

Understanding, Assessing, and Using the 2018 CAEP K-6 Elementary Teacher Preparation Standards

*A Resource Guide for
Elementary Teacher Preparation Programs
and Program Reviewers*

[month/year]

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Section A. Understanding the 2018 CAEP K-6 Elementary Teacher Preparation Standards

A.1 Why new K-6 Elementary Teacher Preparation Standards now?

The dawn of the 21st century reveals a new and challenging landscape for K-6 elementary teachers. A landscape requiring new knowledge and skills for effective practice and new ways of thinking about child development, families and communities; content knowledge necessary for teaching content; assessment literacy; motivation and engagement; instructional practices; and professional development.

Beginning K-6 Elementary teachers will encounter increasingly **greater diversity among children, families, and communities** with whom they must work. Elementary teachers are encountering greater cultural diversity, increasing numbers of English Language Learners, and a broader range of student needs and abilities. This diversity demands multiple approaches to understanding and engaging each student in the learning process. There is a growing expectation that effective elementary teachers will have greater responsibility for involving families and communities in helping each student learn and develop. Understanding and engagement of diverse students, families and communities and the ability to work collaboratively with a wide range of professional colleagues are now essential features of the K-6 elementary landscape.

The new 21st century K-6 teacher will also encounter **demands for a deeper understanding of content knowledge for teaching, particularly in the areas of literacy, mathematics, science, and social studies**; in addition, there are increasing expectations for teachers to be able to integrate teaching and learning across multiple content areas. Beginning elementary teachers are faced with new demands for understanding and use of digital technologies to help all students learn. More than ever, school learning involves more than what happens within the four walls of the classroom.

Assessment is an omnipresent and dynamic feature of the K-6 elementary school landscape. The new K-6 teacher will encounter **demands for a wider variety of assessments, and for greater use of formative assessment to measure and monitor planning, instruction, and student learning and development**. New K-6 teachers are expected to demonstrate greater knowledge, understanding, and skill in developing and using a range of formative and summative assessments; use assessment data to understand each student's progress; guide and revise instruction based on assessment data; and provide feedback to learners about their achievement, development, and engagement.

Though beginning K-6 elementary grade teachers are facing new challenges, they are supported by a **strong and growing knowledge base around student motivations and engagement in learning**. More is known about planning for an optimal balance of teacher instruction, engaged student learning, and assessment; and about designing learning activities to optimize academic access and engagement for every student. Similarly, there is more knowledge about the role of managing the classroom learning environment by adapting classroom procedures to each learner's cognitive and motivational needs.

The professional knowledge base under-girding effective instruction also provides support and guidance for beginning K-6 elementary school teachers. There is **strong evidence for a variety of high-leverage instructional practices, which when delivered through a cohesive sequence of lessons, can support**

effective instruction and improved learning for every student. The field knows more now about teaching content, providing positive and constructive feedback to guide student learning, increase motivation, and improve engagement. The professional knowledge base provides new insights into leading whole group discussions, organizing and managing effective small group instruction to differentiate teaching to meet the learning needs of each student; and, organizing and managing individual instruction that provides targeted, focused, intensive instruction that improves or enhances each student's learning.

In current K-6 elementary school work settings, K-6 Elementary Teacher Preparation program completers encounter work settings that increasingly expect them to **collaborate with other professionals to plan and implement classroom activities and accommodations or modifications to meet individual student's learning and developmental needs.** K-6 elementary teachers are now being expected to engage in professional development based on ongoing analysis of student learning, self-reflection, and professional standards. They are also expected to participate in peer and collaborative professional learning that is linked to enhanced student learning.

A.2 How the 2018 K-6 Elementary Teacher Preparation Standards differ from the 2007 Elementary Standards

In response to the changing K-6 elementary education landscape, **the five new K-6 standards focus more sharply than in the past on essential teacher knowledge and skills related to diversity, child development, families, communication, and collaboration. The new standards also require beginning K-6 teachers to possess a deeper content knowledge than previously expected, as well as a deeper understanding of digital learning. These standards also reflect the importance of assessment literacy and expect higher skill development in the use of assessment data to guide planning, instruction and feedback. There is greater emphasis on the knowledge base related to motivation and engagement, and the related knowledge bases for social and emotional learning in the K-6 years. In addition, there is increased emphasis on researched-based practices and the expectation of practice-based teacher education.**

The five new K-6 Elementary Education Teacher Standards are deeper rather than broader. There was a conscious effort to focus on essential knowledge and skills that are well supported by our professional knowledge base as contributing to K-6 student development and learning. While the standards are organized into five separate statements, there is a high degree of intentional integration across standards; knowledge of child development, content, assessment, planning, learning environments, instruction, diversity, and digital learning are mutually supportive cross-cutting themes across all standards. Similarly, elementary teacher preparation program curriculum should reflect these cross-cutting themes in coursework, assignments, field and clinical experiences, and assessments.

The content of each CAEP 2018 Elementary standard and component has direct implications for elementary teacher preparation programs. Given the significant changes in the 2018 Elementary Teacher Preparation Standards, Elementary Education teacher preparation programs should use each Component statement and corresponding Supporting Explanation to evaluate how the program's curriculum provides candidates with opportunities to learn new professional knowledge and skills, practice applying new knowledge and skills in field settings, and demonstrate during capstone clinical experiences that

they meet the new standard's component using the rubric criteria. The 2018 K- 6 Elementary Teacher Preparation Standards will require all Elementary Education teacher preparation programs to analyze and revise curriculum content, opportunities for learning, and means of assessment.

Standard 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs

The CAEP 2018 K-6 Elementary Standard 1 contains three components that focus on knowledge of child growth and development, using understanding of individual differences and diverse families and communities, and working respectfully and reciprocally with families, colleagues and school and other professionals. This standard now includes strong emphasis on using knowledge of child growth and development in planning, implementing, and assessing learning experience and environments. Finally, Standard 1 now includes an emphasis on working effectively with families based on respectful and reciprocal relationships.

Standard 2 – Understanding and Applying Content and Curricular Knowledge for Teaching

The CAEP 2018 K-6 Elementary Standard 2—the subject matter content standard—now includes four components that focus on the content areas of literacy, mathematics, science, and social studies, and requires beginning K-6 teachers to possess deeper content knowledge than previously expected, as well as a deeper understanding of digital learning. There is also greater emphasis on candidate ability to make purposeful connections between or across the curricular areas of literacy, mathematics, science, and social studies.

Standard 3 – Assessing, Planning, and Designing Contexts for Learning

The CAEP 2018 K-6 Elementary Standard 3 focuses on assessing, planning, and designing contexts for learning. Six components are defined including assessment and using assessment data, planning for instruction and differentiation of instruction, managing the classroom-learning environment, and supporting student motivations and engagement in learning. There are important implications from Standard 3 for Elementary Education teacher preparation curriculum. Standard 3 now mandates that an elementary teacher preparation program curriculum include a greater emphasis on learners with cognitive, cultural, and emotional strengths and needs; increased attention to social and emotional development as goals for K-6 teaching; an increased focus on digital learning and resources; and, much greater attention to engagement and motivation of diverse learners. The Standard 3 Component statements and the corresponding Supporting Explanations are essential reference points for aligning program curriculum to the new Elementary Standards, as well as for delivering effective instruction that meets the needs of each child.

Standard 4 – Supporting Each Child’s Learning Using Effective Instruction

The CAEP 2018 K-6 Elementary Standard 4 is defined by seven component statements that demonstrate a narrow but deep focus on knowledge-based, high leverage instructional practices. This standard reflects a less is more perspective as candidates need to demonstrate greater competence in a few key areas rather than minimal exposure to many instructional strategies. The 2018 Standard 4 also includes a greater emphasis on meeting the learning needs of each child, as well as a much enhanced and targeted focus on motivation and engagement. Furthermore, Standard 4 components are inextricably tied to Standards 1, 2, and 3, as the delivery of instruction requires knowledge of each child’s developmental and learning needs, knowledge of the content being taught, and skill in assessing, planning and designing contexts for learning. Careful attention to the content of each Standard 4 Component and

Supporting Explanation in a K-6 Elementary teacher preparation program curriculum is essential for candidates to deliver effective instruction that meets the needs of each child.

Standard 5 – Developing as a Professional

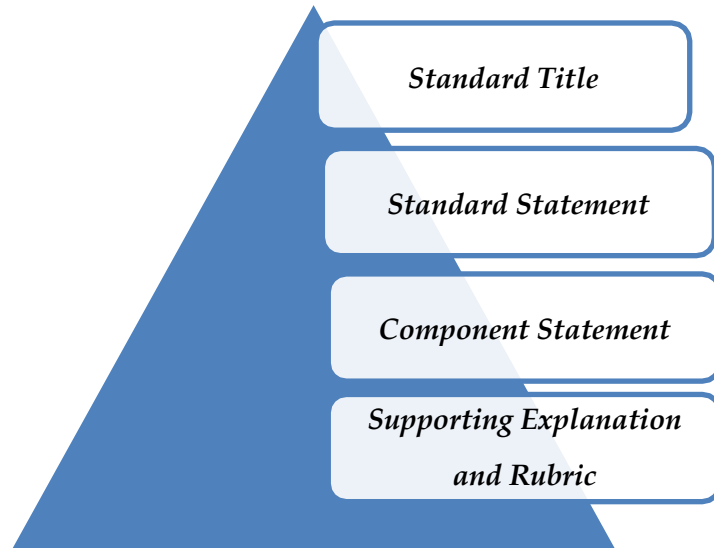
The CAEP 2018 K-6 Elementary Standard 5 is comprised of three components organized around collaboration, professional learning, and professional learning communities. Unlike the previous standard on professional development, the new 2018 Standard 5 frames each component in terms of impact on student learning and development.

A.3 Understanding the 2018 Elementary Teacher Preparation Standards

The CAEP 2018 K-6 Elementary Teacher Preparation Standards express knowledge and skill expectations for pre-service K-6 elementary candidates who are completing an initial Elementary Education teacher preparation program. As such, these standards will be useful to Elementary Education preparation programs, faculty, and candidates. The new standards provide an important point of reference for programs to examine their curriculum, field, and clinical experiences, key assessments, and rubrics. These standards are also for use by states and policy makers concerned with K-6 elementary teacher performance. The goal of these standards is to influence K-6 elementary teacher preparation programs, to guide needed transformation and redevelopment, to provide resources to states in establishing their own Elementary Education teacher standards, and to provide input into policies regarding K-6 elementary teacher performance expectations and assessment.

Whatever use is made of the CAEP 2018 K-6 Elementary Teacher Preparation Standards, it is critical to recognize that a Standard is more than its title or the standard statement itself. Rather, each Elementary standard is the sum of the title, the standard statement, the key components, the supporting explanation, the rubrics, and the assessment evidence guidelines. Each of these elements contribute to the meaning of the whole, and the whole is diminished if any part is not considered when using these standards. The supporting explanations for the standards and components are written to provide concrete guidance regarding expected candidate performance as described in the standard statement and components.

There are five K-6 Elementary Teacher Preparation Standards and each standard is composed of four related parts that may be usefully thought of as arranged in a pyramid, from the narrow top to the broad bottom: the standard title, the standard statement, the components, and the supporting explanation.



First, at the top of the pyramid is the Title of the Standard encompassing the primary focus and content of the standard; the title typically becomes the ubiquitous short-hand identification for a standard.

The second and more specific layer of the pyramid is the Standard Statement, a concise, coherent statement of candidate knowledge and skills emphasizing what candidates have students do and focusing on student learning. Standard statements are limited to the most essential knowledge and skills that should be attained by candidates in Elementary Education programs. Standard statements are limited to what candidates who are completing an Elementary Education program must know and be able to do.

These standards are written for education professionals seeking their first or initial teaching license. Finally, Standard statements are written so that each concept that is to be a component appears in the language of the standard.

A third part of the CAEP 2018 K-6 Elementary Teacher Preparation Standards are the Components. The Components expand upon the standard statement; they are a conceptual outline for the standard statement; they provide structure for the standard. Each concept that is a component appears in the language of the standard. The components focus on the critical aspects of standards for Elementary Education so that faculty can reasonably accommodate the standards in an initial Elementary Education teacher preparation program.

The fourth and foundational portion of each K-6 Elementary Teacher Preparation Standard is the Supporting Explanation which offers a general description of why that standard is important for Elementary Education preparation. The supporting explanation provides guidance regarding the scope and focus of the standard. The supporting explanation illustrates how the standard appears in practice—what candidates must be able to know and do to demonstrate that they meet the standard. The supporting explanation provides essential guidance to Elementary Education teacher education programs in the following areas: program curriculum planning, development of performance assessments, and creation of scoring rubrics that are aligned with the standards.

A.4 What are the 2018 K-6 Elementary Teacher Preparation Standards?

There are five K-6 Elementary Teacher Preparation Standards comprised of 23 components. The standards are written for K-6 Elementary teacher preparation programs and represent competence expected of candidates who have completed their initial teacher licensure program and are prepared to begin professional practice as K-6 Elementary teachers. The following provides a serial presentation of the full text of each (1) standard title, (2) standard statement, (3) component statement, and (4) supporting explanations for each component.

THE K-6 ELEMENTARY TEACHER PREPARATION STANDARDS

STANDARD 1 – *Understanding and Addressing Each Child’s Developmental and Learning Needs*

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

Components

1.a – Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.

1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.

1.c – Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.

Supporting Explanation

Children grow, develop and learn when they are engaged, challenged, and their unique perspectives, strengths, and differences are valued in an inclusive learning environment that is welcoming and accepting of each and every learner. Equity demands that every learner have access to this environment.

To achieve it, candidates must understand children, developmentally, individually, and within their family and community contexts so they can plan and implement high quality and challenging learning experiences that enable each learner to reach high standards and their full potential. To accomplish these goals, candidates must work collaboratively with families.

1.a – Candidates use their understanding of how children grow, develop, and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.

Candidates understand how children grow and develop across the developmental domains (cognitive, linguistic, social, emotional, ethical, and physical), how development in each domain impacts growth in

the other domains, and how all together they impact learning. Candidates further understand that development in different domains occurs at different times for different children in different contexts. Candidates use this understanding to effectively apply strategies based on developmental principles so that children will be increasingly engaged, improving their learning outcomes.

Because children are continually growing and changing, candidates regularly assess learners' development, individually and in group contexts, to determine strengths and needs in each area of development, across the full spectrum of academic ability and readiness. Candidates then use this information to plan and implement learning experiences that meet the developmental needs of a diverse range of children in their classrooms. Candidates understand this will require constant fine-tuning of instructional approaches in how to be attentive to the multiple ways children communicate their knowledge, needs and capacities.

Candidates determine children's developmental levels using a variety of assessments including, but not limited to, observation of children as they work, learn, and play in a variety of settings; conversations with children and families, written inventories; and interactive technology devices.

1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.

Candidates must understand children as individuals to successfully motivate and engage them in learning. This means candidates must recognize and respect the unique individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be leveraged to maximize a student's learning. Candidates understand the diverse range of differences that could play a role in how a child learns, including how they may affect his/her relationships with teachers as well as children. Candidates recognize that individual learner characteristics and family, cultural, and community backgrounds are interrelated, creating a unique learning profile for each student. These differences include, but are not limited to, prior knowledge and experiences, language, culture, differing ability levels, exceptionality, socioeconomic status, family configuration, sexual orientation, self-confidence, physical and social well-being, race, religion, ethnicity, gender identity and gender expression. Candidates know how to recognize and assess unique characteristics of the children in their classes and understand how these differences may manifest in such areas as differing rates of learning, motivation, attention, preferred learning modalities, complexity of reasoning, persistence, foundational knowledge and skills, and preferred learning and response modes. They know how to use this information to plan and implement instruction that builds on individual children's strengths and addresses individual learner's needs. Candidates also consider how their own experiences and potential biases may impact their instructional decisions and their relationships with learners and their families.

Candidates use their understanding of individual differences and diverse families, cultures, and communities as resources to bring multiple perspectives and to make informed decisions regarding content, which includes attention to children's personal, family and community experiences and cultural norms.

Candidates use knowledge of individual children to provide opportunities for learners to demonstrate their learning in different ways and allow every child to advance as they demonstrate their

understanding. They make and provide appropriate and timely accommodations, adaptations, and provisions for individual children with particular learning needs and differences. Candidates know how to access special educators, other specialists, resources, and supports, to assist them in meeting such learning needs and differences.

Candidates also use knowledge of families, culture and community, and access specialized support and resources to incorporate strategies for making content and instruction accessible and challenging to English Language Learners.

1.c – Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.

Understanding a child from multiple perspectives is critical to gaining a holistic understanding of his/her learning potential. This requires information sharing and collaboration with colleagues, other professionals, and most importantly families. Candidates understand that they will not truly know their students until they know their families, and that home, community, and linguistic and cultural experiences play a critical role in children’s growth and development. Candidates work respectfully and reciprocally with families regarding how best to motivate their child and to identify, set, and meet challenging yet reachable learning goals for their child. Candidates therefore actively seek information from and about families and take primary responsibility for maintaining respectful, ongoing, open two-way communication.

Candidates affirm the home culture and language, respect various structures of families and different beliefs about parenting, and access community resources to support learning and development. They understand that difficult situations at home such as poverty, domestic violence, homelessness, incarceration, foster care, chronic illness, death, and transitions such as relocating, divorce, and remarriage, may impact an individual learner and may limit parents’ ability to participate in their child’s education. They also understand that lack of access to resources, including technology, may impact children’s learning. Thus, candidates take primary responsibility for initiating and sustaining respectful relations with families. Candidates collaborate closely with families of students with exceptional needs and English Language Learners to ensure needs are met and services received.

STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

Components

2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.

2.b - Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.

2.c – Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

2.d - Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.

Supporting Explanation

2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.¹

Foundational Knowledge

Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of oral communication, reading, and writing development, processes, and components, including word recognition, language comprehension and production, strategic knowledge, and reading–writing connections.

Candidates demonstrate the ability to read closely and to analyze and interpret information from different genres of writing.

Candidates know the basic components of written language, including the grammar of standard written English, different sentence types and structures, and different text types and purposes.

Candidates understand the basic elements of different kinds of writing, including the use of figurative language, fiction and nonfiction, poetry, and drama.

Candidates demonstrate the ability to write effectively for a variety of purposes and audiences.

Candidates demonstrate effective use of communication skills for a variety of purposes and audiences.

Candidates know that there are major theories of reading, writing and communication processes and development, including first and second literacy acquisition and the role of a heritage language in learning to listen, speak, read and write in a new language.

Candidates demonstrate knowledge of language and reading development across elementary grades (e.g., word recognition, comprehension, strategic knowledge, and listening, speaking, reading and writing connections).

Curriculum and Instruction

¹ **Note:** The content-related expectations for literacy are an important subset of the standards for teaching reading and developing literacy. Educator Program Providers should consider the complete set of the standards, which are located at: <http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-role-2>

Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

Candidates explain how the reading and writing curriculum is related to local, state, and professional standards.

Candidates implement the curriculum based on students' prior knowledge, world experiences, and interests.

Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

Candidates select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.

Candidates differentiate instructional approaches to meet students' reading and writing needs. Candidates implement and evaluate instruction in each of the following areas: concepts of print,

phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.

Candidates incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.

Candidates, as needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners.

Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Candidates are guided by evidence-based rationale, select and use quality traditional print, digital, and online resources.

Candidates build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online classroom materials.

Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

Candidates identify major milestones in reading scholarship and interpret them in light of the current social context.

Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

Candidates show fair-mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals.

Candidates use multiple sources of information to guide instructional planning to improve reading achievement of all students.

Candidates demonstrate knowledge of the research and theory about effective learning environments that support individual student motivation to read and write.

2.b - Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.²

Number and Operations

Number and Operations in Base Ten

Understand the intricacy of counting, including the distinction between counting as a list of numbers in order and counting to determine a number of objects.

Understand how the base-ten place value system relies on repeated bundling in groups of ten and how to use varied representations including objects, drawings, place value cards, and numerical expressions to help reveal base-ten structure.

Explain how efficient base-ten computation methods for addition, subtraction, multiplication, and division rely on decomposing numbers represented in base ten according to the base-ten units represented by their digits and applying (often informally) properties of operations, including the commutative and associative properties of addition and multiplication and the distributive property, to decompose a calculation into parts.

Know how to use drawings or manipulative materials to reveal, discuss, and explain the rationale behind computation methods.

Extend the base-ten system to decimals and use decimals to represent and address systems on number lines. Explain the rationale for decimal computation methods.

Number and Operations—Fractions

Understand fractions as numbers, which can be represented by area and set models and by lengths and on a number line. Define a/b fractions as a parts, each of size $1/b$. Attend closely to the whole (referent unit) while solving problems and explaining solutions.

Recognize that addition, subtraction, multiplication, and division problem types and associated meanings for the operations extend from whole numbers to fractions.

Explain the rationale for defining and representing equivalent fractions and procedures for adding, subtracting, multiplying, and dividing fractions.

² 2 Note: The mathematics content expectations above are an adaptation of the recommendations for elementary teachers provided within The Mathematical Education of Teachers II (2012) Conference Board of the Mathematical Sciences. Washington, D.C.: American Mathematical Society, and, for the data content domain, The Statistical Education of Teachers (SET) (2015) The American Statistical Association. Alexandria, VA: American Statistical Association. Educator Program Providers should consider the more complete set of elementary teacher recommendations provided within The Mathematics Education of Teachers II (<http://cbmsweb.org/MET2/>) and the related Progression Documents for the Common Core Math Standards, located at <http://ime.math.arizona.edu/progressions/#products> as well as The Statistical Education of Teachers (<http://www.amstat.org/education/SET/SET.pdf>).

Understand the connection between fractions and division, $a/b = a \div b$, and how fractions, ratios, and rates are connected via unit rates.

Reason about how quantities vary together in a proportional relationship, using tables, double number lines, and tape diagrams as supports.

Distinguish proportional relationships from other relationships, such as additive relationships and inversely proportional relationships.

Use unit rates to solve problems and to formulate equations for proportional relationships.

Operations and Algebraic Thinking Operations

Understand the different types of problems solved by addition, subtraction, multiplication, and division, and meanings of the operations illustrated by these problem types.

Understand teaching/learning paths for single-digit addition and associated subtraction and single-digit multiplication and associated division, including the use of properties of operations (i.e., the field axioms).

Algebraic Thinking

Know and understand foundations of algebra within elementary mathematics, including understanding the equal sign as meaning “the same amount as” rather than a “calculate the answer” symbol.

Understand numerical and algebraic expressions by describing them in words, parsing them into their component parts, and interpreting the components in terms of a context.

Understand and apply lines of reasoning used to solve equations and systems of equations.

Measurement and Data (Statistics and Probability) Measurement

Understand the general principles of measurement, the process of iterations, and the central role of units: that measurement requires a choice of measurable attribute, that measurement is comparison with a unit and how the size of a unit affects measurements, and the iteration, additivity, and invariance used in determining measurements.

Know how the number line connects measurement with number through length.

Understand what area and volume are and give rationales for area and volume formulas that can be obtained by finitely many compositions and decompositions of unit squares or unit cubes, including formulas for the areas of rectangles, triangles, and parallelograms, and volumes of rectangular prisms.

Data (Statistics and Probability)

Recognize and use appropriate graphs and numerical summaries to describe the distribution of categorical and numerical data.

Understand that responses to statistical questions should take variability into account.

Understand distributions for quantitative data are compared with respect to similarities and differences in center, variability (spread), and shape.

Determine and understand theoretical and experimental probabilities of simple and compound events, and why their values may differ for a given event in a particular experimental situation.

Understand the scope of inference to a population is based on the method used to select the sample.

Geometry

Understand geometric concepts of angle, parallel, and perpendicular, and using them in describing and defining shapes; describing and reasoning about spatial locations (including the coordinate plane).

Classify shapes into categories and reasoning to explain relationships among the categories.

Reason about proportional relationships in scaling shapes up and down.

Mathematical Practices

Understands that the mathematical practices define processes in which students must engage in everyday as their mathematical maturity develops. Candidates must attend to the connection between the mathematical practices and mathematics content within mathematics instruction. These practices include:

- Make sense of problems and persevere in solving them;
- Reason abstractly and quantitatively;
- Construct viable arguments and critique the reasoning of others;
- Model with mathematics;
- Use appropriate tools strategically;
- Attend to precision; Look for and make use of structure; and
- Look for and express regularity in repeated reasoning.

*2.c – Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.*³

To ensure children gain a solid foundation and be successful in STEM related careers in the 21st century, teachers in K-6 settings need a deep understanding of science content in Earth, Life, and Physical Science as well as of Engineering, Technology and Applications to Science. Many of these content areas have both specific and natural connections that lead to integrated science teaching.

In addition to content, teachers in K-6 settings need to understand and model how science and engineering are practiced. Although there are many ways to engage in science and engineering, science education research indicates that eight practices encompass the Nature of Science, inquiry, and

³ 3 Note: The science content expectations above are elementary teacher preparation focused suggestions derived from the Next Generation Science Standards: <http://www.nextgenscience.org/next-generation-science-standards> Educator Program Providers should also consider the recommendations provided by the National Science Teachers Association within their position statement on science teacher preparation located at: <http://www.nsta.org/about/positions/preparation.aspx>

processes of conducting science and engineering. These practices cross content areas and encourage integration of the sciences as well as other subject areas necessary for conducting meaningful science and engineering.

Finally, children must find connections in order to make sense of the real world. These larger Unifying Themes, labeled Cross Cutting Concepts, allow teachers and students to see how specific content fit together with other content into broader and larger ideas that connect our understanding of the universe. When the three dimensions of content, practices and cross cutting concepts are combined in effective teaching, student learning of science and engineering is optimized through hands-on inquiry- based teaching that involves problem solving and critical thinking to develop the skills necessary for a productive future in the 21st century. The following descriptions detail the understanding of each separate dimension that teacher candidates should know and understand. Courses in Life, Physical and Earth Science as well as Introduction to Engineering (or any integrated content courses that meet the content stated below) that are taught with inquiry lab and field experiences are a priority for teacher candidates to complete in addition to science methods and science practicum/field experiences.

Science and Engineering Practices

A principal goal of science education is to engage in scientific inquiry and reason in a scientific context. Science is not just a body of knowledge but also a set of practices used to establish, extend, and refine scientific knowledge. The integration of knowledge and abilities with practices are needed to engage in scientific inquiry and engineering design. The essential elements of scientific and engineering practices include: Asking questions and defining problems; Developing and using models; Planning and carrying out investigations; Analyzing and interpreting data; Using mathematics, information, and computer technology, and computational thinking; Constructing explanations and designing solutions; Engaging in argument from evidence; and Obtaining, evaluating and communicating information.

Crosscutting Concepts

The seven crosscutting concepts are considered essential across the sciences and engineering and are critical in supporting the understanding of the core content ideas. The seven concepts are: Patterns (observed patterns of form and events); Cause and Effect: Mechanism and Explanation (events have causes and can be investigated, explained, and tested); Scale, Proportion, and Quantity (changes in scale, proportion, or quantity affect a system's structure or performance); Systems and System Models (defining the system, specifying its boundaries, and making models of the system); Energy and Matter: Flows, Cycles, and Conservation (tracking energy and matter into, out of, and within systems); Structure and Function (the shape and substructure of objects and living things determine its properties and functions); and Stability and Change (conditions of stability and rates of change of a system).

Disciplinary Core Ideas

The essential knowledge base that candidates should know include core and component ideas in the Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering Design.

Physical Science

Matter and Its Interactions: Matter can be understood in terms of the types of atoms present and the interactions both between and within them. The states (i.e., solid, liquid, gas, or plasma), properties (e.g.,

hardness, conductivity), and reactions (both physical and chemical) of matter can be described and predicted based on the types, interactions, and motions of the atoms within it.

Motion and Stability: Forces and Interactions: Interactions between any two objects can cause changes in one or both of them. An understanding of the forces between objects is important for describing how their motions change, as well as for predicting stability or instability in systems at any scale. All forces between objects arise from a few types of interactions: gravity, electromagnetism, and the strong and weak nuclear interactions.

Energy: Interactions of objects can be explained and predicted using the concept of transfer of energy from one object or system of objects to another. The total energy within a defined system changes only by the transfer of energy into or out of the system.

Waves and Their Applications in Technologies for Information Transfer: Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter. Light and sound are wavelike phenomena. By understanding wave properties and the interactions of electromagnetic radiation with matter, scientists and engineers can design systems for transferring information across long distances, storing information, and investigating nature on many scales—some of them far beyond direct human perception.

Life Science

From Molecules to Organisms: Structures and Processes: All living organisms are made of cells. All living things can be characterized by common aspects of their structure and functioning. Organisms are complex, organized, and built on a hierarchical structure. Organisms can be made of a single cell or millions of cells working together and include animals, plants, algae, fungi, bacteria, and all other microorganisms. They grow and reproduce, transferring their genetic information to their offspring. Over generations natural selection can lead to changes in a species overall; hence, species evolve over time. To maintain all of these processes and functions, organisms require materials and energy from their environment; nearly all energy that sustains life ultimately comes from the sun.

Ecosystems: Interactions, Energy, and Dynamics: Ecosystems are complex, interactive systems that include both biological communities (biotic) and physical (abiotic) components of the environment. As with individual organisms, a hierarchical structure exists; groups of the same organisms (species) form populations, different populations interact to form communities, communities live within an ecosystem, and all of the ecosystems on Earth make up the biosphere. Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and the physical environment. Ecosystems are dynamic and are sustained by the continuous flow of energy, originating primarily from the sun, and the recycling of matter and nutrients within the system.

Heredity: Inheritance and Variation of Traits: Heredity explains why offspring resemble, but are not identical to, their parents and is a unifying biological principle. Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes. Complex relationships between genes and interactions of genes with the environment determine how an organism will develop and function.

Biological Evolution: Unity and Diversity: Biological evolution explains both the unity and the diversity of species and provides a unifying principle for the history and diversity of life on Earth. Biological evolution is supported by extensive scientific evidence ranging from the fossil record to genetic relationships among species. Evolution, which is continuous and ongoing, occurs when natural selection acts on the genetic variation in a population and changes the distribution of traits in that population gradually over multiple generations. Through natural selection, traits that provide an individual with an advantage to best meet environmental challenges and reproduce are the ones most likely to be passed on to the next generation. Over multiple generations, this process can lead to the emergence of new species. Evolution thus explains both the similarities of genetic material across all species and the multitude of species existing in diverse conditions on Earth—its biodiversity.

Earth and Space Science

Earth’s Place in the Universe: The planet Earth is a tiny part of a vast universe that has developed over a huge expanse of time. The history of the universe, and of the structures and objects within it, can be deciphered using observations of their present condition together with knowledge of physics and chemistry. Similarly, the patterns of motion of the objects in the solar system can be described and predicted on the basis of observations and an understanding of gravity. Comprehension of these patterns can be used to explain many Earth phenomena, such as day and night, seasons, tides, and phases of the moon. Observations of other solar system objects and of Earth, itself, can be used to determine Earth’s age and the history of large-scale changes in its surface.

Earth’s Systems: Earth’s surface is a complex and dynamic set of interconnected systems—principally the geosphere, hydrosphere, atmosphere, and biosphere—that interact over a wide range of temporal and spatial scales. All of Earth’s processes are the result of energy flowing and matter cycling within and among these systems. Weather and climate are shaped by complex interactions involving sunlight, the ocean, the atmosphere, clouds, ice, land, and life forms. Water is essential to the dynamics of most earth systems, and it plays a significant role in shaping Earth’s landscape.

Earth and Human Activity: Earth’s surface processes affect and are affected by human activities. Humans depend on all of the planet’s systems for a variety of resources, some of which are renewable or replaceable and some of which are not. Natural hazards and other geological events can significantly alter human populations and activities. Human activities, in turn, can contribute to the frequency and intensity of some natural hazards. It has been shown that climate change is driven not only by natural effects but also by human activities.

Engineering Design

Engineering Design: The design process—engineers’ basic approach to problem solving—involves many different practices. They include problem definition, model development and use, investigation, analysis and interpretation of data, application of mathematics and computational thinking, and determination of solutions. These engineering practices incorporate specialized knowledge about criteria and constraints, modeling and analysis, and optimization and trade-offs.

2.d - Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.⁴

The social studies content knowledge noted above is essential for teachers as they plan for social studies teaching and learning that is:

Meaningful because of the teacher’s understanding of connected networks of knowledge, skills, beliefs, and attitudes and the compelling ideas embedded in social studies content. (NCSS Standards, 2004)

Integrative because of the teacher’s understanding of social studies content as connected to other subject areas, as well as connections among the different social studies areas. (NCSS Standards, 2004)

Value-based because the teacher’s understanding of social studies content can be used as he or she guides students to consider the ethical dimensions of topics, to address controversial issues, and to think critically about social policy implications, with consideration of opposing views. (NCSS Standards, 2004)

Challenging because the teacher’s understanding of social studies content enables him/her to model seriousness of purpose and a thoughtful approach to inquiry and to use instructional strategies designed to elicit and support students’ use of similar strategies. (NCSS Standards, 2004)

Active because the teacher’s understanding of social studies content prepares him/her to plan for authentic activities that call for real-life applications using the skills and content of history, geographic literacy, civics, and economics. (NCSS Standards, 2004).

In addition to the practices noted above, candidates should have foundational content knowledge in several social studies areas.

Civics and Government

Candidates should be able to:

- Explain the need for increased attention to civic education.
- Describe the overarching aims of civic education.
- Explain how to help students form realistic civic understandings.
- Formulate strategies that help students think critically about important issues.

⁴ The social studies content expectations are an adaptation of a compilation of recommendations from a variety of sources that identify the social studies knowledge base expected for prospective elementary teachers. Such sources include licensure content-area test objectives for elementary teachers, National Council for Social Studies bulletins, Whitson’s *What Social Studies Teachers Need to Know* (2004), and Fritzer’s *Social Studies Content for Elementary and Middle School Teachers – 2 edition* (2010). Program Providers should also consider the more complete set of standards for social studies teacher recommendations provided by the National Council for Social Studies.

- Explain the roles and responsibilities of various government bodies.
- Offer a sound rationale for including civic education in the elementary school social studies curriculum.
- Acquire necessary knowledge and skills suggested by resources in the National Standards for Civics and Government.

Geography Literacy

Candidates should be able to:

- Explain what is meant by geographic literacy.
- Select activities most appropriate for enhancing knowledge and skills associated with geography-related standards.
- Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.
- Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.
- Articulate the implications of cultural diversity, as well as cohesion, within and across groups.
- Defend a central role for geography in the social studies curriculum.
- Acquire necessary knowledge and skills suggested by resources in the Geography for Life: National Geography Standards 1994.

History

Candidates should be able to:

- Define the term history and explain and use historical thinking skills.
- Use primary and secondary sources to learn and teach about historical events and trends in U.S. and world history.
- Justify a central role for US and world history in the social studies curriculum.
- Acquire necessary knowledge and skills suggested by resources in the National Standards for History.

Economics

Candidates should be able to:

- Provide examples of activities that can help elementary school students study and understand economic concepts.

- Defend the role of the study of economic concepts in the social studies curriculum at the elementary school level.

Acquire necessary knowledge and skills suggested by resources in the National Voluntary Standards in Economics.

Teacher candidates must have more than a student's understanding of the content areas for which they are responsible as a teacher (U.S. Department of Education, 2008). To support a coherent curriculum, teachers must know how particular curricular content topics and expectations are connected to each other throughout the elementary grades. This connection from academic to curricular, across grade levels, content is important. Such a connection implies that candidates demonstrate understandings related to learning, curricular practices and standards, the academic language of the disciplines, and assessment as they consider within and across grade level learning progressions. Importantly, such connections, which include digital learning opportunities, are also made within and across the core disciplines noted, including the knowledge base and practices of other content areas of fine and performing arts, and physical education at the K-6 levels.

STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

Components

- 3.a – Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.*
- 3.b – Candidates use assessment results to improve instruction and monitor learning.*
- 3.c – Candidates plan instruction including goals, materials, learning activities and assessments.*
- 3.d – Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.*
- 3.e – Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.*
- 3.f – Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.*

Supporting Explanations

- 3.a – Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.*

Candidates design, compose, select, adapt and administer a variety of assessments to determine what students know and are able to do. They gather data on student’s learning, development and engagement from assessments and collegial collaboration within school and district guidelines. Candidates interpret assessments appropriately to identify learner needs, monitor learning and behavior, and report progress.

Candidates assess students for a variety of audiences including the students, peer teachers, administrators, parents and the public. To address this wide range of constituencies, candidates collect assessment data for the purposes of determining the nature and extent of student achievement, determining grades and constructing narrative reports, evaluating students, and identifying students’ educational needs.

Candidates employ their knowledge of measurement principles by administering formative and summative assessments appropriately and interpreting results accurately. They communicate precisely and comprehensively with colleagues. They systematically organize multiple types of assessment data to inform their feedback to students, grading, and communicating to all audiences.

Candidates plan, design and administer a variety of assessments to guide instruction including: (a) portfolios (collections of student artifacts providing evidence of the range, depth and precision of students learning during instruction), (b) performance-based tasks such as essays, enactments, debates, charts, inquiry reports, or dramatizations, (c) products constructed within culminating lesson or unit activities, (d) ratings or checklists of work completed in a complex learning activity, and I test items. Further, candidates administer assessments of learner motivations, dispositions and types of academic engagement.

Candidates collect formative assessment data by: (a) observing (e.g., eliciting performances assumed to depend on the desired competence, leading to a set of observations), (b) scoring (e.g., categorizing different observed performances and assigning them a relative value, or scores), (c) synthesizing (e.g., combining the values of the individual performances to yield measures of each competence), and (d) interpreting (e.g., using the measures to characterize how much of the desired expertise a student possesses).

Candidates differentiate assessment by modifying materials, tasks, questions, criteria and contextual supports during assessment tasks to allow students’ multiple ways to demonstrate their performance capabilities. Candidates provide conditions that afford a range of students with diverse needs, including English Language Learners, and students with special educational needs with optimal opportunities to display their competencies.

Candidates assess students’ digital literacy before, during and after instruction in curricular units. Specifically, candidates examine the students proficiency in: (a) identifying suitable purposes for reading a specific digital resource; (b) evaluating the links they will follow in navigation; (c) recognizing and using guidance in locating relevant pages of text; (d) distinguishing relevant from irrelevant pages; I devoting time in reading the most relevant material; (f) investing effort in comprehending the most critically important information; and (f) identifying related information from multiple locations (pages) and integrating it. Candidates assess the extent that students synthesize knowledge acquired during digital reading, use digitally acquired knowledge for future learning from multiple sources, and communicate new understandings effectively to others.

3.b – *Candidates use assessment results to improve instruction and monitor learning.*

Candidates use assessment data to plan, monitor, guide, and revise instruction. Candidates use all assessment sources to provide detailed, task-specific feedback to learners about their achievement and engagement.

Candidates effectively utilize data to examine, adjust, guide and improve instruction by (1) interpreting formative assessments, (2) confirming the interpretation, (3) generating and selecting alternative instructional approaches, (4) trying out instructional adaptations, (5) evaluating learning and engagement, and 6) providing feedback to students by communicating levels of proficiency and accomplishment.

Candidates interpret data accurately by identifying patterns and trends from classroom level assessments to describe the proficiency of the whole class, sub groups and individual students. Candidates identify the skill or knowledge being measured, performance by groups, subgroups or individuals, the opportunities to learn the assessed competencies, and the relationships of assessments to whole class lessons, mini-lessons, small group lessons, individual extensions, and remediation. To confirm the interpretation, candidates may examine other data measuring similar competencies, collaborate with colleagues, and consult with students.

When candidates believe achievement is unsatisfactory, they generate instructional alternatives depending on the implications of assessment data. For students with particular learning needs, candidates draw on students' individual strengths as a means of motivating them to work on their areas of need. When student content understanding is inadequate, candidates use texts with varying difficulty or content explication, and/or scaffold learning of these tasks by more extensively demonstrating and participating with students.

When assessments show that students have learned one topic area but not another, candidates shift instruction by providing more depth of teaching in the topic where students are less proficient.

Candidates design formative assessments to show the types of instruction that students need in order to advance their proficiency, such as:

- reordering the curriculum to strengthen skills with which students are struggling;
- using different or supplementary materials, texts, or manipulatives;
- designating particular students to receive additional help;
- attempting new ways of teaching difficult, challenging, or complex concepts;
- re-aligning performance expectations among classrooms or between grade levels.

Candidates explain why students received the grades and scores they did, and they identify the specific content areas and skills the students should focus on. Candidates provide tools, such as rubrics, that help students learn from feedback. Candidates invest time in demonstrating how students can think, write, reflect and regulate their learning to benefit from the feedback provided.

3.c – Candidates plan instruction including goals, materials, learning activities and assessments.

Candidates plan instruction comprehensively. Their plans reflect mentor teachers' educational goals and what they know about their learners' current needs and capabilities. Candidates' plans provide instructional strategies, resources, materials, learning environments and coordination with other school

professionals that address each learner's strengths and needs. Candidates plan how they will assess the instructional impact on student learning.

Candidates develop effective instructional plans to organize, implement, and evaluate student learning and engagement. Candidates demonstrate knowledge of content, pedagogy, social learning theory, child and adolescent development theory, and cognitive science and assessment by constructing learning experiences that are meaningful, inclusive, and measurable. They plan independently and collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver appropriate effective learning experiences to meet unique learning needs. Candidates plan for the effective use of time management by allocating the optimal balance to teacher instruction, engaged student learning, and assessment. Candidates reflect on and evaluate their lessons to apply changes as needed for future use; and candidates engage students in reflection and self-assessment.

Candidates develop plans that target specific cognitive competencies needed for proficiency in the content domains of literacy, mathematics, science and social studies. In reading/language arts instruction for primary students, for example, candidates plan for explicit instruction to improve phonemic awareness, phonics, vocabulary, fluency and comprehension. More specifically candidates plan to target such competencies as morphological awareness, syntax, comprehension monitoring, narrative text structure and reading to learn from informational text. In writing teachers plan explicitly to convey such processes as: planning, drafting, revising, editing, and publishing.

To balance instruction within interdisciplinary units, candidates create objectives for a content area such as science, basic learning processes in such areas as content literacy or subject matter inquiry, and learning activity structures such as observing, writing, reading, collaborating, and synthesizing.

Throughout the process of teaching complex interdisciplinary units, candidates demonstrate the ability to plan to monitor learning at key junctures. They identify mini-products of learning such as lists of observations, or outlines for writing that may be used in formative assessments to guide the planned activities of the unit.

Candidates implement their plans flexibly in response to students' learning needs. Candidates may modify the lesson objective, resources and materials, activity structure, time allocations, learning environment or instructional approach. Candidates may invent an example or an analogy, insert a mini-lesson, suggest a different perspective, omit a planned activity, alter a planned order of instruction, help students make connections, anticipate an upcoming difficulty, or enrich and accelerate instruction.

Candidates flexibly use resources beyond those provided in the curriculum. For example, they may provide modified resources and materials such as leveled texts, manipulative materials, technological tools, and information presented for a variety of learning styles. They may invite community members, either in person or virtually, to join their classrooms to enrich the learning experience. Candidates allocate appropriate time to each planned activity, while increasing or decreasing it as necessary.

Candidates plan to use flexible grouping structures including partners, small group, peer tutors, and cooperative groups. They also create flexible learning environments within their classrooms to meet their students' social, physical, emotional, and intellectual needs.

Candidates employ multiple learning goals, available resources such as texts and internet, major instructional events, monitoring student progress, formative assessments embedded in instruction, and alternative pathways to achievement that accommodate needs of diverse students. Candidates design

instruction that coherently integrates these ingredients which enable students to see the purposes of instruction and be motivated by experiencing positive outcomes of their efforts to achieve.

Candidates plan assessments that are aligned with learning objectives and instructional strategies as integral, everyday, components of their instruction. Candidates incorporate multiple assessment strategies that can be used to regularly monitor student progress, identify student challenges and misconceptions, guide real-time adjustment to lessons, and assess student learning. Candidates use assessment results to provide timely, effective and meaningful feedback to students and report student growth.

Candidates plan assessment strategies that facilitate student reflection and self-assessment to identify their successes and struggles, efforts needed to reach their goals, and their preferred learning strategies. Candidates enable students to develop self-efficacy by attributing their successes to personal effort and ability. They design activities to foster students' self-regulated learning by enabling them to think about their thinking, set realistic goals, and identify motivations that lead to improved student performance.

Candidates also use assessment results to self-evaluate, plan and adjust instruction, determine the effectiveness of lessons, and implement strategies used to support every student in meeting their learning goals.

Candidates explicitly plan segments of units and lessons that emphasize reasoning, critical thinking, problem solving, creativity and innovation related to disciplinary knowledge, contemporary crises, and societal dilemmas.

3.d – *Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.*

Candidates plan to differentiate their teaching. Their differentiated plans include activities to improve both basic competencies and higher order learning. Candidates plan differentiated scaffolds, texts, tasks and digital resources to optimize academic access and the engagement of diverse learners.

Candidates differentiate instruction by assessing, planning, and engaging students whose readiness, interests, and strengths differ from each other. Candidates actively plan for and attend to student differences in the context of high quality curriculums. Candidates create a flexible learning environment where all students, regardless of their levels of understanding and knowledge, engage in respectful tasks that develop the same knowledge and skills prescribed by the curriculum, while building deep, meaningful and transferable understandings. By differentiating according to individual learner needs, candidates make learning accessible for each student, and ensure that they successfully attain the educational goals that have been set.

Candidates identify learner readiness, strengths, needs, interests, and motivators through formative, including observations and collegial conversations, and summative measures. Candidates analyze such assessments to determine where students are, what they need to reach the established goals, where students should begin in the learning process, and what they need to do next. Candidates use a variety of instructional approaches to differentiate instruction including modifying content, processes, products, and learning environments to respond to student needs. Candidates continue to monitor student progress toward the learning goals and make strategic adjustments within a lesson and in planning for subsequent lessons.

Candidates differentiate content by planning a variety of options that differ in depth, breadth, complexity, and novelty. Candidates modify content that students need to learn and how they will access the information when they teach the same content differently. This might mean modifying the difficulty, depth, or complexity of the materials presented. For example, candidates may provide materials at different reading levels, review/re-teach skills with struggling learners, extend thinking for advanced learners, implement strategies that allow students to process information through multiple modalities, supplement curriculum with a variety of materials and resources, integrate appropriate technologies for gathering and organizing information that present different levels of challenge and complexity.

Candidates differentiate the learning process by planning for the variety of student interests and preferences for learning. Candidates modify process: how students will learn, and make sense of the learning, when they provide different pathways to the same essential learning goals. These options support students as they make sense of ideas, themes, and content. For example, candidates may expand the curriculum by increasing time on task for both struggling and advanced learners, compacting the curriculum, creating learning centers, providing hands-on activities and manipulatives, integrating digital resources, tiered assignments and assessments, preparing multi-levels of questioning, and allowing student choice of partner, text and task.

Candidates differentiate the expected products by planning for students to demonstrate their learning in unique and measurable ways. Candidates modify product, how students demonstrate their mastery of the content, when they provide student choice of methods to demonstrate understanding, allow for group or individual work, provide for various levels of difficulty, and use various means of assessing products of learning. For example, students may choose from a list of teacher mentor provided options or propose their own ideas, they may produce work using a variety of media or digital resources, they may work together or alone, they may create their products for a variety of audiences (classroom, family members, community), and they may choose how the product will be assessed.

Candidates differentiate the learning environment by planning a classroom designed to reflect a diverse group of learners. Candidates modify the learning environment – how the environment works and feels; when they build a positive community where all students feel safe and secure. This environment is designed to increase engagement by being fluid and responsive to the needs of the class. For example: the teacher might designate quiet and collaborative work zones, allow for appropriate student movement, decorate with and provide access to materials that reflect student diversity, and involve students in creating and revising classroom norms and routines as the need arises.

Candidates plan to scaffold learning by using their knowledge of students' current levels of understanding, skill level, and motivation in order to plan specific strategies that support attainment of educational goals. Candidates differentiate scaffolding to increase student understanding, skill development, task mastery, and responsibility for learning for a variety of content areas, ages and achievement levels.

Candidates plan to scaffold content by selecting content that is familiar, of high-interest, and developmentally appropriate. For some content, candidates plan to model how to perform a task or use a strategy, work with students to perform the task together, enable students to practice the task, and provide time for the students to continue learning toward mastery; in other content candidates plan to implement learning activities that are more problem-based. Candidates plan to innovate by providing students with opportunities for thematic problem solving, creative use of digital resources, and collaborative communications needed in future academic, workplace and community contexts.

3.e – Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.

Candidates manage the classroom learning environment effectively by involving students in designing social norms that assure safety, positive interpersonal interactions, and mutual respect. They establish a consistent, organized, and respectful learning environment in which the norms, routines, and procedures for learner's behavior are positively stated and explicitly taught. Candidates construct and maintain a productive learning environment by adapting classroom procedures to each learner's cognitive and motivational needs.

Candidates apply social norms that enable every child to belong and benefit from membership in the classroom group. By evolving and sustaining a coherent set of norms and rules, candidates avert and preclude distractions and/or dangers arising when some students do not contribute positively to the classroom climate. Candidates use established social norms to facilitate the flow of group interactions, peer relationships, teacher-student understandings, and academic work routines.

Through explicit communications, candidates enable students to acquire such social competencies as: emotion recognition, stress-management, empathy, problem-solving, or decision-making skills.

Candidates enable students to set and achieve positive goals, appreciate the perspectives of others, make responsible decisions, and handle interpersonal situations constructively. By enabling students to participate in classroom norms, candidates empower learners to advance academically.

In the process of constructing classroom norms, candidates invite student input into setting rules for physical needs, classroom discussions, personal interactions, student responsibilities, and learners' privileges. By articulating and reinforcing positive behaviors, candidates increase student prosocial activities and decrease unwanted behaviors. Candidates initiate and maintain a variety of routines for beginning, sustaining and ending classwork that function efficiently in ways that meet the physical and social needs of every child.

To maintain social norms, candidates refresh the expectation system regularly. In the reviewing process, candidates recognize students' successful participation, request student input into revision of norms, and enhance their sense of belonging and socially constructive dispositions. While attending to every child, candidates design and adapt the social norms particularly for students at risk. Especially for students with different cultural or language backgrounds, candidates provide frequent interpretations and explanations.

Candidates provide formal and informal guidance in processing, integrating, and selectively applying social and emotional skills in developmentally, contextually, and culturally appropriate ways.

Candidates provide modeling, practice and application for social and emotional skills in diverse situations so that students use them as part of their daily repertoire of behaviors. Candidates focus on helping every child apply social skills to prevent problems such as interpersonal violence, bullying, and school failure.

By maintaining social norms in the classroom, candidates afford students with opportunities to contribute to their class, school, and community. They organize classroom interactions to assure every child's personal satisfaction, sense of belonging, and enhanced motivation that comes from such involvement. Candidates organize activities that enable students to value learning, increase their intrinsic

motivation to achieve, and develop a broadly applicable set of social-emotional competencies that mediate increased academic performance, health-promoting behavior, and citizenship.

3.f – Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.

Candidates support student motivation and engagement in learning by creating explicit plans to share control with learners, make school learning relevant, sustain collaborative activities, and enable students to become self-regulating learners. They link academic work to each learner’s interests, and foster students’ values for school learning. Candidates form interpersonal relationships with students that enable them to advance in social, emotional, and motivational development.

Candidates organize classroom interactions that enable students to be active participants in their academic life, to master complex individual and collaborative competencies, and to develop dispositions that ensure continued learning beyond the school years. Candidates design and sustain classroom activity structures that encourage engagement in learning consisting of the commitment of time, effort and persistence in learning activities. Beyond assuring ‘time on task’, candidates optimize student engagement in learning by setting goals of deep thinking and meaningful processing. Candidates organize tasks that enable students to link their interests, knowledge, and emotional needs to academic learning. Candidates initiate learning activities that enable students to integrate their acquisition of disciplinary knowledge (e.g. mathematics, science, and social studies) with language and literacy skills, and active participation in social communities.

Candidates design classroom goals and social structures to assure that learning is energized by motivations including: belief in one’s capacity to learn (self-efficacy), interest in the content of classroom activities (intrinsic motivation), sharing learning with classmates (social motivation), enjoying the benefits of learning and literacy (valuing), and seeking high proficiency (mastery goals).

Candidates foster these motivations in the context of teaching the cognitive strategies and content standards that are central to disciplinary learning. To help students fulfill academic goals,

candidates enable students to be actively involved in personally meaningful inquiry. Through asking socially relevant questions, candidates enable students to learn content, practice concepts and skills, and act strategically to accomplish academic goals. By placing a priority on problem solving and inquiry, candidates enable students to extend their academic engagement, critical thinking, argumentation, weighing multiple sources of evidence, and productive discussions while attaining basic competencies.

Candidates foster student engagement in learning by implementing practices such as: (a) involving students in recognizing and responding to actual problems in their lives or in society, (b) teaching concepts and skills as integrated tools for crafting solutions to important, meaningful problems, (c) helping students to take individual and collaborative control of, and responsibility for, their learning, (d) recognizing that cognitive challenge is a source of motivation, and (e) making relevance and initiative central pillars of teaching and learning. To underscore engagement support, candidates conduct formative assessments of engagement by evaluating student products, displays or accomplishments that display daily and extended disciplinary involvement and communication.

Candidates differentiate engagement support for students who are at risk, including students from low income communities, special needs learners, language minority individuals and culturally different

peers. Candidates use language particularly suited for students at risk in the classroom. To optimize learner engagement, candidates scaffold the students' opportunities for choice, collaborative activities, uses of texts, and task goals to accommodate every child's language backgrounds, cognitive competencies, social experiences, and expertise in self-direction.

STANDARD 4 – Supporting Each Child's Learning Using Effective Instruction

Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

Components

4.a – Candidates use a variety of instructional practices that support the learning of every child.

4.b – Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.

4.c – Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.

4.d – Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.

4.e – Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.

4.f – Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.

4.g – Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.

Supporting Explanation

4.a – Candidates use a variety of instructional practices that support the learning of every child.

Candidates use varied instructional practices to differentiate instruction based on the diverse backgrounds, knowledge, and characteristics of each child. Candidates use knowledge of learning theory, their own students' strengths and differences, and the results of informal and formal assessments to design and implement a variety of instructional practices (e.g., problem-based learning, direct instruction, inquiry-based learning, project based learning) that facilitate effective learning experiences and invite all children to become active and collaborative partners in the learning process. In doing so, candidates consider education of the whole child by fusing social and emotional learning with the development of academic skills and proficiencies.

As candidates use a variety of instructional practices, they employ a wide range of educational resource materials that can be readily adapted to differentiate instruction to meet the needs and interests of every child. Candidates use instructional strategies that elicit and build upon children's prior knowledge, while modeling, instructing, facilitating, coaching and providing feedback to children, in order to foster engaged learning, cultivate intrinsic motivation, and nurture the development of healthy dispositions that lead to lifelong learning.

Candidates design instructional practices that encourage children to take ownership in the learning process. This includes providing opportunities for each child to respond to relevant feedback from teachers and peers, to connect new learning with past experience, and to respond to content through different methods of communication, both oral and written, through the arts and physical education, and through the use of current digital technologies. Candidates' practices should present opportunities for children to make their own choices and the requisite skills that lead to problem solving, and critical and creative thinking. Candidates encourage children to probe content material by peer collaboration, constructive questioning, and comparing information from a variety of source materials. Candidates also design learning experiences that are intended to promote deepened understandings that help children grapple with big ideas and then apply what is learned to novel situations.

4.b – Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.

Candidates design and teach a cohesive sequence of lessons to support children in developing sophisticated concepts, skills and practices and deep understanding of content that cannot be completed within a single lesson. The candidate sequences instructional opportunities toward specific learning objectives and academic content in ways that connect to each child's prior knowledge and extend their learning through each lesson.

Candidates select a significant content topic or theme; develop overarching focus questions, and key concepts for the sequence of lessons. Candidates determine and establish challenging learning goals that reflect the diverse learning needs of every child. In designing the sequence of lessons, the candidate is aware of the cognitive difficulty and developmental appropriateness of learning expectations and the amount of scaffolding needed to support the learning of each child. The candidate plans the sequence of lessons and instructional approach based on information regarding each child's background, knowledge of the content, and children's special needs.

Candidates design and sequence lessons that provide children with opportunities to practice and master foundational concepts and skills before moving on to more advanced content in later lessons. The lesson sequence is also designed to provide opportunities for children's inquiry and discovery. Effectively-sequenced lessons maintain coherency and focus while keeping children engaged, provide access to new material and opportunities for children's practice, assess what children know and can do as a result of instruction, and are adapted in response to learner performance.

As candidates prepare to teach a cohesive sequence of lessons, they:

- Select a significant content topic or theme that is linked to standards.
- Develop overarching focus questions that guide the instructional sequence.
- Define key concepts that learners are to acquire as a result of instruction.

- Consider each child’s abilities and backgrounds as they construct individual lessons. For example, some children may have considerable background about the topic and they can serve as mentors to other children or several children who are learning English as a new language and they might be partnered with others to support these children’s learning needs.
- Construct lessons where content knowledge builds from one concept or skill to another. Lessons are not redundant where the same content is shared in each lesson. Each lesson adds some new information to the overarching, content topic and related standards.
- Create multiple ways for every child to participate. For example, the candidate provides direct instruction, modeling, scaffolding of content and children take notes, use representations, engage in discussion, partner with other learners, and participate in student inquiry and discovery.
- Utilize appropriate print, digital, and other appropriate materials to support each child’s learning.
- Assess children’s learning throughout the sequence of lessons and adjust instruction as necessary to meet the learning needs of each child.

4.c – *Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.*

The purpose of explicit instruction is to focus on critical academic content and make clear what a learner needs to do or think about while learning this content. Making content explicit is essential to providing all children with access to ideas and practices in a given disciplinary curricular area, including concepts, principles, skills, and heuristics that support broad and efficient acquisition of knowledge. Candidates make content explicit by providing a clear statement regarding the purpose for learning the content, strategy, or skill, and making explicit connections to prerequisite knowledge and skills. Candidates also provide a clear explanation of the content, strategy, or skill to be learned, focus instruction on the steps that lead to children’s learning, and use scaffolds to guide the learner. Scaffolds consist of supports such as teacher assistance or breaking content into chunks or steps that allow the children to carry out a task and learn content as the scaffolds are gradually removed.

Effective efforts to provide explicit instruction address both the integrity of the subject and children’s different interpretations of it, as learners make connections to and build upon prior learning. The candidate is able to demonstrate, think aloud, and describe relationships among concepts while using clear and precise language. This includes, as appropriate, providing step-by-step demonstrations that model the content, skill or strategy, and providing a range of examples and non-examples to establish boundaries regarding when and how a learner should apply the content, strategy, or skill. Explicit instruction is used to increase content coverage and enhance children’s engagement and opportunities to learn content.

4.d – *Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.*

Candidates understand that the purpose of feedback is to guide children’s learning and increase their motivation, engagement, and independence, leading to improved learning and behavior. Candidates use feedback to demonstrate where children are with regard to instructional objectives, and provide direct support regarding what they need to do to learn a particular concept or skill. Feedback should be timely, meaningful, genuine, and age-appropriate. Candidate feedback to children may be verbal or non-verbal,

and may take many forms including questioning, scaffolding instruction, providing written narrative comments, using an audio or video of performance, or providing computer-mediated feedback.

To provide effective feedback, candidates ensure that feedback is goal directed, i.e., feedback is most effective when the learner has a goal and the feedback informs the learner regarding whether he/she is on track, or what might be done to improve performance. Candidates provide feedback that is clear and tangible, providing the learner with an action that may be taken in response to the feedback. Candidates provide different forms of feedback, including feedback about whether content was correct or incorrect, process feedback addressing strategies that were used or could be used for more effective learning, and feedback about children's self-regulation (e.g., whether the child is applying a useful strategy to solve a problem).

Candidates understand that feedback is most effective when addressing faulty interpretations of information (e.g., use of an inefficient or ineffective strategy to solve a problem), or misconceptions (e.g. thinking that all numbers have an infinite number of factors), and providing cues to guide the learner toward the use of a more efficient or effective strategy or clearer, deeper understandings.

Candidates engage each child in self-evaluation by examining and providing feedback as appropriate. Candidates understand this form of feedback assists children in developing error identification skills, and leads to increased learner self-regulation and independence in learning content. Feedback is an element of formative assessment, as the candidate provides on-going feedback until the child reaches the established learning goal.

4.e – Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.

Candidates facilitate whole-class discussions so that the teacher and children may collaboratively investigate specific content, strategies, or skills. Candidates assure that children participate in instructionally productive discussions that might be based on previous problem solving, reading, writing, or other appropriate activities. In whole-class discussions, all children are expected to contribute orally, listen actively, respond respectfully, and learn from others' contributions. Candidates construct whole-class discussions that includes components such as choosing rich problems, identifying and asking generative questions, learning to re-voice children's ideas during the discussion, and engaging every child in the discussion equitably. These discussions serve to diagnose class understandings and build knowledge in relation to specific instructional goals as well as allowing children to practice listening, speaking, responding, and interpreting content.

4.f – Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.

Candidates understand the purpose of small group instruction is to differentiate teaching to meet the learning needs of every child by providing more focused, intensive instruction. Candidates assign children to homogeneous or heterogeneous groups based on explicit learning goals. Group assignments are determined by factors such as knowledge of children's backgrounds and data from formal and informal assessments. Candidates choose tasks that require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning

opportunities and equalize participation such as cooperative learning or peer tutoring. To use groups effectively, candidates monitor peer interactions and permit groups to work semi-independently. Candidates hold children accountable for both collective and individual learning and provide positive and corrective feedback to support productive learning. Candidates regularly monitor each child's progress and adjust their instruction accordingly.

Candidates use homogeneous groups to provide focused, intensive instruction for children who struggle to learn academic content, or who may excel at a particularly high level. For such homogeneous groups, candidates explicitly define the purpose for the grouping, criteria used for grouping children, and the time per day that learners will participate in these groups. The size of homogeneous groups should be appropriate based on the stated purpose of the group and designed to provide more effective instruction and improved achievement. Instruction for these groups should be provided for a limited portion of the school day and should not be used to provide differential pacing through the curriculum. Each child's progress in learning content should be frequently monitored, and instruction should be adjusted accordingly. Candidates develop and use an instructional plan that addresses the needs of the intended group, provide appropriate feedback, and guided practice and enrichment, as appropriate, during small group instruction.

Candidates understand that heterogeneous groups are used for many purposes and take many forms. For example, candidates may use heterogeneous groups to allow children to participate in grade level conversations around content. When this is done, a candidate defines the purpose of the group and criteria used for heterogeneously grouping children. Candidates know they must determine an appropriate structure for the group (e.g., cooperative learning using Jigsaw), and prepare children to use this structure. Within heterogeneous groupings, children learn to work collaboratively and to rely on each other to successfully complete the learning tasks.

Candidates understand that learner benefits from flexible small group instruction include effective and efficient learning, learning to take ownership, developing self-direction, and becoming actively engaged in the learning process.

4.g – Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.

Candidates understand that the purpose of individual instruction is to provide instructional support that is efficient and effective for an individual child who is, for example, not making sufficient progress; needs particular support or clarification; or who may need to be challenged, academically.

Candidates use individual instruction to help a child clarify confusions, develop fundamental strategies or skills, or develop complex understandings of content. Candidates provide individual instruction to children based on formal and informal assessment, and the child's characteristics, background, knowledge of content, and/or special needs. They use an appropriate instructional strategy during individual instruction (e.g., problem-based or direct instruction, structured tutoring). Candidates also construct other individual learning opportunities to focus on providing occasions for child inquiry or project-based learning. They use problem-based, inquiry or explicit instruction, provide appropriate feedback, and guided practice during individual instruction, as appropriate. Candidates regularly monitor each child's progress and adjust their instruction accordingly. Unlike small groups, individual instruction is centered on a single child, solely working with the candidate.

STANDARD 5- Developing as a Professional

Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

Components

5.a – Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.

5.b – Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

5.c - Candidates participate in peer and professional learning communities to enhance student learning.

Supporting Explanations

5.a – Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.

Collaboration with colleagues, mentors and other school personnel require candidates to draw from knowledge of elementary students’ developmental and academic milestones. Candidates access information from multiple sources, including local, state, and national education policies that they actively share with colleagues when it is relevant to students’ development and achievement. Candidates are able to discern what information to draw on and can clearly articulate information in a variety of modalities in order to advance the collaborative process.

Candidates understand and employ the dynamics of shared decision making, such as active listening, shared authority, and building consensus when collaborating with other professionals to achieve goals for curriculum development, school-based initiatives, and as they address the individual needs of each child. In order to advance group goals and objectives, candidates follow effective learning practices and lead professional learning activities designed to support diverse needs of young children.

5.b – Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

Candidates know about self-study and can identify areas of their professional practice that need improving, use a professional knowledge base to develop and implement a plan for their own improvement. They also show evidence of reflective approaches to their work, analyzing their own practices in a broader context, and using reflections to modify and improve and implement their professional learning plan. Candidates are able to draw on current research to design and construct a professional learning plan, so they acquire effective professional skills that foster P-12 student learning. Candidates analyze and utilize data from assessments to ensure that the quality of their professional

learning plan is relying on relevant and actionable measures. Candidates demonstrate their knowledge of pertinent ethical standards that must inform and guide their practice. They are also aware of and engaged in examining ethical issues and societal concerns and the implications of those issues are used to inform their professional learning plan. Candidates assess the goals of the professional development in relation to the performance of his/her students. Continuous improvement to the professional learning plan is demonstrated by evidence of regular and systematic data driven analysis and appropriate changes are made as needed.

5.c – Candidates participate in peer and professional learning communities to enhance student learning

Developing an authentic and sustained relationship with colleagues, mentors and peers is an important responsibility of professional life that promotes the continuing professional learning of candidates and also enhances student learning. Candidates know about the importance of career-long learning while also understanding how to participate in relevant learning communities in person or using technology. Therefore, candidates know how to become part of and remain active in communities of practice that support their professional growth and development. This includes knowing how to: a) access school and district professional learning activities, b) participate in person or using technology in other formal and informal learning environments, and c) join professional organizations and societies.

Section B. Assessing the 2018 CAEP K-6 Elementary Teacher Preparation Standards

B.1 How can the 2018 Elementary Teacher Preparation Standards can be assessed?

Each K-6 Elementary Teacher Preparation Standard include these five elements: the standard statement, standard component statement, supporting explanation for each standard component, scoring rubric for each component, and assessment evidence guidelines for each component. The assessment evidence guidelines are an important part of the complete K-6 Elementary Standards document that is disseminated to programs and provides guidance to K-6 Elementary teacher preparation programs on how strong evidence that candidates meet standards can be generated by using a minimum of six and a maximum of eight assessments; provide guidance to programs and program reviewers on evaluating and interpreting assessment evidence; and provide examples of candidate actions that could demonstrate that the standard is met.

The K-6 Elementary Teacher Preparation Standards can be assessed using up to eight assessments to generate sufficient evidence that standards are met. As can be seen in the Standards/Assessment Crosswalk, the assessment categories include: (1) a licensure assessment, or other content-based assessment; (2) content-based assessment; (3) assessment of candidate ability to plan instruction; (4) assessment of student teaching; (5) assessment of candidate effect on student learning; and (6) assessment of candidate professional learning. K-6 Elementary teacher preparation programs are strongly encouraged submit a seventh and/or eighth assessment that they believe will further strengthen their demonstration that all standards are met. The specific focus of this assessment is determined by the program's assessment system and the extent to which stronger evidence that a standard is met is needed.

CAEP 2018 K-6 Elementary Teacher Preparation Standards and Sources of Evidence for Candidate Performance

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
<p>Standard 1.a - Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, case studies of Elementary classrooms, and classroom action research studies.

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
<p>Standard 1.b - Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples, case studies of Elementary classrooms, and classroom action research studies. ▪ Other assessments such as child case studies, community culture case studies, classroom-based action research studies, collaborative planning and implementation with specialist teachers or other school professionals, and classroom-family communication plans.
<p>Standard 1.c - Candidates work respectfully and reciprocally with families to gain insight into each child to maximize his/her development, learning and motivation.</p>	<ul style="list-style-type: none"> ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ Other assessments such as child case studies, community culture case studies, classroom-based action research studies, collaborative planning and implementation with specialist teachers or other school professionals, and classroom-family communication plans.

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
<p>Standard 2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.</p>	<ul style="list-style-type: none"> ▪ Assessments of content knowledge such as state licensure tests or professional examinations of content knowledge. ▪ Assessments of content knowledge such as course grades in content or pedagogical courses related to literacy, noting alignment of designated course projects to major content areas of literacy (phonological awareness and phonics, word recognition and analysis, conventions of standard academic English, comprehension, fluency, ability to read text closely and critically, discourse conventions, effective writing) and connecting to other curricular areas. ▪ Assessments of content knowledge such as a required capstone project (e.g. multiple days of planning or an assessment) in content or pedagogy courses related to literacy. The capstone project is assessed by the EPP using a rubric which addresses the extent to which major content areas of literacy are appropriately addressed and related to important curricular topics or standards related to the intended instructional level of the project (e.g. a single grade level or multiple grade levels).
<p>Standard 2.b - Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.</p>	<ul style="list-style-type: none"> ▪ Assessments of content knowledge such as state licensure tests or professional examinations of content knowledge. ▪ Assessments of content knowledge such as course grades in content or pedagogical courses related to mathematics, noting alignment of designated course projects to major content areas of mathematics (Number and Operations, Algebraic Thinking, Geometry, Measurement, Statistics and Probability), standards of mathematical practice, and connecting to other curricular areas. ▪ Assessments of content knowledge such as a required capstone project (e.g. multiple days of planning or an assessment) in content or pedagogy courses related to mathematics. The capstone project is assessed by the EPP using a rubric which addresses the extent to which major content areas of mathematics are appropriately addressed and related to important curricular topics or standards related to the intended instructional level of the project (e.g. a single grade level or multiple grade levels).

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
<p>Standard 2.c - Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.</p>	<ul style="list-style-type: none"> ▪ Assessments of content knowledge such as state licensure tests or professional examinations of content knowledge. ▪ Assessments of content knowledge such as course grades in content or pedagogical courses related to science, noting alignment of designated course projects to major content areas of science (Physical, Life, Earth and Space Sciences and Engineering Design), science and engineering practices, and connecting to other curricular areas. ▪ Assessments of content knowledge such as a required capstone project (e.g. multiple days of planning or an assessment) in content or pedagogy courses related to science. The capstone project is assessed by the EPP using a rubric which addresses the extent to which major content areas of science are appropriately addressed and related to important curricular topics or standards related to the intended instructional level of the project (e.g. a single grade level or multiple grade levels).
<p>Standard 2.d - Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.</p>	<ul style="list-style-type: none"> ▪ Assessments of content knowledge such as state licensure tests or professional examinations of content knowledge for initial certification in elementary education, noting alignment of concepts in Civics, Economics, Geography, and History to the national and/or state test. ▪ Assessments of content knowledge such as course grades in content or pedagogical courses related to social studies, noting alignment of designated course projects to major social studies concepts (Civics, Economics, Geography, and History), within a framework of informed inquiry and connecting to other curricular areas. ▪ Assessments of content knowledge such as a required capstone project (e.g. multiple days of planning or an assessment) in content or pedagogy courses related to social studies. The capstone project is assessed by the EPP using a rubric which addresses the extent to which major content areas of social studies are appropriately addressed and related to important curricular topics or standards related to the intended instructional level of the project (e.g. a single grade level or multiple grade levels).

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
<p>Standard 3.a - Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (tws), case studies of elementary classrooms, and classroom action research studies.
<p>Standard 3.b - Candidates use assessment results to improve instruction and monitor learning.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (tws), case studies of elementary classrooms, and classroom action research studies.
<p>Standard 3.c - Candidates plan instruction including goals, materials, learning activities and assessments.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, case studies of elementary classrooms, and classroom action research studies.

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
<p>Standard 3.d - Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, case studies of elementary classrooms, and classroom action research studies.
<p>Standard 3.e - Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (tws), case studies of elementary classrooms, and classroom action research studies.
<p>Standard 3.f - Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (tws), case studies of elementary classrooms, and classroom action research studies.

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
<p>Standard 4.a - Candidates use a variety of instructional practices that support the learning of every child.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (tws), case studies of elementary classrooms, and classroom action research studies.
<p>Standard 4.b - Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (tws), case studies of elementary classrooms, and classroom action research studies.
<p>Standard 4. c - Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (tws), case studies of elementary classrooms, and classroom action research studies.

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
<p>Standard 4.d - Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (tws), case studies of elementary classrooms, and classroom action research studies.
<p>Standard 4.e - Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, performance assessments such as the edTPA, Teacher Work Samples (tws), case studies of elementary classrooms, and classroom action research studies.
<p>Standard 4.f - Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, case studies of elementary classrooms, and classroom action research studies.

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
<p>Standard 4.g - Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.</p>	<ul style="list-style-type: none"> ▪ Assessments of planning such as lesson plans, unit plans, need assessments, and/or other planning tasks. ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ An assessment of impact on student learning such as student work samples, case studies of elementary classrooms, and classroom action research studies.
<p>Standard 5.a - Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.</p>	<ul style="list-style-type: none"> ▪ Assessments and tools used by programs to assess student teaching or internship. ▪ Other assessments such as evaluations of field experiences, case studies, portfolio projects, and classroom-based action research studies.
<p>Standard 5.b - Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.</p>	<ul style="list-style-type: none"> ▪ Other assessments such as evaluations of field experiences, case studies, portfolio projects, and classroom-based action research studies.
<p>Standard 5.c - Candidates participate in peer and professional learning communities to enhance student learning</p>	<ul style="list-style-type: none"> ▪ Other assessments such as evaluations of field experiences, case studies, portfolio projects, and classroom-based action research studies.

Cross-walk. The matrix below demonstrates a cross-walk where each **X** represents a potential source of direct assessment evidence of candidate ability to meet that K-6 Elementary Standard component. Multiple sources of evidence from different settings and grade levels provide stronger evidence that candidates meet the standard component.

	Assessment of Content	Assessment of Content	Assessment of Planning	Assessment of Student Teaching	Assessment of Impact on Learners	Assessment related to Families	Assessment of Professional Learning	Unspecified Assessment as needed
STANDARD 1 - Understanding and Addressing Each Child’s Developmental and Learning Needs								
1.a			X	X	X			
1.b			X	X	X			
1.c				X		X		
STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching								
2.a	X	X						
2.b	X	X						
2.c	X	X						
2.d	X	X						
STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning								
3.a			X	X	X			
3.b			X	X	X			
3.c			X	X	X			
3.d			X	X	X			
3.e			X	X	X			
3.f			X	X	X			
STANDARD 4 – Supporting Each Child’s Learning Using Effective Instruction								
4.a			X	X	X			
4.b			X	X	X			
4.c			X	X	X			
4.d			X	X	X			
4.e			X	X	X			
4.f			X	X	X			
4.g			X	X	X			
STANDARD 5- Developing as a Professional								
5.a				X			X	
5.b							X	
5.c							X	

B.2 Aligning candidate assessments with the 2018 K-6 Elementary Teacher Preparation Standards

Elementary teacher preparation programs should present assessment evidence demonstrating how candidates meet the performance expectations of the standards. Programs select, use, and design key assessments to provide evidence that candidates meet the standards. For many Elementary teacher preparation programs, the suite of 6-8 key program assessments used is composed of state mandated content and general pedagogy examinations, EPP level mandates for a unit-wide assessment of student teaching or earlier field experiences, and program level assessments housed in courses.

Section B.2 is designed to provide guidance to programs about how to evaluate alignment between and among the 2018 K-6 Elementary Standards, assessments of those standards. In addition to alignment criteria, this section includes examples of candidate performances that would demonstrate that the standard is met. These are examples designed to help programs develop assessments that are fully aligned with the standards for which they provide evidence. They may be also useful to help programs evaluate the alignment of the 2018 K-6 Elementary Teacher Preparation Standards with assessments mandated by others. The language of the K-6 Elementary components and the content of the supporting explanations are designed to help programs make judgements about how assessment tasks are aligned with the standards.

Criteria for Alignment with the 2018 K-6 Elementary Teacher Preparation Standards

Candidate assessments and scoring rubrics should be aligned with the CAEP 2018 K-6 Elementary Teacher Preparation Standards. “*Alignment*” may be attained if assessments and rubrics are comprised of content similar to the Elementary Standards and demonstrate the same complexity as the standards; are congruent in the range of knowledge and skills that candidates are expected to exhibit; and call for an appropriate level of difficulty consistent with the standards.

Since the validity of evidence depends on the alignment of assessments and rubrics with the standards, Elementary program reviewers will apply the following criteria when evaluating and commenting on alignment of standards to candidate assessments and scoring rubrics submitted by teacher preparation programs undergoing review. When reviewers provide feedback to programs about alignment of standards to assessments and rubrics, feedback should be referenced to the characteristics described below. Alignment of the K-6 Elementary Teacher Preparation Standards to program assessments and rubrics should demonstrate, at a minimum, the following characteristics.

- The *content* of the assessment tasks and the rubrics are the same as the content of the K-6 Elementary Teacher Preparation Standards Component and the Supportive Explanation
- The *cognitive demands* (knowing and understanding) and *skill requirements* of the assessment and related rubrics are the same as described in the K-6 Elementary Teacher Preparation
- The assessment tasks and rubric criteria are *adapted to the components of the Elementary Standards*, such as knowledge and comprehension, and ability to apply or practice

- *The level of effort required, or the degree of difficulty of the assessment and rubric are consistent with what the standards require; and does the assessment represent the difficulty of similar tasks typically required of a beginning K-6 Elementary teacher?*

Examples of Evidence of Candidate Competencies

The CAEP 2018 K-6 Elementary Teacher Preparation Standards include the following examples of candidate actions that each illustrate sufficient evidence that a standard component is met. Each example is aligned closely with the content and complexity of the component expectations and is designed to assist programs in crafting assessments that would include these or similar actions. Unlike specification of assessment tasks (e.g., a lesson plan), each example describes specific actions a candidate might take to demonstrate that the component is met in its entirety.

Examples of Evidence of Candidate Competencies for Standard 1 Components

1.a - *Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.*

- Candidate actively seeks out and elicits student feedback regarding their interests, learning preferences, and readiness for learning through formal and informal means and uses this data to design developmentally appropriate and challenging learning experiences.
- Candidate conducts a single-subject comprehensive child study that outlines the complexity of development and learning in an individual child and how to address their strengths and needs.
- Candidate uses knowledge of the varying developmental needs of students to provide options and vary learning experiences to involve whole group, small group and individual.

1.b - *Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.*

- Candidate plans and implements a lesson or unit that provides students with a choice of differentiated content, process or products based on individual interests and diverse families, cultures and communities.
- Candidate collaborates with support specialists or classroom teacher to design and implement an intervention or accommodation that includes a family or cultural component, for a student for whom English is a second language.
- Candidate plans and implements a lesson or unit that includes multiple perspectives in the presentation and discussion of content that reflects the differing family, community, personal and cultural experiences and norms of learners

1.c - *Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.*

- During a role play of a PTA conference with a parent, candidate asks targeted probing questions about a student's interests, abilities, and drive in order to understand what might motivate a student who is disengaged in class.
- Candidate involves a family in completing a case study of a child in order to plan and agree on shared developmental and learning goals for the coming year.
- Candidate drafts a comprehensive communication plan that includes various strategies for reaching out and maintaining contact with a variety of family structures and contexts.

Examples of Candidate Competencies for Standard 2 Components

2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.

- Documentation of results and related descriptive comments regarding successful completion of items related to elements of literacy critical for purposeful oral, print, or digital communication on national and/or state accepted tests for initial certification in elementary education, noting alignment of elements of literacy to the national and/or state test (e.g. Praxis; state requirement assessment).
- Course grades in content or pedagogical courses related to literacy, noting alignment of designated course projects to major content areas of literacy (phonological awareness and phonics, word recognition and analysis, conventions of standard academic English, comprehension, fluency, ability to read text closely and critically, discourse conventions, effective writing) and connecting to other curricular areas and health and physical education, and the core arts.
- Candidate completes a required capstone project (e.g. multiple days of planning or an assessment) in content or pedagogy courses related to literacy. The capstone project is assessed by the EPP using a rubric which addresses the extent to which major content areas of literacy are appropriately addressed and related to important curricular topics or standards related to the intended instructional level of the project (e.g. a single grade level or multiple grade levels).

2.b - Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.

- Documentation of results and related descriptive comments regarding successful completion of items related to understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices on national and/or state accepted tests for initial certification in elementary education, noting alignment of major mathematics concepts, algorithms, procedures, applications and mathematical practices to the national and/or state test (e.g. Praxis; state requirement assessment).
- Course grades in content or pedagogical courses related to mathematics, noting alignment of designated course projects to major content areas of mathematics (Number and Operations, Algebraic Thinking, Geometry, Measurement, Statistics and Probability),

standards of mathematical practice, and connecting to other curricular areas and health and physical education, and the core arts.

- Candidate completes a required capstone project (e.g. multiple days of planning or an assessment) in content or pedagogy courses related to mathematics. The capstone project is assessed by the EPP using a rubric which addresses the extent to which major content areas of mathematics are appropriately addressed and related to important curricular topics or standards related to the intended instructional level of the project (e.g. a single grade level or multiple grade levels).

2.c - Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

- Documentation of results and related descriptive comments regarding successful completion of items related to understandings of major disciplinary core ideas within the major content areas of science on national and/or state accepted tests for initial certification in elementary education, noting alignment of major content areas of science to the national and/or state test (e.g. Praxis; state requirement assessment). _
- Course grades in content or pedagogical courses related to science, noting alignment of designated course projects to major content areas of science (Physical, Life, Earth and Space Sciences and Engineering Design), science and engineering practices, and connecting to other curricular areas and health and physical education, and the core arts.
- Candidate completes a required capstone project (e.g. multiple days of planning or an assessment) in content or pedagogy courses related to science. The capstone project is assessed by the EPP using a rubric which addresses the extent to which major content areas of science are appropriately addressed and related to important curricular topics or standards related to the intended instructional level of the project (e.g. a single grade level or multiple grade levels).

2.d - Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.

- Documentation of results and related descriptive comments regarding successful completion of items related to central concepts and tools in Civics, Economics, Geography, and History on national and/or state accepted tests for initial certification in elementary education, noting alignment of concepts in Civics, Economics, Geography, and History to the national and/or state test (e.g. Praxis; state requirement assessment).
- Course grades in content or pedagogical courses related to social studies, noting alignment of designated course projects to major social studies concepts (Civics, Economics, Geography, and History), within a framework of informed inquiry and connecting to other curricular areas and health and physical education, and the core arts.
- Candidate completes a required capstone project (e.g. multiple days of planning or an assessment) in content or pedagogy courses related to social studies. The capstone project is assessed by the EPP using a rubric which addresses the extent to which major content areas of social studies are appropriately addressed and related to important curricular topics

or standards related to the intended instructional level of the project (e.g. a single grade level or multiple grade levels).

Examples of Candidate Competencies for Standard 3 Components

3.a - *Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.*

- Candidate explains the rationale for using summative assessments, administers them fully, and adjusts tasks to address students' special needs and diversity.
- Candidate uses materials and tasks aligned to the curriculum to design and administer formative assessments to monitor progress toward unit goals.
- Candidate collaborates with the cooperating teacher to design assessment plans, activities and interpretations that enable teachers and school leaders to monitor student progress and the attainment of learning, motivation and personal goals for all students.

3.b - *Candidates use assessment results to improve instruction and monitor learning.*

- Candidate scores and interprets student performance on assessments for various subgroups to determine the effectiveness of instructional activities/practices to be able to adjust future learning goals to meet the needs of learners.
- Candidate compares assessment performance of students in all subgroups to unit goals, materials and tasks and modifies instruction plans to improve achievement for all students.
- Candidate adjusts instructional materials, tasks, and learning activities in future units based on assessment data to ensure that they are realistic, challenging and meet the needs of diverse students in relation to academic, behavioral, and motivational needs.

3.c - *Candidates plan instruction including goals, materials, learning activities and assessments.*

- Candidate identifies appropriate unit goals, lesson objectives, and materials to meet school and classroom goals in view of the strengths and needs of students in relation to curriculum expectations.
- Candidate identifies and organizes an abundance of instructional texts, tasks, and activities to supplement core materials to meet the learning needs of students and support motivation and engagement in the learning process.
- Candidate designs and organizes the objectives, materials and activities for individual lessons, curricular units and long-term goals to assure their alignment and coherence.

3.d - *Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.*

- Candidate examines formative and summative assessment data of subgroups of students including gender, ELLs, special needs, socioeconomic, cultural backgrounds, and/or physical limitations to effectively set unit goals and lesson objectives, and to identify and create appropriate learning activities for each group based on developmental needs.

- Candidate identifies motivational supports and an abundance of instructional materials for each subgroup of students to maximize engagement and achievement based on specific learning needs of the groups.
- Candidate shifts teaching during a lesson or unit to adapt the instruction more fully to the learning, motivational and knowledge needs of struggling students.

3.e - *Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.*

- *Candidate involves students in setting and maintaining classroom norms for behavior and interpersonal interaction that assure physical safety, mutual respect and social cooperation.*
- *Candidate scaffolds learning activities to assure cognitive engagement by all students by supporting students' competence, autonomy and constructive social interaction.*
- *Candidate communicates as needed with individual students or small groups to build trust and to assure their understanding and affirmation of established classroom norms and expectations.*

3.f - *Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.*

- Candidate uses a variety of lesson structures including individual support, small group activity, constructivist inquiry, and direct instruction that are based around a central idea, theme, or concept and are designed to meet the needs of learners.
- Candidate provides optimal balance of social interaction, direct instruction, and independent academic activity while scaffolding instruction to ensure student success.
- Candidate offers students opportunity to self-direct their learning activities, collaborate with classmates, link learning activities to real-world contexts, express their opinions, and personally identify with the subject matter, learning strategies and products of classroom work.

Examples of Candidate Competencies for Standard 4 Components

4.a - *Candidates use a variety of instructional practices that support the learning of every child.*

- Candidate uses formative and summative assessment data and knowledge of each child when planning instruction.
- Candidate matches instructional methods and materials used in lessons with the learning goals and needs of each student.
- Candidate uses practices that provide children with opportunities to make their own choices and supports the development of the requisite skills that lead to problem solving, and critical and creative thinking.

4.b - *Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.*

- Candidate teaches lessons that strategically build on previous lessons and serve to deepen and extend each child’s learning of content and skills over time.
- Candidate designs lessons around challenging learning goals based on key concepts, themes, or topics that are key to the discipline and reflect the diverse learning needs of each child.
- Candidate provides multiple opportunities for students to practice and master foundational concepts and skills before moving on to more advanced content in later lessons.
- Candidate assesses what children know and can do as a result of sequenced instruction and adapts future instruction in response to learner performance.

4.c - Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.

- Candidate identifies appropriate goals for explicit instruction and creates appropriate lesson plan for using explicit instruction based on these goals.
- Candidate uses instruction that makes connections to prior knowledge and skills and focuses instruction on steps that lead to the knowledge or skill that is the focus on s instruction.
- Candidate monitors the impact of instruction on student learning using appropriate assessment measures (e.g., work samples, curriculum-based measures), and appropriately adapts instruction based on these data.

4.d - Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.

- Candidate uses goal-directed feedback to inform the student regarding whether she is on track, and provides direct support (e.g., an action that may be taken in response to feedback) to improve performance.
- The candidate engages the student in self-evaluation that develops error identification skills.
- The candidate uses strategies that support student self-regulation and independence in learning content.

4.e – Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.

- Candidate identifies specific content, strategy, or skill that is the focus of whole class discussion and develops a lesson plan to appropriately address this content focus.
- Candidate begins the discussion with appropriate questions or other content, and then has all students contribute and supports students in building upon other student comments.
- Candidate guides discussion so that all students participate through sharing to whole group or partner sharing that moves to sharing in whole group.

- Candidate asks appropriate questions and reframes the discussion but does not monopolize the discussion.

4.f – *Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.*

- Candidate uses assessment data to identify students, demonstrate need, and specify learning goals for small group instruction.
- Candidate develops and delivers an appropriate lesson plan to address the goals of instruction for small group instruction.
- Candidate monitors student progress with appropriate assessment data, and uses this information to provide feedback to the students and adjust small group instruction.

4.g - *Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.*

- Candidate uses assessment data to identify appropriate goals for individual instruction.
- Candidate collaborates with support specialists to design individual instruction.
- Candidate uses an appropriate strategy (e.g., direct instruction, problem-based instruction, inquiry, structured tutoring) to support the student in meeting the goals of instruction.
- Candidate monitors student progress and uses these data to make instructional decisions including appropriate adaptations in individual instruction.

Examples of Candidate Competencies for Standard 5 Components

5.a - *Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.*

- Collaborates with classroom host teacher, or other grade level teachers, in planning, implementing, and evaluating class activities.
- Candidate collaborates with specialist teachers or related school professionals to plan and implement classroom accommodations or modifications to meet students’ learning and developmental needs.
- Candidate collaborates with external resources including professionals and community agencies to meet the learning needs of their students.

5.b- *Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.*

- Candidate designs and implements professional development activities that are aligned with current research and evidence-based practices.
- Candidate uses self-reflection based upon assessments of student formative and summative learning to inform their professional development activities.

- Candidate provides documentation of participating in professional ethics training, such as safe school workshops, child abuse workshops, cultural sensitivity workshops, FERPA training, or intellectual property workshops as part of their professional development.

5.c - Candidates participate in peer and professional learning communities to enhance student learning

- Candidate joins local, state, or national professional organizations and documents how this membership contributes to student learning.
- Candidate attends in person or through the use of technology, professional conferences, workshops, or other activities focused on enhancing student learning and development, and describes how they utilize the information to contribute to student learning and development.
- Candidate participates by contributing to professional communities, including through the use of technology, and documents how it is used to enhanced student learning.

B.3 Evaluating assessments of Elementary teacher candidate performance

Assessments of teacher candidate performances that demonstrates standards are met can be evaluated in relation to the four alignment criteria presented in Section B.2. In addition, CAEP has identified evaluative criteria for best practices in EPP assessments at the unit and program levels. K-6 Elementary teacher candidate assessments should be evaluated in terms of the following criteria.

Since the validity of assessment evidence depends on the quality of assessment tasks, Elementary program reviewers will apply the following criteria when evaluating assessments submitted by Elementary teacher preparation programs seeking review. When reviewers provide feedback to programs about their assessments, feedback should be referenced to the characteristics described below. Program assessments should demonstrate, at a minimum, the following characteristics at the *Sufficient* level.

EVALUATING THE CONTENT OF ASSESSMENTS		
Examples of Attributes Below Sufficient Level	Examples of Attributes at the SUFFICIENT LEVEL	Examples of Attributes Above Sufficient Level
<ul style="list-style-type: none"> • Category or task link with the K-6 Elementary Standards is not explicit • Category or task has only vague relationship with content of the standards being informed • Category or task fails to reflect the degree of difficulty described in the standards 	<ul style="list-style-type: none"> • Evaluation categories or tasks assess explicitly identified aspects of the K-6 Elementary Standards • Evaluation categories or tasks reflect the degree of difficulty or level of effort described in the standards 	<ul style="list-style-type: none"> • Almost all evaluation categories or tasks (at least those comprising 95% of the total score) require observers to judge consequential attributes of candidate proficiencies in the K-6 Elementary Standards

<ul style="list-style-type: none"> • Evaluation categories or tasks not described or ambiguous • Many evaluation categories or tasks (more than 20% of the total score) require judgment of candidate proficiencies that are of limited importance in the K-6 Elementary Standards 	<ul style="list-style-type: none"> • Evaluation categories or tasks unambiguously describe the proficiencies to be evaluated • When the Elementary Standards being informed address higher level functioning, the category or task is specific to students’ application of knowledge to solve problems • Most evaluation categories or tasks (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards 	
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B.4 Evaluating candidate assessment rubrics

Elementary Education Program Reports should include rubrics that describe program expectations for appropriate candidate performance by defining different levels of candidate proficiencies in the Elementary Standards to determine the extent to which standards are met. CAEP has identified evaluative criteria for best practices in rubrics used in EPP assessments at the unit and program levels. K-6 Elementary teacher candidate assessment rubrics should be evaluated in terms of the following criteria.

Since the validity of assessment evidence depends on the quality of assessment tasks and scoring rubrics, Elementary program reviewers will apply the following criteria when evaluating assessment rubrics submitted by Elementary teacher preparation programs seeking review. When reviewers provide feedback to programs about their rubrics, feedback should be referenced to the characteristics described below. Program assessment rubrics should demonstrate, at a minimum, the following characteristics at the *Sufficient* level.

EVALUATING SCORING RUBRICS		
Examples of Attributes Below Sufficient Level	Examples of Attributes at the SUFFICIENT LEVEL	Examples of Attributes Above Sufficient Level
<ul style="list-style-type: none"> • Rating scales are used in lieu of rubrics; e.g., “level 1= significantly below expectation” . “level 4 = significantly above expectation”. • Levels do not represent qualitative differences and provide limited or no feedback to 	<ul style="list-style-type: none"> • The basis for judging candidate work is well defined • Each proficiency level is qualitatively defined by specific criteria aligned with the category (or indicator) or with the assigned task 	<ul style="list-style-type: none"> • Higher level actions from Bloom’s taxonomy are used such as “analysis” or “evaluation”

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<p>candidates specific to their performance.</p> <ul style="list-style-type: none">• Proficiency level attributes are vague or not defined, and may just repeat from the standard or component	<ul style="list-style-type: none">• Proficiency level descriptions represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and candidates with explicit feedback on their performance)• Feedback provided to candidates is actionable• Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms. NOTE: If a less actionable term is used such as “engaged,” criteria are provided to define the use of the term in the context of the category or indicator	
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B.5 Using rubrics to evaluate candidate performance

Definition of Rubric Performance Levels

The basis for evaluating Elementary Teacher Preparation candidate competence is defined as the following four performance levels and is to be applied with the K-6 Elementary Teacher Preparation Standards assessment rubrics.

Level 1 - The Beginning Candidate. Level 1 implies a *Beginning* level of candidate performance characteristics, a level in which there is little or no evidence that the candidate meets the component's performance expectation.

Level 2 - The Developing Candidate. Level 2 implies a level of *Developing* performance, a level in which the candidate provides evidence for demonstrating some of the performance characteristics necessary to meet the standard at an acceptable level, and so has not yet provided sufficient evidence of ability for independent practice for all parts of the component performance expectation.

Level 3 - The Competent Candidate. Level 3 implies a level of *Competent* performance in which the candidate demonstrates proficiency—those performance characteristics that meet the component expectations at an acceptable level for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher.

Level 4 - The Accomplished Candidate. Level 4 implies an *Accomplished* level of performance in which the candidate demonstrates performance characteristics that represent exemplary practice for a candidate who is just completing an Elementary teacher preparation program and is ready to begin teaching in any K-6 Elementary classroom as a novice licensed K-6 Elementary teacher. Expectations for performance at this level are demanding and candidate performance at this level requires evidence of highly skilled performance for a candidate who is just completing an Elementary teacher preparation program.

Rubric for Standard 1.a – *How do candidates use their understanding of how children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that take into account individual children’s strengths and needs?*

The performance characteristics describe expectations for candidates to use knowledge of child development and learning as the basis for planning learning experiences and environments to meet individual children’s needs, and to assess children’s development.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
<p>Candidate demonstrates little or no understanding of how children grow, develop, and learn.</p> <p>Candidate does not gather information about learners’ development.</p>	<p>Candidate understands how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning, but do not use this knowledge to plan developmentally appropriate and challenging learning experiences or environments.</p> <p>Candidate gathers information about learners’ development but does not do this systematically or does not use this information to support development.</p>	<p>Candidate uses their understanding of how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning to plan and implement developmentally appropriate and challenging learning experiences and environments that consider individual children’s strengths and needs.</p> <p>Candidate observes and records learners’ development, individually and in group contexts, to determine strengths and needs in each area of development.</p>	<p>Candidate uses their understanding of how children grow and develop across the developmental domains, how development in each domain impacts growth in the other domains, and how all together they impact learning to plan and implement learning experiences and environments that consider individual children’s strengths and needs, and are able to articulate the theoretical foundations for their plans and actions.</p> <p>Candidate assesses learners’ development, using a variety of assessments, individually and in group contexts, to determine strengths and needs in each area of development.</p>

Rubric for Standard 1.b – *How does the candidate use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs?*

The performance characteristics describe expectations for candidates to understand individual differences and diverse family, cultural, and community backgrounds; and, to use this understanding to plan and implement learning experiences and environments.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
<p>Candidate does not understand nor recognize the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context.</p> <p>Candidate does not gather nor use information about individual children’s unique characteristics to inform planning and implementation of learning experiences and environments.</p>	<p>Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context.</p> <p>Candidate gathers information about individual children’s unique characteristics but does not use it or uses it ineffectively to inform planning and implementation of learning experiences and environments.</p>	<p>Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be used to maximize a student’s learning.</p> <p>Candidate gathers and uses information about individual children’s characteristics to inform planning and implementation of learning experiences and environments that build on children’s strengths and address their individual needs; they monitor effects of those experiences and environments on individual children’s development and learning.</p>	<p>Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be used to maximize a student’s learning; they recognize that individual learner characteristics and family, cultural, and community backgrounds are interrelated creating a unique learning profile for each student.</p> <p>Candidate gathers and uses information about individual children’s characteristics to inform planning and implementation of learning experiences and environments that build on children’s strengths and address their individual needs; they systematically monitor effects of those experiences and environment on individual children’s development and learning; and consider how their own experiences and potential biases may impact their instructional decisions and their relationships with learners and their families.</p>

Rubric for Standard 1.c – *How does the candidate work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation?*

The performance characteristics describe expectations for candidates to engage in respectful and reciprocal communication with families, and to demonstrate knowledge of home culture and language, various structures of families, and different beliefs about parenting.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate may respond to communication from families but does not initiate communication with families.</p> <p>Candidate’s communication and actions demonstrate little or no knowledge of home culture and language, various structures of families, and different beliefs about parenting; or the candidate’s interactions with families are insensitive to these factors.</p> <p>Candidate’s actions or comments denigrate families who are facing adversity and who may need support to actively participate in their child’s education.</p>	<p>Candidate initiates communication with families but communication is one-way from school to home and focuses primarily on reporting progress or reporting problem behavior.</p> <p>Candidate’s communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting.</p>	<p>Candidate engages in respectful and reciprocal communication with families to exchange a variety of information to help motivate the child’s learning and development, particularly families of children with special needs and English Language Learners.</p> <p>Candidate’s communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting, and understanding of the potential effects on children whose families are facing adversity and may need support to actively participate in their child’s education.</p>	<p>Candidate engages in respectful and reciprocal communication with all families to exchange a variety of information to help the child in school, particularly families of children with special needs and English Language Learners. Candidate partners with families to motivate their child/children and to set shared challenging yet reachable goals for each child’s learning and development.</p> <p>Candidate’s communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting; and understanding of the potential effects on children whose families are facing adversity and may need support to actively participate in their child’s education; and candidate works respectfully to help all families access school and community resources to support their child’s learning and development.</p>

Rubric for Standard 2.a – *How does the candidate demonstrate and apply understanding of the elements of literacy critical for purposeful oral, print, and digital communication?*

The performance characteristics at each level describe expectations for candidates to demonstrate knowledge and understanding of the elements of literacy that are critical for purposeful oral, print, and digital communication; and use knowledge of the elements of foundational literacy to implement lessons and/or activities from an integrated, comprehensive, and balanced literacy curriculum.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
<p>Candidate is unable to demonstrate knowledge of the elements of literacy that are critical for purposeful oral, print and digital communication.</p> <p>Candidate is unable to identify the foundational literacy elements in an integrated, comprehensive, and balanced literacy curriculum.</p>	<p>Candidate knows the elements of literacy that are critical for purposeful oral, print and digital communication.</p> <p>Candidate is able to identify the elements of foundational literacy in an integrated, comprehensive, and balanced literacy curriculum.</p>	<p>Candidate demonstrates knowledge and understanding of the elements of literacy that are critical for purposeful oral, print, and digital communication.</p> <p>Candidate uses knowledge of the elements of foundational literacy to implement lessons and/or activities from an integrated, comprehensive, and balanced literacy curriculum, and demonstrates an understanding of stages in the acquisition of reading skills.</p>	<p>Candidate demonstrates knowledge, understanding, and the ability to evaluate instructional materials for the elements of literacy critical for purposeful oral, print or digital communication.</p> <p>Candidate uses knowledge and understanding of the elements of foundational literacy to design and implement integrated, comprehensive, and balanced literacy lessons and activities that reflect demonstrates an understanding of stages in the acquisition of reading skills.</p>

Rubric for Standard 2.b – *How does the candidate demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains?*

The performance characteristics at each level describe expectations for candidates to demonstrate knowledge of major mathematics concepts, algorithms, procedures, applications and mathematical practices; to make connections within and among mathematical domains, and to understand and engage students in mathematical practices and plan, using instructional connections between the mathematical practices, mathematics content topics and other curricular areas.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate is unable to demonstrate knowledge of the major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and of the connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry).</p> <p>Candidate is unable to demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics.</p>	<p>Candidate knows major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry).</p> <p>Candidate’s explanations demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics.</p>	<p>Candidate demonstrates knowledge and understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices, and makes connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry), and across other curricular areas.</p> <p>Candidate understands and engages students in the mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics and other curricular areas.</p>	<p>Candidate demonstrates knowledge and understanding of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and makes connections within and among mathematical domains (number and operations in base ten; number and operations – fractions; operations and algebraic thinking; measurement and data; and geometry), across other curricular areas and to real-world contexts.</p> <p>Candidate understands and engages students in mathematical practices and plans using instructional connections between the mathematical practices, mathematics content topics, other curricular areas, and real-world contexts.</p>

Rubric for Standard 2.c – *How does the candidate demonstrate and apply understandings and integration of the three dimensions of science: science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science?*

The performance characteristics at each level describe expectations for candidates to demonstrate knowledge of science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science; and, to be able to model and incorporate the practices into classroom teaching and learning activities, while implementing curricular program lessons in science.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate is unable to demonstrate knowledge of science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design).</p> <p>Candidate is unable to demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.</p>	<p>Candidate knows the science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design).</p> <p>Candidate’s explanations demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.</p>	<p>Candidate demonstrates knowledge, understanding, and the ability to integrate science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design).</p> <p>Candidate understands the nature of science and how science and engineering are practiced and can model and incorporate the practices into classroom teaching and learning activities, while implementing curricular program lessons in science.</p>	<p>Candidate demonstrates knowledge, and the ability to integrate science and engineering practices, crosscutting concepts, and major disciplinary core ideas within the major content areas of science (physical, life, earth and space, engineering design) and across other curriculum areas.</p> <p>Candidate understands the nature of science and how science and engineering are practiced and can model, and implement curricular program lessons in science, as well as design instructional activities that encompass how science and engineering are practiced in classroom teaching and learning activities.</p>

Rubric for Standard 2.d – *How does the candidate demonstrate understandings, capabilities, and practices associated with the central concepts and tools in civics, economics, geography, and history, within a framework of informed inquiry?*

The performance characteristics at each level describe expectations for candidates to demonstrate knowledge and understanding of the central concepts and the tools of informed inquiry within civics, economics, geography, and history; and to implement curricular program lessons in social studies which incorporate meaningful, integrative, value-based, challenging, and active processes.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate is unable to demonstrate knowledge of the central concepts and the tools of informed inquiry within civics, economics, geography, and history.</p> <p>Candidate is unable to demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies.</p>	<p>Candidate knows central concepts within civics, economics, geography, and history.</p> <p>Candidate’s explanations demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies.</p>	<p>Candidate demonstrates knowledge and understanding and is able to describe and plan for instructional use of the central concepts and the tools of informed inquiry within civics, economics, geography, and history.</p> <p>Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to implement curricular program lessons in social studies which incorporate meaningful, integrative, value-based, challenging, and active processes.</p>	<p>Candidate demonstrates knowledge, and understanding, and is able to describe and plan for integrated instructional applications of the central concepts and tools of informed inquiry within civics, economics, geography, and history.</p> <p>Candidate understands the framework of informed inquiry which guides instruction in the social studies, demonstrating the ability to design and implement lessons in social studies that illustrate teaching and the facilitation of learning that is meaningful, integrative, value-based, challenging, and active.</p>

Rubric for Standard 3.a - *How does the candidate administer formative and summative assessments regularly to determine students' competencies and learning needs?*

The performance characteristics at each level describe expectations for candidates to select and administer formative and summative assessments, and to use assessment to support student learning and development.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate administers required summative assessments.</p> <p>Candidate does not interpret assessments that have been administered.</p>	<p>Candidate selects and administers formative and summative assessments without making modifications to meet individual student needs.</p> <p>Candidate interprets formative and summative assessments to provide required data reports for accountability.</p>	<p>Candidate selects and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs.</p> <p>Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress.</p>	<p>Candidate designs, selects, adapts, and administers a variety of formative and summative assessments and differentiates assessments using modifications based on students' individual learning needs.</p> <p>Candidate designs, administers, and accurately interprets formative and summative assessments to identify learners' needs, to monitor learning and behavior, and to report progress.</p> <p>Candidate provide opportunities for students' choice about how they will demonstrate understanding by designing formative and summative assessment tasks that consider individual student needs.</p>

Rubric for Standard 3.b - *How does the candidate use assessment results to improve instruction and monitor learning?*

The performance characteristics at each level describe expectations for candidates to use assessment information to plan, monitor, and adjust instruction; and to use assessment information to provide feedback to students.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Skillful Candidate</p>
<p>Candidate does not use assessment information to effectively plan instruction.</p> <p>Candidate provides minimal feedback to students, such as grades with no explanation.</p>	<p>Candidate uses assessment information to plan initial instruction but does not make adjustments during instruction based on the formative assessment data they are collecting.</p> <p>Candidate uses a single assessment source to provide general feedback to groups or individuals about their achievement.</p>	<p>Candidate uses assessment information to plan, monitor, and adapt instruction; adjusting instruction to meet the needs of groups of students.</p> <p>Candidate uses multiple assessment sources to provide detailed, task-specific feedback to individuals and groups about their achievement and engagement.</p>	<p>Candidate uses assessment information to plan, monitor, and adapt instruction to meet the needs of individuals and groups of students, providing both remediation and enrichment.</p> <p>Candidates use a variety of assessment sources to provide detailed, task-specific feedback to individuals and groups about their achievement and engagement in tandem with implementing assessment strategies that facilitate student reflection and self-assessment to identify their successes and struggles, efforts needed to reach their goals, and their preferred learning strategies.</p>

Rubric for Standard 3.c - How does the candidate plan instruction including goals, materials, learning activities and assessments?

The performance characteristics at each level describe expectations for candidates to plan instruction, including use of instructional time.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate’s instructional plans do not address goals, learning activities, materials, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs.</p> <p>Candidates do not plan for effective use of time in instruction.</p>	<p>Candidate’s instructional plans address some but not all of these components: goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs, and does not connect or relate these components.</p> <p>Candidate’s plans for use of instructional time do not address a balance of time for instruction, engaged student learning, and assessment.</p>	<p>Candidate’s instructional plans are based on evidence of individual student’s strengths and needs, and include use of goals, materials, learning activities, grouping models, educational technologies, assessments, and modifications or adaptations for students with special needs.</p> <p>Candidates allocate a balance of time for instruction, academic engagement support, learning activities and assessments.</p>	<p>Candidate’s instructional plans are based on evidence of individual student’s strengths and needs, and include coordinated use of materials, learning activities, grouping models, educational technologies, and assessments, as well as and adaptations for students with special needs.</p> <p>Candidates plan for use of instructional time by allocating a balance of time for instruction, engaged student learning, and assessment.</p>

Rubric for Standard 3.d - How do candidates differentiate instructional plans to meet the needs of every student in the classroom?

The performance characteristics at each level describe expectations for candidates to plan for differentiating instruction for every student in the classroom, including planning scaffolding as a way to differentiate instruction.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate does not plan for differentiated instruction to meet the needs of subsets of students, or individual students in the classroom.</p>	<p>Candidate plans are differentiated based on strengths or needs of a subset of students in the classroom and include modifying content or instructional processes.</p> <p>Candidate plans specific strategies to scaffold learning for subsets of students but not for individuals.</p>	<p>Candidate plans are differentiated based on strengths and needs of individual students and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning.</p> <p>Candidate plans specific strategies to scaffold learning for individual students by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs.</p>	<p>Candidate plans are differentiated according to learner readiness, strengths, weaknesses, interests, and motivators of individual students, and include using a variety of instructional approaches, modifying content, instructional processes, products, and learning environments that address individual student interests and preferences for learning. Plans differentiate content by planning a variety of options that modify the difficulty, depth, or complexity of the materials</p> <p>Candidate plans specific strategies to scaffold learning by using their knowledge of current levels of student understanding, skill level, motivation, and individual strengths and needs. And, plans differentiate how students will demonstrate their learning.</p>

Rubric for Standard 3.e -How does the candidate manage the classroom by setting and maintaining social norms and behavioral expectations?

The performance characteristics at each level describe expectations for candidates to establish, communicate, and maintain classroom rules and procedures, and to involve students in helping to establish classroom norms for behavior, social interaction, and procedures for academic work.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate does not establish classroom rules or procedures; or, established rules and procedures do not lead to productive interactions or engagement in learning.</p> <p>Candidate is ineffective in maintaining norms established by those rules or procedures. Candidate uses sarcasm or punitive consequences to attempt to manage student behavior.</p>	<p>Candidate creates rules for behavior and social interaction or establishes procedures for academic work; but does not involve students in establishing these norms.</p> <p>Candidate is inconsistent in maintaining expectations for rules and procedures</p>	<p>Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms.</p> <p>Candidates maintain the expectations for rules and procedures by periodically reviewing the expectations, recognizing students' successful participation, and requesting student input into revision of norms.</p>	<p>Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms.</p> <p>Candidates maintain the expectations for rules and procedures through explicit instruction to help students acquire such social competencies as: emotion recognition, stress-management, empathy, problem-solving, or decision-making skills.</p>

Rubric for Standard 3.f – *How do candidates explicitly support motivation and engagement in learning for every student through a variety of evidence-based practices?*

The performance characteristics at each level describe expectations for candidates to explicitly support motivation and engagement in learning for every student.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate does not facilitate adequate motivation support such as scaffolding for cognitive tasks and does not provide sufficient feedback for student learning.</p> <p>Candidate does not implement actions intended to increase student engagement in academic learning and activities and displays teacher-student interactions that are likely to decrease motivation and engagement such as over-control, disregard for students' needs, sarcasm or negativity.</p>	<p>Candidate provides motivation support explicitly, through well-known practices such as arranging for choice or collaboration, but the motivation support is not integrated with teaching central concept and skills.</p> <p>Candidates support student engagement in learning through problem solving and inquiry.</p>	<p>Candidate explicitly supports student motivation through practices such as: designing classroom goals that emphasize conceptual knowledge; assisting students in setting goals for their academic work; linking academic content to students experience and interests; arranging social learning structures such as partnerships and small group collaborations; and affording students' choices of texts and tasks in learning.</p> <p>Candidates support student engagement in learning by implementing practices such as: affording students an abundance of materials for academic learning to assure a high volume of time spent on challenging and realistic learning tasks; scheduling sufficient time for students' deep immersion in purposeful reading, mathematics, and content learning; and providing thought provoking questions that encourage reasoning individually and collaboratively.</p>	<p>Candidate supports student motivation through practices such as assuring success, sharing control with learners, making school learning relevant, sustaining collaborative activities, and enabling students to become self-regulating learners in all subject areas. Candidates support engagement by setting academic goals that encourage students to generate products, displays or accomplishments that show extended disciplinary involvement and communication.</p> <p>Candidates differentiate engagement support for students with special needs, English language learners, and students with varying achievement levels. And, candidates use formative assessment to improve engagement support.</p>

Rubric for Standard 4.a – *How does the candidate use a variety of instructional practices to support the learning of every student?*

The performance characteristics at each level describe expectations for candidates to use a variety of instructional practices and resource materials based on knowledge of learning theory, their own students' differences, and the interpretation of informal and formal assessments.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
<p>Candidate does not use appropriate instructional practices to support student learning.</p> <p>Candidate does not use appropriate resource materials during instruction to support children's development of skills requisite to problem solving, and critical and creative thinking.</p>	<p>Candidate uses appropriate instructional practices but does not use a variety of strategies or differentiate instruction to meet the individual needs of each student.</p> <p>Candidate uses appropriate resources although the variety of resources is limited and not readily adapted to differentiate instruction.</p>	<p>Candidate uses a variety of appropriate instructional practices such as direct instruction, inquiry-based learning, and project-based learning, and makes attempts to differentiate instruction that supports the learning of every student.</p> <p>Candidate uses a variety of appropriate resource materials during instruction that supports the learning of every student.</p>	<p>Candidate varies the use of instructional practices and differentiates instruction to support the learning of every student.</p> <p>Candidate differentially uses a variety of resource materials that provides students with guided opportunities to make their own choices and supports the development of skills requisite to problem solving and critical thinking of every student.</p>

Rubric for Standard 4.b – *How does the candidate teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child?*

The performance characteristics describe expectations for candidates to use sequenced and research-supported instructional approaches to teach a cohesive sequence of lessons using a variety of instructional strategies.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate does not use research supported instructional approaches when teaching a sequence of lessons.</p> <p>Candidate does not sequence instruction that provides students with connected learning opportunities.</p>	<p>Candidate uses research- supported instructional approaches when teaching a cohesive sequence of lessons.</p> <p>Candidate sequences instruction that provides students with connected learning opportunities.</p>	<p>Candidate consistently uses research-supported instructional approaches when teaching a cohesive sequence of lessons.</p> <p>Candidate sequences instruction that provides students with connected learning opportunities and sufficient opportunities to learn foundational concepts and skills with the intent of moving on to more advanced content in subsequent lessons.</p>	<p>Candidate consistently uses research-supported instructional approaches when teaching a cohesive sequence of lessons and differentiates instruction based on the needs of each student.</p> <p>Candidate sequences instruction that provides students with connected learning opportunities and sufficient opportunities to learn foundational concepts and skills, and then extends learning of advanced content based on individual student needs.</p>

Rubric for Standard 4.c – *How does the candidate teach concepts, skills, and strategies to guide students as they learn?*

The performance characteristics at each level describe expectations for candidates to use explicit instruction to teach concepts, skills, and strategies, and monitor student progress.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate does not use explicit instruction to address established and developmentally appropriate goals.</p> <p>Candidate does not monitor student progress in learning the identified content.</p>	<p>Candidate uses explicit instruction to address established and developmentally appropriate goals.</p> <p>Candidate monitors student progress in learning the identified content.</p>	<p>Candidate uses explicit instruction to address established and developmentally appropriate goals based on assessment information, knowledge of students, and the candidate’s knowledge of content.</p> <p>Candidate monitors student progress in learning the identified content and uses this information to adjust planning and instruction.</p>	<p>Using explicit instruction, the candidate determines and adjusts, as needed, established and developmentally appropriate goals based on assessment information, knowledge of students, and the candidate’s knowledge of content.</p> <p>Candidate monitors student progress in learning the identified content and uses this information to provide guided instruction and practice to support students in addressing challenging learning goals.</p>

Rubric for Standard 4.d – *How does the candidate provide feedback to guide children’s learning, increase motivation, and improve engagement?*

The performance characteristics at each level describe expectations for candidates to provide feedback that is goal-oriented, timely, specific, meaningful, genuine, and age-appropriate; and that fosters the development of misconception identification skills, self-evaluation, and independence in learning.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate does not provide feedback to guide students’ learning or the feedback provided is negative or not timely, specific, meaningful, genuine, or age-appropriate.</p> <p>Candidate does not provide feedback that increases student engagement and motivation to learn intended goals.</p>	<p>Candidate provides feedback to guide students’ learning although the feedback is not consistently goal-oriented, timely, specific, meaningful, genuine and age-appropriate.</p> <p>Candidate does not provide feedback and assistance to students in developing error identification skills, self-evaluation, and independence in learning.</p>	<p>Candidate consistently provides feedback that is goal-oriented, timely, specific, meaningful, genuine, and age-appropriate.</p> <p>Candidate provides feedback and assistance in developing misconception identification skills, self-evaluation, and independence in learning.</p>	<p>Candidate consistently provides students with effective and age-appropriate feedback and provides opportunities for students to set and monitor both long range and short-range goals for their own learning.</p> <p>Candidate provides feedback and assistance and engages students in activities that foster the development of misconception identification skills, self-evaluation, and independence in learning.</p>

Rubric for Standard 4.e – *How does the candidate plan, lead, and manage whole class discussion and ensure the equitable participation of every child?*

The performance characteristics at each level describe expectations for candidates to develop and deliver lessons that include whole class discussion that incorporate higher level questioning and prompting to ensure equitable participation of every student in the discussions.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate does not construct and use questions that foster whole group discussion.</p> <p>Candidate does not monitor and ensure equitable participation of every student in whole class discussions.</p>	<p>Candidate constructs and uses questions that foster whole group discussion, although a variety of questioning techniques is not employed.</p> <p>Candidate monitors and tries to ensure equitable participation of every student in whole class discussions.</p>	<p>Candidate constructs and uses questions that foster whole group discussion using a variety of questioning and prompting strategies that frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals.</p> <p>Candidate monitors and ensures equitable participation of students in whole class discussions and incorporates strategies that encourage all students to contribute orally, listen actively, and respond to and learn from others.</p>	<p>Candidate constructs and uses questions that frame and reframe whole class discussions, and restate and guide student ideas, and frame and reframe discussions, restate student ideas, and reinforce learning of specific instructional goals.</p> <p>Candidate monitors and ensures equitable participation of students in whole class discussions, incorporating multiple strategies that foster constructive listening, speaking, and learning from others while also creating an environment where students ask appropriate questions of each other, share strategies, and critique the reasoning of others without prompting from the teacher.</p>

Rubric for Standard 4.f – *How does the candidate organize and manage small group instruction to meet the learning needs of each child?*

The performance characteristics at each level describe expectations for candidates organize and deliver appropriate and effective lessons for a small group of students, and to monitor the progress of students and adjust instruction to address students’ identified learning needs.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate does not develop an appropriate plan or use an effective instructional approach when teaching small heterogeneous or homogeneous group of students.</p> <p>Candidate does not appropriately monitor the progress of students who are placed in small heterogeneous or homogeneous groups for instruction.</p>	<p>Candidate either does not develop an appropriate plan or does not use an effective instructional approach when teaching a small heterogeneous or homogeneous group of students.</p> <p>Candidate monitors progress of students who are placed in small heterogeneous or homogeneous groups for instruction but does not use this information to appropriately adjust instruction.</p>	<p>Candidate develops an appropriate plan and delivers a lesson for a small heterogeneous or homogeneous group of students using an instructional approach that is effective and appropriate to the content being taught.</p> <p>Candidate monitors the progress of students who are placed in small heterogeneous or homogeneous groups for instruction and uses this information to appropriately adjust instruction that addresses collective learning needs of students.</p>	<p>Candidate develops and delivers a lesson for small heterogeneous or homogeneous groups of students using an effective approach to instruction that is responsive to the students’ individual learning needs and cultural backgrounds.</p> <p>Candidate monitors the progress of students who are placed in small heterogeneous or homogeneous groups for instruction and uses this information to appropriately adjust instruction that addresses collective and individual learning needs of students.</p>

Rubric for Standard 4.g – *How does the candidate organize and plan individual instruction that improves or enhances each child’s learning?*

The performance characteristics at each level describe expectations for candidates to use knowledge of a student and current assessment information to set appropriate goals, organize an appropriate plan for individual instruction, and use appropriate instructional strategies for individual instruction.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
<p>Candidate does not use knowledge of a student or current assessment information to identify appropriate content and instructional goals for the individual learner or does not adequately plan for individual instruction.</p> <p>Candidate does not use an appropriate instructional strategy to support desired learning when delivering individual instruction.</p>	<p>Candidate develops a plan for individual instruction using appropriate knowledge of a student and current assessment information but does not appropriately identify either content and instructional goals or does not develop an appropriate plan for individual instruction.</p> <p>Candidate uses an appropriate instructional strategy to support desired learning when delivering individual instruction; however, one or more critical components of the instructional strategy, such as explicit instruction, appropriate feedback, and guided practice, is missing when delivering the instruction.</p>	<p>Candidate appropriately uses knowledge of a student and current assessment information to identify appropriate content and instructional goals and develops an appropriate plan for individual instruction.</p> <p>Candidate delivers individual instruction to a student using an appropriate instructional strategy and employs critical components of the instructional strategy.</p>	<p>Candidate uses knowledge of a student and current assessment information (including formative and summative measures) to identify content and instructional goals and develop a plan for individual instruction that is culturally responsive.</p> <p>Candidate delivers individual instruction to a student using an appropriate instructional strategy, employs critical components of the instructional strategy and uses culturally responsive practices.</p>

Component 5.a – *How does the candidate work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth?*

The performance characteristics at each level describe expectations for candidates to collaborate with other professionals to help plan and implement classroom activities; and, to collaborate with other professionals to plan and implement accommodations or modifications to meet individual student’s learning and developmental needs.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate does not demonstrate ability to collaborate with others in planning or implementing class activities.</p> <p>Candidate does not demonstrate ability to collaborate with others in planning or implementing classroom accommodations or modifications to meet individual student’s learning and developmental needs.</p>	<p>Candidate collaborates with classroom host teacher, or specialist teachers, or other grade level teachers, in planning or implementing class activities.</p> <p>Candidate collaborates with classroom host teacher, or specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan classroom accommodations or modifications to meet individual student’s learning and developmental needs.</p>	<p>Candidate collaborates with classroom host teacher, or specialist teachers, or other grade level teachers, in planning and implementing class activities.</p> <p>Candidate collaborates with classroom host teacher, or specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan and implement classroom accommodations or modifications to meet individual student’s learning and developmental needs.</p>	<p>Candidate collaborates with classroom host teacher, and specialist teachers, or other grade level teachers in planning, implementing, and evaluating class activities.</p> <p>Candidate collaborates with classroom host teacher, and specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan, implement, and evaluate classroom accommodations or modifications to meet individual student’s learning and developmental needs.</p>

Component 5.b – *How does a candidate design and implement professional development activities based on ongoing analysis of student learning; self-reflection; professional standards, research and best practices; and standards of ethical professional practice?*

The performance characteristics at each level describe expectations for candidates to engage in professional development based on ongoing analysis of student learning, self-reflection, professional standards, research and contemporary practices, and standards of ethical professional practice.

<p>Level 1 The Beginning Candidate</p>	<p>Level 2 The Developing Candidate</p>	<p>Level 3 The Competent Candidate</p>	<p>Level 4 The Accomplished Candidate</p>
<p>Candidate demonstrates little or no evidence of using self-reflection as a basis for their professional development.</p> <p>Candidate does not demonstrate ethical professional conduct</p>	<p>Candidate uses self-reflection to consider their professional development needs.</p> <p>Candidate demonstrates knowledge professional ethics, associated professional standards, but does not use this knowledge to guide professional development activities.</p>	<p>Candidate uses self-reflection based upon assessments of student learning and development to select and participate in professional learning activities that are aligned with professional standards, research and best practices.</p> <p>Candidate uses knowledge of professional ethics and associated professional standards to guide their professional development and activities.</p>	<p>Candidate uses self-reflection based upon assessments of student learning and development to develop and implement a professional learning activities plan aligned with professional standards, research and best practices; and uses on-going structured reflection to monitor plan’s impact on their own teaching and students learning and development.</p> <p>Candidate demonstrates knowledge of professional ethics and associated professional standards that guide their practice. They examine ethical issues and societal concerns about program quality and teaching practices and use it to inform their professional learning activities.</p>

Rubric for Standard 5.c – *How do candidates participate in peer and collaborative professional learning to enhance student learning?*

The performance characteristics at each level describe expectations for candidates to participate in peer professional learning activities and professional organizations to improve teaching practice or enhance student learning and development.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
<p>There is little or no evidence that the candidate attends activities focused on enhancing student learning and development or that the candidate participates in collaborative professional learning.</p>	<p>Candidate attends activities focused on enhancing student learning and development and describes how they might utilize the information to contribute to student learning and development.</p> <p>The candidate participates in collaborative professional learning.</p>	<p>Candidate attends in person or using technology, professional conferences, workshops, or other activities focused on enhancing student learning and development and describes how the information might be utilized to contribute to student learning and development.</p> <p>Candidate participates by contributing to collaborative professional learning, including using technology, and documents how it might be used to enhance student learning.</p>	<p>Candidate joins and attends local, state, or national professional organizations in person or using technology, professional conferences, workshops, or other activities focused on enhancing student learning and development and describes and describe how the information was used and how it affected student learning and development.</p> <p>Candidate participates by contributing to collaborative professional learning, including using technology, and documents how it was used and how it affected student learning.</p>

B.6 Reporting evidence from assessments of candidate performance

INSERT THE CAEP ELEMENTARY TEMPLATE HERE.

Section C. Using the 2018 CAEP K-6 Elementary Teacher Preparation Standards

One purpose of the CAEP 2018 K-6 Elementary Teacher Preparation Standards is to provide clear guidance for a K-6 Elementary Teacher Preparation Program curriculum. The CAEP 2018 Elementary Standards are a baseline point of reference for pre-service programs as they design opportunities for elementary teacher candidates to learn new professional knowledge and skills, practice applying new knowledge and skills in field settings, and demonstrate during capstone clinical experiences that they meet the new standards.

It bears repeating that the CAEP 2018 K-6 Elementary Teacher Preparation Standards for elementary teacher preparation differ substantially from the previous 2007 ACEI Elementary Teacher Preparation Program Standards even though they may appear to be simply an updated continuation of the earlier standards. The CAEP 2018 K-6 standards encompass the many significant changes in our field. First, the standards include new professional and pedagogical content and skills informed by the dynamic context of elementary school teaching and learning. Moreover, the new standards are based on a strong emerging knowledge base for teacher preparation that underscores the importance of content, professional, and pedagogical knowledge and skills, for supporting student learning and development. The design of the CAEP 2018 standards also differs from the 2007 ACEI standards in that they are conceived and expressed in more integrated and holistic terms designed to better reflect the complex and organic practice of K-6 teaching and learning by candidates who are completing an initial K-6 Elementary Education teacher preparation program. The new content and the integrated nature of the CAEP 2018 K-6 Elementary Teacher Preparation Program Standards will require programs to carefully evaluate the design and implementation of both program curriculum and key program assessments used to demonstrate how program completers meet the new standards. Finally, there is increased emphasis on researched-based practices and the expectation of practice-based teacher education.

C.1 Designing, evaluating, and modifying teacher preparation programs using the 2018 K-6 Elementary Teacher Preparation Standards

The CAEP 2018 K-6 Elementary Teacher Preparation Standards express knowledge and skill expectations for pre-service K-6 elementary candidates who are completing an initial Elementary Education teacher preparation program. As such, these standards will be useful to Elementary Education preparation programs, faculty, and candidates. The new standards provide an important point of reference for programs to examine their curriculum, field, and clinical experiences, key assessments, and rubrics. These standards are also for use by states and policy makers concerned with K-6 elementary teacher performance. The goal of these standards is to influence K-6 elementary teacher preparation programs, to guide needed transformation and redevelopment, to provide resources to states in establishing their own Elementary Education teacher standards, and to provide input into policies regarding K-6 elementary teacher performance expectations and assessment.

TOOL FOR EVALUATING TEACHER PREPARATION CURRICULUM ALIGNMENT WITH CAEP 2018 K-6 ELEMENTARY STANDARDS

A major challenge facing teacher education is fragmentation across coursework and field experiences, or all too often, no connection between coursework and field experiences. The NCATE (2010) report *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers* called for teacher preparation programs to “shift away from a norm which emphasizes academic preparation and course work loosely linked to school-based experiences. Rather, (teacher education) must move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses.” (p. ii). The NCATE report goes on to state “Candidates must develop a base of knowledge, a broad range of effective teaching practices, and the ability to integrate the two to support professional decision-making” (p. 5).

The new CAEP 2018 K-6 Elementary standards and components were developed with these ideas and related challenges at the forefront. These standards and components were written with the expectation that they will be centered in clinical practice, and that coursework will be intimately tied to field experiences to support the development of these practices. Given the need to center preparation in clinical practice and given the intimate links between and across standards and components, assessments will, of necessity, measure components across standards, and when a matrix is used to align coursework with the standards/components, the links between and across coursework and field/clinical experiences should be apparent for each component.

While there are many ways to evaluate alignment of the CAEP 2018 K-6 Elementary Standards with an Elementary teacher preparation program curriculum, the matrix provided below provides an important point of reference for determining how an elementary teacher preparation program curriculum aligns with the new CAEP 2018 K-6 Elementary standards. Analysis of the standards/curriculum alignment should include the capstone student teaching/internship, pre-capstone field experiences, teaching methods classes, and core professional, pedagogical and content courses. For each of the 23 standard components, K-6 elementary program faculty should come to consensus on answers to the following questions.

1. How does coursework provide opportunities for candidates to acquire new professional knowledge and skills?
 - Is the content and meaning of the component statement clearly reflected in course objectives?
 - What activities and assignments provide opportunities for learning?
 - How is learning related to the component statement assessed during coursework?
2. How are pre-student teaching/internship opportunities structured to provide opportunities for candidates to practice applying the knowledge and skill statements in each standard component?
 - Is the content and meaning of the component statement clearly reflected in assignments for field experience activities?
 - How will field experiences provide opportunities for candidates to practice applying component knowledge and skills across the full K-6 grade range?
 - How is application of knowledge and skills related to the component assessed during field experiences? How is feedback provided to the candidate?

3. How are capstone clinical experience opportunities structured to allow the candidate explicit opportunities to demonstrate that they meet the knowledge and skill statements in each component?
 - How is demonstration of the component knowledge and skills assessed during capstone clinical experiences?

4. How are the component statement knowledge and skills integrated across coursework, field, and clinical experiences?
 - How are the component knowledge and skills introduced and developed in coursework, applied and practiced in increasingly complex field experience activities and settings, and demonstrated and assessed in capstone clinical settings?

STANDARD 1 - Understanding and Addressing Each Child’s Developmental and Learning Needs

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

1.a - Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

1.b - Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:

Integration across coursework, assessments, field, and clinical experiences:

1.c - Candidates work respectfully and reciprocally with families to gain insight into each child to maximize his/her development, learning and motivation.

Coursework opportunities to learn knowledge and skills:

Field Experience opportunities to practice applying knowledge and skills:

Clinical Experience opportunities to demonstrate competence in knowledge and skills:

Integration across coursework, assessments, field, and clinical experiences:

STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching.

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.

Coursework opportunities to learn knowledge and skills:

Field Experience opportunities to practice applying knowledge and skills:

Clinical Experience opportunities to demonstrate competence in knowledge and skills:

Integration across coursework, assessments, field, and clinical experiences:

2.b - Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.

Coursework opportunities to learn knowledge and skills:

Field Experience opportunities to practice applying knowledge and skills:

Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

2.c - Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

2.d - Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning. Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.

3.a - Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

3.b - Candidates use assessment results to improve instruction and monitor learning.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

3.c - Candidates plan instruction including goals, materials, learning activities and assessments.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

3.d - Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.

Coursework opportunities to learn knowledge and skills:
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Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

3.e - Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

3.f - Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:

Standard 4 – Supporting Each Child’s Learning Using Effective Instruction. Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

4.a - Candidates use a variety of instructional practices that support the learning of every child.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

4.b - Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

4.c - Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

4.d - Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.

Coursework opportunities to learn knowledge and skills:
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Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

4.e - Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

4.f - Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills:
Integration across coursework, assessments, field, and clinical experiences:

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

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:

Clinical Experience opportunities to demonstrate competence in knowledge and skills:

Integration across coursework, assessments, field, and clinical experiences:

STANDARD 5- Developing as a Professional. Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

5.a - Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.

Coursework opportunities to learn knowledge and skills:
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Field Experience opportunities to practice applying knowledge and skills:
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Clinical Experience opportunities to demonstrate competence in knowledge and skills:

Integration across coursework, assessments, field, and clinical experiences:

5.b - Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

Coursework opportunities to learn knowledge and skills:
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Field Experience opportunities to practice applying knowledge and skills:
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Clinical Experience opportunities to demonstrate competence in knowledge and skills:

Integration across coursework, assessments, field, and clinical experiences:

5.c - Candidates participate in peer and professional learning communities to enhance student learning

Coursework opportunities to learn knowledge and skills:
Field Experience opportunities to practice applying knowledge and skills:
Clinical Experience opportunities to demonstrate competence in knowledge and skills: