

Teaching Proficiencies: INTASC Standards and the COEHD Conceptual Framework

COEHD Conceptual Framework: Outcomes in Competency Domains	Teaching Domain 1: Planning and Preparation	INTASC Standards
K3: Pedagogical S2: Developmental	1.1 Candidate demonstrates knowledge of pedagogy with flexible, culturally-sensitive instructional planning that incorporates technology and varied suitable methods, activities, materials and resources that are appropriate for curriculum goals, and adaptable to diverse learners at multiple developmental levels, performance modes, and learning styles.	1, 2, 3, 6, 7
K2: Developmental K5: Contextual S2: Developmental	1.2 Candidate demonstrates knowledge of learners, their social, cognitive, and emotional development, along with their interests, age group, cultural backgrounds, community identifications, and personal motivations in a responsive instructional approach that embraces diversity and respects individual differences by utilizing the prior knowledge and experience of students to create a learning community that is supportive of student motivation toward meaningful engagement with new information and concepts.	2, 3, 5, 7
K3: Pedagogical S3: Pedagogical	1.3 Candidate demonstrates knowledge of content through instructional designs that evidence integration into a broad cognitive mapping, inclusive of other disciplines, and that is appropriately positioned within the curricular vision embraced by the student learning environment.	1, 7
K3: Pedagogical K4: Professional	1.4 Candidate demonstrates knowledge of instructional goal-setting that is appropriate to the discipline's method of inquiry, the school curriculum, and the lesson sequence; and employs varied formal and informal assessment strategies, appropriate to desired learning outcomes that communicate student progress and encourage student achievement.	1, 7, 8
COEHD Conceptual Framework: Outcomes in Competency Domains	Teaching Domain 2: Adaptive Instruction	INTASC Standards
K3: Pedagogical K5: Contextual D2: Developmental D5: Contextual	2.1 Candidate consistently and clearly conveys learning goals and instructional procedures to students and uses varied (including gender and culture-sensitive), clear, accurate, and effective communication strategies, involving the connection of the subject matter to students' prior experience and knowledge, to make lesson content coherent, relevant, and comprehensible.	1, 2, 3, 4, 5, 6
K1: Reflective/Metacognitive K3: Pedagogical D1: Reflective /Metacognitive D2: Developmental	2.2 Candidate consistently monitors learning, readily adjusts learning activities, and uses higher-order questioning in the effort to identify misconceptions, reduce confusion, provide timely feedback, and engage students in original, creative and evaluative thinking.	2, 3, 4, 5, 8, 9
K3: Pedagogical P5: Contextual	2.3 Candidate effectively integrates technology into instructional processes and maximizes the effectiveness of instructional time with the use of meaningful activities, an appropriate structure and pacing of lessons, and timeliness in group and transition management.	2, 5, 6, 7
K3: Pedagogical S3: Pedagogical	2.4 Candidate successfully impacts student learning by clearly communicating performance standards and assessment criteria, and in effectively utilizing the feedback provided by a variety of formal and informal performance assessments that are aligned with learning outcomes conveyed at the inception of lesson sequences.	2, 3, 5, 8, 9
COEHD Conceptual Framework: Outcomes in Competency Domains	Teaching Domain 3: Learning Environment Management	INTASC Standards
K3: Pedagogical K4: Professional	3.1 Candidate communicates challenging learning expectations and creates a positive environment of fairness and support that features an	2, 3, 4, 5, 6, 7

S2: Developmental D2: Developmental	effective range of strategies designed to enhance student cooperation, motivation, and learning.	
K3: Pedagogical S1: Reflective/Metacognitive D3: Pedagogical	3.2 Candidate establishes and maintains consistent standards of student behavior, monitors student participation and interpersonal interactions, makes adjustments within the classroom environment to enhance social relationships, and effectively applies other normative classroom management techniques.	5
K3: Pedagogical	3.3 Candidate organizes, manages, and monitors physical space usage in order to maximize learning and safety	5
K3: Pedagogical K4: Professional D3: Pedagogical P5: Contextual	3.4 Candidate sets a personal example of gender, cultural and diversity sensitivity that is combined with overall respect, warmth, caring, impartiality, and sincerity that is, in turn, conducive to the establishment and maintenance of a learning environment characterized by student engagement, rapport, cooperation, and learning achievement.	2, 3, 5, 9
COEHD Conceptual Framework: Outcomes in Competency Domains	Teaching Domain 4: Responsive Professionalism	INTASC Standards
K1: Reflective/Metacognitive K4: Professional S1: Reflective/Metacognitive D2: Developmental D4: Professional	4.1 Candidate evidences a flexible mindset and practices reflective self-awareness relative to personal conduct and professional praxis; and utilizes a metacognitive, self-monitoring, and self-regulating approach that is continually open to the modification of instructional practices in the effort to ensure that all students learn	2, 3, 5, 7, 9
K5: Contextual D2: Developmental D4: Professional D5: Contextual	4.2 Candidate demonstrates a sense of responsibility for student learning that leads to the formation and enhancement of constructive relationships with students, parents/guardians, families, and the community in the quest for accelerated student achievement.	2, 3, 5, 9, 10
K5: Contextual S5: Contextual D4: Professional D5: Contextual P2: Developmental P5: Contextual	4.3 Candidate evidences the desire to grow professionally by pursuing opportunities for research, collaboration with stakeholders within and outside the school, enhancing professional growth, and makes positive contributions to the profession by accepting leadership roles in promoting a positive culture for learning and general school improvement.	9,10
P4: Professional	4.4 Candidate displays a professional demeanor, behaves in a professional manner, and adheres to school policies regarding records, privacy, student discipline, timeliness, professional dress, and personal/professional ethical conduct.	9