

Correlation of WSU Conceptual Framework/Praxis/INTASC

CONCEPTUAL FRAMEWORK STRANDS	PRAXIS PATHWISE	INTASC
	DOMAIN A: Organizing Content Knowledge for Student Learning	_____
<i>Emotional Intelligence</i>	A1: Becoming familiar with relevant aspects of students' background knowledge and experiences.	Standard 1: Knowledge of Subject Matter Standard 2: Knowledge of Human Dev. & Learning Standard 3: Adapting Instruction for Individual Needs Standard 7: Instructional Planning Skills Standard 8: Assessment of Student Learning
<i>Pedagogical Content</i>	A2: Articulating clear learning goals for the lessons that are appropriate to the students.	Standard 1: Knowledge of Subject Matter Standard 2: Knowledge of Human Dev. & Learning Standard 6: Communication Skills Standard 7: Instructional Planning Skills
<i>Content Knowledge Diversity</i>	A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.	Standard 1: Knowledge of Subject Matter Standard 7: Instructional Planning Skills
<i>Diversity Technology</i>	A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.	Standard 1: Knowledge of Subject Matter Standard 2: Knowledge of Human Dev. & Learning Standard 3: Adapting Instruction for Individual Needs Standard 4: Multiple Instructional Strategies Standard 7: Instructional Planning Skills
<i>Pedagogical Content Diversity</i>	A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.	Standard 7: Instructional Planning Skills Standard 8: Assessment of Student Learning
	DOMAIN B: Creating an Environment for Student Learning	_____
<i>Emotional Intelligence</i>	B1: Creating a climate that promotes fairness.	Standard 5: Classroom Motivation and Management Skills
<i>Emotional Intelligence</i>	B2: Establishing and maintaining support with students.	Standard 5: Classroom Motivation and Management Skills Standard 6: Communication Skills
<i>Content Knowledge: Pedagogical Content Diversity</i>	B3: Communicating challenging learning expectations to each student.	Standard 5: Classroom Motivation and Management Skills Standard 6: Communication Skills

<i>Pedagogical Content Emotional Intelligence</i>	B4: Establishing and maintaining consistent standards of classroom behavior.	Standard 5: Classroom Motivation and Management Skills
<i>Pedagogical Content Diversity Technology</i>	B5: Making the physical environment as safe and conducive to learning as possible.	Standard 5: Classroom Motivation and Management Skills
	DOMAIN C: Teaching for Student Learning	_____
<i>Content Knowledge Pedagogical Content Technology</i>	C1: Making learning goals and instructional procedures clear to students.	Standard 4: Multiple Instructional Strategies Standard 6: Communication Skills
<i>Pedagogical Content Diversity</i>	C2: Making content comprehensible to students.	Standard 2: Knowledge of Human Dev. & Learning Standard 4: Multiple Instructional Strategies Standard 6: Communication Skills
<i>Pedagogical Content</i>	C3: Encouraging students to extend their thinking.	Standard 4: Multiple Instructional Strategies
<i>Pedagogical Content</i>	C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.	Standard 1: Knowledge of Subject Matter Standard 3: Adapting Instruction for Individual Needs Standard 4: Multiple Instructional Strategies Standard 5: Classroom Motivation and Management Skills Standard 8: Assessment of Student Learning
<i>Pedagogical Content</i>	C5: Using instructional time effectively.	Standard 3: Adapting Instruction for Individual Needs
	DOMAIN D: Teacher Professionalism	_____
<i>Professionalism</i>	D1: Reflecting on the extent to which the learning goals were met.	Standard 9: Professional Commitment and Responsibility
<i>Professionalism</i>	D2: Demonstrating a sense of efficacy.	Standard 9: Professional Commitment and Responsibility
<i>Technology Professionalism Emotional Intelligence</i>	D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.	Standard 9: Professional Commitment and Responsibility Standard 10: Partnerships
<i>Professionalism Emotional Intelligence</i>	D4: Communicating with parents or guardians about student learning.	Standard 9: Professional Commitment and Responsibility Standard 10: Partnerships