear.
- Response to learner behavior is inconsistent and/or may be inappropriate.

Failing

- Does not establish standards of conduct for professional interactions.
- Does not respond to learner behavior or response is disrespectful.

Not Observed

Discussion Prompts:



- *How do you cooperatively set expectations for learner behavior?*
- *How do you monitor and respond to 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

COMPONENT 2E:

Organizing the Environment

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

Distinguished

- Continuously adapts environment to learners' needs, changing a space or function to increase access, productivity, efficiency, or community involvement.

Proficient

- Ensures the environment is safe and accessible to all learners.
- Ensures that spaces are conducive for effective communication and team learning.

Needs Improvement

- Attempts to maintain an environment that is safe and accessible to most learners.
- Attempts to utilize spaces for effective communication and team learning with partial success.

Failing

- Does not maintain an environment that is safe or accessible to learners.
- Does not effectively utilize spaces.

Not Observed

Discussion Prompts:

- *How do you accommodate the various needs of your learners?*
- *How do your learning spaces promote communication and collaboration?*

Evidence of Practice:

- Design of learning space



DOMAIN 3: Delivery of Service

COMPONENT 3A:

Communicating with Learners

The ONTP 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, accommodating individual preferences.
- Uses language and expectations consistent with knowledge and experience of learner groups.

Needs Improvement

- Communicates in a manner that is sometimes appropriate for the audience of learners.
- Uses language and expectations somewhat consistent with knowledge and experience of most learner groups.

Failing

- Communicates in a manner that is inappropriate for the audience of learners.
- Fails to use language and expectations consistent with knowledge and experience of learner groups.

Not Observed

Discussion Prompts:



- *Discuss your methods of communication methods for diverse learners.*
- *How do you determine which communication method is appropriate to the instruction?*
- *What tools do you utilize for effective communication?*

Evidence of Practice:

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



DOMAIN 3: Delivery of Service

COMPONENT 3B:

Using Questioning and Discussion Techniques

The ONTP applies questioning and discussion techniques and employs strategies to promote engagement and reflection.

Distinguished

- Facilitates learner discussions using evidence-based techniques.
- Facilitates purposeful discussions using a variety of modalities to accommodate individual preferences.
- Empowers learners to formulate questions and to assume responsibility for ensuring all voices are heard in the discussion.

Proficient

- Uses proven and effective questioning and discussion techniques.
- Accommodates learner preferences when facilitating discussions.
- Engages all learners in the discussion and steps aside when appropriate, allowing learners to control the discussion.

Needs Improvement

- Uses some effective questioning and discussion techniques and learners are inconsistently engaged in discussions.
- Attempts to facilitate learner discussions with limited success.

Failing

- Asks low-level or inappropriate questions, eliciting limited participation; recitation instead of a discussion.
- Dominates the conversation.

Not Observed

Discussion Prompts:



- *How do you determine which approach to use to accommodate learners?*
- *How do you ensure learner voice in interactions?*
- *What methods or tools are utilized to facilitate discussion? What strategies do you employ to promote higher levels of thinking?*

Evidence of Practice:

- Engagement of all learners in discussion
- Higher-order thinking strategies



DOMAIN 3: Delivery of Service

COMPONENT 3C:

Engaging Learners in Learning

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

Distinguished

- Ensures that throughout the experience, all learners are highly intellectually engaged and make contributions to the activities, materials, and groupings of learners.
- Adapts the experience in real time to meet the needs of individual learners, as needed.
- Learners self-reflect for the purpose of enhancing their instructional practices.

Proficient

- Provides experiences that are consistently appropriate to the instructional outcomes or the learner's current levels of understanding.
- All learners are engaged in work of a high level of rigor.
- Delivers a coherent and appropriately paced experience.

Needs Improvement

- Provides experiences that are somewhat appropriate to the instructional outcomes or the learner's current levels of understanding, resulting in moderate intellectual engagement.
- Provides activities and assignments that have a recognizable structure, but that structure is not consistently maintained.

Failing

- Provides experiences that are inappropriate for the instructional outcomes or the learner's current levels of understanding, resulting in little to no intellectual engagement.
- Provides activities and assignments that have no structure or are 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?*
- *What methods/tools do you utilize to engage learners in learning?*
- *How do you encourage independent learning?*

Evidence of Practice:

- Learner activities and assessments
- Learner engagement
- Lesson challenge



DOMAIN 3: Delivery of Service

COMPONENT 3D:

Using Assessment in Instruction and Service Delivery

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

Distinguished

- Develops and conducts valid and reliable assessments using multiple measures to advance and differentiate delivery of services.
- Monitors learners' understanding in a sophisticated and continuous manner.
- Empowers learners to analyze and synthesize multiple sources of reliable and valid data that regularly inform changes/improvements to practice.
- Ensures that learners use self- assessment to determine what their professional needs are and where to find resources to address those needs.

Proficient

- Conducts valid and reliable assessments using multiple measures.
- Consistently provides feedback that serves to support learning; learners are fully aware of the assessment criteria used to evaluate their work.
- Uses instructional 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 that is inconsistent in terms of 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 services?*
- *What methods do you employ to facilitate analysis and evaluation of assessment data to inform instruction and advance learning?*
- *How do you encourage reflection and self-assessment?*

Evidence of Practice:

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



DOMAIN 3: Delivery of Service

COMPONENT 3E:

Demonstrating Flexibility and Responsiveness

The ONTP is flexible and responsive in instructional design and service delivery.

Distinguished

- Promotes the successful progress of all learners, making seamless adjustments to instruction.
- Accommodates diverse learner needs and interests using an extensive repertoire of instructional strategies and tools.
- Models flexibility and responsiveness, prompting others to solicit ONTP expertise and assistance to successfully adjust practice.

Proficient

- Promotes the progress of all learners, making adequate adjustments to instruction.
- Accommodates learner needs, integrating additional resources where appropriate.

Needs Improvement

- Inconsistently adjusts instructional design and delivery, with partially successful results.
- Makes minimal accommodations for learner needs and interests; limited use of resources.

Failing

- Focuses on integrating a specific strategy 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?*
- *How do you demonstrate good listening techniques, collaborative partnerships, and collective problem-solving to accommodate learners' needs?*

Evidence of Practice:

- Adjustments to instructional delivery and design, as appropriate



DOMAIN 4: Professional Development

COMPONENT 4A:

Reflecting on Practice

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

Distinguished

- Consistently self-reflects on the effectiveness of professional practice, researching methods for improvement to build capacity across the system.
- Demonstrates a growing level of sophistication in practice 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



DOMAIN 4: Professional Development

COMPONENT 4B:

Maintaining Accurate Records

The ONTP 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.*
- *How do you maintain confidentiality of records and data?*
- *How might you improve your management of records to support system and program improvement?*
- *Describe how you document your service delivery and your own professional learning. (e.g., certificates, grades, listing of examples, webinars, etc.)*

Evidence of Practice:

- Maintenance system for instructional and non-instructional records



DOMAIN 4: Professional Development

COMPONENT 4C:

Communicating with Stakeholders

The ONTP 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 communication is timely and customized for diverse stakeholder groups?*

Evidence of Practice:

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



DOMAIN 4: Professional Development

COMPONENT 4D:

Participating in a Professional Community

The ONTP 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 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.
- Exhibits limited interpersonal skills during interactions with colleagues.

Failing

- Fails to participate 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



DOMAIN 4: Professional Development

COMPONENT 4E:

Growing and Developing Professionally

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

Distinguished

- Seeks professional opportunities based on self-assessment to engage in continual growth, deepen professional knowledge, and stay current with emerging practices.
- Solicits input to improve practice.
- Leverages professional growth to enhance professional services as well as increase the capacity of learners.

Proficient

- Participates in professional learning opportunities to engage in continual learning.
- Welcomes feedback from supervisors and colleagues.

Needs Improvement

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

Failing

- Fails to 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?*
- *How do you contribute to your profession?*

Evidence of Practice:

- Professional growth plan
- Participation in professional learning opportunities



DOMAIN 4: Professional Development

COMPONENT 4F:

Showing Professionalism

The ONTP 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; fosters collegiality and collaboration.
- 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.
- 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

- Fails to demonstrate ethics 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:

- Ethical and professional behavior
- Adherence to school/district policies, procedures, and protocols and other relevant regulations and codes of conduct
- Role modeling for professional practice

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)
<p>NTP's planning and preparation reflect little or no understanding of their discipline relative to individual and/or systems-level needs.</p> <p>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.**</p>	<p>NTP's planning and preparation reflect moderate understanding of their discipline relative to individual and systems-level needs.</p> <p>Some service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.**</p>	<p>NTP's planning and preparation reflect a thorough understanding of their discipline relative to individual and systems-level needs.</p> <p>Most service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.**</p>	<p>NTP's planning and preparation reflect extensive understanding of their discipline relative to individual and systems-level needs.</p> <p>All service delivery outcomes are clear, measurable, and represent relevant goals for the individual and/or system.**</p>

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)
<p>Environment is characterized by chaos and conflict, with low expectations for improved academic, behavioral and social-emotional outcomes.</p> <p>There are no clear standards for interactions, behavior, use of space and time, instruction and intervention with students, maintaining confidentiality, etc.**</p>	<p>Environment is controlled, but reflects only moderate expectations for improved academic, behavioral, and social-emotional outcomes.</p> <p>There are some clearly defined standards for interactions, use of space and time, instruction and intervention with students, and maintaining confidentiality, etc.**</p>	<p>Environment functions smoothly, with an efficient use of space and time and effective supports for academic, behavioral, and social-emotional growth.</p> <p>Standards and expectations for interactions, instruction and intervention with students, and maintaining confidentiality are high.**</p>	<p>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.**</p>

DOMAIN RATING: _____

COMMENTS:

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)
<p>Minimal or no use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity.</p> <p>Minimal or no use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.**</p>	<p>Moderate use of a problem-solving process to identify, analyze, and provide appropriate services and supports.</p> <p>Inconsistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.**</p>	<p>Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with fidelity.</p> <p>Consistent use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.**</p>	<p>Effective use of a problem-solving process to identify, analyze, and provide appropriate services and supports with flexibility and fidelity.</p> <p>Extensive and strategic use of data and/or stakeholder engagement to monitor and improve the effectiveness of services.</p> <p>As a function of interdisciplinary collaboration and problem-solving, student and systems-level outcomes improve over time.**</p>

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)
<p>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.</p> <p>Their record keeping systems are inefficient and ineffective.</p> <p>Communication is ineffective, as evidenced by lack of clarity, limited frequency, and absence of cultural sensitivity.</p> <p>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.</p> <p>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.**</p>	<p>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.</p> <p>Their record keeping systems are approaching efficiency and effectiveness.</p> <p>Communication is somewhat effective, albeit inconsistent.</p> <p>NTPs infrequently accept leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.</p> <p>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.**</p>	<p>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.</p> <p>Their record keeping systems are efficient and effective.</p> <p>Communication is clear, frequent, and effective.</p> <p>NTPs assume leadership roles within the system and engage in a wide variety of professional development activities that serve to strengthen their practice.</p> <p>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.**</p>	<p>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.</p> <p>Their record keeping systems are exceptionally efficient and effective.</p> <p>Communication is proactive and highly effective, characterized by clarity, frequency, respect, and cultural sensitivity.</p> <p>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.</p> <p>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.**</p>

DOMAIN RATING: _____

COMMENTS:

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ADDITIONAL COMMENTS:



Adapted Work

Adapted by the Pennsylvania Department of Education from Charlotte Danielson’s 2011 “Framework for Teachers”

Adapted by Pennsylvania Department of Education from Charlotte Danielson’s 2020 “Framework for Remote Teaching”

Referenced Work

PA Department of Education. Equity and Inclusion. Retrieved May 14, 2021, from <https://www.education.pa.gov/Schools/safeschools/equityandinclusion/Pages/default.aspx>

PA Department of Education. Trauma Information. Retrieved May 14, 2021, from <https://www.education.pa.gov/Schools/safeschools/resources/Pages/Trauma-Information.aspx>

PA Department of Education. Social Emotional Learning. Retrieved May 14, 2021, from <https://www.education.pa.gov/Schools/safeschools/SchoolClimate/SCIP/ActionPlanning/Pages/SocialEmotional.aspx>

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