

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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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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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.*

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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

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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.