CSI Competency-Based Preparation	INTASC Standards	Framework Clusters	SEL Teaching Practices	ISTE Standards for Educators	Idaho Literacy Standards	Educator Competencies for Personalized, Learner-Centered Teaching	Assessments
Module 1 Clarity of Instructional Purpose and Accuracy	**#1: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **#2: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**#1: Clarity & Accuracy** • Learning outcomes • Tasks and Activities • Presentations and Explanations	**#2: Teacher Language** refers to how the teachers talk to students. **#8: Balanced Instruction** refers to teachers using an appropriate balance between active instruction and direct instruction, as well as the appropriate balance between individual and collaborative learning.	**#4: Promote and model digital citizenship and responsibility**	**#1: Foundational Literacy Concepts** **#2: Fluency, Vocabulary Development and Comprehension**		

Module 2 The Learning Environment and Classroom Management for Student Engagement	#3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	#2: Learning Environment • Caring and Respect • Intellectual Challenge • Support and Persistence #3: Classroom Management • Routines and Procedures • Collective Responsibility • Physical Environment	#1: Student-Centered Discipline refers to the types of classroom-management strategies teachers use in their classrooms #3: Responsibility and Choice refers to the degree to which teachers allow students to make responsible decisions about their work in their classroom #9: Academic Press and Expectations refers to a teacher's implementation of meaningful and challenging work, and academic *expectations* focus on the teacher's belief that all students can and will succeed.	#3: Model digital age work and learning		Interpersonal Domain: The Interpersonal Domain comprises the generalized ability to "express ideas and interpret and respond to messages from others.	Performance Task #1: Create a Student-Centered Classroom Management Plan Performance Task #2: Create a teaching unit (2-5 days) in which candidate achieves instructional outcomes by reflecting on engagement challenges, identifying student needs and perceptions to better develop a collaborative, productive environment. Define strategies that maximize instructional time and student learning. **Deliverables:** **1.** Candidate SEL self-assessment – Reflection on outcome. **2.** Tripod survey for students – Reflection on outcome. **3.** Unit plan designed to incorporate two of the following: Whole group, small group, individualized instruction/assignments AND assessment. Includes rationale for instructional decisions, (including knowledge of students, previous learning, etc.) **4.** Teach unit **5.** Reflection on unit and proposed modifications for the future.

Module 3	#9:	#6:		#5: Engage in		Intrapersonal	
Professional Practice and Learning for Student Success	**Professional Learning and Ethical Practice** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **#10: Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Professionalism** • Continuous Professional Learning • Collaboration • Honesty & Integrity		**professional growth, leadership, and responsibility**		**Domain:** The Intrapersonal Domain contains the generalized "capacity to manage one's behavior and emotions to achieve one's goals" or what internal capacity personalized, learner-centered educators need to process. It comprises the habits of mind, expectations for students, and assumptions about the teaching profession that educators should have.	

Module 4 Application of Content and Intellectual Engagement	#4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	#4 Intellectual Engagement • Lesson Structure and Flow • Rich Learning Tasks • Student Discourse	#5: Cooperative Learning refers to a specific instructional task in which teachers have students work together toward a collective goal. #6: Classroom Discussions refers to conversations students and teachers have around content.	#1: Facilitate and inspire student learning and creativity	#4: Writing Process. The teacher incorporates writing in his/her instructional content area(s).	Cognitive Domain The Cognitive Domain consists of what teachers need to know in order to create personalized, learner-centered environments. These include both the knowledge of key subject matter content and human and brain development that is needed in order to foster students' content learning and metacognitive development (e.g., critical thinking, information literacy, reasoning, argument	

Module 5 Designing Instruction and Assessment for Successful Learning	#6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **#7: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **#8: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	#5 Successful Learning • Assessment • Feedback to Students • Analysis and Reflection	4. **Warmth and Support (Teacher and Peer)** refers to the academic and social support that students receive from their teacher and from their peers. **7. Self-Reflection and Self-Assessment** are instructional tasks whereby teachers ask students to actively think about their own work. **10. Competence Building— Modeling, Practicing, Feedback, Coaching** occurs when teachers help develop social-emotional competencies systematically through the typical instructional cycle: goals/objectives of the lesson, introduction to new material/modeling, group and individual practice, and conclusion/reflection.	#2: Design and develop digital age learning experiences and assessments	#3: Literacy Assessment Concepts	Instructional Domain Skills in the instructional domain describe what personalized, learner-centered educators need to do to bring distinctly learner-centered pedagogical techniques into the classroom. These include creating engaging and relevant curriculum, managing classroom dynamics, and using instructional approaches and methods that build toward and assess mastery	