<table>
<thead>
<tr>
<th>Teacher Domains</th>
<th>Teacher Components</th>
<th>Other Professional Domains</th>
<th>Instructional Specialists Components</th>
</tr>
</thead>
</table>
| Planning and Preparation | • 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 | • 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 | • Creating an environment of respect and rapport  
• Establishing a culture of learning  
• Managing classroom procedures  
• Managing student behavior  
• Organizing physical space | Environment | • 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 | • Communicating with students  
• Questioning and discussion techniques  
• Engaging students in learning  
• Using Assessment in instruction  
• Demonstrating Flexibility and Responsiveness | Delivery of Service | • 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 | • Reflecting on teaching  
• Maintaining accurate records  
• Communicating with families  
• Participating in a professional community  
• Growing and developing professionally  
• Showing professionalism | Professional Responsibilities | • 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 |
<table>
<thead>
<tr>
<th>Teacher Domains</th>
<th>Teacher Components</th>
<th>Other Professional Domains</th>
<th>Therapeutic Specialists Components</th>
</tr>
</thead>
</table>
| Planning and Preparation| • 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 | • 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  
• Planning the therapy program integrated with the regular school program to meet the needs of individual students  
• Developing a plan to evaluate the therapy program |
| Classroom Environment    | • Creating an environment of respect and rapport  
• Establishing a culture of learning  
• Managing classroom procedures  
• Managing student behavior  
• Organizing physical space | Environment | • 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              | • Communicating with students  
• Questioning and discussion techniques  
• Engaging students in learning  
• Using Assessment in instruction  
• Demonstrating Flexibility and Responsiveness | Delivery of Service | • 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 | • Reflecting on teaching  
• Maintaining accurate records  
• Communicating with families  
• Participating in a professional community  
• Growing and developing | Professional Responsibilities | • 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 |
<table>
<thead>
<tr>
<th>Teacher Domains</th>
<th>Teacher Components</th>
<th>Other Professional Domains</th>
<th>School Psychologists Components</th>
</tr>
</thead>
</table>
| Planning and Preparation | • 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 | • 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 | • Creating an environment of respect and rapport  
• Establishing a culture of learning  
• Managing classroom procedures  
• Managing student behavior  
• Organizing physical space | Environment | • 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 | • Communicating with students  
• Questioning and discussion techniques  
• Engaging students in learning  
• Using Assessment in instruction  
• Demonstrating Flexibility and Responsiveness | Delivery of Service | • 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 | • Reflecting on teaching  
• Maintaining accurate records  
• Communicating with families  
• Participating in a professional community  
• Growing and developing | Professional Responsibilities | • Reflecting on practice  
• Communicating with families  
• Maintaining accurate records  
• Participating in a professional community  
• Engaging in professional development  
• Showing professionalism |
<table>
<thead>
<tr>
<th>Teacher Domains</th>
<th>Teacher Components</th>
<th>Other Professional Domains</th>
<th>School Counselors/Social Workers Components</th>
</tr>
</thead>
</table>
| Planning and Preparation | • 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 | • 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 | • Creating an environment of respect and rapport  
• Establishing a culture of learning  
• Managing classroom procedures  
• Managing student behavior  
• Organizing physical space | Environment | • 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 | • Communicating with students  
• Questioning and discussion techniques  
• Engaging students in learning  
• Using Assessment in instruction  
• Demonstrating Flexibility and Responsiveness | Delivery of Service | • 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 | • Reflecting on teaching  
• Maintaining accurate records  
• Communicating with families  
• Participating in a professional community  
• Growing and developing | Professional Responsibilities | • 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

<table>
<thead>
<tr>
<th>Teacher Domains</th>
<th>Teacher Components</th>
<th>Other Professional Domains</th>
<th>Library Media Specialists Components</th>
</tr>
</thead>
</table>
| Planning and Preparation | - 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 | - 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 | - Creating an environment of respect and rapport  
- Establishing a culture of learning  
- Managing classroom procedures  
- Managing student behavior  
- Organizing physical space | Environment | - Creating an environment of respect and rapport  
- Establishing a Culture for Learning  
- Managing Library Procedures  
- Managing student behavior  
- Organizing physical space |
| Instruction | - Communicating with students  
- Questioning and discussion techniques  
- Engaging students in learning  
- Using Assessment in instruction  
- Demonstrating Flexibility and Responsiveness | Delivery of Service | - 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 |
| Professional Responsibilities | - Reflecting on teaching  
- Maintaining accurate records  
- Communicating with families  
- Participating in a professional community  
- Growing and developing | Professional Responsibilities | - 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 |