

## Draft CAEP K-6 Elementary Teacher Standards

### 1 **STANDARD 1 - *Understanding and Addressing Each Child's Developmental and Learning*** 2 ***Needs***

3 *Candidates use their understanding of child growth and development, individual differences,*  
4 *and diverse families, cultures and communities to plan and implement inclusive learning*  
5 *environments that provide each learner with equitable access to high quality learning*  
6 *experiences that engage and enable each learner to meet high standards. They work*  
7 *collaboratively with families, colleagues and other professionals to gain a full perspective on*  
8 *learners' strength and needs and how to motivate their learning.*

#### 9 **Key Elements**

10 **1.a** - Candidates know how each learner grows and develops, recognizing that patterns of  
11 development and learning vary individually within and across cognitive, linguistic, social,  
12 emotional, ethical, and physical domains; they regularly assess individual development and  
13 learning and use these data to plan and implement developmentally appropriate and  
14 challenging learning experiences and environments that take into account individual learners'  
15 strengths and needs in each developmental domain.

16 **1.b** - Candidates use their understanding of individual differences and diverse families,  
17 cultures, and communities to plan and implement inclusive learning experiences and  
18 environments that address learners' needs and build on learners' strengths, prior knowledge  
19 and experiences, abilities, talents, language, culture, family and community values, allowing  
20 them to advance as they demonstrate their mastery.

21 **1.c** - Candidates work respectfully and reciprocally with families, colleagues, and other  
22 professionals to gain insight into each child in order to maximize his/her development and  
23 learning. They respect families' beliefs, norms, and expectations and take responsibility for  
24 working collaboratively with families in setting and meeting challenging yet reachable  
25 developmental and learning goals for their children.

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## Draft CAEP K-6 Elementary Teacher Standards

### 28 **STANDARD 2 - *Understanding and Applying Content and Curricular Knowledge for*** 29 ***Teaching***

30 *Candidates demonstrate and apply understandings of major concepts, skills, and practices,*  
31 *as they interpret disciplinary curricular standards and related expectations within and across*  
32 *literacy, mathematics, science, and social studies for grades K-6.*

#### 33 **Key Elements**

34 **2.a** – Candidates demonstrate and apply the elements of literacy (phonological awareness;  
35 phonics; comprehension; fluency; vocabulary; critical thinking; and writing) critical for  
36 purposeful print or digital communication, as presented in the rationale for the CAEP  
37 Literacy Content for Elementary (K-6) Teachers.

38 **2.b** - Candidates demonstrate and apply understandings of major mathematics concepts,  
39 algorithms, procedures, applications and mathematical practices in varied contexts, and  
40 connections within and among mathematical domains (Number and Operations, Operations  
41 and Algebraic Thinking, Measurement and Data [both Statistics and Probability] and  
42 Geometry) as presented in the rationale for the CAEP Mathematics Content for Elementary  
43 (K-6) Teachers.

44 **2.c** - Candidates demonstrate and apply understandings and integration of the three  
45 dimensions of science and engineering practices, cross-cutting concepts, and major  
46 disciplinary core ideas, within the major content areas of science (Life, Physical and Earth  
47 and Space Sciences and Engineering, Technology and Applications of Science) as presented  
48 in the rationale for the CAEP Science Content for Elementary (K-6) Teachers.

49 **2.d** - Candidates demonstrate understandings, capabilities, and dispositions associated with  
50 the central concepts and tools in Civics, Economics, Geography, and History, within a  
51 framework of informed inquiry (Developing question and planning inquiries; Applying  
52 disciplinary concepts and tools; Evaluating sources and using evidence; and Communicating  
53 conclusions and taking informed action) as presented in the rationale for the CAEP Social  
54 Studies Content for Elementary (K-6) Teachers.

55 **2.e** - Candidates demonstrate understandings of developmental and differentiated learning,  
56 curricular standards, practices, the language of the disciplines, assessment, and learning  
57 progressions as they relate and connect to content knowledge for teaching. Such  
58 connections, which include digital learning opportunities, are made within and across core  
59 disciplines, as well as are informed by the knowledge base and practices of other content  
60 areas, such as the fine and performing arts, at the K-6 levels.

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## Draft CAEP K-6 Elementary Teacher Standards

### 62 **STANDARD 3 – *Assessing, Planning, and Engaging Learners for Instruction***

63 *Candidates plan and adapt instructional sequences to promote a full range of competencies*  
64 *for every learner based on knowledge of each child, educational goals, instructional practices,*  
65 *disciplinary knowledge, and student assessment. Candidates establish social norms for*  
66 *classroom learning and implement activities to generate motivation and engagement for*  
67 *academic achievement. Candidates justify their selection of goals, assessments and instructional*  
68 *strategies for colleagues as needed.*

69

#### 70 **Key Elements**

71 **3.a** - Candidates design, compose, select, adapt and administer formative assessments to  
72 gather data on student learning and engagement. Candidates administer assessments  
73 appropriately for various purposes including accountability, program evaluation, monitoring  
74 student learning and behavior, providing grades, and identifying students' needs. From  
75 assessments, collegial collaboration and reflection, candidates identify what learners should  
76 know and be able to do.

77 **3.b** - Candidates continually monitor, guide and revise instruction using data from formative  
78 assessments including essays, reports, presentations, problem solving, portfolios and tests of  
79 basic cognitive competencies. Candidates also use summative assessment data to guide  
80 instruction. They also use all assessment sources to provide detailed, task-specific feedback  
81 to learners about their achievement and engagement.

82 **3.c** - Candidates plan sequenced learning experiences to meet their goals based on  
83 educational goals and what they know about their students' current needs and capabilities.  
84 They plan to provide appropriate instructional strategies, resources, materials, and learning  
85 environments that address learners' individual strengths and needs within the classroom.  
86 Candidates demonstrate effective time management, allocating the optimal balance of teacher  
87 instruction, engaged student learning, and assessment. Candidates make plans for ongoing  
88 assessments of their lesson effectiveness and each student learner's understanding.

89 **3.d** - Candidates differentiate instruction to address the needs of each child through explicit  
90 planning and design. They plan sequences of learning activities to improve both basic  
91 competencies and higher order learning by scaffolding learners' performance in increasingly  
92 complex texts, tasks and internet resources. Candidates design learning activities to optimize  
93 academic access and engagement for every child.

94 **3.e** - Candidates manage their classrooms effectively by involving children in designing  
95 social norms that assure safety, positive interpersonal interactions, and mutual respect.  
96 Candidates establish a consistent, organized, and respectful learning environment in which  
97 the norms, routines, and procedures for student behavior are positively stated and explicitly

## Draft CAEP K-6 Elementary Teacher Standards

98 taught. Candidates construct and maintain a productive learning environment by adapting  
99 classroom procedures to each learner’s cognitive and motivational needs.

100 **3 f** - Candidates assess and build children’s motivations and engagement in learning by  
101 forming explicit plans to share control with students, make school learning relevant, sustain  
102 collaborative activities, and regulate cognitive challenge. They link academic work to  
103 learners’ interests, and assure that children perceive the personal benefits and values of  
104 school learning.

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### 107 **STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction**

108 *Candidates make informed decisions about instruction guided by knowledge of children and*  
109 *assessment of students' learning that result in the use of a variety of effective instructional*  
110 *practices. Candidates deliver instruction using a cohesive sequence of lessons and employing*  
111 *these instructional practices. They use explicit instruction and effective feedback as appropriate,*  
112 *and use whole class discussions to support and enhance children's learning. Candidates use*  
113 *flexible grouping arrangements, including small group and individual instruction to support*  
114 *effective instruction and improved student learning.*

#### 115 **Key Elements**

116 **4.a** - Candidates use a variety of instructional practices that are designed to foster  
117 extended learner engagement, collaborative activity, and appropriate cognitive  
118 challenges to support the learning of every child.

119 **4.b** - Candidates teach a cohesive sequence of lessons to ensure the learning of every  
120 learner. They teach lessons that support children's deep learning of discipline specific  
121 content, skills, and strategies; that build upon the previous lesson's goals to develop  
122 deeper knowledge through learner inquiry; and, as part of a coherent series, offer  
123 learners opportunities to practice and master knowledge, skills and strategies as they  
124 explore disciplinary content knowledge.

125 **4.c** - Candidates explicitly teach content, strategies, and skills to make clear what a learner  
126 needs to do or think about while learning academic content. They make connections to prior  
127 knowledge and skills and focus instruction on the steps that lead to the new knowledge or  
128 skill. They also focus on strategic use of examples to build understanding and address  
129 misunderstandings, careful use of language, highlighting core ideas, and making the  
130 candidate's thinking visible while modeling and demonstrating.

131 **4.d** - Candidates provide positive and constructive feedback to guide children's  
132 learning, increase motivation, and improve engagement, leading to improved learning  
133 and behavior.

134 **4.e** - Candidates lead whole class discussions in which the candidate and learners  
135 collaboratively investigate specific content, strategies, or skills. Candidates and all  
136 learners contribute orally, listen actively, respond respectfully, and learn from others'  
137 contributions. Candidates use strategies to ensure the equitable participation of every  
138 learner in discussions.

139 **4.f** - Candidates organize and manage effective small group instruction that is used to  
140 differentiate teaching to meet the learning needs of each child by providing more  
141 focused, intensive instruction. Candidates provide opportunities for learners to take  
142 ownership, develop self-direction, and become actively engaged in the learning process.

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143 4.g - Candidates organize and manage individual instruction that is used to provide  
144 targeted, focused, intensive instruction that improves or enhances each child's learning.

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### 147 **Standard 5- *Developing as a Professional***

148 *Candidates are committed to the learning and development of every child through effective*  
149 *communication, participation in collaborative learning environments, reflective self-study and*  
150 *professional development, and involvement in their professional community.*

151 **5.a** - Candidates use a variety of communication strategies to interact with learners, families,  
152 and colleagues, which heighten and promote shared learning for each child.

153 **5.b** - Candidates work collaboratively with colleagues, mentors, and school leaders  
154 demonstrating self-motivation, knowledge of current education policies and pedagogy, and  
155 the ability to establish and work toward common goals that directly influence every learner's  
156 development and achievement.

157 **5.c** - Candidates build and implement a personal professional development plan based on the  
158 ongoing analysis of children's learning, self-reflection, professional ethics, current research  
159 and contemporary best practice.

160 **5.d** - Candidates understand how children's learning is enhanced through participation in  
161 learning communities such as, local, state, and national professional organizations and related  
162 professional networks and participate in such forums for their own continuing professional  
163 development.

164 End.