



Council for the
Accreditation of
Educator Preparation

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

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Teacher Education Division Conference

Tempe, AZ
November 6, 2015

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
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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.

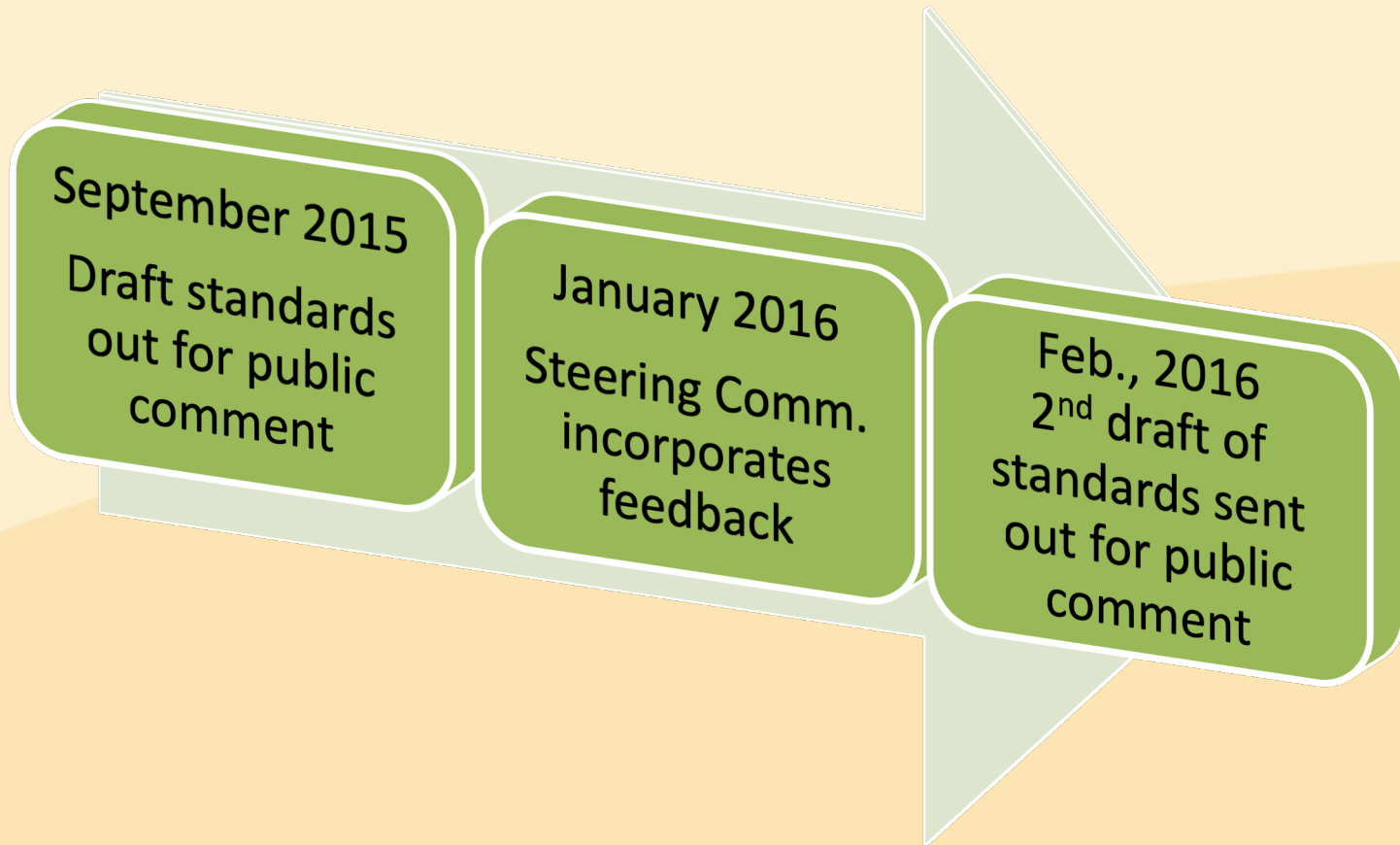
5.c - Candidates **build and implement a personal professional development plan** based on the ongoing analysis of children's learning, self-reflection, professional ethics, current research and contemporary best practice.

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.

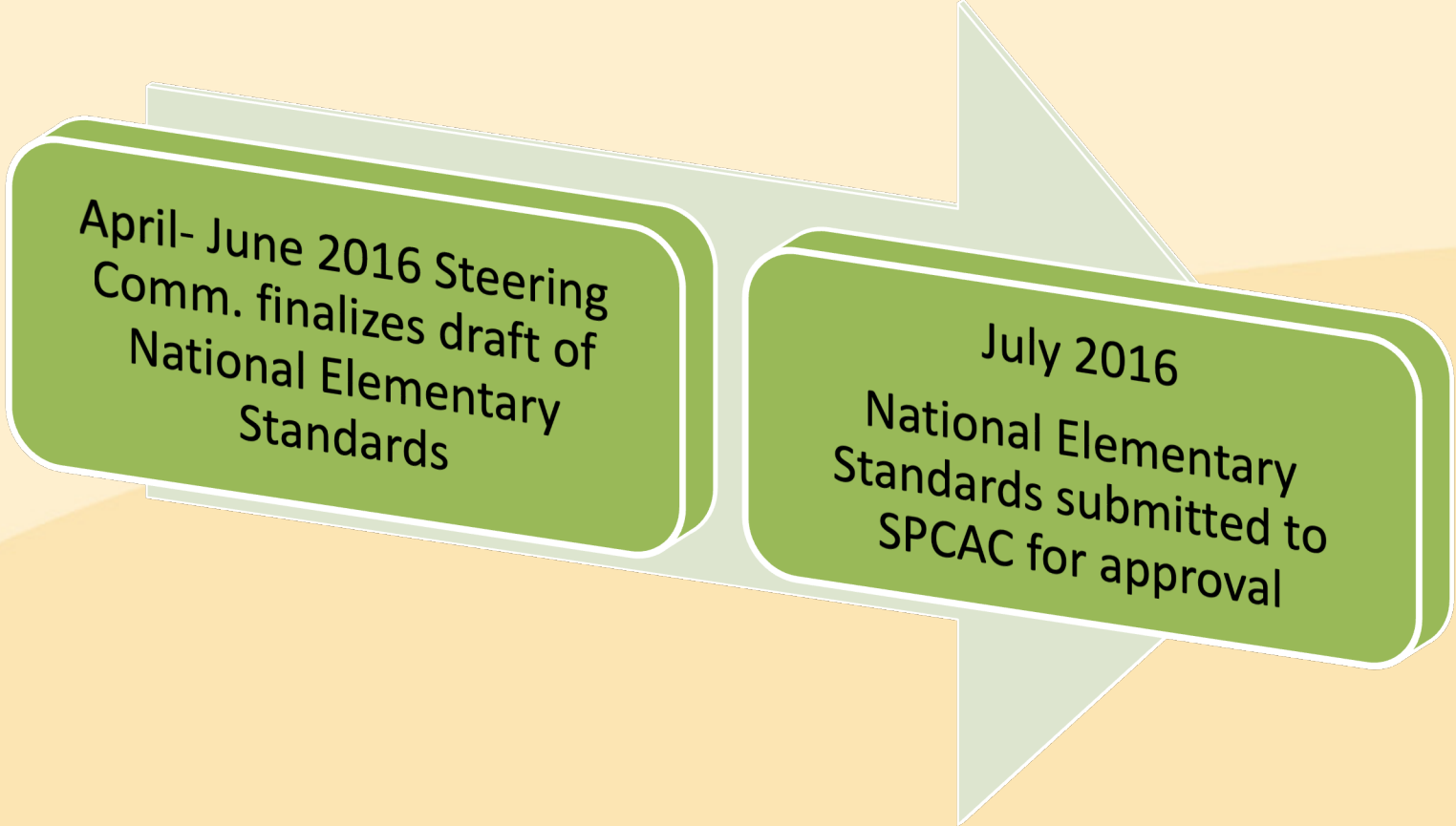
Present Status of Steering Committee's Work

- 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



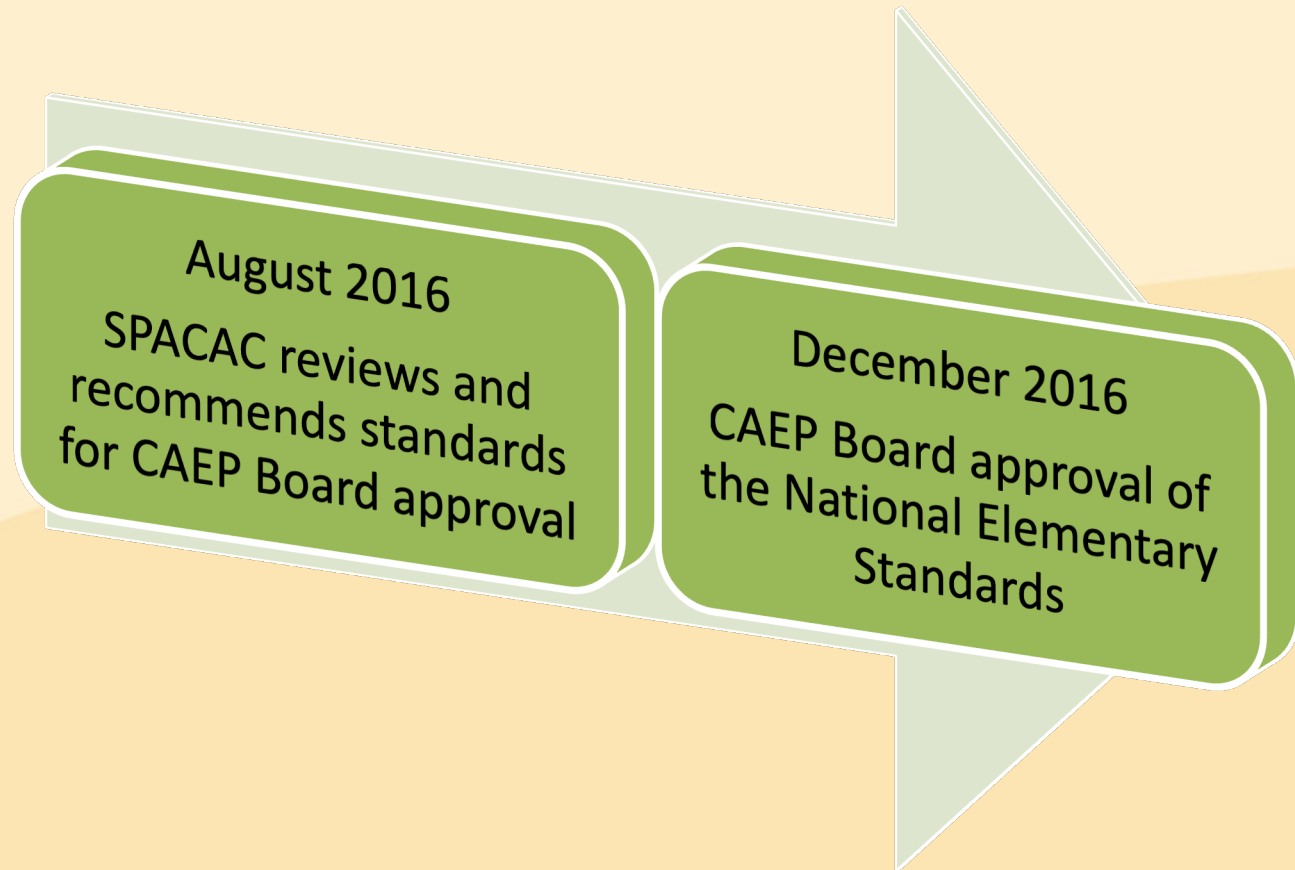
ACEI/CAEP Standards Transition at a Glance-Part 2



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



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



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Feedback/ Survey Link:

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



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