

Kentucky Framework for Teaching and Other Professionals Framework Crosswalk

Teacher Domains	Teacher Components	Other Professional Domains	Instructional Specialists Components
Planning and Preparation	<ul style="list-style-type: none"> • Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments 	Planning and Preparation	<ul style="list-style-type: none"> • Demonstrating knowledge of current trends in specialty area and professional development • Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program • Establishing goals for the instructional support program appropriate to the setting and the teachers served • Demonstrating knowledge of resources both within and beyond the school and district • Planning the instructional program integrated with the overall school program • Developing a plan to evaluate the instructional support program
Classroom Environment	<ul style="list-style-type: none"> • Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space 	Environment	<ul style="list-style-type: none"> • Creating an environment of trust and respect • Establishing a culture for ongoing instructional improvement • Establishing clear procedures for teachers to gain access to the instructional support • Establishing and maintaining norms of behavior for professional interactions • Organizing physical space for workshops or training
Instruction	<ul style="list-style-type: none"> • Communicating with students • Questioning and discussion techniques • Engaging students in learning • Using Assessment in instruction • Demonstrating Flexibility and Responsiveness 	Delivery of Service	<ul style="list-style-type: none"> • Collaborating with teachers in the design of instructional units and lessons • Engaging teachers in learning new instructional skills • Sharing expertise with staff • Locating resources for teachers to support instructional improvement • Demonstrating flexibility and responsiveness
Professional	<ul style="list-style-type: none"> • Reflecting on teaching • Maintaining accurate records 	Professional	<ul style="list-style-type: none"> • Reflecting on practice • Preparing and submitting budgets and reports

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Responsibilities	<ul style="list-style-type: none"> • Communicating with families • Participating in a professional community • Growing and developing professionally • Showing professionalism 	Responsibilities	<ul style="list-style-type: none"> • Coordinating work with other instructional specialists • Participating in a professional community • Engaging in professional development • Showing professionalism including integrity and confidentiality

Teacher Domains	Teacher Components	Other Professional Domains	Therapeutic Specialists Components
Planning and Preparation	<ul style="list-style-type: none"> • Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments 	Planning and Preparation	<ul style="list-style-type: none"> • Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license • Establishing goals for the therapy program appropriate to the setting and the students served • Demonstrating knowledge of District state and federal regulations and guidelines • Demonstrating knowledge of resources both within and beyond the school and district • <i>Planning the therapy program integrated with the regular school program to meet the needs of individual students</i> • Developing a plan to evaluate the therapy program
Classroom Environment	<ul style="list-style-type: none"> • Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures 	Environment	<ul style="list-style-type: none"> • Establishing rapport with students • Organizing time effectively • Establishing and maintaining clear procedures for referrals • Establishing standards of conduct in the treatment center • Organizing physical space for testing of students and providing therapy

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Teacher Domains	Teacher Components	Other Professional Domains	Therapeutic Specialists Components
	<ul style="list-style-type: none"> Managing student behavior Organizing physical space 		
Instruction	<ul style="list-style-type: none"> Communicating with students Questioning and discussion techniques Engaging students in learning Using Assessment in instruction Demonstrating Flexibility and Responsiveness 	Delivery of Service	<ul style="list-style-type: none"> Responding to referrals and evaluating student needs Developing and implementing treatment plans to maximize student s success Communicating with families Collecting information; writing reports Demonstrating flexibility and responsiveness
Professional Responsibilities	<ul style="list-style-type: none"> Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community Growing and developing 	Professional Responsibilities	<ul style="list-style-type: none"> Reflecting on practice Collaborating with teachers and administrators Maintaining an effective data management system Participating in a professional community Engaging and professional development Showing professionalism including integrity advocacy and maintaining confidentiality

Teacher Domains	Teacher Components	Other Professional Domains	School Psychologists Components
Planning and Preparation	<ul style="list-style-type: none"> Knowledge of content and pedagogy Demonstrating knowledge of students Setting instructional outcomes 	Planning and Preparation	<ul style="list-style-type: none"> Demonstrating knowledge and skill in using psychological instruments to evaluate students Demonstrating knowledge of child and adolescent development and psychopathology

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Teacher Domains	Teacher Components	Other Professional Domains	School Psychologists Components
	<ul style="list-style-type: none"> • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments 		<ul style="list-style-type: none"> • Establishing goals for the psychology program appropriate to the setting and the students served • Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district • Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention • Developing a plan to evaluate the psychology program
Classroom Environment	<ul style="list-style-type: none"> • Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space 	Environment	<ul style="list-style-type: none"> • Establishing rapport with students • Establishing a culture for positive mental health throughout the school • Establishing and maintaining clear procedures for referrals • Establishing standards of conduct in the testing center • Organizing physical space for testing the students and storage of materials
Instruction	<ul style="list-style-type: none"> • Communicating with students • Questioning and discussion techniques • Engaging students in learning • Using Assessment in instruction • Demonstrating Flexibility and Responsiveness 	Delivery of Service	<ul style="list-style-type: none"> • Responding to referrals consulting with teachers and administrators • Evaluating student needs and compliance with national Association of school psychologists NASP guidelines • Chairing evaluation team • Planning interventions to maximize student’s likelihood of success • Maintaining contact with physicians and community mental health service providers • Demonstrating flexibility and responsiveness
Professional Responsibilities	<ul style="list-style-type: none"> • Reflecting on teaching • Maintaining accurate records 	Professional Responsibilities	<ul style="list-style-type: none"> • Reflecting on practice • Communicating with families

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	<ul style="list-style-type: none"> • Communicating with families • Participating in a professional community • Growing and developing 		<ul style="list-style-type: none"> • Maintaining accurate records • Participating in a professional community • Engaging in professional development • Showing professionalism

Teacher Domains	Teacher Components	Other Professional Domains	School Counselors/Social Workers Components
Planning and Preparation	<ul style="list-style-type: none"> • Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments 	Planning and Preparation	<ul style="list-style-type: none"> • Demonstrating knowledge of counseling theory and techniques • Demonstrating knowledge of child and adolescent development • Establishing goals for the counseling program appropriate to the setting and the students served • Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district • Plan in the counseling program integrated with the regular school program • Developing a plan to evaluate the counseling program
Classroom	<ul style="list-style-type: none"> • Creating an environment of respect and rapport 	Environment	<ul style="list-style-type: none"> • creating an environment of respect and rapport

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Teacher Domains	Teacher Components	Other Professional Domains	School Counselors/Social Workers Components
Environment	<ul style="list-style-type: none"> • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space 		<ul style="list-style-type: none"> • Establishing a culture for productive communication • Managing routines and procedures • Establishing standards of conduct and contributing to the culture for student behavior throughout the school • Organizing physical space
Instruction	<ul style="list-style-type: none"> • Communicating with students • Questioning and discussion techniques • Engaging students in learning • Using Assessment in instruction • Demonstrating Flexibility and Responsiveness 	Delivery of Service	<ul style="list-style-type: none"> • Assessing student needs • Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs • Using counseling techniques in individual and classroom programs • Brokering resources to meet needs • Demonstrating flexibility and responsiveness
Professional Responsibilities	<ul style="list-style-type: none"> • Reflecting on teaching • Maintaining accurate records • Communicating with families • Participating in a professional community • Growing and developing 	Professional Responsibilities	<ul style="list-style-type: none"> • Reflecting on practice • Maintaining records and submitting them in a timely fashion • Communicating with families • Participating in a professional community • Engaging in professional development • Showing professionalism

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Teacher Domains	Teacher Components	Other Professional Domains	Library Media Specialists Components
Planning and Preparation	<ul style="list-style-type: none"> • Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments 	Planning and Preparation	<ul style="list-style-type: none"> • Demonstrating Knowledge of Content Curriculum and Process • Demonstrating Knowledge of Students • Supporting Instructional Goals • Demonstrating Knowledge and Use of Resources • Demonstrating a Knowledge of Literature and Lifelong Learning • Collaborating in the Design of Instructional Experiences
Classroom Environment	<ul style="list-style-type: none"> • Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space 	Environment	<ul style="list-style-type: none"> • Creating an environment of respect and rapport • Establishing a Culture for Learning • Managing Library Procedures • Managing student behavior • Organizing physical space
Instruction	<ul style="list-style-type: none"> • Communicating with students • Questioning and discussion techniques • Engaging students in learning • Using Assessment in instruction • Demonstrating Flexibility 	Delivery of Service	<ul style="list-style-type: none"> • Communicating Clearly and Accurately • Using Questioning and Research Techniques • Engaging Students in Learning • Assessment in Instruction (whole class, one-on-one and small group) • Demonstrating Flexibility and Responsiveness

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	and Responsiveness		
Professional Responsibilities	<ul style="list-style-type: none"> • Reflecting on teaching • Maintaining accurate records • Communicating with families • Participating in a professional community • Growing and developing 	Professional Responsibilities	<ul style="list-style-type: none"> • Reflecting on Practice • Maintaining Accurate Records • Communicating with School Staff and Community • Participating in a Professional Community • Growing and Developing Professionally • Collection Development and Maintenance • Managing the Library Budget • Managing Personnel • Professional ethics