An Overview of Current and Future Professional Practice at Homewood-Flossmoor High School

Monday, February 04, 2013

" [The] State's goal is to refocus all evaluation conversations on both professional practice and student growth."[1]

Teachers and Staff,

Many of you are aware that the state has made legislative changes that require schools to change evaluation practice. Although much more detail about the scope and timing of these changes is available, evaluations must ultimately meet the following criteria:

1. 50-70% of evaluation must be based on **evidence of professional practice**, commonly referred to at HF as observations and other available information about attendance, professional development, support for the total school program, etc.

2. 30-50% of evaluation of teachers and principals must be based on **student growth**.

The state requires these changes to be in effect for the 2016-2017 school year. The purpose of this document is to provide you with more information about how the state's requirements are different from what we are currently doing with regard to professional practice, and how they are the same. To summarize their differences in brief: Charlotte Danielson's Framework for Teaching contains a 4-level scale for each of the elements, which is a large departure from the Bellons patterns. Teachers will be comforted to find that the components and elements—in short the definition each model proposes for good teaching—are similar.

At this time, our goal is simply to give more familiarity to the Framework for Teaching and allow you to digest it before discussions begin in earnest with regard to the future of evaluation at HF. As we grow in our knowledge and comfort with the professional practice component, we will provide more information with regard to the student growth component. In the interest of keeping things manageable, we decided it would be best to build our understanding of each area separately before taking on the challenge of designing our future system for evaluating teachers.

Rest assured that we will work through this process together as a school and will design a system that is accurate and respectful of our staff and students. We are fortunate to be in our current position: we know both observationally and empirically that we have one of the best collections of teachers available to any high school. Designing a system that reflects our staff's professionalism and skill, while challenging, will be a rewarding experiences for us all, and not only we, but also our students will be the beneficiaries.

The next page lists what you'll find in this packet:

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[1] PEAC

Contents

The Basics (page 4-6)

General terms and a tentative timeline for putting the new processes and procedures in place

What we currently use (pages 7-14)

A copy of the Bellons document that we've used for our observations and profession growth conversions

What the state has adopted (pages 15-16)

A short form summarizing the Charlotte Danielson Framework for Teaching

A brief comparison (page 7-27)

…of the Bellons and Danielson models that shows the overlap between the two

More information for your review (pages 28-end)

A long form of the Framework for Teaching as well as frameworks for other non teaching positions, such as counselors, social workers, deans, etc

The Basics:

Terminology and a Tentative Timeline for Design and Implementation

Terms

Current Evaluation Plan: How we currently conduct teacher evaluation (8.8, Bellons, etc.)

New Evaluation Plan: In short, the EPP and growth components, along with the policy built around them that will be used for official evaluations.

Evidence of Professional Practice (EPP) Model: The system we'll eventually use for observations, etc.

Student Growth Model: The system we'll use to incorporate student growth data into evaluation in accordance with the new state law.

Timeline

This is meant to be a rough outline of *how* HF will transition evaluation practice to be in accordance with the PERA law. The dates below layout goals for *when* we'd like to see components of the new evaluation plan developed. At each point, our new system will be designed and built through a collaborative effort between the administration and HFEO.

2011-2012:

Continue to use current Bellons-based Observation Process

Continue to use our current evaluation plan

2012-2013

Continue to use current Bellons-based Observation Process

Review current evaluation plan and compare with requirements of PERA law.

Continue to use our current evaluation plan

2013-2014

Continue to use current Bellons-based Observation Process

Develop new Evidence of Professional Practice [EPP] Model for professional growth in cooperation with the HFEO

Develop new Student Growth Model in cooperation with the HFEO

Continue to use our current evaluation plan

2014-2015

Continue to use current Bellons-based Observation Process if needed

Utilize the new EPP Model for professional growth

Provide student growth reports to teacher based on new student growth model.

Revise EPP and Growth models if needed

2015-2016 NEW CONTRACT YEAR

Continue to use current Bellons-based Observation Process if needed

Utilize the new EPP Model for professional growth discussions and activities

Provide student growth reports to teacher based on new student growth model.

Final EPP and Growth model revision if needed

2016-2017

Full Implementation of new evaluation system in compliance with PERA

All evaluations based on the new evaluation plan

What We Currently Do:

The Bellons Model

PLANNING AND MOTIVATION

1. **Planning is an ongoing process.**

   a) Pre=instructional decisions are made about content, pacing, allocation of time, and structuring.
   b) Decisions made during instruction adjust the lesson to the needs of students.
   c) Reflective decisions about instructional interactions and classroom events are incorporated in subsequent lessons.

2. **A comprehensive planning process guides instruction.**

   a) Reference is made to curriculum or long range plans (guide, syllabus, unit plan, goals, objectives).
   b) Decisions about content coverage are evident (e.g. pacing, potholing the curriculum).
   c) Daily/incremental plans clearly link to long range/comprehensive plans.
   d) A clear relationship exists between curriculum and instruction.
   e) A series of lessons is integrated to accomplish a specific purpose.

3. **Planning decisions are based on student needs and desired learning.**

   a) Expectations for student outcomes are appropriate and attainable.
   b) Learning objectives focus on desired student outcomes rather than activities.
   c) Learning objectives are balanced (cognitive, affective).
   d) Learning objectives address academic and social needs.
   e) Learning objectives include a range of lower/higher order cognitive objectives.
   f) Curriculum is adapted to meet the needs of individuals and groups.

4. **Assessment practices and instructional planning are congruent.**

   a) Student data are collected, recorded, and interpreted.
   b) Entry level knowledge/skills are assessed.
   c) Assessment information is used for making instructional decisions (grouping, pacing, sequencing.
   d) Instructional activities and alternatives are based on preassessment of student needs.
   e) Assessment is used to generate information regarding students' thinking and problem-solving processes, and progress on assignments.

5. **A full range of assessment strategies is employed.**

   a) Both formal and informal assessments are used.
   b) Affective and motivational characteristics are addressed.
   c) Authentic assessment strategies (portfolios, performance, products) are incorporated.
   d) Ongoing assessment occurs before, during, and after instruction.
   e) Assessment continues throughout the year.

6. **Classroom and task structures are congruent with student needs and learning outcomes.**

   a) Expectations determine classroom and task structures.
   b) Classroom structure is designed to meet teacher and student needs.
   c) Task structure supports learning objectives (single and multi-task).
   d) Reward structures are consistent with intended learning outcomes (individual, cooperative, competitive).
   e) A variety of task structures is used to increase student involvement.

7. **Activities are planned to achieve desired student outcomes and to promote positive attitudes toward learning.**

   a) Activities are consistent with teacher expectations and student characteristics.
   b) Activities relate directly to learning objectives.
   c) Activities build on experiences, interests, and familiar knowledge.
   d) Activities are varied and meaningful to students' lives.
   e) Activities encourage peer interaction and cooperation.
   f) Alternative activities are provided to address individual student needs.

8. **Instructional materials support learning expectations.**

   a) Materials are clear, accurate, up-to-date, and at the appropriate level of difficulty.
   b) Materials and resources supplement instruction.
   c) Materials, objectives, and assessment are integrated.

9. **Instructional use of technology is carefully planned and monitored.**

   a) Students have easy access to technology (computers, calculators, videotape, internet, etc.).
   b) Computer hardware and software are effective and easy to operate.
   c) Teachers offer encouragement, guidance, and feedback.

10. **Instructional strategies are used to unlock motives and develop positive attitudes about learning.**

    a) Positive student outcomes are linked to effort, persistence, desire.
    b) Learning experiences are meaningful, relevant, and attainable.
    c) Students have opportunities to make choices and decisions.
    d) Students are encouraged to take academic risks.
    e) Teacher statements and actions develop student self-esteem, efficacy, and expectations for success.
    f) Teacher demonstrates an understanding, of students' ability and rnotivational level.
    g) Teacher monitors motivational efforts to ensure positive outcomes.
    h) Teacher models motivational behaviors and positive attitudes toward learning.

11. **Praise and criticism have a positive effect on student attitudes toward learning.**

   a) Praise to individuals provides specific information regarding accomplishments, or performance.
   b) Praise is spontaneous, sincere, and credible.
   c) Student characteristics (age. SES, motivation) guide the use of praise arid criticism.
   d) Criticism is delivered in a supportive environment and communicates the expected behavior.
   e) Insufficient effort or lack of concentration is the basis for criticism.
   f) Sarcasm, ridicule; scolding, and negative statements about students as persons are avoided.

INSTRUCTIONAL MANAGEMENT

1. **The classroom management system prevents misbehavior.**

   a) Classroom management system attends to instruction and behavior.
   b) Behavioral expectations are communicated and monitored.
   c) Teacher statements and actions promote desired behavior.
   d) Established rules, procedures, and consequences are evident.
   e) Arrangement of the classroom promotes appropriate behavior.
   f) Students exhibit responsible learning and interpersonal behaviors.
   g) Teacher behaviors do not contribute to student misbehavior.

2. **The classroom management system attends to teacher and student needs.**

   a) Management system addresses academic and social needs of students (individual, group).
   b) Management practices align with student characteristics, levels of maturity, and developmental needs.
   c) Management practices are consistent with teachers' belief systems and tolerance levels.
   d) Strategies are tailored to students with special needs (self-control, self-monitoring, responsibility, social interaction).

3. **The classroom climate promotes student success.**

   a) Overall classroom climate is supportive, orderly, and predictable.
   b) Teacher/student interactions are positive and are mutually respectful.
   c) Positive reinforcement supports desired behavior.
   d) Teacher models courteous and positive interpersonal behavior.
   e) Students are encouraged to take academic risks.
   f) Teacher communicates an understanding of students' needs and concern for students as individuals.
   g) Students work independently as well as cooperatively.

4. **Corrective actions are based on teacher and student needs and an understanding of the causes of misbehavior.**

   a) Corrective actions are reasonable, fair, and relate to expected classroom behaviors.
   b) Teacher interventions are based on the type of misbehavior.
   c) Teacher interventions are delivered promptly and objectively without disrupting academic focus.
   d) The least obtrusive intervention is used to manage misbehavior.
   e) Interventions are used in a constructive manner.
   f) Long term behavior management programs promote improved student behavior.

5. **Specific actions are taken to increase the percentage of allocated time used for learning.**

   a) Interruptions and distractions that interfere with learning are minimal.
   b) Late starts and early endings are avoided.
   c) Teacher models on-task behavior.
   d) Transitions are managed quickly and effectively.
   e) Materials and equipment are readily available.
   f) Little time is lost for overt behavior management.

6. **Instructional and behavioral expectations are systematically monitored.**

   a) Teacher monitoring produces desired results in terms of learning and student behavior.
   b) Instructional cues and contacts are used to maintain an academic focus.
   c) Teacher checks for accuracy and progress on assignments.

7. **Task structures are managed to promote student learning.**

   a) Task structures vary to meet specific objectives.
   b) Both structure and flexibility are evident.
   c) Task structures vary within the lesson and over time.
   d) Task structures are managed to provide optimal learning opportunities.
   e) Instructional conditions (time, materials, equipment) support task structures.

8. **Established routines reduce managerial demands and allow teachers and students to attend to learning needs.**

   a) Routines are used to maintain a predictable flow of events and guide student behavior.
   b) Established routines facilitate orderly transitions.
   c) Adjustments in routines are made as needed.
   d) Routines for independent and group activities are followed.
   e) Students follow routines during instructional interaction.

9. **Instructional content and student characteristics guide teacher/student interactions.**

   a) Interactions are content related.
   b) Rate of interaction is consistent with learning objectives and student characteristics.
   c) Interactions are widely distributed.

10. **A variety of instructional cues is employed.**

    a) Cues are consistent with learning objectives and teacher expectations.
    b) Cues are used to develop and maintain an academic focus.
    c) Cues are communicated in a variety of modes (verbal, nonverbal, written).
    d) Techniques such as voice level, eye contact, and gestures are used to strengthen the delivery of cues.
    e) Contradictory cues are avoided.

11. **The pace of instruction is consistent with content expectations and student characteristics.**

    a) Pacing of instruction facilitates the achievement of learning outcomes
    b) Instructional pace promotes the desired success rate.
    c) Pace is monitored and adjusted to meet student needs.
    d) Pacing promotes and maintains student involvement.
    e) Pacing adjustments are made in order to ensure optimal success rates.

INSTRUCTIONAL DELIVERY

1. **Direct instruction is used to systematically manage the learning process.**

   a) Sequence, pace, and content of instruction are controlled by the teacher.
   b) New information is taught incrementally using examples and analogies.
   c) Opportunities are provided for applying new information.
   d) Teacher regularly checks for understanding.

2. **Clear, well organized lectures and presentations help students expand their knowledge base.**

   a) Lectures are well organized and clearly structured.
   b) Content is accurate, current, and relevant.
   c) Unfamiliar vocabulary is defined.
   d) Deviation from focus and use of unrelated information are avoided.
   e) Analogies, examples, and stories are used to illustrate key points.
   f) Information is conveyed fluently with carefully chosen vocabulary.
   g) Elements of enthusiasm are evident (varies voice, uses gestures and movement, makes positive statements).

3. **Structuring behaviors are used to enhance student learning.**

   a) Learning objectives are clearly communicated.
   b) Organization of information is conveyed to students.
   c) Physical and mental transitions are signaled.
   d) Important points are emphasized.
   e) New information is reviewed and summarized.

4. **Explanations are interactive.**

   a) Teacher is responsive to student thinking and reasoning.
   b) Students integrate new information with prior knowledge.
   c) Students are asked to explain and describe their own comprehension.
   d) Faulty, inaccurate concepts are corrected.
   e) Teacher models reasoning processes.
   f) Students are expected to apply new learning to real tasks.

5. **Academic feedback is used to improve student learning.**

   a) Feedback relates to a standard of performance.
   b) Correctives provide assistance and improve performance.
   c) The amount and type of feedback are closely related to learning expectations.
   d) Multiple forms and sources of feedback are used.
   e) Feedback is objective, timely, and specific to individual or group expectations.

6. **Questioning techniques promote student achievement.**

   a) Questions are sequenced to achieve learning objectives.
   b) Level and difficulty of questions are consistent with student characteristics.
   c) Probing and redirecting are used to improve student engagement.
   d) Success rate is consistent with student characteristics.
   e) Wait time is adjusted to the level of questions and interaction expectations.
   f) Cohesive questioning strategies are used to achieve specific objectives.

7. Teacher/student interactions improve involvement and the quality of responses.

   a) Instructional techniques are used to improve student answers.
   b) Teacher models thinking processes needed to answer higher level questions.
   c) Students are encouraged to ask content related questions.
   d) Teacher feedback is determined by the accuracy and quality of student responses.

8. Response opportunities facilitate student participation.

   a) Response opportunities are deliberately managed.
   b) Opportunities to respond are widely distributed.
   c) Response options are used to enhance student learning.
   d) Teacher reactions to student answers improve the quality and quantity of participation.
   e) Selected student statements and questions are used to develop the lesson.

9. The organization and management of small groups are consistent with learning expectations.

   a) Students exhibit group process skills.
   b) Students are held individually accountable for learning.
   c) Direct student to student interaction is evident.
   d) Students depend on each other to achieve objectives.
   e) Groups proceed with a minimum of teacher intervention.

10. Discussions foster students' participation while expanding their knowledge base.

   a) Student knowledge is developed, enriched, or refined through the interactive process.
   b) Differences of opinion are encouraged.
   c) Discussion skills are taught and used.
   d) Discussions are moderated by teachers and/or students.
   e) The number of direct teacher questions is limited.

11. Independent learning is carefully organized and managed.

   a) Independent work behaviors are consistent with expectations.
   b) Learning time is adjusted to meet individual needs and characteristics.
   c) Monitoring and feedback are used to promote a high success rate/.
   d) Independent work expectations are clear and emphasize student learning.
   e) Technology is used to support existing activities.
   f) Computers support higher order thinking, independent projects, and collaboration.
   g) Homework is used to extend and reinforce learning activities.

12. Direct instruction facilitates higher level learning.

   a) Opportunities for active engagement in higher level leaning are provided.
   b) A rationale is provided for why and when to use a specific strategy.
   c) Teachers help students link new information to prior knowledge.
   d) Cognitive organizers help students integrate new information in a meaningful way.
   e) Independent use of strategies is fostered.
   f) Students participate in disciplined inquiry, integrating prior knowledge and new information to produce documents that have value outside of school.

13. Instruction promotes concept development.

   a) Concepts are used to organize and sequence information.
   b) Labels, attributes, and examples are used to develop an understanding of abstract terms.
   c) Current student ideas and beliefs are identified and discussed.
   d) Instructional activities help students alter or reconstruct faulty concepts.

14. Classroom conditions and instructional processes develop self-regulated learners.

   a) Classroom conditions foster positive student self concepts.
   b) Classroom conditions and expectations encourage divergent thinking.
   c) Students are given explicit instruction about taking responsibility for their own learning.
   d) Students use a range of thinking strategies to accomplish specific purposes.
   e) Students monitor their own learning.

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July, 1999

What the State Has Adopted

The Charlotte Danielson Framework for Teaching

Charlotte Danielson Framework for Teaching

Domain 1 – Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

1b: Demonstrating Knowledge of Students
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' interest and cultural heritage
- Knowledge of students' special needs

1c: Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d: Demonstrating Knowledge of Resources
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resource for students

Ie: Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

If: Designing Student Assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Domain 2 – Classroom Environment

2a: Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interactions with other students

2b: Establishing a Culture for Learning
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

2c: Managing Classroom Procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of noninstructional duties
- Supervision of volunteers and paraprofessionals

2d: Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e: Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 4 – Professional Responsibilities

4a: Reflecting on Teaching
- Accuracy
- Use in future teaching

4b: Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Noninstructional records

4c: Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d: Participating in a Professional Community
- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Service to the school
- Participation in school and district projects

4e: Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skills
- Receptivity to feedback from colleagues
- Service to the profession

4f: Showing Professionalism
- Integrity and ethical conduct
- Service to students – Nat'l Board for Prof.
- Advocacy
- Decision making
- Compliance with school and district regulations

Domain 3 – Instruction

3a: Communicating with Students
- Expectations for learning
- Directions for procedures
- Explanations of content
- Use of oral and written language

3b: Using Questioning and Discussion Techniques
- Quality of questions
- Discussion techniques
- Student participation

3c: Engaging Students in Learning
- Activities and assignments
- Instructional materials and resources
- Grouping of students
- Structure and pacing

3d: Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e: Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

Comparison

Bellons and Danielson Side-by-Side

Bellons & Danielson Classroom Evaluation Models

Bellons: Domain 1 "Planning and Motivation"	Danielson
1. Planning is an ongoing process	
d) Preinstructional decisions are made about content, pacing, allocation of time, and structuring.	1e Designing Coherent Instruction
e) Decisions made during instruction adjust the lesson to the needs of students.	3e Demonstrating Flexibility and Responsiveness
f) Reflective decisions about instructional interactions and classroom events are incorporated in subsequent lessons.	1e Designing Coherent Instruction
2. A comprehensive planning process guides instruction	
a) Reference is made to curriculum or long range plans (guide, syllabus, unit plan, goals, objectives).	1a Demonstrating Knowledge of Content and Pedagogy 1c Setting Instructional Outcomes 1e Designing Coherent Instruction
b) Decisions about content coverage are evident (e.g. pacing, potholing the curriculum).	1a Demonstrating Knowledge of Content and Pedagogy
c) Daily/incremental plans clearly link to long range/comprehensive plans.	1e Designing Coherent Instruction
d) A clear relationship exists between curriculum and instruction.	1a Demonstrating Knowledge of Content and Pedagogy 1e Designing Coherent Instruction
e) A series of lessons is integrated to accomplish a specific purpose.	1e Designing Coherent Instruction
3. Planning decisions are based on student needs and desired learning	
a) Expectations for student outcomes are appropriate and attainable.	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students
b) Learning objectives focus on desired student outcomes rather than activities.	1c Setting Instructional Outcomes
c) Learning objectives are balanced (cognitive, affective).	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students
d) Learning objectives address academic and social needs.	1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students
e) Learning objectives include a range of lower/higher order cognitive objectives.	1b Demonstrating Knowledge of Students
f) Curriculum is adapted to meet the needs of individuals and groups.	1b Demonstrating Knowledge of Students

4. Assessment practices and instructional planning are congruent	
a) Student data are collected, recorded, and interpreted.	3d Using Assessment in Instruction
b) Entry level knowledge/skills are assessed.	3d Using Assessment in Instruction
c) Assessment information is used for making instructional decisions (grouping, pacing, sequencing.	3d Using Assessment in Instruction
d) Instructional activities and alternatives are based on preassessment of student needs.	3d Using Assessment in Instruction
e) Assessment is used to generate information regarding students' thinking and problem-solving processes, and progress on assignments.	3d Using Assessment in Instruction
5. A full range of assessment strategies is employed	
f) Both formal and informal assessments are used.	3d Using Assessment in Instruction
g) Affective and motivational characteristics are addressed.	1b Demonstrating Knowledge of Students 3d Using Assessment in Instruction
h) Authentic assessment strategies (portfolios, performance, products) are incorporated.	3c Engaging Students in Learning 3d Using Assessment in Instruction
i) Ongoing assessment occurs before, during, and after instruction.	1f Designing Student Assessments 3d Using Assessment in Instruction
j) Assessment continues throughout the year.	3d Using Assessment in Instruction
6. Classroom & task structures are congruent with student needs and learning outcomes	
f) Expectations determine classroom and task structures.	1c Setting Instructional Outcomes
g) Classroom structure is designed to meet teacher and student needs.	2c Managing Classroom Procedures 2d Managing Student Behavior
h) Task structure supports learning objectives (single and multi-task).	1e Designing Coherent Instruction
i) Reward structures are consistent with intended learning outcomes (individual, cooperative, competitive).	3d Using Assessment in Instruction
j) A variety of task structures is used to increase student involvement.	3c Engaging Students in Learning
7. Activities are planned to achieve desired student outcomes and to promote positive attitudes toward learning	
g) Activities are consistent with teacher expectations and student characteristics.	1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes
h) Activities relate directly to learning objectives.	1e Designing Coherent Instruction
i) Activities build on experiences, interests, and familiar knowledge.	1b Demonstrating Knowledge of Students

j)	Activities are varied and meaningful to students' lives.	1b Demonstrating Knowledge of Students
k)	Activities encourage peer interaction and cooperation.	3c Engaging Students in Learning
8. Instructional materials support learning expectations		
d)	Materials are clear, accurate, up-to-date, and at the appropriate level of difficulty.	1d Demonstrating Knowledge of Resources
e)	Materials and resources supplement instruction.	1d Demonstrating Knowledge of Resources
f)	Materials, objectives, and assessment are integrated.	1d Demonstrating Knowledge of Resources
9. Instructional use of technology is carefully planned and monitored		
d)	Students have easy access to technology (computers, calculators, videotape, internet, etc.).	2e Organizing Physical Space
e)	Computer hardware and software are effective and easy to operate.	1e Designing Coherent Instruction
f)	Teachers offer encouragement, guidance, and feedback.	2a Creating an Environment of Respect and Rapport
10. Instructional strategies are used to unlock motives and develop positive attitudes about learning		
i)	Positive student outcomes are linked to effort, persistence, desire.	3c Engaging Students in Learning
j)	Learning experiences are meaningful, relevant, and attainable.	3c Engaging Students in Learning
k)	Students have opportunities to make choices and decisions.	3c Engaging Students in Learning
l)	Students are encouraged to take academic risks.	3c Engaging Students in Learning
m)	Teacher statements and actions develop student self-esteem, efficacy, and expectations for success.	2b Establishing a Culture for Learning
n)	Teacher demonstrates an understanding, of students' ability and rnotivational level.	3c Engaging Students in Learning
o)	Teacher monitors motivational efforts to ensure positive outcomes.	3c Engaging Students in Learning
p)	Teacher models motivational behaviors and positive attitudes toward learning.	2b Establishing a Culture for Learning
11. Praise and criticism have a positive effect on student attitudes toward learning		
a)	Praise to individuals provides specific information regarding accomplishments, or performance.	2a Creating an Environment of Respect and Rapport
b)	Praise is spontaneous, sincere, and credible.	2a Creating an Environment of Respect and Rapport
c)	Student characteristics (age. SES, motivation) guide the use of praise arid criticism.	2a Creating an Environment of Respect and Rapport
d)	Criticism is delivered in a supportive environment and communicates the expected behavior.	2a Creating an Environment of Respect and Rapport
e)	Insufficient effort or lack of concentration is the basis for criticism.	2a Creating an Environment of Respect and Rapport

f) Sarcasm, ridicule; scolding, and negative statements about students as persons are avoided.	2a Creating an Environment of Respect and Rapport
Bellons: Domain 2 "Instructional Management"	**Danielson**
1. The classroom management system prevents misbehavior	
h) Classroom management system attends to instruction and behavior.	2d Managing Student Behavior
i) Behavioral expectations are communicated and monitored.	2d Managing Student Behavior
j) Teacher statements and actions promote desired behavior.	2d Managing Student Behavior
k) Established rules, procedures, and consequences are evident.	2c Managing Classroom Procedures 2d Managing Student Behavior
l) Arrangement of the classroom promotes appropriate behavior.	2e Organizing Physical Space
m) Students exhibit responsible learning and interpersonal behaviors.	2d Managing Student Behavior
n) Teacher behaviors do not contribute to student misbehavior.	2d Managing Student Behavior
2. The classroom management system attends to teacher and student needs	
e) Management system addresses academic and social needs of students (individual, group).	1b Demonstrating Knowledge of Students 2d Managing Student Behavior
f) Management practices align with student characteristics, levels of maturity, and developmental needs.	1b Demonstrating Knowledge of Students 2d Managing Student Behavior
g) Management practices are consistent with teachers' belief systems and tolerance levels.	2d Managing Student Behavior
h) Strategies are tailored to students with special needs (self-control, self-monitoring, responsibility, social interaction).	1b Demonstrating Knowledge of Students 2d Managing Student Behavior
3. The classroom climate promotes student success	
h) Overall classroom climate is supportive, orderly, and predictable.	2a Creating an Environment of Respect and Rapport
i) Teacher/student interactions are positive and are mutually respectful.	2a Creating an Environment of Respect and Rapport
j) Positive reinforcement supports desired behavior.	2a Creating an Environment of Respect and Rapport
k) Teacher models courteous and positive interpersonal behavior.	2a Creating an Environment of Respect and Rapport
l) Students are encouraged to take academic risks.	2b Establishing a Culture for Learning
m) Teacher communicates an understanding of students' needs and concern for students as individuals.	2a Creating an Environment of Respect and Rapport

n) Students work independently as well as cooperatively.	3c Engaging Students in Learning
4. Corrective actions are based on teacher and student needs and an understanding of the causes of misbehavior	
g) Corrective actions are reasonable, fair, and relate to expected classroom behaviors.	2d Managing Student Behavior
h) Teacher interventions are based on the type of misbehavior.	2d Managing Student Behavior
i) Teacher interventions are delivered promptly and objectively without disrupting academic focus.	2d Managing Student Behavior
j) The least obtrusive intervention is used to manage misbehavior.	2d Managing Student Behavior
k) Interventions are used in a constructive manner.	2d Managing Student Behavior
l) Long term behavior management programs promote improved student behavior.	2d Managing Student Behavior
5. Specific actions are taken to increase the percentage of allocated time used for learning	
g) Interruptions and distractions that interfere with learning are minimal.	2d Managing Student Behavior
h) Late starts and early endings are avoided.	2c Managing Classroom Procedures
i) Teacher models on-task behavior.	2c Managing Classroom Procedures
j) Transitions are managed quickly and effectively.	2c Managing Classroom Procedures
k) Materials and equipment are readily available.	2c Managing Classroom Procedures
l) Little time is lost for overt behavior management.	2d Managing Student Behavior
6. Instructional and behavioral expectations are systematically monitored	
d) Teacher monitoring produces desired results in terms of learning and student behavior.	2d Managing Student Behavior
e) Instructional cues and contacts are used to maintain an academic focus.	2d Managing Student Behavior
f) Teacher checks for accuracy and progress on assignments.	2d Managing Student Behavior
7. Task structures are managed to promote student learning	
f) Task structures vary to meet specific objectives.	1e Designing Coherent Instruction
g) Both structure and flexibility are evident.	1e Designing Coherent Instruction 3e Demonstrating Flexibility and Responsiveness
h) Task structures vary within the lesson and over time.	3c Engaging Students in Learning

i)	Task structures are managed to provide optimal learning opportunities.	2c Managing Classroom Procedures
j)	Instructional conditions (time, materials, equipment) support task structures.	1d Demonstrating Knowledge of Resources
8. Established routines reduce managerial demands and allow teachers and students to attend to learning needs		
f)	Routines are used to maintain a predictable flow of events and guide student behavior.	2d Managing Student Behavior
g)	Established routines facilitate orderly transitions.	2c Managing Classroom Procedures
h)	Adjustments in routines are made as needed.	3e Demonstrating Flexibility and Responsiveness
i)	Routines for independent and group activities are followed.	2c Managing Classroom Procedures
j)	Students follow routines during instructional interaction.	2c Managing Classroom Procedures
9. Instructional content and student characteristics guide teacher/student interactions		
d)	Interactions are content related.	3c Engaging Students in Learning
e)	Rate of interaction is consistent with learning objectives and student characteristics.	3c Engaging Students in Learning
f)	Interactions are widely distributed.	3c Engaging Students in Learning
10. A variety of instructional cues is employed		
f)	Cues are consistent with learning objectives and teacher expectations.	3a Communicating with Students
g)	Cues are used to develop and maintain an academic focus.	3a Communicating with Students
h)	Cues are communicated in a variety of modes (verbal, nonverbal, written).	3a Communicating with Students
i)	Techniques such as voice level, eye contact, and gestures are used to strengthen the delivery of cues.	3a Communicating with Students
j)	Contradictory cues are avoided.	3a Communicating with Students
11. The pace of instruction is consistent with content expectations and student characteristics		
f)	Pacing of instruction facilitates the achievement of learning outcomes	3c Engaging Students in Learning
g)	Instructional pace promotes the desired success rate.	3c Engaging Students in Learning
h)	Pace is monitored and adjusted to meet student needs.	3e Demonstrating Flexibility and Responsiveness
i)	Pacing promotes and maintains student involvement.	3c Engaging Students in Learning
j)	Pacing adjustments are made in order to ensure optimal success rates.	3e Demonstrating Flexibility and Responsiveness

Bellons: Domain 3 "Instructional Delivery"	Danielson
1. Direct instruction is used to systematically manage the learning process	
e) Sequence, pace, and content of instruction are controlled by the teacher.	3a Communicating with Students
f) New information is taught incrementally using examples and analogies.	3a Communicating with Students
g) Opportunities are provided for applying new information.	3c Engaging Students in Learning
h) Teacher regularly checks for understanding.	3d Using Assessment in Instruction
2. Clear, well-organized lectures and presentations help students expand their knowledge base	
h) Lectures are well organized and clearly structured.	3a Communicating with Students
i) Content is accurate, current, and relevant.	3a Communicating with Students
j) Unfamiliar vocabulary is defined.	3a Communicating with Students
k) Information from the textbook, other sources, and content areas is integrated.	3a Communicating with Students
l) Deviation from focus and use of unrelated information are avoided.	3a Communicating with Students
m) Analogies, examples, and stories are used to illustrate key points.	3a Communicating with Students
n) Information is conveyed fluently with carefully chosen vocabulary.	3a Communicating with Students
o) Elements of enthusiasm are evident (varies voice, uses gestures and movement, makes positive statements).	3a Communicating with Students
3. Structuring behaviors are used to enhance student learning	
f) Learning objectives are clearly communicated.	3a Communicating with Students
g) Organization of information is conveyed to students.	3a Communicating with Students
h) Physical and mental transitions are signaled.	3a Communicating with Students
i) Important points are emphasized.	3a Communicating with Students
j) New information is reviewed and summarized.	3a Communicating with Students
4. Explanations are interactive	
g) Teacher is responsive to student thinking and reasoning.	3c Engaging Students in Learning
h) Students integrate new information with prior knowledge.	3c Engaging Students in Learning
i) Students are asked to explain and describe their own comprehension.	3c Engaging Students in Learning
j) Faulty, inaccurate concepts are corrected.	3a Communicating with Students

k)	Teacher models reasoning processes.	3a Communicating with Students
l)	Students are expected to apply new learning to real tasks.	3c Engaging Students in Learning
5. Academic feedback is used to improve student learning		
f)	Feedback relates to a standard of performance.	3d Using Assessment in Instruction
g)	Correctives provide assistance and improve performance.	3d Using Assessment in Instruction
h)	The amount and type of feedback are closely related to learning expectations.	3d Using Assessment in Instruction
i)	Multiple forms and sources of feedback are used.	3d Using Assessment in Instruction
j)	Feedback is objective, timely, and specific to individual or group expectations.	3d Using Assessment in Instruction
6. Questioning techniques promote student achievement		
g)	Questions are sequenced to achieve learning objectives.	3b Using Questioning/Prompts and Discussion Techniques
h)	Level and difficulty of questions are consistent with student characteristics.	3b Using Questioning/Prompts and Discussion Techniques
i)	Probing and redirecting are used to improve student engagement.	3b Using Questioning/Prompts and Discussion Techniques
j)	Success rate is consistent with student characteristics.	3d Using Assessment in Instruction
k)	Wait time is adjusted to the level of questions and interaction expectations.	3b Using Questioning/Prompts and Discussion Techniques
l)	Cohesive questioning strategies are used to achieve specific objectives.	3b Using Questioning/Prompts and Discussion Techniques
7. Teacher/student interactions improve involvement and the quality of responses		
e)	Instructional techniques are used to improve student answers.	3b Using Questioning/Prompts and Discussion Techniques
f)	Teacher models thinking processes needed to answer higher level questions.	2b Establishing a Culture for Learning
g)	Students are encouraged to ask content related questions.	3b Using Questioning/Prompts and Discussion Techniques
h)	Teacher feedback is determined by the accuracy and quality of student responses.	3d Using Assessment in Instruction
8. Response opportunities facilitate student participation		
f)	Response opportunities are deliberately managed.	3b Using Questioning/Prompts and Discussion Techniques
g)	Opportunities to respond are widely distributed.	3b Using Questioning/Prompts and Discussion Techniques
h)	Response options are used to enhance student learning.	3b Using Questioning/Prompts and Discussion Techniques
i)	Teacher reactions to student answers improve the quality and quantity of participation.	3b Using Questioning/Prompts and Discussion Techniques
j)	Selected student statements and questions are used to develop the lesson.	3b Using Questioning/Prompts and Discussion Techniques
9. The organization and management of small groups are consistent with learning expectations		

f)	Students exhibit group process skills.	3c Engaging Students in Learning
g)	Students are held individually accountable for learning.	3d Using Assessment in Instruction
h)	Direct student to student interaction is evident.	3c Engaging Students in Learning
i)	Students depend on each other to achieve objectives.	3c Engaging Students in Learning
j)	Groups proceed with a minimum of teacher intervention.	3c Engaging Students in Learning
10. Discussions foster students' participation while expanding their knowledge base		
f)	Student knowledge is developed, enriched, or refined through the interactive process.	3b Using Questioning/Prompts and Discussion Techniques
g)	Differences of opinion are encouraged.	3b Using Questioning/Prompts and Discussion Techniques
h)	Discussion skills are taught and used.	3b Using Questioning/Prompts and Discussion Techniques
i)	Discussions are moderated by teachers and/or students.	3b Using Questioning/Prompts and Discussion Techniques
j)	The number of direct teacher questions is limited.	3b Using Questioning/Prompts and Discussion Techniques
11. Independent learning is carefully organized and managed		
f)	Independent work behaviors are consistent with expectations.	2d Managing Student Behavior
g)	Learning time is adjusted to meet individual needs and characteristics.	3e Demonstrating Flexibility and Responsiveness
h)	Monitoring and feedback are used to promote a high success rate/.	3d Using Assessment in Instruction
i)	Independent work expectations are clear and emphasize student learning.	3a Communicating with Students
j)	Technology is used to support existing activities.	1d Demonstrating Knowledge of Resources
k)	Computers support higher order thinking, independent projects, and collaboration.	2b Establishing a Culture for Learning
l)	Homework is used to extend and reinforce learning activities.	1f Designing Student Assessments
12. Direct instruction facilitates higher-level learning		
a)	Opportunities for active engagement in higher level leaning are provided.	2b Establishing a Culture for Learning
b)	A rationale is provided for why and when to use a specific strategy.	1e Designing Coherent Instruction
c)	Teachers help students link new information to prior knowledge.	3a Communicating with Students
d)	Cognitive organizers help students integrate new information in a meaningful way.	3c Engaging Students in Learning
e)	Independent use of strategies is fostered.	3c Engaging Students in Learning
f)	Students participate in disciplined inquiry, integrating prior knowledge and new information to produce documents that have value outside of school.	3c Engaging Students in Learning
13. Instruction promotes concept development		

a)	Concepts are used to organize and sequence information.	3a Communicating with Students
b)	Labels, attributes, and examples are used to develop an understanding of abstract terms.	3a Communicating with Students
c)	Current student ideas and beliefs are identified and discussed.	3d Using Assessment in Instruction
d)	Instructional activities help students alter or reconstruct faulty concepts.	3e Demonstrating Flexibility and Responsiveness
14. Classroom conditions and instructional processes develop self-regulated learners		
a)	Classroom conditions foster positive student self concepts.	2b Establishing a Culture for Learning
b)	Classroom conditions and expectations encourage divergent thinking.	2b Establishing a Culture for Learning
c)	Students are given explicit instruction about taking responsibility for their own learning.	2b Establishing a Culture for Learning
d)	Students use a range of thinking strategies to accomplish specific purposes.	2b Establishing a Culture for Learning
e)	Students monitor their own learning.	2b Establishing a Culture for Learning

Section 8.8 of Teacher Contract and Danielson Framework

Section 8.8 of Teacher Contract	Danielson Framework
A. Attendance	4f Showing Professionalism
B. Classroom Management	2d Managing Student Behavior
C. Communications	4c Communicating with Families 2a Creating an Environment of Respect and Rapport
D. Competency in the Subject Matter	1a Demonstrating Knowledge of Content and Pedagogy 4d Participating in a Professional Community 4e Growing and Developing Professionally
E. Instructional Methods	3c Engaging Students in Learning 3d Using Assessment in Instruction 4a Reflecting on Teaching
F. Instructional Planning	1c Setting Instructional Outcomes 1e Designing Coherent Instruction 3e Demonstrating Flexibility and Responsiveness
G. Student Performance	3d Using Assessment in Instruction
H. Support for the Total School Program	4d Participating in a Professional Community

More Information:

Other Frameworks, Long Form of FFT

A Framework for Counselors

Domain 1 – Planning and Preparation	**Domain 2 – The Environment**

Domain 1 – Planning and Preparation

1a: Demonstrating knowledge of counseling theory and techniques
-
-

1b: Demonstrating knowledge of child and adolescent development
-
-

1c: Establishing goals for the counseling program appropriate to the setting and the students served
-
-

1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district
-
-

1e: Planning the counseling program, integrated with the regular school program
-
-

1f: Developing a plan to evaluate the counseling program
-
-

Domain 2 – The Environment

2a: Creating an environment of respect and rapport
-
-

2b: Establishing a culture for productive communication
-
-

2c: Managing routines and procedures
-
-

2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school
-
-

2e: Organizing physical space
-
-

Domain 4 – Professional Responsibilities

4a: Reflecting on practice
-
-

4b: Maintaining records and submitting them in a timely fashion
-
-

4c: Communicating with families
-
-

4d: Participating in a professional community
-
-

4e: Engaging in professional development
-
-

4f: Showing professionalism
-
-

Domain 3 – Delivery of Services

3a: Assessing student needs
-
-

3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs
-
-

3c: Using counseling techniques in individual and classroom programs
-
-

3d: Brokering resources to meet needs
-
-

3e: Demonstrating flexibility and responsiveness
-
-

A Framework for Social Workers

Domain 1 – Planning and Preparation

1a: Demonstrating knowledge of counseling theory and techniques
-
-

1b: Establishing goals for the social work program appropriate to the setting and the students served
-
-

1c: Demonstrating knowledge of child and adolescent development
-
-

1d: Utilization of community resources to support students within the school setting
-
-

1e: Developing and facilitating a plan to evaluate the social work program
-
-

Domain 2 – The Environment

2a: Creating an environment of respect and rapport
-
-

2b: Establishing a culture for productive communication
-
-

2c: Managing routines and procedures
-
-

2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school
-
-

2e: Organizing Physical Space
-
-

2f: Establishing rapport with students
-
-

2g: Established a culture for positive mental health throughout the school
-
-

2h: Establishing and maintaining clear procedures for referrals
-
-

Domain 4 – Professional Responsibilities

4a: Reflecting on practice
-
-

4b: Maintaining accurate records
-
-

4c: Communicating with families
-
-

4d: Participating in a professional community
-
-

4e: Engaging in professional development
-
-

4f: Showing Professionalism
-
-

Domain 3 – Delivery of Services

3a: Assessing student needs
-

3b: Assisting students in the formulation of personal/social goals based on the knowledge of student needs
-

3c: Using counseling techniques in individual and classroom programs
-

3d: Brokering resources to meet needs
-

3e: Communication with staff
-

3f: Assessing and meeting student needs by developing/conducting group counseling programs as needed
-

3g: Responding to referrals; consulting with teachers and administrators
-

3h: Planning interventions to maximize students' likelihood of success
-

3g: Maintaining contact with physicians and community mental health service providers
-

3h: Referring students and families to community service providers appropriately
-

A Framework for Deans

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Domain 1 – Planning and Preparation

1a: Establishing a positive and appropriate environment for all stakeholders
-
-

1b: Demonstrating knowledge of HF school policy and proficiency in its implementation
-
-

1c: Demonstrating knowledge of interventions
-
-

1d: Establishing a system for monitoring student attendance and discipline
-
-

1e: Demonstrating knowledge of a variety of interview techniques
-
-

1f: Reflecting on current practice/procedures
-

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Domain 2 – The Environment

2a: Creating an environment of respect and rapport
-
-

2b: Establishing a culture for productive communication
-
-

2c: Managing routines and procedures
-
-

2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school
-
-

2e: Organizing Physical Space
-
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Domain 4 – Professional Responsibilities

4a: Reflecting on practice
-
-

4b: Record keeping and procedures
-
-

4c: Communicating with families
-
-

4d: Participating in a professional community
-
-

4e: Engaging in professional development
-
-

4f: Showing Professionalism
-
-

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Domain 3 – Delivery of Services

3a: Assessing student needs
-

3b: Assisting students in the area of discipline, communication and conflict resolution skills
-

3c: Using counseling techniques in individual and social service programs
-

3d: Collaborating resources to meet needs
-

3e: Demonstrating flexibility and responsiveness
-
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A Framework for Library Media Specialists

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Domain 1 – Planning and Preparation

1a: Demonstrating knowledge of literature and current trends in library/media practice and information
-

1b: Demonstrating knowledge of the school's program and student information needs within that program
-

1c: Establishing goals for the library/media program appropriate to the setting and the students served
-

1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan
-

1e: Planning the library/media program integrated with the overall school program
-

1f: Developing a plan to evaluate the library/media program
-

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Domain 2 – The Environment

2a: Creating an environment of respect and rapport
-

2b: Establishing a culture for investigation and love of literature
-

2c: Establishing and maintaining library procedures
-

2d: Managing student behavior
-

2e: Organizing physical space to enable smooth flow
-

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Domain 4 – Professional Responsibilities

4a: Reflecting on practice
-

4b: Preparing and submitting reports and budgets
-

4c: Communicating with the larger community
-

4d: Participating in a professional community
-

4e: Engaging in professional development
-

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Domain 3 – Delivery of Services

3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations
-

3b: Collaborating with teachers in the design of instructional units and lessons
-

3c: Engaging students in enjoying literature and in learning information skills
-

3d: Assisting students and teachers in the use of technology in the library/media center
-

3e: Demonstrating flexibility and responsiveness
-

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A Framework for Psychologists

Domain 1 – Planning and Preparation	Domain 2 – The Environment
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students • • **1b:** Demonstrating knowledge of child and adolescent development and psychopathology • • **1c:** Establishing goals for the psychology program appropriate to the setting and the students served • • **1d:** Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district • • **1e:** Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention • • **1f:** Developing a plan to evaluate the psychology program • •	**2a:** Establishing a rapport with students • • **2b:** Establishing a culture for positive mental health throughout the school • • **2c:** Establishing and maintaining clear procedures for referrals • • **2d:** Establishing standards of conduct in the testing center • • **2e:** Organizing physical space for testing of students and storage of materials • •
Domain 4 – Professional Responsibilities	**Domain 3 – Delivery of Services**
4a: Reflecting on practice • • **4b:** Communication with families • • **4c:** Maintaining accurate records • • **4d:** Participating in a professional community • • **4e:** Engaging in professional development • • **4f:** Showing professionalism • •	**3a:** Responding to referrals; consulting with teachers and administrators • • **3b:** Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines • • **3c:** Chairing evaluation team • • **3d:** Planning interventions to maximize students' likelihood of success • • **3e:** Maintaining contact with physicians and community mental health service providers • • **3f:** Demonstrating flexibility and responsiveness • •

A Framework for Therapeutic Specialists

Domain 1 – Planning and Preparation	Domain 2 – The Environment
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license • • 1b: Establishing goals for the therapy program appropriate to the setting and the students served • • 1c: Demonstrating knowledge of district, state, and federal regulations and guidelines • • 1d: Demonstrating knowledge of resources, both within and beyond the school and district • • 1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students • •	2a: Establishing rapport with students • • 2b: Organizing time effectively • • 2c: Establishing and maintaining clear procedures for referrals • • 2d: Establishing standards of conduct in the treatment center • • 2e: Organizing physical space for testing of students and providing therapy • •
Domain 4 – Professional Responsibilities	**Domain 3 – Delivery of Services**
4a: Reflecting on practice • • 4b: Collaborating with teachers and administrators • • 4c: Maintaining an effective data-management system • • 4d: Participating in a professional community • • 4e: Engaging in professional development • • 4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality • •	3a: Responding to referrals; consulting with teachers and administrators • • 3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines • • 3c: Chairing evaluation team • • 3d: Planning interventions to maximize students' likelihood of success • • 3e: Maintaining contact with physicians and community mental health service providers • • 3f: Demonstrating flexibility and responsiveness • •