CAEP 2018 K-6 Elementary Teacher Preparation Standards

A Summary

[Initial Licensure Programs]

Council for the Accreditation of Educator Preparation

The program standards and resource materials will be available on the CAEP website: caepnet.org. Inquiries on this document and CAEP Elementary Standards should be directed to:

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The Purpose and Use of the CAEP Standards for K-6 Elementary Teacher Preparation Programs for Initial Licensure

The Council for Accreditation of Educator Preparation, through an appointed Steering Committee for the Elementary Teacher Preparation Standards 2015-2018, is pleased to offer this set of educator preparation standards that outline what completers graduating from a K-6 Elementary educator preparation program should know and be able to do by the end of their preparation program and to ensure that each student learns and develops to his/her fullest potential.

Negotiating the 21st Century K-6 Elementary Landscape

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. 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 in 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 learning. There is a growing expectation that effective Elementary teachers will take the lead in involving families and communities in helping each student learn and develop. Understanding and engagement of diverse students, families and communities and 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 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 learning opportunities to help diverse students learn. More than ever, school learning involves more than what happens within the four walls of the classroom.

Assessment is an omnipresent and ever-changing feature of the K-6 Elementary landscape. The new K-6 Elementary teacher will encounter demands for more assessment, for a wider variety of assessments, and for greater use of assessment data to measure and monitor 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 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. Professional knowledge is expanding regarding how to generate motivation and engagement for development and academic achievement.

The professional knowledge base under-girding effective instruction also provides support and guidance for beginning K-6 Elementary 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 at provides targeted, focused, intensive instruction that improves or enhances each student's learning.

Professional development is also a shifting feature of the K-6 Elementary landscape. As the diversity of K-6 elementary school children and their families increases, so does the importance of communication with learners, families, and colleagues; and, the ability to work collaboratively with colleagues and school leaders to establish and pursue common goals that directly influence every student's development and learning. While beginning Elementary teachers encounter these unfamiliar communication and collaboration demands in their new role, they must at the same time build and implement a personal professional development plan and engage in their own continuing professional development.

The New CAEP K-6 Elementary Standards

In response to the changing K-6 Elementary education landscape, five new K-6 standards have been developed that focus more sharply than in the past on 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 background than previously expected, as well as a deeper understanding of digital learning. These standards reflect the importance of assessment literacy and expect higher skills in the use of 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. There is increased emphasis on evidence-based practices and the expectation of practice-based teacher education. The new standards recognize that Elementary teachers are no longer sole practitioners, but part of a team—sometimes in a leading role and sometimes in a supporting role.

The five new CAEP 2018 K-6 Elementary Teacher Preparation Standards are deeper rather than broader. There was a conscious effort to focus on key 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.

Using the Standards

The K-6 Elementary Teacher Preparation Standards express knowledge and skill expectations for beginning K-6 Elementary teachers who have completed an Elementary teacher preparation

program leading to initial teaching licensure. As such, these standards will be useful to Elementary teacher preparation programs, faculty, and candidates. These new standards will 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 Elementary educator preparation programs, to guide needed transformation and redevelopment, and to provide resources to states in establishing their own Elementary teacher standards, and to provide input into policies regarding Elementary teacher performance expectations and assessment.

Whatever use is made of the 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 total of the title, the standard statement, the key components, the supporting explanation, the rubrics, and the assessment evidence guidelines. Each of these parts contributes to the meaning of the whole, and the whole is diminished if any part is not considered when using these standards. In particular, 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.

The Elementary Standards, Components, and Implications

CAEP 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 professional knowledge base and references for each standard and component is presented in the full standards document accompanying this summarized version. Besides the standards and components, this document includes the Assessment Evidence Guidelines for each standard and Rubrics for each component that providers will refer to while addressing the standards.

THE CAEP 2018 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.

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.*

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.*

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.

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.

Implications for Elementary Teacher Preparation Curriculum

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. 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. 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.
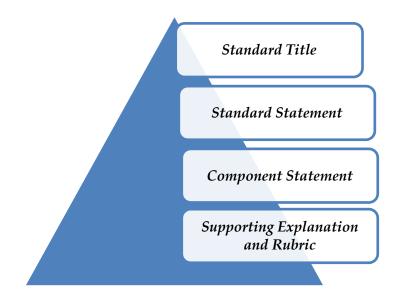
Standard 5 – Developing as a Professional

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.

Understanding and Using the 2018 K-6 Elementary Standards for Program Curriculum Development

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.

Standard Title

Standard Statement

Component Statement

Supporting Explanation and Rubric

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.

Assessment Evidence Guidelines and Rubrics

Assessing the CAEP 2018 K-6 Elementary Teacher Preparation Standards

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 to submit a seventh and/or eighth assessment that they believe will further strengthen their demonstration that all standards are met. The specific focus of these assessments will be 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
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.	▪ 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.

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
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.	▪ 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.
Standard 1.c - Candidates work respectfully and reciprocally with families to gain insight into each child to maximize his/her development, learning and motivation.	▪ 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
Standard 2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.	▪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).
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.	▪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

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
	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).
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.	▪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).
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.	▪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

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
	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).
Standard 3.a - Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.	▪ 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.
Standard 3.b - Candidates use assessment results to improve instruction and monitor learning.	▪ 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
Standard 3.c - Candidates plan instruction including goals, materials, learning activities and assessments.	▪ 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.
Standard 3.d - Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.	▪ 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
Standard 3.e - Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.	▪ 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.
Standard 3.f - Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.	▪ 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.
Standard 4.a - Candidates use a variety of instructional practices that support the learning of every child.	▪ 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.
Standard 4.b - Candidates teach a cohesive sequence of lessons to ensure sequential and	▪ Assessments of **planning** such as lesson plans, unit plans, need assessments, and/or other planning tasks.

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
appropriate learning opportunities for each child.	▪ 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.
Standard 4. c - Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.	▪ 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.
Standard 4.d - Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.	▪ 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.
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.	▪ 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**.

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
	▪ 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.
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.	▪ 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.
Standard 4.g - Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.	▪ 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.
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.	▪ 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.

K-6 Elementary Standard Components	Sources of Assessment Evidence for Candidate Performance
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.	▪ **Other assessments** such as evaluations of field experiences, case studies, portfolio projects, and classroom-based action research studies.
Standard 5.c - Candidates participate in peer and professional learning communities to enhance student learning	▪ **Other assessments** such as evaluations of field experiences, case studies, portfolio projects, and classroom-based action research studies.

Guidance for Elementary Teacher Preparation Programs and Reviewers

The following guidelines have been established to assure greater consistency among reviews of Elementary teacher preparation programs. K-6 Elementary teacher preparation program reviewers decide on whether a program provides sufficient evidence to meet the Elementary standards. To ensure consistent practices among Elementary teacher preparation program reviewers in the analysis of assessment evidence and in arriving at decisions based on that evidence whether each standard is met, K-6 Elementary teacher preparation reviewers and will follow these guidelines.

1. Preponderance of Evidence – Elementary teacher preparation program reviewer and decisions on whether specific standards are met will be based on the preponderance of evidence at the standard level. "Preponderance of evidence" means an overall confirmation that candidates meet standards in the strength, weight, or quality of evidence. This will be based on the professional judgments of the Elementary program reviewer teams. Program reviewers weigh the evidence presented in Elementary program reports, and when there is a greater weight of evidence in favor, they should conclude that a standard is met or that a program is recognized. Program reviewers make judgments that "overall" there is/ is not sufficient evidence that the standard is met.

2. Meeting requirements for standards and components– Elementary teacher preparation programs are required to provide evidence for all the components of a standard. However, Elementary program reviewers cannot require a program to meet all components to meet the overall standard. Program reviewers make judgments at the standard level that "overall" there is/ is not sufficient evidence that the standard is met.

The components of a standard are used by program reviewers to help determine how standards are met. This means that a standard could be met, even though evidence related to one or more components presented in the eight possible assessments is weak. Reviewers make judgments at the standard level that "overall" there is/is not sufficient evidence that the standard is met.

3. Evaluating alignment among standards, assessments, and rubrics – Candidate assessments and scoring rubrics must 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 must 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 Standards and Components. The assessment tasks and rubric criteria are adapted to the elements 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 required. Does the assessment represent the difficulty of similar tasks typically required of a beginning K-6 Elementary teacher?

4. Evaluating the quality of candidate assessments – Elementary Education Program Reports may include six to eight assessments that, taken as a whole, demonstrate candidate mastery of the Elementary Standards. These assessments must be required of all candidates. Assessments should be aligned with the K-6 Elementary Teacher Preparation Standards and components. This means that the concepts in the Elementary teacher preparation standards should be apparent in the assessments to the same depth, breadth, and specificity as in the Elementary Standards.

Assessments of candidate performance on the Elementary Education standards must demonstrate the characteristics described as the minimal level of sufficient evidence as identified in the CAEP Evaluation Framework.

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 candidate performance assessments submitted by teacher preparation programs for review. When reviewers provide feedback to programs about their assessments, feedback should be referenced to the characteristics described below. Elementary Education teacher preparation program assessments must demonstrate, at a minimum, the following characteristics.

Administration and purpose of assessments
- The point or points when the assessment is administered during the preparation program are explicit
- The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate

- Evaluation categories or assessment tasks are tagged to the K-6 Elementary Teacher Preparation Standards

Informing Candidates
- The candidates who are being assessed are given a description of the assessment's purpose
- Instructions provided to candidates about what they are expected to do are informative and unambiguous
- The basis for judgment (criterion for success, or what is "good enough") is made explicit for candidates

Content of Assessment

- Evaluation categories or tasks assess explicitly identified aspects of the Elementary standards
- Evaluation categories or tasks reflect the degree of difficulty or level of effort described in the standards
- Evaluation categories or tasks unambiguously describe the proficiencies to be evaluated
- When the standards being informed address higher level functioning, the evaluation categories or tasks require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply). For example, when a standard specifies that candidates' students "demonstrate" problem solving, then the category or task is specific to students' application of knowledge to solve problems
- Most evaluation categories or tasks (at least those comprising majority of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards

5. Evaluating the quality of assessment rubrics – Elementary Education Program Reports must include rubrics that describe program expectations for appropriate candidate performance by defining different levels of candidate proficiencies in the Elementary Standards that determine whether standards are met or not met. Rubrics for meeting the standards must demonstrate the characteristics described as the minimal level of sufficient evidence as identified in the CAEP Evaluation Framework.

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 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 must demonstrate, at a minimum, the following characteristics.

- 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
- 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 from the rubric 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

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	

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
Candidate demonstrates little or no understanding of how children grow, develop, and learn. Candidate does not gather information about learners' development.	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. Candidate gathers information about learners' development but does not do this systematically or does not use this information to support development.	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. Candidate observes and records learners' development, individually and in group contexts, to determine strengths and needs in each area of development.	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. Candidate assesses learners' development, using a variety of assessments, individually and in group contexts, to determine strengths and needs in each area of development.

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
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. Candidate does not gather nor use information about individual children's unique characteristics to inform planning and implementation of learning experiences and environments.	Candidate understands and recognizes the individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context. 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.	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. 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.	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. 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 environments 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.

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
Candidate may respond to communication from families but does not initiate communication with families. 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. Candidate's actions or comments denigrate families who are facing adversity and who may need support to actively participate in their child's education.	Candidate initiates communication with families but communication is one-way from school to home and focuses primarily on reporting progress or reporting problem behavior. Candidate's communication and actions demonstrate knowledge of home culture and language, various structures of families and different beliefs about parenting.	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. 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.	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. 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.

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
Candidate is unable to demonstrate knowledge of the elements of literacy that are critical for purposeful oral, print and digital communication. Candidate is unable to identify the foundational literacy elements in an integrated, comprehensive, and balanced literacy curriculum.	Candidate knows the elements of literacy that are critical for purposeful oral, print and digital communication. Candidate is able to identify the elements of foundational literacy in an integrated, comprehensive, and balanced literacy curriculum.	Candidate demonstrates knowledge and understanding of the elements of literacy that are critical for purposeful oral, print, and digital communication. 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.	Candidate demonstrates knowledge, understanding, and the ability to evaluate instructional materials for the elements of literacy critical for purposeful oral, print or digital communication. 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.

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
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). Candidate is unable to demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics.	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). Candidate's explanations demonstrate knowledge of the mathematical practices and the instructional connections between the mathematical practices and mathematics content topics.	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. 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.	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. 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.

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
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). Candidate is unable to demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.	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). Candidate's explanations demonstrate understanding of the nature of science and how science and engineering are practiced in the classroom.	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). 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.	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. 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.

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 demonstrates 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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
Candidate is unable to demonstrate knowledge of the central concepts and the tools of informed inquiry within civics, economics, geography, and history. Candidate is unable to demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies.	Candidate knows central concepts within civics, economics, geography, and history. Candidate's explanations demonstrate understanding of the framework of informed inquiry which guides instruction in the social studies.	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. 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.	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. 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.

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.

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

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.

Level 1 — The Beginning Candidate	Level 2 — The Developing Candidate	Level 3 — The Competent Candidate	Level 4 — The Skillful Candidate
Candidate does not use assessment information to effectively plan instruction.

Candidate provides minimal feedback to students, such as grades with no explanation. | Candidate uses assessment information to plan initial instruction but does not make adjustments during instruction based on the formative assessment data they are collecting.

Candidate uses a single assessment source to provide general feedback to groups or individuals about their achievement. | Candidate uses assessment information to plan, monitor, and adapt instruction; adjusting instruction to meet the needs of groups of students.

Candidate uses multiple assessment sources to provide detailed, task-specific feedback to individuals and groups about their achievement and engagement. | 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.

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. |

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
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. Candidates do not plan for effective use of time in instruction.	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. Candidate's plans for use of instructional time do not address a balance of time for instruction, engaged student learning, and assessment.	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. Candidates allocate a balance of time for instruction, academic engagement support, learning activities and assessments.	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. Candidates plan for use of instructional time by allocating a balance of time for instruction, engaged student learning, and assessment.

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
Candidate does not plan for differentiated instruction to meet the needs of subsets of students, or individual students in the classroom.	Candidate plans are differentiated based on strengths or needs of a subset of students in the classroom and include modifying content or instructional processes. Candidate plans specific strategies to scaffold learning for subsets of students but not for individuals.	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. 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.	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 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.

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
Candidate does not establish classroom rules or procedures; or, established rules and procedures do not lead to productive interactions or engagement in learning. Candidate is ineffective in maintaining norms established by those rules or procedures. Candidate uses sarcasm or punitive consequences to attempt to manage student behavior.	Candidate creates rules for behavior and social interaction or establishes procedures for academic work; but does not involve students in establishing these norms. Candidate is inconsistent in maintaining expectations for rules and procedures	Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms. 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.	Candidate establishes rules and procedures for behavior, social interaction, and academic work, and involves students in the process of setting these norms. 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.

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
Candidate does not facilitate adequate motivation support such as scaffolding for cognitive tasks and does not provide sufficient feedback for student learning. 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.	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. Candidates support student engagement in learning through problem solving and inquiry.	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. 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.	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. 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.

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
Candidate does not use appropriate instructional practices to support student learning. 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.	Candidate uses appropriate instructional practices but does not use a variety of strategies or differentiate instruction to meet the individual needs of each student. Candidate uses appropriate resources although the variety of resources is limited and not readily adapted to differentiate instruction.	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. Candidate uses a variety of appropriate resource materials during instruction that supports the learning of every student.	Candidate varies the use of instructional practices and differentiates instruction to support the learning of every student. 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.

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
Candidate does not use research supported instructional approaches when teaching a sequence of lessons. Candidate does not sequence instruction that provides students with connected learning opportunities.	Candidate uses research- supported instructional approaches when teaching a cohesive sequence of lessons. Candidate sequences instruction that provides students with connected learning opportunities.	Candidate consistently uses research-supported instructional approaches when teaching a cohesive sequence of lessons. 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.	Candidate consistently uses research-supported instructional approaches when teaching a cohesive sequence of lessons and differentiates instruction based on the needs of each student. 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.

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
Candidate does not use explicit instruction to address established and developmentally appropriate goals. Candidate does not monitor student progress in learning the identified content.	Candidate uses explicit instruction to address established and developmentally appropriate goals. Candidate monitors student progress in learning the identified content.	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. Candidate monitors student progress in learning the identified content and uses this information to adjust planning and instruction.	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. 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.

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
Candidate does not provide feedback to guide students' learning or the feedback provided is negative or not timely, specific, meaningful, genuine, or age-appropriate. Candidate does not provide feedback that increases student engagement and motivation to learn intended goals.	Candidate provides feedback to guide students' learning although the feedback is not consistently goal-oriented, timely, specific, meaningful, genuine and age-appropriate. Candidate does not provide feedback and assistance to students in developing error identification skills, self-evaluation, and independence in learning.	Candidate consistently provides feedback that is goal-oriented, timely, specific, meaningful, genuine, and age-appropriate. Candidate provides feedback and assistance in developing misconception identification skills, self-evaluation, and independence in learning.	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. Candidate provides feedback and assistance and engages students in activities that foster the development of misconception identification skills, self-evaluation, and independence in learning.

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
Candidate does not construct and use questions that foster whole group discussion. Candidate does not monitor and ensure equitable participation of every student in whole class discussions.	Candidate constructs and uses questions that foster whole group discussion, although a variety of questioning techniques is not employed. Candidate monitors and tries to ensure equitable participation of every student in whole class discussions.	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. 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.	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. 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.

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
Candidate does not develop an appropriate plan or use an effective instructional approach when teaching small heterogeneous or homogeneous group of students. Candidate does not appropriately monitor the progress of students who are placed in small heterogeneous or homogeneous groups for instruction.	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. 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.	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. 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.	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. 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.

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
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. Candidate does not use an appropriate instructional strategy to support desired learning when delivering individual instruction.	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. 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.	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. Candidate delivers individual instruction to a student using an appropriate instructional strategy and employs critical components of the instructional strategy.	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. Candidate delivers individual instruction to a student using an appropriate instructional strategy, employs critical components of the instructional strategy and uses culturally responsive practices.

Rubric for Standard 5.a – *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 learning based on ongoing analysis of student learning, self-reflection, professional standards, research and contemporary practices, and standards of ethical professional practice.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Skillful Candidate
Candidate demonstrates little or no evidence of using self-reflection as a basis for their professional learning. Candidate does not demonstrate ethical professional conduct	Candidate uses self-reflection to consider their professional learning needs. Candidate demonstrates knowledge of professional ethics, associated professional standards, but does not use this knowledge to guide professional learning activities.	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. Candidate uses knowledge of professional ethics and associated professional standards to guide their professional learning.	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. 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.

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
Candidate does not demonstrate ability to collaborate with others in planning or implementing class activities. 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.	Candidate collaborates with classroom host teacher, or specialist teachers, or other grade level teachers, in planning or implementing class activities. 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.	Candidate collaborates with classroom host teacher, or specialist teachers, or other grade level teachers, in planning and implementing class activities. 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.	Candidate collaborates with classroom host teacher, and specialist teachers, or other grade level teachers in planning, implementing, and evaluating class activities. 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.

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.

Level 1 The Beginning Candidate	Level 2 The Developing Candidate	Level 3 The Competent Candidate	Level 4 The Accomplished Candidate
Candidate demonstrates little or no evidence of using self-reflection as a basis for their professional development. Candidate does not demonstrate ethical professional conduct	Candidate uses self-reflection to consider their professional development needs. Candidate demonstrates knowledge professional ethics, associated professional standards, but does not use this knowledge to guide professional development activities.	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. Candidate uses knowledge of professional ethics and associated professional standards to guide their professional development and activities.	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. 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.

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
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.	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. The candidate participates in collaborative professional learning.	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. Candidate participates by contributing to collaborative professional learning, including using technology, and documents how it might be used to enhance student learning.	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. Candidate participates by contributing to collaborative professional learning, including using technology, and documents how it was used and how it affected student learning.

The CAEP 2018 K-6 Elementary Teacher Preparation Standards embraced the four InTASC principles that constitute the basis of program level review as recognized by CAEP—(A) The Learner and Learning; (B) Content; (C) Instructional Practice; (D) Professional Responsibility. The standards describe and make use of appropriate professional knowledge bases that are appropriate for preparing Elementary Education teachers, including current research (empirical research, disciplined inquiry, informed theory) and the wisdom of practice. The Standards draw on developments in P-12 educator standards from specialized professional associations related to Elementary Education and are informed by P-12 standards. The CAEP 2018 K-6 Elementary Teacher Preparation Standards focus on student learning and creation of environments that will foster student learning. Also, Elementary standards are written to describe what candidates should know and be able to do by the completion of their preparation programs in ways that can be assessed through performance in relation to these standards.

As is illustrated in the chart below, the CAEP 2018 K-6 Elementary Teacher Preparation Standards are aligned closely with these four principles.

CAEP Concepts/InTASC Principles	2018 K-6 Elementary Teacher Preparation Standards
CAEP/InTASC Principle A. The Learner and Learning	**K-6 Standard 1**
●Learner Development	Standard 1.a
●Learning Differences	Standard 1.b
●Learning Environments	Standards 1.b, 3.e
CAEP/InTASC Principle B. Content	**K-6 Standard 2**
● Content Knowledge	Standards 2.a, 2.b, 2.c, 2.d
● Application of Content	Standards 2.a, 2.b, 2.c, 2.d
CAEP/InTASC Principle C. Instructional Practice	**K-6 Standards 3 and 4**
●Assessment	Standards 3.a, 3.b
●Planning for Instruction.	Standards 3.c, 3.d, 3.f
●Instructional Strategies.	Standards 4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g

CAEP/InTASC Principle D. Professional Responsibility	K-6 Standard 5
● Professional Learning and Ethical Practice	Standards 5.b, 5.c
● Leadership and Collaboration	Standards 1.c, 5.a,