



Alignment of the USF Conceptual Framework, INTASC Core and National Board for Professional Teaching Standards

USF Conceptual Framework	INTASC Core Principles	National Board for Professional Teaching Standards
Knowledge of:	Principle #	Core Standard #
<ul style="list-style-type: none"> ▪ Content ▪ Pedagogy 	2. Content Pedagogy. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	3. Teachers know the subjects they teach and how to teach those subjects. 4. Teachers think systematically about their practice and learn from experience.
<ul style="list-style-type: none"> ▪ Learner ▪ Pedagogy 	1. Student Development. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.	1. Teachers are committed to students and their learning.
<ul style="list-style-type: none"> ▪ Learner ▪ Pedagogy 	2. Diverse Learners. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	1. Teachers are committed to students and their learning.
<ul style="list-style-type: none"> ▪ Learner ▪ Pedagogy 	3. Critical Thinking. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	3. Teachers are responsible for managing and monitoring student learning.
<ul style="list-style-type: none"> ▪ Learner ▪ Pedagogy 	4. Motivation and Management. The teacher uses an understanding of individual and group motivational and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1. Teachers are committed to students and their learning. 3. Teachers are responsible for managing and monitoring student learning.
<ul style="list-style-type: none"> ▪ Pedagogy ▪ Self 	5. Communication and Technology. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	2. Teachers know the subjects they teach and how to teach those subjects.
<ul style="list-style-type: none"> ▪ Educator & Partner in a Learning Community ▪ Pedagogy ▪ Content 	6. Instructional Planning. The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	2. Teachers know the subjects they teach and how to teach those subjects. 3. Teachers are responsible for managing and monitoring student learning.
<ul style="list-style-type: none"> ▪ Pedagogy ▪ Content 	7. Assessment. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	3. Teachers are responsible for managing and monitoring student learning.
<ul style="list-style-type: none"> ▪ Educator & Partner in a Learning Community ▪ Spiritual ▪ Self 	8. Reflection and Professional Development. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	4. Teachers think systematically about their practiced and learn from experience. 5. Teachers are members of learning communities.
<ul style="list-style-type: none"> ▪ Educator and Partner in a Learning Community ▪ Learner ▪ Spiritual 	8. Collaboration/School Community Involvement. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	5. Teachers are members of learning communities.