

**Association for Childhood Education International
Elementary Standards
Suggested Scoring Guide**

STANDARD 1: DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development and learning—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates know and understand the major concepts, principles, theories, and research related to development of children and young adolescents	K	<p>Evidence shows that:</p> <p>Candidates do not have a thorough knowledge of the physical, social, emotional, cognitive, and linguistic developmental characteristics of children and young adolescents</p> <p>Candidates do not understand that the ways in which cultures and social groups differ are important and affect learning</p>	<p>Evidence shows that:</p> <p>Candidates have knowledge of the physical, social, emotional, cognitive, and linguistic developmental characteristics of children and young adolescents from a variety of theoretical perspectives</p> <p>Candidates know that the ways in which cultures and social groups differ are important and affect learning standard?</p> <p>Candidates know a variety of ways to motivate students.</p>	<p>Evidence shows that:</p> <p>Candidates draw upon an in-depth knowledge of the physical, social, emotional, cognitive, and linguistic developmental and learning characteristics of children and young adolescents to understand students' abilities, interests, individual aspirations, values, and social and cultural backgrounds</p> <p>Candidates know a variety of approaches to adapt curriculum and teaching to differentiate instruction to facilitate and support student learning and development</p>

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
<p>Candidates use knowledge and understanding to construct learning opportunities that support individual students' development and acquisition of knowledge</p>	<p>K, S, I, D</p>	<p>Evidence shows that: Candidates do not demonstrate in their practice a belief that all children can learn</p> <p>Candidates do not demonstrate an ability to plan curriculum that is achievable but also challenging for children at various developmental levels</p> <p>Candidates do not respond positively to diversity</p> <p>Candidates do not recognize and respond to students whose development is atypical</p>	<p>Evidence shows that: Candidates demonstrate in their practice that all children can learn</p> <p>Candidates draw on developmental knowledge to plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels</p> <p>Candidates consider and accommodate the developmental characteristics of children and young adolescents in curriculum planning, instruction, and assessment of student learning</p> <p>Candidates consider diversity an asset and respond positively to it</p> <p>Candidates seek advice from specialists (e.g., special educators, counselors, art teachers, etc.) to confirm when an individual student's development is atypical</p>	<p>Evidence shows that: Candidates demonstrate in their practice that all children can learn</p> <p>Candidates draw on developmental knowledge to plan curriculum that is achievable, meaningful, challenging, and motivating for children at various developmental levels</p> <p>Candidates are able to assess student development and learning and use the results to design and implement instruction that meets individual student needs and interests and reflects diversity of students</p> <p>Candidates recognize when an individual student's development differs from typical developmental patterns and collaborate with specialists to plan, implement, and assess appropriate learning experiences that address individual needs</p>

STANDARD 2: CURRICULUM

Standard 2.1 Reading, Writing and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
<p>Candidates demonstrate knowledge of language development and reading acquisition and the variations related to diverse populations</p>	<p>K</p>	<p>Evidence shows that:</p> <p>Candidates do not apply the broad range of theory and research related to reading acquisition to explain the reading process and do not identify the impact on reading instruction.</p> <p>Candidates are unable to explain the basic principles and practices of emergent literacy, including the development of oral language and its relationship to the developmental process of reading acquisition.</p> <p>Candidates are unable to provide a basic explanation of the impact of cultural and linguistic diversity on language development and reading</p>	<p>Evidence shows that:</p> <p>Candidates are able to apply the broad range of theory and research related to reading acquisition to explain the reading process and cite some impacts on reading instruction.</p> <p>Candidates are able to explain the principles and practices of emergent literacy, including the development of oral language and its relationship to the developmental process of reading acquisition.</p> <p>Candidates are able to provide an explanation of the impact of cultural and linguistic diversity on language development and reading acquisition, and basic</p>	<p>Evidence shows that:</p> <p>Candidates are comprehensively able to apply the broad range of theory and research related to reading acquisition to explain the reading process and cite multiple impacts on reading instruction.</p> <p>Candidates are comprehensively able to explain the principles and practices of emergent literacy, including the development of oral language and its relationship to the developmental process of reading acquisition.</p> <p>Candidates are comprehensively able to explain the impact of cultural and linguistic diversity on language development and reading acquisition, and multiple implications for reading</p>

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
		<p>acquisition, and the implications for reading instruction.</p> <p>Candidates are unaware of the research on at-risk learners and its impact on language development and reading acquisition</p>	<p>implications for reading instruction.</p> <p>Candidates are able to explain the research on at-risk learners and its impact on language development and reading acquisition</p>	<p>instruction.</p> <p>Candidates comprehensively explain the research on at-risk learners and its impact on language development and reading acquisition</p>
<p>Candidates teach the use of multiple strategies to help readers recognize words in print</p>	<p>K, S, I</p>	<p>Evidence shows that:</p> <p>Candidates are unable to apply theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies, to help readers recognize words in print and can not identify and explain the impact on reading instruction</p> <p>Candidates are unable to explain the fundamental principles and practices of emergent literacy when teaching word recognition in print.</p>	<p>Evidence shows that:</p> <p>Candidates are able to apply theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies, to help readers recognize words in print and identify and explain the impact on reading instruction.</p> <p>Candidates are able to explain the fundamental principles and practices of emergent literacy when teaching word recognition in print.</p>	<p>Evidence shows that:</p> <p>Candidates are able to comprehensively apply theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies, to help readers recognize words in print and identify and explain the impact on reading instruction.</p> <p>Candidates are comprehensively able to explain the fundamental principles and practices of emergent literacy when teaching word recognition in print.</p>
<p>Candidates demonstrate knowledge of strategies readers use to construct</p>	<p>K, S, I</p>	<p>Evidence shows that:</p> <p>Candidates do not apply theory</p>	<p>Evidence shows that:</p> <p>Candidates are able to apply</p>	<p>Evidence shows that:</p> <p>Candidates are comprehensively</p>

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
meaning from print and to monitor their comprehension		<p>and research related to comprehension strategies and comprehension monitoring to explain them and do not identify their impact on reading instruction</p> <p>Candidates are unable to explain the basic principles and practices of vocabulary development; fluency; comprehension strategy instruction; and comprehension monitoring</p> <p>Candidates are unable to demonstrate the use and teaching of comprehension strategies and comprehension monitoring.</p>	<p>theory and research related to comprehension strategies and comprehension monitoring and explain their impact on reading instruction.</p> <p>Candidates are able to explain the principles and practices of vocabulary development; fluency; comprehension strategy instruction; and comprehension monitoring</p> <p>Candidates are able to demonstrate the use and teaching of comprehension strategies and comprehension monitoring and integrate them with the teaching of the components of reading.</p>	<p>able to apply theory and research related to comprehension strategies and comprehension monitoring and explain their multiple impacts on reading instruction.</p> <p>Candidates are comprehensively able to explain the principles and practices of vocabulary development; fluency; comprehension strategy instruction; and comprehension monitoring</p> <p>Candidates are comprehensively able to demonstrate the use and teaching of comprehension strategies and comprehension monitoring and integrate them with the teaching of the components of reading.</p>
Candidates teach the conventions of language needed to compose oral and written texts for a range of purposes and audiences.	K, S, I	<p>Evidence shows that:</p> <p>Candidates are unable to identify and explain the basic conventions of language needed to compose oral and written texts for a range of</p>	<p>Evidence shows that:</p> <p>Candidates are able to identify and explain the basic conventions of language needed to compose oral and written texts for a range of</p>	<p>Evidence shows that:</p> <p>Candidates are comprehensively able to identify and explain the basic conventions of language needed to compose and comprehend oral and written texts citing the importance of</p>

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
		<p>purposes and audiences</p> <p>Candidates overemphasize or ignore the mechanical conventions of language such as spelling, usage and punctuation.</p> <p>Candidates are unable to teach the conventions of language needed to compose oral and written texts for a range of purposes and audiences</p>	<p>purposes and audience</p> <p>Candidates are able to strike a balance between the mechanical conventions of language and the more meaning-based conventions.</p> <p>Candidates are able to teach the conventions of language needed to compose and comprehend oral and written texts for a range of purposes and audiences</p>	<p>these conventions to understanding</p> <p>Candidates strike a completely appropriate balance between the mechanical conventions of language and the more meaning-based conventions.</p> <p>Candidates are able to creatively teach the conventions of language needed to compose and comprehend oral and written texts for a range of purposes and audiences</p>
<p>Candidates demonstrate skill in the creation of a high quality literate environment for the classroom that includes attention to books, electronic-based information sources, and locally created materials</p>	<p>K, S, D</p>	<p>Evidence shows that:</p> <p>Candidates are not successful in applying theory and research related to the literacy environment to create spaces and opportunities in the classroom when:</p> <ul style="list-style-type: none"> ● learners do not engage with and converse around high quality literature. ● learners do not engage in inquiry using high quality 	<p>Evidence shows that:</p> <p>Candidates are able to apply theory and research related to the literacy environment to create spaces and opportunities in the classroom when:</p> <ul style="list-style-type: none"> ● learners basically engage with and converse around high quality literature. ● learners basically engage in inquiry using high quality 	<p>Evidence shows that:</p> <p>Candidates are highly successful in applying theory and research related to the literacy environment to create spaces and opportunities in the classroom when:</p> <ul style="list-style-type: none"> ● learners comprehensively engage with and converse around high quality literature. ● learners comprehensively engage in inquiry using high

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
		<p>informational texts including access to electronic sources.</p> <ul style="list-style-type: none"> ● learners do not engage with high quality texts that are accessible and provide support for the development of decoding, fluency and comprehension strategies. ● learners and teachers do not produce texts (e.g., charts, graphs, journals, books, electronic texts) that reflect and support their learning and expand their expressive abilities 	<p>informational texts including access to electronic sources.</p> <ul style="list-style-type: none"> ● learners basically engage with high quality texts that are accessible and provide support for the development of decoding, fluency and comprehension strategies. ● learners and teachers basically produce texts (e.g., charts, graphs, journals, books, electronic texts) that reflect and support their learning and expand their expressive abilities 	<p>quality informational texts including access to electronic sources.</p> <ul style="list-style-type: none"> ● learners comprehensively engage with high quality texts that are accessible and provide support for the development of decoding, fluency and comprehension strategies. ● learners and teachers comprehensively produce texts (e.g., charts, graphs, journals, books, electronic texts) that reflect and support their learning and expand their expressive abilities
<p>Candidates demonstrate knowledge and skill in creating a classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment and insight into the human experience.</p>	K, S, D, I	<p>Evidence shows that:</p> <p>Candidates are not successful in using theory and research related to the role of intrinsic motivation in the development of engaged literacy learners.</p> <p>Candidates are not successful in using theory and research related to the literacy motivation to create spaces and</p>	<p>Evidence shows that:</p> <p>Candidates are able to use theory and research related to the role of intrinsic motivation in the development of engaged literacy learners.</p> <p>Candidates are able to use theory and research related to the literacy motivation to create spaces and</p>	<p>Evidence shows that:</p> <p>Candidates are highly successful in using theory and research related to the role of intrinsic motivation in the development of engaged literacy learners.</p> <p>Candidates are highly successful in using theory and research related to literacy motivation to create spaces and opportunities</p>

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
		<p>opportunities in the classroom for learners:</p> <ul style="list-style-type: none"> ● to engage in tasks that permit the construction of personal meaning; ● to make significant choices in shaping their own curriculum. ● to perform tasks that are at an appropriate challenge level; ● to control significant elements of their reading and writing work; ● to participate fully in tasks that require collaborative effort; ● to succeed in tasks with consequences that promote a sense of self-efficacy. 	<p>opportunities in the classroom for learners:</p> <ul style="list-style-type: none"> ● to engage in tasks that permit the construction of personal meaning; ● to make significant choices in shaping their own curriculum. ● to perform tasks that are at an appropriate challenge level; ● to control significant elements of their reading and writing work; ● to participate fully in tasks that require collaborative effort; ● to succeed in tasks with consequences that promote a sense of self-efficacy. 	<p>in the classroom for learners:</p> <ul style="list-style-type: none"> ● to engage in tasks that permit the construction of personal meaning; ● to make significant choices in shaping their own curriculum. ● to perform tasks that are at an appropriate challenge level; ● to control significant elements of their reading and writing work; ● to participate fully in tasks that require collaborative effort; ● to succeed in tasks with consequences that promote a sense of self-efficacy.
Candidates demonstrate knowledge of ways to promote a critical stance toward the analysis and	K, S, D, I	<p>Evidence shows that:</p> <p>Candidates are unable to explain theory and research</p>	<p>Evidence shows that:</p> <p>Candidates are able to explain theory and research related to</p>	<p>Evidence shows that:</p> <p>Candidates are able to provide a thorough explanation of theory</p>

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
<p>interpretation of texts that encourages multiple perspectives.</p>		<p>related to promoting a critical stance toward text analysis and interpretation, encouraging multiple perspectives.</p> <p>Candidates are unable to demonstrate the use of instructional strategies that promote a critical stance toward text analysis and interpretation, encouraging multiple perspectives.</p> <p>Candidates are unable to provide evidence of student performance showing a critical stance toward text analysis and interpretation, encouraging multiple perspectives.</p>	<p>promoting a critical stance toward text analysis and interpretation, encouraging multiple perspectives.</p> <p>Candidates are able to demonstrate the use of instructional strategies that promote a critical stance toward text analysis and interpretation, encouraging multiple perspectives.</p> <p>Candidates are able to provide some evidence of student performance showing a critical stance toward text analysis and interpretation, incorporating multiple perspectives.</p>	<p>and research related to promoting a critical stance toward text analysis and interpretation, encouraging multiple perspectives.</p> <p>Candidates demonstrate proficient use of instructional strategies that promote a critical stance toward text analysis and interpretation, encouraging multiple perspectives.</p> <p>Candidates provide substantial evidence of student performance showing a critical stance toward text analysis and interpretation, incorporating multiple perspectives.</p>

STANDARD 2: CURRICULUM

2.2 Science—Candidates know and understand fundamental concepts of physical, life, and earth/space sciences as delineated in the National Science Education Standards. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding of personal and social applications, and to convey the nature of science.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates know and understand the fundamental concepts in the subject matter of physical, life, earth and space sciences.	K	Evidence shows that: Candidates lack understanding of the fundamental concepts of one or more of the areas of physical, life, earth and space sciences.	Evidence shows that: Candidates possess understanding of fundamental concepts in three of the four areas of physical, life, earth and space sciences.	Evidence shows that: Candidates possess a broad understanding of the fundamental concepts across disciplines.
Candidates use inquiry to learn fundamental concepts of science.	K	Evidence shows that: Candidates have no experience learning science through the process of inquiry.	Evidence shows that: Candidates experience the use of inquiry to learn fundamental concepts of science.	Evidence shows that: Candidates successfully experience multiple ways the use of inquiry to learn fundamental concepts of science such as structured, guided and open-ended inquiry.
Candidates can design and implement age appropriate inquiry lessons to teach science	S, I	Evidence shows that: Candidates cannot design age appropriate inquiry lessons to teach science.	Evidence shows that: Candidates can design and may implement at least one or two age appropriate inquiry lesson or designs multiple inquiry lessons that are the same type of inquiry to teach science.	Evidence shows that: Candidates can successfully design and implement multiple lessons that uses a variety of ways of doing inquiry to teach science (such as structured, guided and open-ended inquiry).

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates can design age appropriate lessons to build student understanding of personal and social applications	S, D, I	Evidence shows that: Candidates cannot design age appropriate inquiry lessons that build understanding of personal and social applications in science.	Evidence shows that: Candidates can design and may implement one or two age appropriate lessons that build understanding of personal and social applications in science.	Evidence shows that: Candidates can successfully design and implement multiple lessons that build understanding of personal and social applications in science.
Candidates can design age appropriate lessons to convey the nature of science (as defined in the National Science Education Standards).	S, D, I	Evidence shows that: Candidates cannot design age appropriate lessons that convey the nature of science.	Evidence shows that: Candidates can design and may implement one or two age appropriate lessons that convey the one or two aspects of the nature of science.	Evidence shows that: Candidates can successfully design and implement multiple lessons that convey multiple aspects of the nature of science.

STANDARD 2: CURRICULUM

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In so doing, they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates know and understand the fundamental concepts of numbers and integers and computational operations.	K, S	Evidence shows that: Candidates lack number sense and background and proficiency in the major concepts and procedures involving the integers and rational numbers.	Evidence shows that: Candidates have a sense of number and are proficient in the major concepts and computational procedures involving natural and whole numbers, integers, and rational numbers – particularly fractions, decimals, and percent.	Evidence shows that: Candidates demonstrate a number of ways to present number concepts involving whole numbers, negative integers, and rational numbers. Candidates are able to balance and link conceptual understanding and computational proficiency within whole numbers, integers, and rational numbers. Candidates are computational fluent and have a well-developed sense of number.
Candidates know, understand and apply algebraic principles.	K, S	Evidence shows that: Candidates lack proficiency in their ability to explore and analyze patterns, relations, functions; investigate equality	Evidence shows that: Candidates are able to explore and analyze patterns, relations, and functions.	Evidence shows that: Candidates demonstrate the ability to analyze change in various contexts.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
		and equations, and recognize and analyze mathematical structures.	Candidates work comfortably with equality, equations, and inequalities. Candidates recognize and analyze mathematical structures.	Candidates demonstrate a deep understanding on the role of mathematical structures and in the use of equality, equations, and inequalities.
Candidates model multi-dimensional shapes and use transformational principles.	K, S	Evidence shows that: Candidates lack proficiency in working with two- and three-dimensional shapes, geometric modeling, coordinate geometry, and transformations.	Evidence shows that: Candidates model two- and three-dimensional shapes, apply transformations, use symmetry, congruence, and similarity, and coordinate geometry.	Evidence shows that: Candidates demonstrate a deep understanding of and are about to model varied representations of two- and three-dimensional shapes. Candidates describe spatial relationships using coordinate geometry. Candidates consistently demonstrate and use transformations.
Candidates demonstrate knowledge and use of measurement units and tools.	K, S	Evidence shows that: Candidates lack proficiency in their ability to select, use, and apply measurement units, techniques, and tools.	Evidence shows that: Candidates are able to appropriately use measurement units and tools. Candidates use estimation as a way to understand measurement.	Evidence shows that: Candidates demonstrate focused, coherent use of a variety of measurement units and tools. Candidates apply measurable attributes of objects, and the

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
				units, systems, and processes of measurement within mathematics and other content areas.
Candidates understand and use data analysis and probability concepts.	K, S, I	Evidence shows that: Candidates lack proficiency in the use of appropriate statistical methods and the application of basic concepts of probability.	Evidence shows that: Candidates are able to design investigations that can be addressed by creating data sets and collecting, organizing, and displaying data. Candidates understand and apply basic concepts of probability.	Evidence shows that: Candidates regularly design investigations that engage students in creating data sets and collecting, organizing, and displaying data. Candidates actively and appropriately use statistical methods probability when solving problems.
Candidates know, understand and apply the process of problem solving.	I	Evidence shows that: Candidates lack proficiency in planning for instruction involving problem solving or a problem-based teaching/learning environment.	Evidence shows that: K-6 students use a variety of strategies to solve problems, and build new knowledge through problem solving.	Evidence shows that: Candidates facilitate K-6 student use of problem solving strategies, and a problem-based focus to mathematics learning. K-6 students regularly monitor and reflect on the process of mathematical problem solving.
Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.	I	Evidence shows that: Candidates lack proficiency in fostering K-6 student use of reasoning and proof.	Evidence shows that: K-6 students recognize the importance of reasoning in mathematics and make and investigate mathematical	Evidence shows that: Candidates facilitate regular K-6 student investigations of mathematical conjectures, student proofs, and the selection

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
			conjectures, and evaluate mathematical arguments.	and use of various types of reasoning and proof.
Candidates communicate their mathematical thinking orally and in writing to peers, faculty, and others.	I	Evidence shows that: Candidates lack proficiency in fostering K-6 use of communication.	Evidence shows that: Candidates are able to foster K-6 student use of the language of mathematics. K-6 students are able to communicate their mathematical thinking – orally and in writing.	Evidence shows that: Candidates consistently assist K-6 students in their development of communication skills related to mathematics. This includes student use of mathematical language, the communication of mathematical thinking orally and in writing, and being able to organize mathematical thinking through communication.
Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside of mathematics to build mathematical understanding.	I	Evidence shows that: Candidates lack proficiency in fostering K-6 use of mathematical connections	Evidence shows that: Candidates foster K-6 student use of connections among mathematical ideas and to contexts outside of mathematics.	Evidence shows that: Candidates have demonstrated the ability to actively foster K-6 student use of connections within mathematics, to contexts outside of mathematics, and to recognize how mathematical ideas interconnect. K-6 students regularly see how mathematics has a myriad of real-life connections.
Candidates use varied representations of mathematical ideas to support and deepen students'	I	Evidence shows that: Candidates lack proficiency in fostering K-6 use of	Evidence shows that: Candidates foster K-6 student use of representations	Evidence shows that: Candidates are able to have K-6 students create and use a variety

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
mathematical understanding.		mathematical representation.	(including manipulative materials, websites, and computer software) to model and interpret mathematics concepts and procedures.	of representations (including mental mathematics, manipulative materials, and technology) to organize, record, and communicate mathematical ideas. K-6 students are empowered to select, apply, and translate among mathematical representations to solve problems.
Technology	K, S, D	Evidence shows that: Candidates lack proficiency in the use of appropriate technology to support the teaching and learning of mathematics.	Evidence shows that: Candidates recognize the role of technology as an important tool in the teaching and learning of mathematics.	Evidence shows that: Candidates foster K-6 student use of appropriate technological tools. These include the calculator, graphing calculator, dynamic geometry software, spreadsheets, and presentation software.

STANDARD 2: CURRICULUM

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
<p>Candidates know and understand major concepts and modes of inquiry from the social studies</p>	<p>K</p>	<p>Evidence shows that:</p> <p>Candidates are not familiar with the themes, concepts, and modes of inquiry drawn from academic fields of the social studies</p>	<p>Evidence shows that:</p> <p>Candidates demonstrate knowledge and understanding of the themes, concepts, and modes of inquiry drawn from the social studies that address:</p> <ul style="list-style-type: none"> ● culture ● time, continuity, and change ● people, places, and environment ● individual development and identity ● individuals, groups, and institutions ● power, governance, and authority ● production, distribution, and consumption ● science, technology, and society ● global connections 	<p>Evidence shows that:</p> <p>Candidates demonstrate in-depth knowledge and understanding of how the major concepts and themes of social studies are integrated across academic fields</p> <p>Candidates have knowledge and understanding of the themes, concepts, and modes of inquiry from the fields of the social studies and demonstrate an in-depth knowledge in more than one of those fields</p>

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
<p>Candidates use the major concepts and modes of inquiry from the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world</p>	<p>K, S, I</p>	<p>Evidence shows that: Candidates do not use the major concepts and modes of inquiry from the social studies to foster K-6 student learning</p>	<p>Evidence shows that: Candidates use knowledge of social studies to help students learn about the major themes that integrate knowledge across the social studies</p> <p>Candidates develop experiences to help elementary students learn about the major concepts from the social studies</p> <p>Candidates are able to help students read, write, listen, discuss, speak, and research to build background knowledge; examine a variety of sources; acquire and manipulate data; analyze points of view; formulate well-supported oral and written arguments, policies, and positions; construct new knowledge and apply knowledge in new settings</p> <p>Candidates use formative and summative assessments in planning and implementing instruction</p>	<p>Evidence shows that: Candidates use their in-depth knowledge of the social studies to provide K-6 students with multiple explanations and highly integrated learning experiences</p> <p>Candidates help K-6 students demonstrate an understanding of the integration across the academic fields of the social studies</p> <p>Candidates plan and implement engaging learning experiences in which K-6 students are challenged to research, analyze, and evaluate real world situations and are able to demonstrate their competence</p>

STANDARD 2: CURRICULUM

2.5 The arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates know and understand the content of dance, music, and theater as primary media for communication, inquiry, and insight among elementary students	K	Evidence shows that: Candidates lack basic understanding of distinctions and connections in dance, music, and theater	Evidence shows that: Candidates understand distinctions and connections between arts study and arts experiences and understand it is the foundation for more advanced work	Evidence shows that: Candidates relate basic types of dance, music, and theater arts knowledge and skills within and across the arts disciplines, and make connections with other disciplines
Candidates know and understand the content of several visual arts as primary media for communication, inquiry, and insight among elementary students	K	Evidence shows that: Candidates lack basic understanding of distinctions and connections in the visual arts	Evidence shows that: Candidates understand distinctions and connections between arts study and arts experiences and understand it is the foundation for more advanced work	Evidence shows that: Candidates relate basic types of visual arts knowledge and skills within and across the arts disciplines, and make connections with other disciplines
Candidates know functions and achievements of dance, music, and theater as primary media for communication, inquiry, and insight among elementary students	K	Evidence demonstrates that: Candidates lack understanding of the functions and achievements in dance, music and theater arts	Evidence demonstrates that: Candidates know and understand functions of dance, music, and theater as primary media for communication, inquiry, and insight among elementary students	Evidence demonstrates that: Candidates understand distinctions, functions, achievements and connections within the arts disciplines and with other disciplines

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates know functions and achievements of visual arts as primary media for communication, inquiry, and insight among elementary students	K	Evidence shows that: Candidates lack understanding of the functions and achievements in the visual arts	Evidence shows that: Candidates know and understand functions and achievements of visual arts as primary media for communication, inquiry, and insight among elementary students	Evidence shows that: Candidates understand distinctions, functions, achievements and connections within the arts disciplines and with other disciplines
Candidates use the arts as primary media for communication, inquiry, and insight among elementary students	S, I	Evidence shows that: Candidates do not use the arts to encourage communication, inquiry, and insight among elementary students	Evidence shows that: Candidates encourage the K-6 students in study of, participation in, and appreciation of arts Candidates acquaint students with exemplary arts from a variety of cultures and historical periods	Evidence shows that: Candidates work alone and with arts specialists or qualified professionals to enable K-6 students to use the arts as primary media for communication, inquiry, and insight; the provided experiences reflect exemplary works of arts from a variety of cultural and historical periods Candidates are able to provide ways for students to use traditional and technology-based tools for communication in the visual arts

STANDARD 2: CURRICULUM

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates know and understand the major concepts in the subject matter of health education	K	Evidence shows that: Candidates lack an understanding of the foundations of good health	Evidence shows that: Candidates understand the foundations of good health, including the structure and function of the body and its systems and the importance of physical fitness and sound nutrition	Evidence shows that: Candidates know the major health issues concerning children and the social forces that affect them, including the importance of physical fitness and sound nutrition Candidates understand the structure and function of the body and its systems
Candidates use the major concepts in the subject matter of health education to create opportunities for K-6 student development and practice of skills that contribute to good health	S, I	Evidence shows that: Candidates lack the necessary understanding to impart information on health-related issues	Evidence shows that: Candidates teach students the major health issues affecting K-6 children and impart information on these issues sensitively Candidates clarify misconceptions for children and help them recognize potentially dangerous situations	Evidence shows that: Candidates help students understand the benefits of a healthful lifestyle for themselves and others, as well as the dangers of diseases and activities that may contribute to disease Candidates address health-related issues in ways that help children recognize potentially dangerous situations, clarify misconceptions, and find reliable sources of information

STANDARD 2: CURRICULUM

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates know and understand human movement	K	Evidence shows that: Candidates have a general knowledge of physical development	Evidence shows that: Candidates have a general knowledge of physical development; and know movement forms, concepts, and principles of motor skills	Evidence shows that: Candidates have an in-depth understanding of physical development and movement forms, and concepts and principles of motor skills; and realize their importance in the K-6 curriculum
Candidates know and understand physical activity	K, S	Evidence shows that: Candidates recognize that physical inactivity is a major health risk factor, but fail to demonstrate knowledge of the value and benefits of physical activity	Evidence shows that: Candidates know the intrinsic value and benefits associated with physical activity Candidates recognize that physical inactivity is a major health risk factor	Evidence shows that: Candidates appreciate and transmit the intrinsic value and benefits associated with physical activity Candidates model the critical importance of physically active life styles Candidates demonstrate sensitivity to K-6 students' needs for physical movement

STANDARD 3: INSTRUCTION

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates know and understand the connections among concepts, procedures, and applications from content areas	K	Evidence shows that: Candidates do not recognize and/or fail to make connections among concepts, procedures and applications across the content areas (see 2b-2h) Candidates do not demonstrate scholarly habits of mind	Evidence shows that: Candidates recognize and make connections among concepts, procedures, and applications across the content areas Candidates demonstrate, through personal actions and teaching, scholarly habits of mind	Evidence shows that: Candidates apply connections among concepts, procedures and applications across the content areas (see 2b-2h) in K-6 classroom teaching Candidates demonstrate scholarly habits of mind in their teaching
Candidates plan instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community	K, S, I	Evidence shows that: Candidates demonstrate a limited awareness of learning theory, K-6 subject matter content, curriculum development, and student development Candidates use a limited range of instructional approaches	Evidence shows that: Candidates integrate knowledge of learning theory, K-6 subject matter content, curriculum development, and knowledge of students to plan instruction Candidates identify possible uses of technology for instruction Candidates plan for active involvement so that students are engaged in learning the subject matter content.	Evidence shows that: Candidates integrate and apply knowledge of students, knowledge of learning theory, K-6 subject matter content, and curriculum development Candidates plan to use a variety of instructional approaches, including the effective use of technology. Candidates collaborate with specialists to promote learning in subject matter content

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
			<p>Candidates plan instructional strategies that are based upon effective teaching strategies, such as activating prior knowledge, and encouraging exploration and problem solving</p>	<p>Candidates develop instructional plans that center on effective teaching strategies, including problem finding, critical thinking, and self-directed learning that builds on skills previously acquired</p>
<p>Candidates implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community</p>	<p>K, S, I</p>	<p>Evidence shows that:</p> <p>Candidates implement instruction based on subject matter content and curriculum goals</p> <p>Candidates use a limited range of resources</p>	<p>Evidence shows that:</p> <p>Candidates implement instruction based upon the subject matter content, knowledge of students (e.g., developmental characteristics, interests, learning styles, and modalities), learning theories, and curriculum goals</p> <p>Candidates utilize resources (e.g., print and electronic) within the classroom or school to benefit students.</p>	<p>Evidence shows that:</p> <p>Candidates foster students' appreciation and engagement in subject matter content and ensure that students are competent and confident as users of technology and other resources</p> <p>Candidates demonstrate that student development (e.g., developmental characteristics, interests, learning styles, and modalities) and the community are integral aspects for effective learning experiences that are meaningful for students</p> <p>Candidates utilize informational resources (e.g., print and electronic) beyond the classroom to benefit students.</p>

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates encourage K-6 students to apply their knowledge, skills, tools, and ideas to real world issues	K, S, I	<p>Evidence shows that:</p> <p>Candidates do not create learning experiences for K-6 students that encourage the application of knowledge, skills, tools, and ideas across fields of knowledge</p>	<p>Evidence shows that:</p> <p>Candidates create learning experiences for K-6 students that encourage the application of knowledge, skills, tools, and ideas across fields of knowledge; K-6 students realize how knowledge, skills, and ideas relate to their lives and to other real world situations</p>	<p>Evidence shows that:</p> <p>Candidates' students demonstrate an ability to apply knowledge, skills, tools, and ideas across content areas (see 2b-2h); K-6 students apply the knowledge, skills, and ideas to their lives and to other real world situations</p>

STANDARD 3: INSTRUCTION

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates understand how elementary students differ in their development	K	Evidence shows that: Candidates have an inadequate understanding of how children differ in their development and how this is influenced by special needs, culture, and family environment	Evidence shows that: Candidates know and understand how children differ in their development and how this is influenced by special needs, culture, and family environment	Evidence shows that: Candidates know and understand how children differ in their development Candidates know how to seek assistance and guidance from specialists and other resources to address K-6 students' diverse learning needs
Candidates understand how elementary students differ in their approaches to learning	K	Evidence indicates that: Candidates are unable to demonstrate understanding of how elementary students' learning is influenced by individual experiences, disabilities, prior learning, and culture	Evidence indicates that: Candidates know and understand how elementary students' learning is influenced by individual experiences, disabilities, prior learning, and culture	Evidence indicates that: Candidates know and understand how elementary students' learning is influenced by individual experiences, talents, disabilities, prior learning and experiences, language, and culture
Candidates create instructional opportunities that are adapted to diverse students	K, S, I	Evidence shows that: Candidates are unable to successfully design instruction appropriate for K-6 students' levels of development, learning styles, and needs	Evidence shows that: Candidates design instruction appropriate for K-6 students' levels of development, learning styles, and needs	Evidence shows that: Candidates seek assistance and guidance from specialists and other resources to address K-6 students' exceptional learning needs.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
		Candidates' approaches to teaching are not sensitive to children's needs	Candidates use teaching approaches sensitive to children's needs	<p>Candidates plan instruction tasks and activities appropriate to the needs of students who are culturally diverse or have exceptional needs.</p> <p>Candidates apply their knowledge of the richness of contributions from diverse cultures to the content studied in the elementary classroom</p> <p>Candidates utilize resources of other specialists and families</p>

STANDARD 3: INSTRUCTION

3.3 Development of critical thinking and problem solving.—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development and use of critical thinking and problem solving,

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates understand a variety of teaching strategies that encourage elementary students’ development of critical thinking, and problem solving.	K	Evidence shows that: Candidates do not demonstrate an understanding of the development of critical thinking, problem solving, and performance skills in K-6 students	Evidence shows that: Candidates demonstrate an understanding of cognitive processes associated with various kinds of learning and how these processes can be developed in K-6 students Candidates know principles and techniques, advantages and limitations, and appropriate uses of teaching strategies	Evidence shows that: Candidates know principles and techniques, advantages and limitations, and appropriate uses of teaching strategies Candidates demonstrate an understanding of cognitive processes associated with various kinds of learning and how these processes can be developed in K-6 students Candidates can provide a plausible rationale to support their choice of instructional materials and strategies in light of learning goals and student outcomes
Candidates use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills	K, S, I	Evidence shows that: Candidates do not use a variety of teaching strategies that encourage K-6 students’ development of critical thinking, problem solving, and performance skills	Evidence shows that: Candidates use a variety of instructional materials, technological resources, and multiple teaching and learning strategies to enhance students’ development of	Evidence shows that: Candidates reflect on the effectiveness of a variety of instructional materials, the use of technology, and teaching strategies

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
			critical thinking, problem solving, and performance skills	Candidates collaborate with specialists and other colleagues to promote their students' development of critical thinking, problem solving, and performance skills

STANDARD 3: INSTRUCTION

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates know and understand individual and group motivation and behavior among K-6 students	K	Evidence shows that: Candidates have an inadequate understanding of individual and group motivation and behavior among K-6 students	Evidence shows that: Candidates demonstrate knowledge and understanding of the principles of effective classroom management and human motivation and behavior	Evidence shows that: Candidates know a variety of effective classroom management strategies and application of appropriate strategies
Candidates use their knowledge of individual and group motivation and behavior among K-6 students to foster active engagement in learning, self-motivation, and positive social interaction	K, S, I	Evidence shows that: Candidates do not use their knowledge of individual and group motivation and behavior among K-6 students to foster active engagement in learning, self-motivation, and positive social interaction	Evidence shows that: Candidates use a variety of strategies to foster active engagement in learning, self-motivation, and positive social interaction Candidates promote positive relationships, cooperation, conflict resolution, and purposeful learning in the classroom	Evidence shows that: Candidates reflect on students' motivation and behavior in the classroom and modify teaching and classroom management strategies appropriately to foster engagement in learning, self-motivation, and positive social interaction. Candidates foster classrooms where K-6 students monitor their own learning, motivation, and interactions with peers and others

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
<p>Candidates use their knowledge of individual and group motivation and behavior among K-6 students to create supportive learning environments</p>	<p>K, S, I</p>	<p>Evidence shows that:</p> <p>Candidates do not create supportive learning environments in their classrooms</p>	<p>Evidence shows that:</p> <p>Candidates encourage K-6 students to assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities</p> <p>Candidates use interpersonal and small-group communication techniques to create an effective learning environment</p>	<p>Evidence shows that:</p> <p>Candidates create learning communities in which K-6 students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities</p> <p>Candidates use appropriate and effective interpersonal and small-group communication techniques to create an effective learning environment</p>

STANDARD 3: INSTRUCTION

3.5 Communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates know and understand effective verbal and nonverbal techniques	K, S	<p>Evidence shows that: Candidates have a lack of basic knowledge in:</p> <ul style="list-style-type: none"> ● communication theory ● language development ● cultural and gender effects on communication ● the role of verbal and nonverbal language <p>Candidates' oral and written discourse is limited</p>	<p>Evidence shows that: Candidates have a basic knowledge of:</p> <ul style="list-style-type: none"> ● communication theory ● language development ● cultural and gender effects on communication ● the role of verbal and nonverbal language <p>Candidates are proficient in their oral and written discourse</p>	<p>Evidence shows that: Candidates have extensive knowledge of:</p> <ul style="list-style-type: none"> (● communication theory ● language development ● cultural and gender effects on communication ● the role of verbal and nonverbal language <p>Candidates demonstrate exceptional skill in their oral and written discourse</p>
Candidates know and understand effective media communication techniques	K, S	<p>Evidence shows that:</p> <p>Candidates have a limited knowledge of audio-visual aids, computer-based technologies, and other media communication tools</p>	<p>Evidence shows that:</p> <p>Candidates demonstrate basic knowledge of audio-visual aids, computer-based technologies, and other media communication tools</p>	<p>Evidence shows that:</p> <p>Candidates have extensive knowledge of: audio-visual aids, computer-based technologies, and other media communication tools</p>
Candidates use verbal, nonverbal, and media communication techniques to foster K-6 students' active inquiry	K, S, I	<p>Evidence shows that:</p> <p>Candidates occasionally model communication strategies that help K-6 students learn active inquiry</p>	<p>Evidence shows that:</p> <p>Candidates consistently present curriculum and model communication strategies that help K-6 students learn active</p>	<p>Evidence shows that:</p> <p>Candidates' K-6 students consistently use active inquiry and communication strategies in the classroom</p>

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
			inquiry; these strategies may include monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received	
Candidates use verbal, nonverbal, and media communication techniques to foster K-6 students' collaboration and supportive interaction	K, S, I	Evidence shows that: Candidates do not effectively use oral and written discourse between themselves and K-6 students	Evidence shows that: Candidates use oral and written discourse between themselves and K-6 students, and the students use discourse among themselves to extend students' understanding of subject matter	Evidence shows that: Candidates' K-6 students initiate oral and written discourse and demonstrate proficiency in classroom collaboration and supportive interaction

STANDARD 4: ASSESSMENT

4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates know, understand, and use formal and informal assessment strategies	K, S	Evidence shows that: Candidates administer both formal and informal assessments, which may or may not be aligned to instruction and learning goals	Evidence shows that: Candidates integrate assessment and instruction as integral parts of designing and aligning instruction and learning goals Candidates administer assessments (i.e., formal and informal) to inform and to make decisions about objectives, materials, and the effectiveness of teaching strategies	Evidence shows that: Candidates integrate assessment and instruction as integral parts of designing and aligning instruction and learning goals Candidates administer assessments (i.e., formal and informal) to inform and to make decisions about objectives and materials Candidates use assessment data for planning and evaluating teaching strategies
Candidates demonstrate their knowledge of and ability to use assessment strategies to strengthen instruction	K, S, D, I	Evidence shows that: Candidates know the reasons to implement certain assessments based on type (i.e., formal and informal), use, advantage, disadvantage, limitations, and subject matter	Evidence shows that: Candidates know the reasons to implement certain assessments based on type (i.e., formal and informal), use, advantage, disadvantage, limitations, and	Evidence shows that: Candidates know the reasons to implement certain assessments based on type (i.e., formal and informal), use, advantage, disadvantage, limitations, and developmental appropriateness as related to students' learning

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
		Candidates use technology to promote the efficiency of assessment data collection	<p>subject matter</p> <p>Candidates use assessment data to monitor learning for each student, such as the need for re-teaching or adaptations to strengthen instruction</p> <p>Candidates use technology to promote the efficiency of assessment data collection and management of instruction</p> <p>Candidates use assessment data to monitor their own teaching strategies</p>	<p>experiences, abilities (e.g., exceptionalities), and subject matter</p> <p>Candidates use assessment data to monitor and promote learning for each student, such as the need for re-teaching adaptations to strengthen instruction for each student</p> <p>Candidates use technology to promote the efficiency of assessment data collection and management of instruction</p> <p>Candidates use assessment data to monitor their own teaching strategies and behavior in terms of improving student success</p>
Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each student	K, S, D, I	<p>Evidence shows that:</p> <p>Candidates draw conclusions about student development through assessment data</p>	<p>Evidence shows that:</p> <p>Candidates adapt assessment strategies to accommodate developmental needs of students</p> <p>Candidates consult with others (i.e., specialists) to gather information to identify</p>	<p>Evidence shows that:</p> <p>Candidates adapt assessment strategies to accommodate and promote the developmental needs of students</p> <p>Candidates consult with others (i.e., specialists) to gather and use assessment information to</p>

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
			and address the development of students with exceptionalities	identify, address, and promote the development of students with exceptionalities

STANDARD 5: PROFESSIONALISM

5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates understand practices and behaviors that are characteristic of developing career teachers	K	<p>Evidence shows that:</p> <p>Candidates do not demonstrate an awareness of the teaching professional codes of ethical conduct and interdependencies among the various professions in elementary education</p>	<p>Evidence shows that:</p> <p>Candidates demonstrate an awareness of the teaching professional codes of ethical conduct</p> <p>Candidates demonstrate an understanding of basic interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education</p>	<p>Evidence shows that:</p> <p>Candidates demonstrate an understanding of the teaching professional codes of ethical conduct</p> <p>Candidates demonstrate an in-depth understanding of interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education</p>
Candidates apply practices and behaviors that are characteristic of developing career teachers	K, S, D	<p>Evidence shows that:</p> <p>Candidates cannot work independently on a variety of disciplinary and pedagogical problems</p> <p>Candidates lack the ability to focus on independent analysis</p>	<p>Evidence shows that:</p> <p>Candidates are able to work somewhat independently on a variety of disciplinary and pedagogical problems.</p> <p>Candidates can work independently on a variety of</p>	<p>Evidence shows that:</p> <p>Candidates can work independently on a variety of disciplinary and pedagogical problems and responsibilities by combining, as appropriate, their knowledge and skills in child development, curriculum,</p>

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
		<p>and value judgments about disciplinary content and teaching methodologies and applications to specific circumstances</p> <p>Candidates are not adaptable to evolving issues and conditions as time and situations change</p>	<p>disciplinary and pedagogical problems and responsibilities by combining, as appropriate, their knowledge and skills in child development, curriculum, instruction, and assessment</p> <p>Candidates focus independent analysis and value judgments about disciplinary content and teaching methodologies and applications to specific circumstances</p> <p>Candidates can adapt to evolving issues and conditions as time and situations change</p> <p>Candidates can identify, access, and use technology-based resources</p> <p>Candidates demonstrate a commitment to the professional codes of ethical conduct</p>	<p>instruction, and assessment</p> <p>Candidates focus and defend independent analysis and value judgments about disciplinary content and methodologies and applications to specific circumstances</p> <p>Candidates can adapt to evolving issues and conditions as time and situations change and make wise decisions according to time, place, and population</p> <p>Candidates can identify, access, and use technology- based resources in support of their professional development</p> <p>Candidates demonstrate a commitment to the professional codes of ethical conduct</p>
Candidates reflect on and modify their practice in light of research on teaching, professional ethics, and resources available for	K, S, D	<p>Evidence shows that:</p> <p>Candidates have not mastered the ability of reflecting on their practice in light of research on</p>	<p>Evidence shows that:</p> <p>Candidates use a variety of self-assessment and problem-solving strategies for reflecting</p>	<p>Evidence shows that:</p> <p>Candidates reflect on their practice and consult with other professionals to grow</p>

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
professional learning		teaching and resources available for professional learning	on their practice, its influences on K-6 students' growth and learning, and the complex interactions between them Candidates know and use major areas of research on teaching and resources available for professional learning	professionally Candidates seek out new sources of current research on teaching and resources of professional learning to continually update the level of their professional practice
Candidates evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community	K, S	Evidence shows that: Candidates do not evaluate the effects of their professional practice	Evidence shows that: Candidates use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice	Evidence shows that: Candidates develop a systematic process for evaluating the effects of their professional decisions and actions on students, parents, and other professionals and develop professional improvement plans based on the evaluation results Candidates conduct professional inquiry into their professional practice and share the results of their inquiry with other professionals
Candidates actively seek out opportunities to grow professionally	S, D	Evidence shows that: Candidates do not avail themselves of opportunities to grow professionally	Evidence shows that: Candidates actively seek professional growth by consulting with colleagues,	Evidence shows that: Candidates actively seek new ways to expand and improve their professional knowledge and

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
			reading current professional literature, and participating in professional organizations and professional development activities	practice

STANDARD 5: PROFESSIONALISM

5.2 Collaboration with families —Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
Candidates know the importance of establishing and maintaining a positive, collaborative relationship with families	K	<p>Evidence shows that:</p> <p>Candidates do not know the variety of family beliefs, traditions, values, and practices across cultures and within society</p> <p>Candidates do not recognize the importance of involving families as partners in supporting the school both inside and outside the classroom</p>	<p>Evidence shows that:</p> <p>Candidates know the variety of family beliefs, traditions, values, and practices across cultures and within society</p> <p>Candidates recognize the importance of involving families as partners in supporting the school both inside and outside the classroom</p>	<p>Evidence shows that:</p> <p>Candidates establish and maintain positive, collaborative relationships with families</p> <p>Candidates know multiple strategies to involve families that encompass a variety of family beliefs, traditions, values, and practices</p>
Candidates know how to use this collaboration to promote the intellectual, social, emotional, and physical growth of children	K, S, D	<p>Evidence shows that:</p> <p>Candidates do not know how to work with families in order to encourage intellectual, social, emotional, and physical growth of K-6 students</p>	<p>Evidence shows that:</p> <p>Candidates know how to work with families in order to encourage intellectual, social, emotional, and physical growth of K-6 students</p> <p>Candidates demonstrate a respect for parents' choices and goals for their children and know how to</p>	<p>Evidence shows that:</p> <p>Candidates know how to establish and maintain a positive, collaborative relationship with families to continuously promote the intellectual, social, emotional, and physical growth of their children</p> <p>Candidates respect families' choices and goals for their</p>

<u>Elements of Standard</u>	<u>Attributes</u>	<u>Unacceptable</u>	<u>Acceptable</u>	<u>Target</u>
			<p>communicate with parents about curriculum</p> <p>Candidates know how to involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities</p>	<p>children and know how to communicate with families about curriculum and children's progress</p> <p>Candidates know how to involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities</p>
<p>Candidates collaborate with colleagues and agencies in the larger community to support K-6 students' learning and well-being.</p>	<p>K, S, D</p>	<p>Evidence shows that:</p> <p>Candidates are unaware that collegial activities contribute to a productive learning environment</p> <p>Candidates are not able to identify the appropriate specialists within the schools to support K-6 students' learning and well-being</p>	<p>Evidence shows that:</p> <p>Candidates recognize that collegial activities contribute to a productive learning environment</p> <p>Candidates can identify the appropriate specialists within the schools to support K-6 students' learning and well-being</p>	<p>Evidence shows that:</p> <p>Candidates participate in collegial activities to sustain a productive learning environment</p> <p>Candidates develop collaborative relationships with specialists to support students' learning and well-being</p> <p>Candidates value and respect the contribution and uniqueness of all members of the school community</p>