

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 Responsibilities | <ul style="list-style-type: none"> ● Reflecting on teaching ● Maintaining accurate records ● Communicating with families ● Participating in a professional community ● Growing and developing professionally ● Showing professionalism | Professional Responsibilities | <ul style="list-style-type: none"> ● Reflecting on practice ● Preparing and submitting budgets and reports ● Coordinating work with other instructional specialists ● Participating in a professional community ● Engaging in professional development ● Showing professionalism including integrity and confidentiality |

Kentucky Framework for Teaching and Other Professionals Framework Crosswalk

| 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 ● Managing student behavior ● Organizing physical space | 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 |
| 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 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 |

Kentucky Framework for Teaching and Other Professionals Framework Crosswalk

| 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 ● Demonstrating knowledge of resources ● Designing coherent instruction ● Designing student assessments | 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 ● 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 ● Communicating with families ● Participating in a professional community ● Growing and developing | Professional Responsibilities | <ul style="list-style-type: none"> ● Reflecting on practice ● Communicating with families ● Maintaining accurate records ● Participating in a professional community ● Engaging in professional development ● Showing professionalism |

Kentucky Framework for Teaching and Other Professionals Framework Crosswalk

| 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 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 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 |

Kentucky Framework for Teaching and Other Professionals Framework Crosswalk

| 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 and Responsiveness | 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 smallgroup) ● 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 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 |