Draft Elementary Teacher Standards: Steering Committee Updates

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K-6 Elementary Teacher Standards: CAEP's Role

• Overview of the History of ELED Standards: ACEI’s Role

• CAEP’s New Role: ELED Teacher Standards & Program Review

• Impact: Over 440 National and International Programs

• Quality Assessment: Training Reviewers and Program Report Developers
CAEP’s Role as Facilitator

- **August 1, 2015:** ACEI ceased to function as the SPA for Elementary Teacher Preparation Programs
- **CAEP’s Assumed Responsibility:** Developing Standards and Coordinating Program Review for National Recognition:
  - Standards Development: Independent Taskforce
  - Program Review: Volunteer Reviewers/ Experts in Elementary Ed Field Using AIMS
  - Reviewer Trainings: Facilitated by CAEP

*CAEP is currently seeking volunteers to serve as elementary program reviewers. If interested, please contact Banhi Bhattacharya ([banhi.bhattacharya@caepnet.org](mailto:banhi.bhattacharya@caepnet.org))
Steering Committee for Elementary Teacher Standards

16-Member Steering Committee includes representatives from the following Specialized Professional Associations (SPA’s):

- Association for Childhood Education International
- Council for Exceptional children
- International Literacy Association
- National Association for the Education of Young Children
- National Council of Teachers of English
- National Council for the Social Studies
- National Council of Teachers of Mathematics
- National Science Teachers Association
- Teachers of English to Speakers of Other Languages
Steering Committee for Elementary Teacher Standards (Continued)

• **16-Member** Steering Committee also includes representatives from other CAEP member organizations:
  
  – American Association of Colleges for Teacher Education
  – American Federation of Teachers
  – Council of Chief State School Officers
  – National Board for Professional Teaching Standards
  – National Education Association
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, colleagues, and school and other professionals to gain a full perspective on children’s strengths and needs and how to motivate their learning.

STANDARD 1 KEY ELEMENTS:

1.a - Candidates know how children grow and develop, recognizing that patterns of development and learning vary individually within and across cognitive, linguistic, social, emotional, ethical, and physical domains; they regularly assess individual development and learning and use these data to plan and implement developmentally appropriate and challenging learning experiences and environments that take into account individual children’s strengths and needs in each developmental domain.

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 (including prior knowledge and experiences, motivation, abilities, talents, language, culture, family and community values and assets), and address their individual needs, allowing every child to advance as they demonstrate their mastery. Candidates consider how their own experiences and potential biases impact their instructional decisions and their relationships with learners and their families.
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, colleagues, and school and other professionals to gain a full perspective on children’s strengths and needs and how to motivate their learning.

STANDARD 1 KEY ELEMENTS continued:

1.c - Candidates work respectfully and reciprocally with families, colleagues, and school and other professionals to gain insight into each child in order to maximize his/her development, learning, and motivation. They respect families’ beliefs, norms, and expectations and take responsibility for working collaboratively with families in setting and meeting challenging yet reachable learning goals for their children.
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, health and physical education, and the core arts for grades K-6.

STANDARD 2 KEY ELEMENTS:

2.a – Candidates demonstrate and apply the elements of literacy (phonological awareness; phonics; word recognition; word analysis; conventions of standard academic English; forms and functions of the English language; comprehension; fluency; ability to read text closely and critically (knowledge about the relationship between an author’s craft and text structure; discourse conventions; effective writing) critical for purposeful oral, print, or digital communication, as presented in the rationale for the CAEP Literacy Content for Elementary (K-6) Teachers. Candidates also demonstrate understandings of literacy curricular standards and curriculum; teaching practices, including digital learning; disciplinary language; and learning progressions. Candidates are able to make purposeful connections between or across the curricular areas of mathematics, science, social studies, health and physical education, and the core arts with literacy.
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, health and physical education, and the core arts for grades K-6.

STANDARD 2 KEY ELEMENTS continued:

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 (Number and Operations, Operations and Algebraic Thinking, Measurement and Data [both Statistics and Probability] and Geometry) as presented in the rationale for the CAEP Mathematics Content for Elementary (K-6) Teachers. Candidates also demonstrate understandings of mathematics curricular standards and curriculum; teaching practices, including digital learning; disciplinary language; and learning progressions. Candidates are able to make purposeful connections between or across the curricular areas of mathematics, science, social studies, health and physical education, and the core arts with mathematics.
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, health and physical education, and the core arts for grades K-6.

STANDARD 2 KEY ELEMENTS continued:

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 (Life, Physical and Earth and Space Sciences and Engineering, Technology and Applications of Science) as presented in the rationale for the CAEP Science Content for Elementary (K-6) Teachers. Candidates also demonstrate understandings of science curricular standards and curriculum; teaching practices, including digital learning; disciplinary language; and learning progressions. Candidates are able to make purposeful connections between or across the curricular areas of mathematics, social studies, health and physical education, and the core arts with science.
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 for grades K-6.

STANDARD 2 KEY ELEMENTS continued:

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 (Developing question and planning inquiries; Applying disciplinary concepts and tools; Evaluating sources and using evidence; and Communicating conclusions and taking informed action) as presented in the rationale for the CAEP Social Studies Content for Elementary (K-6) Teachers. Candidates also demonstrate understandings of social studies curricular standards and curriculum; teaching practices, including digital learning; disciplinary language; and learning progressions. Candidates are able to make purposeful connections between or across the curricular areas of literacy, mathematics, science, health and physical education, and the core arts with social studies.
STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning – Candidates assess students, plan instruction and design classroom contexts for learning by:
- using formative and summative assessments to monitor students’ learning and guide instruction,
- planning learning activities to promote a full range of competencies for each student
- differentiating instructional materials and activities to address learners with diverse cognitive, linguistic, cultural, and emotional diversity
- fostering engagement in learning by establishing and maintaining social norms for classrooms
- building interpersonal relationships with students that generate motivation, and promote students’ social and emotional development

STANDARD 3 KEY ELEMENTS:

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

3.b - Candidates use assessment data to plan, monitor, guide and revise instruction. Candidates use all assessment sources to provide detailed, task-specific feedback to learners about their achievement and engagement.
STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction -
Candidates plan and adapt instructional sequences to promote a full range of competencies for every learner based on knowledge of each child, educational goals, instructional practices, disciplinary knowledge, and student assessment. Candidates establish social norms for classroom learning and implement activities to generate motivation and engagement for academic achievement. Candidates justify their selection of goals, assessments and instructional strategies for colleagues as needed.

STANDARD 3 KEY ELEMENTS continued:

3.c - Candidates plan instruction comprehensively. Their plans reflect the teachers’ educational goals and what they know about their learners’ current needs and capabilities. Candidates’ plans provide instructional strategies, resources, materials, learning environments and coordination with other school professionals that address each learner’s strengths and needs. Candidates plan how they will assess the instructional impact on student learning.

3.d - Candidates plan to differentiate their teaching. Their differentiated plans include activities to improve both basic competencies and higher order learning. Candidates plan differentiated scaffolds, texts, tasks and digital resources to optimize academic access and engagement of diverse learners.
STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction - Candidates plan and adapt instructional sequences to promote a full range of competencies for every learner based on knowledge of each child, educational goals, instructional practices, disciplinary knowledge, and student assessment. Candidates establish social norms for classroom learning and implement activities to generate motivation and engagement for academic achievement. Candidates justify their selection of goals, assessments and instructional strategies for colleagues as needed.

STANDARD 3 KEY ELEMENTS continued:

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

3.f - Candidates support student motivations and engagement in learning by forming explicit plans to share control with learners, make school learning relevant, sustain collaborative activities, and enable students to become self-regulating learners. They link academic work to each learner’s interests, and foster students’ values for school learning. Candidates form interpersonal relationships with students that enable them to advance in social, emotional, and motivational development.
STANDARD 4 - Supporting each Child’s Learning using Effective Instruction - Candidates make informed decisions about instruction guided by knowledge of children and assessment of students’ learning that result in the use of a variety of effective instructional practices that employ print, digital, and other 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 student learning.

STANDARD 4 KEY ELEMENTS:

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 the learning of every child. They teach lessons that support children's deep learning of discipline specific content, skills, and strategies; that build upon the previous lesson's goals to develop more complex knowledge through learner inquiry; and, as part of a coherent series, offer learners opportunities to practice and master knowledge, skills and strategies as they explore disciplinary content knowledge.
STANDARD 4 - Supporting each Child’s Learning using Effective Instruction - Candidates make informed decisions about instruction guided by knowledge of children and assessment of students’ learning that result in the use of a variety of effective instructional practices. Candidates deliver instruction using a cohesive sequence of lessons and employing these instructional practices. They 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 student learning.

STANDARD 4 KEY ELEMENTS continued:

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

4.d - Candidates provide positive and constructive feedback to guide children’s learning, increase motivation, and improve engagement, that are intended to improve learning and behavior.

4.e - Candidates lead whole class discussions in which the candidate and learners collaboratively investigate specific content, strategies, or skills. Candidates and all learners contribute orally, listen actively, respond respectfully, and learn from others’ contributions. Candidates use strategies to ensure the equitable participation of every child in discussions.
STANDARD 4 - Supporting each Child’s Learning using Effective Instruction

Candidates make informed decisions about instruction guided by knowledge of children and assessment of students’ learning that result in the use of a variety of effective instructional practices. Candidates deliver instruction using a cohesive sequence of lessons and employing these instructional practices. They 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 student learning.

STANDARD 4 KEY ELEMENTS continued:

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

4.g  Candidates organize and manage individual instruction that is used to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.
STANDARD 5 - Developing as a Professional - Candidates are committed to the learning and development of every child through effective communication, participation in collaborative learning environments, reflective self-study and professional development, and involvement in their professional community.

STANDARD 5 KEY ELEMENTS:

5.a - Candidates use a variety of communication strategies effectively to interact with learners, families, colleagues and other school personnel, who heighten and promote shared learning for each child.

5.b - Candidates work collaboratively with colleagues, mentors, and other school personnel demonstrating self-motivation, knowledge of current education policies and pedagogy, and the ability to establish and work toward common goals that directly influence every learner’s development and growth.

5.c - Candidates build and implement a personal professional development plan based on the ongoing analysis of children’s learning, self-reflection, current research and contemporary best practice. Candidates are also knowledgeable about standards of professional ethics that inform and guide their practice.

5.d - As a means to enhance student learning, candidates participate in peer and professional learning communities, including professional networks and other such forums for professional interchange among colleagues, mentors and peers focused on continuing professional development.
Feedback From the Field: Voices Heard

Survey responses: 150 Approx.

- **Institutions of higher education:** Over 100
- **School Districts:** 17
- **SPA Representation Identified:** 8 SPA’s
  - American Association of School Librarians (AASL)
  - National Association for Gifted Children (NAGC)
  - National Association for the Education of Young Children (NAEYC)
  - National Council of Teachers of Mathematics (NCTM)
  - Association for Childhood Education International (ACEI)
  - International Literacy Association (ILA)
  - National Association of School Psychologists (NASP)
Feedback From the Field: Voices Heard

• Content Area Representation:

• Other Organizations:
  - American Association of Colleges for Teacher Education (AACTE)
  - Association of Mathematics Teacher Educators (AMTE)
  - National Council on Teacher Quality (NCTQ)
  - Flamboyan Foundation
Feedback From the Field: Revision Considerations

- Measurability of standards
- Candidate’s ability to recognize learning differences and developmental milestones
- Candidate’s ability to understand and address each child’s development and learning needs
- Candidate’s ability to understand, acknowledge, and build on students’ different cultural backgrounds and experiences
- Relevant to the scope of pre-service teacher preparation
- Incorporating discipline specific language
- Equal emphasis on art, music, dance/movement, physical and health education
Feedback From the Field: Revision Considerations

• Digital literacy
• Emphasis on building positive learning environments
• Collaboration among colleagues across content area specialization
• Integration of content
• Emphasis on social and emotional development
• Candidates’ ability to plan, assess, and scaffold instruction
• Creating advanced learning opportunities and cognitive challenges in learning
• Candidates to serve as advocates for the profession and high quality educational experiences of children
• Research to support statements
The Committee’s Approach to Revision

Emphasis on:

• Content knowledge for teaching
• Diversity, collaboration, evidence-based practices
• Student motivation, engagement, social and emotional learning
• Assessment literacy: Using assessment data to guide instruction
• Critical literacy: Discerning information critically for analysis
• Digital literacy: Purposeful use of “networked learning”
• Set the stage for middle and high school education, and college and career readiness
The Committee’s Approach to Revision

Assumptions:

- Teaching as a complex and holistic act (planning and assessment are integrated together)
- Content knowledge for teaching is important → curricular connections
- Preparing teachers to be team players and able facilitators
- Preparing teachers for continuous learning
The Committee’s Approach to Revision

Rationale for Organization of Standards:
• Build on the 2007 ACEI Standards and establish a logical flow
  - Child development as foundation of all learning
  - Content knowledge and understanding of curriculum as a main instructional resources
  - Assessment guiding planning and instruction
  - Instruction as support for child learning and development
  - Development of candidate as a professional
The Committee’s Approach to Revision

The Purpose of the Standards:

• Not to prescribe BUT to guide:
  ▪ To represent the direction the field is heading for educator preparation providers
  ▪ To influence the design of new programs,
  ▪ To guide transformation, redevelopment, forward movement in educator preparation
  ▪ To guide the training of reviewers
Next Steps

- Finalizing the standards
- Developing Supporting Explanations/Professional Knowledge Base
- Conceptualizing Program Review Process
- Submission to CAEP State Partnerships and Content Areas Committee who approves SPA standards for review and motion for approval of standards
- CAEP Board’s approval and adoption of standards
ACEI/CAEP Standards Transition at a Glance

- **January 2015**
  - 1st Steering Comm. meeting

- **July 2015**
  - Steering Comm. prepares 1st draft

- **August, 2015**
  - Draft Elementary Teacher Standards for SPCAC initial feedback
ACEI/CAEP Standards Transition at a Glance

September 2015
Draft standards out for public comment

March 2016
Steering Comm. incorporates feedback
ACEI/CAEP Standards Transition at a Glance

April-June 2016 Steering Comm. finalizes draft of Elementary Standards

July 2016
CAEP Elementary Standards submitted for SPACAC review
ACEI/CAEP Standards Transition at a Glance

August 2016
SPACAC reviews and recommends standards for CAEP Board approval

December 2016
CAEP Board approves the CAEP Elementary Standards
ACEI/CAEP Standards Transition at a Glance

• CAEP Elementary Teacher Preparation Standards Approved in December 2016 and Adopted in January 2017

• Transition Period: Four Review Cycles

• All Programs Will Use 2017 Elementary Teacher Standards Starting Spring 2019
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Questions?