Components of Professional Practice for <u>Consulting Teacher</u>
from Charlotte Danielson's
Enhancing Professional Practice: A Framework for Teaching

Domain 1: Planning & Preparation

COMPONENT	Level of Performance			
	Unsatisfactory ⟵		⟶ *Proficient*	
1a. **Knowledge -** of *Content*	Consulting Teacher makes content errors or does not correct content errors made.	Consulting Teacher displays basic content knowledge but cannot articulate connections with other parts of the disciplines.	Consulting Teacher displays solid content knowledge and makes connection between the content and other parts of the discipline and other disciplines.	Consulting Teacher displays extensive knowledge with evidence of continuing pursuit of such knowledge.
1b. **Knowledge -** of Prerequisite Relationships	Consulting Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Consulting Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Consulting Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Consulting Teacher actively builds on knowledge or prerequisite relationships when describing instruction or seeking causes for student difficulties.
1c. **Knowledge -** of Content-Related *Pedagogy*	Consulting Teacher displays little understanding of pedagogical issues involved in student learning.	Consulting Teacher displays basic pedagogical knowledge but does not anticipate student and teacher misconceptions.	Pedagogical practices reflect understanding of current research on best pedagogical practices within anticipating student and teacher misconceptions.	Consulting Teacher displays continuing search for best practice and anticipates student and teacher misconceptions.
1d. **Knowledge -** of Characteristics of Age Group	Consulting Teacher displays minimal knowledge of developmental characteristics of age groups.	Consulting Teacher displays generally accurate knowledge of developmental characteristics of age groups.	Consulting Teacher displays thorough understanding of typical developmental characteristics of age groups as well as exceptions to general pattern.	Consulting Teacher displays knowledge of typical developmental characteristics of age groups, exceptions to the patterns, and the extent to which each student follows patterns.
1e. **Knowledge of Students' -** Varied Approaches to Learning	Is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences".	Displays general understanding of the different approaches to learning that students exhibit.	Displays solid understanding of the different approaches to learning that different students exhibit.	Uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
1f. **Knowledge of Students' -** Skills and Knowledge	Displays little knowledge of students' skills or special needs and is unable to plan appropriate programming.	Recognizes the value of understanding students' skills or special needs and knowledge but is unable to develop appropriate instructional programs.	Displays knowledge of students' skills or special needs and is able to plan appropriate instructional programs.	Displays knowledge of students' skills or special needs and is exemplary in planning programs to meet student's varied special needs.
1g. **Knowledge of Students' -** Interests and Cultural Heritage	Displays little knowledge of student's interests or cultural heritage and does not indicate that such knowledge is valuable.	Recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Displays knowledge of the interests or cultural heritage of each student.
1h. **Organization -** Time Management	Is unable to manage time and complete assigned tasks.	Completes tasks partially or only part of the time.	Uses time effectively to complete assigned tasks in a timely fashion.	Completes assigned tasks and makes time to complete additional tasks.
1i. **Organization -** Completeness	Is unprepared for meetings and/or training sessions.	Only partially prepares and plans for meetings and/or training sessions.	Carefully and completely plans for meetings and/or training sessions.	Planning and preparation for meetings and/or training sessions exceed expectations.
1j. **Resources -** for Teaching	Consulting Teacher is unaware of resources available through the school or district.	Consulting Teacher displays limited awareness of resources available through the school or district.	Consulting Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, Consulting Teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
1k. **Resources -** for Students	Consulting Teacher is unaware of resources available to assist students who need them.	Consulting Teacher displays limited awareness of resources available through the school or district.	Consulting Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, Consulting Teacher is aware of additional resources available through the community.

Domain 2: Consultation

COMPONENT	Level of Performance			
	Unsatisfactory ⟵		⟶ *Proficient*	
2a. **Communication -** Directions and Procedures	Directions and procedures are confusing to others.	Directions and procedures are clarified after initial confusion or are excessively detailed.	Directions and procedures are clear to others and contain an appropriate level of detail.	Directions and procedures are clear to others and anticipate possible misunderstanding.
2b. **Communication -** Oral and Written Language	spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving others confused.	spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate.	spoken and written language is clear and correct. Vocabulary is appropriate.	spoken and written language is correct and expressive, with well-chosen vocabulary.

2c. **Communication -** Participation	Does not talk during meetings; seems uninterested.	Talks during the meeting but does not have anything significant to offer.	Actively participates during meetings and shares knowledge.	Facilitates the meeting in a productive way by sharing knowledge and offering suggestions for alternative approaches.
2d. **Communication -** Mediation	Is unable to recognize or mediate potential conflict with parents, staff or students.	Can recognize conflict but is unable to adequately mediate differences.	Is able to assist others in seeing other points of view so differences can be resolved.	Is exemplary at anticipating conflicts and mediating before differences occur.
2e. **Coordinating** **Functions -** Availability	Is unavailable to consult with others when needed; doesn't return messages.	Is available only part of the time when needed to consult with staff members; returns messages only part of the time.	Readily responds to the requests of others as needed in a timely fashion and is an active listener.	Anticipates and provides exemplary assistance to others in response to their needs.
2f. **Coordinating** **Functions -** Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present, others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for others to use feedback in their learning.
2g. **Coordinating** **Functions -** Activities	Does not assist or provide needed in-service training for school staff and parents.	Provides in-service training but does not assist in the preparation.	Provides and prepares for all needed in-service training as requested by staff and parents.	Anticipates the need for in-service, prepares and provides exceptional training for staff and parents.

Domain 3: Professional Responsibilities

COMPONENT	Level of Performance	
	Unsatisfactory ← ——————————————— →	*Proficient*

3a. **Information about the** **Instructional Program**	Consulting Teacher provides little information about instruction programs to families.	Consulting Teacher contributes in some activities for parent communication but offers little additional information.	Consulting Teacher provides frequent information to parents, as appropriate, about instructional programs.	Consulting Teacher provides frequent information to parents, as appropriate, about instructional programs.
3b. **Information about** **Individual Students**	Consulting Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Consulting Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Consulting Teacher communicates with parent about students' programming on a regular basis and is available as needed to respond to parent concerns.	Consulting Teacher provides information to parents frequently on both positive and negative aspects of student programming when requested. Response to parent concerns is handled with great sensitivity.
3c. **Engagement of** **Families in the** **Instruction Program**	Consulting Teacher makes no attempt to engage families in instructional programs when requested, or such attempts are inappropriate.	Consulting Teacher makes modest and inconsistently successful attempts to engage family's instructional programs.	Consulting Teacher's efforts to engage families in instructional programs as requested are frequent and successful.	Consulting Teacher's efforts to engage families in instructional programs as requested are exemplary.
3d. **Relationships with** **Colleagues**	Consulting Teacher's relationship with colleagues is negative or self-serving.	Consulting Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Consulting Teacher takes initiative in assuming leadership among colleagues.
3e. **Service to the** **District**	Consulting Teacher avoids becoming involved in district events.	Consulting Teacher participates in district events when specifically asked.	Consulting Teacher volunteers to participate in district events, making a substantial contribution.	Consulting Teacher volunteers to participate in district events, making a substantial contribution, and assumes a leadership role in at least some aspect of district life.
3f. **Procedures**	Does not know Special Education laws and procedures.	Knows laws and procedures but does not help facilitate them.	Actively assists other staff members in the application of all Special Education laws and procedures.	Facilitates training so others can become knowledgeable and develop an understanding of laws and procedures.
3g. **Enhancement of** **Content Knowledge** **and Pedagogical** **Skill**	Consulting Teacher engages in no professional development activities to enhance knowledge or skill.	Consulting Teacher participates in professional activities to a limited extent when they are convenient.	Consulting Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Consulting Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research.
3h. **Service to the** **Profession**	Consulting Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Consulting Teacher finds limited ways to contribute to the profession.	Consulting Teacher participates actively in assisting other educators.	Consulting Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.
3i. **Service to Students** **and Colleagues**	Consulting Teacher is not alert to colleague and students' needs.	Consulting Teacher attempts to serve colleagues and students are inconsistent.	Consulting Teacher is moderately active in serving colleagues and students.	Consulting Teacher is highly proactive in serving colleagues and students, seeking out resources when necessary.
3j. **Advocacy**	Consulting Teacher contributes to district practices that result in some colleagues or students being ill served by the district.	Consulting Teacher does not knowingly contribute to some colleagues or students being ill served by the district.	Consulting Teacher works within the context of a particular team or department to ensure that all colleagues or students receive a fair opportunity to succeed.	Consulting Teacher makes a particular effort to challenge negative attitudes and helps ensure that all colleagues and students, particularly those traditionally underserved, are honored in the district.
3k. **Decision Making**	Consulting Teacher makes decisions based on self-serving interests.	Consulting Teacher's decisions are based on limited though genuinely professional considerations.	Consulting Teacher maintains an open mind and participates in team or departmental decision-making.	Consulting Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.
3l. **Confidentiality**	Consulting Teacher persistently discusses confidential student standards information inappropriately.	Consulting Teacher occasionally discusses confidential information inappropriately.	Consulting Teacher maintains confidentiality of student information.	Consulting Teacher maintains highest professional standards regarding student confidential information.