Draft Elementary Education Preparation Standards: An Opportunity for Review and Feedback

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To View the Standards Document now

Go To: www.surveymonkey.com/r/ZV9TSCZ

Click on: view and print the standards document
CAEP’s Role as Facilitator

• August 1, 2015: ACEI (Association for Childhood Education International) ceases to function as the Elementary Teacher Preparation Program SPA

• CAEP’s Assumed Responsibility: Developing Standards and Coordinating Program Review for National Recognition:
  ▪ Standards Development: Independent Taskforce
  ▪ Program Reviews: Volunteer Reviewers/Experts in Elementary Ed Field Using AIMS
  ▪ Reviewer Training: Facilitated by CAEP
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
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
Standards and Elements **IN BRIEF**

• The following standards and elements are presented in abbreviated format. Full descriptions of the standards and elements are provided at the web site used for feedback. Go to this site and click on ‘view and print the standards document’ for a full copy of the standards and elements.

• [www.surveymonkey.com/r/ZV9TSCZ](http://www.surveymonkey.com/r/ZV9TSCZ)
STANDARD 1 - Understanding and Addressing Each Child’s Developmental and Learning Needs -

STANDARD 1 KEY ELEMENTS (3):

1.a - Candidates know how each learner grows and develops, recognizing that patterns of development and learning vary individually within and across cognitive, linguistic, social, emotional, ethical, and physical domains.

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 address learners’ needs and build on learners’ strengths, prior knowledge and experiences, abilities, talents, language, culture, family and community values, allowing them to advance as they demonstrate their mastery.

1.c - Candidates work respectfully and reciprocally with families, colleagues, and other professionals.
STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching

STANDARD 2 KEY ELEMENTS (5):

2.a - Candidates demonstrate and apply the elements of literacy.

2.b - Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical.

2.c - Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices.

2.d - Candidates demonstrate understandings, capabilities, and dispositions associated with the central concepts and tools in Civics, Economics, Geography, and History.

2.e - Candidates demonstrate understandings of developmental and differentiated learning, curricular standards, practices, the language of the disciplines, assessment, and learning progressions as they relate and connect to content knowledge for teaching.
STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

STANDARD 3 KEY ELEMENTS (6):

3.a - Candidates design, compose, select, adapt and administer formative assessments to gather data on student learning and engagement.

3.b - Candidates continually monitor, guide and revise instruction using data from formative assessments.

3.c - Candidates plan sequenced learning experiences to meet their goals based on educational goals and what they know about their students’ current needs and capabilities.

3.d - Candidates differentiate instruction to address the needs of each child through explicit planning and design.
STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction-Continued

STANDARD 3 KEY ELEMENTS continued:

3.e - Candidates manage their classrooms effectively by involving children in designing social norms that assure safety, positive interpersonal interactions, and mutual respect. Candidates establish a consistent, organized, and respectful learning environment in which the norms, routines, and procedures for student 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 assess and build children’s motivations and engagement in learning by forming explicit plans to share control with students, make school learning relevant, sustain collaborative activities, and regulate cognitive challenge. They link academic work to learners’ interests, and assure that children perceive the personal benefits and values of school learning.
STANDARD 4 - Supporting each Child’s Learning using Effective Instruction

STANDARD 4 KEY ELEMENTS (7):

4.a - Candidates use a variety of instructional practices that are designed to foster extended learner engagement, collaborative activity, and appropriate cognitive challenges to support the learning of every child.

4.b - Candidates teach a cohesive sequence of lessons to ensure the learning of every learner.

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.

4.d - Candidates provide positive and constructive feedback to guide children’s learning, increase motivation, and improve engagement, leading to improved learning and behavior.
STANDARD 4 - Supporting each Child’s Learning using Effective Instruction

STANDARD 4 KEY ELEMENTS continued:

4.e - Candidates lead whole class discussions in which the candidate and learners collaboratively investigate specific content, strategies, or skills.

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.

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

STANDARD 5 KEY ELEMENTS (4):

5.a - Candidates **use a variety of communication strategies to interact with** learners, families, and colleagues, which heighten and promote shared learning for each child.

5.b - Candidates **work collaboratively with colleagues, mentors, and school leaders** 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 achievement.

5.c - Candidates **build and implement a personal professional development plan** based on the ongoing analysis of children’s learning, self-reflection, professional ethics, current research and contemporary best practice.

5.d - Candidates **understand how children’s learning is enhanced through participation in learning communities such as, local, state, and national professional organizations** and related professional networks and participate in such forums for their own continuing professional development.
Present Status of Steering Committee’s Work

• Draft Standards for Review and Feedback from CAEP’s State Partnership and Content Areas Committee

• Work in Progress:
  ▪ Supporting Explanations/Professional Knowledge Base
  ▪ Conceptualizing Program Review Process
ACEI/CAEP Standards Transition at a Glance

- September 2015: Draft standards out for public comment
- January 2016: Steering Comm. incorporates feedback
- Feb., 2016: 2nd draft of standards sent out for public comment
ACEI/CAEP Standards Transition at a Glance - Part 2

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

July 2016
National Elementary Standards submitted to SPCAC for approval
ACEI/CAEP Standards Transition at a Glance - Part 3

- August 2016
  SPACAC reviews and recommends standards for CAEP Board approval

- December 2016
  CAEP Board approval of the National Elementary Standards
ACEI/CAEP Standards Transition at a Glance - Part 4

- National Elementary Teacher 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
Feedback/ Survey Link:

https://www.surveymonkey.com/r/ZV9TSCZ
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