ELEMENTARY EDUCATION

Pre-Kindergarten through Sixth Grade

The Elementary license grade range was revised to Pre-Kindergarten through Sixth Grade via regulations revision on March 17, 2023.

Pre-Kindergarten is defined as three- and four-year olds, and any child aged three or above not yet in Kindergarten.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin. See other operational definitions in the glossary at the end of this document.

Standard 1: Professional Practice

The teacher candidate demonstrates an understanding of the individual differences of learner development; creates safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction; active engagement, and self-directedness; and participates in ongoing professional growth.

Function 1: The Learner and Learner Development.

The teacher candidate understands how learners grow and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Content Knowledge

1.1.1CK The teacher candidate understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes.

1.1.2 CK The teacher candidate understands the role of language and culture in learning.

1.1.3 CK The teacher candidate demonstrates an understanding of stages of development in growth and learning and influences that impact growth and learning (culture, socioeconomic status, etc).

1.1.4 CK The teacher candidate accesses resources to better understand the whole child, and demonstrates readiness to collaborate with families, colleagues, other school professionals, and external community agencies to promote the intellectual, social, behavioral, emotional, and physical growth and well-being of all children.

1.1.5 CK The teacher candidate understands how to identify and select a variety of appropriate tools to document and track progress of student growth and development (intellectual, social, emotional, behavioral, and physical).

Professional Skills

1.1.6 PS The teacher candidate designs and implements developmentally appropriate relevant and rigorous learning experiences for all students.

1.1.7 PS The teacher candidate identifies readiness for learning (including, but not limited to, second language acquisition, culture, and family/community values) and understands how development in any one area may affect performance in others.

1.1.8 PS The teacher candidate communicates and collaborates in a variety of ways with all stakeholders about student intellectual, social, emotional, behavioral and physical growth and well-being, expanded learning opportunities, and civic engagement and participation.

1.1.9 PS The teacher candidate utilizes a variety of tools to document and track progress of student growth and development (intellectual, social, emotional, behavioral, and physical).

Function 2: Learner Differences.

The teacher candidate uses understanding of individual differences and diverse cultures and communities to develop, maintain, and advocate for inclusive learning environments and high expectations that enable and support each learner.

Content Knowledge

1.2.1CK The teacher candidate recognizes their own biases (e.g. learner differences, diverse cultures, communities, families, etc.) and the impact on expectations for and relationships with learners and their families.

1.2.2 CK The teacher candidate demonstrates understanding of differentiation and intervention strategies and theories.

1.2.3 CK The teacher candidate demonstrates understanding of the characteristics, strengths, and challenges of learners with exceptionalities, and English language learners.

1.2.4 CK The teacher candidate understands how to analyze and collect instructional resources and materials from a variety of sources to best meet the needs of all students.

Professional Skills

1.2.5 PS The teacher candidate collects and analyzes data to advocate for the needs of the learner, reflect on practice, and differentiate instruction.

1.2.6 PS The teacher candidate collaborates with other education professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

1.2.7 PS The teacher candidate demonstrates a commitment to and advocates for the equitable and ethical treatment of all learners and their families.

1.2.8 PS The teacher candidate utilizes evidence-based resources reflecting best practice, and incorporates strategies for planning, instruction, and assessment to provide services for addressing varying learning differences or needs (i.e., English language learners, exceptionalities, disabilities and gifted learners).

1.2.9 PS The candidate scaffolds student instruction to support student learning.
1.2.10 PS The candidate accommodates instruction for individual differences in cognitive, linguistic, sociocultural, and behavioral domains of learning.

Function 3: Learning Environment
The teacher candidate works with others to create safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction, active engagement, and self-directedness.

Content Knowledge
1.3.1CK The teacher candidate is thoughtful and responsive to establishing a culture for learning and creating an environment of respect and rapport.
1.3.2 CK The teacher candidate demonstrates an understanding of how to create a safe, inclusive environment based on theory and best practices (i.e. documenting and managing student behavior, creating rules and procedures, organizing physical space).

Professional Skills
1.3.3 PS The teacher candidate reflects on professional practice (teaching, co-teaching, learning, collaboration, and professional experiences), and provides evidence for continued improvement.
1.3.4 PS The teacher candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
1.3.5 PS The teacher candidate effectively organizes physical space, establishes classroom rules, routines, and responsibilities to manage student behavior and provides an environment conducive to learning.

Function 4: Professional Responsibility
The teacher candidate engages in ongoing professional learning and reflection to continually evaluate practice (particularly the effects of choices and actions on learners, families, other professionals, and the community). The teacher candidate collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Content Knowledge
1.4.1 CK The teacher candidate demonstrates an understanding of the expectations of the profession including codes of ethics, professional standards of practice, and relevant laws and policies.
1.4.2 CK The teacher candidate demonstrates an understanding of how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
1.4.3 CK The teacher candidate demonstrates an understanding of laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education

for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

1.4.4 CK The teacher candidate demonstrates an understanding of schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

1.4.5 CK The teacher candidate demonstrates an understanding of spheres of influence that enhance or interfere with student learning.

1.4.6 CK The teacher candidate demonstrates an understanding of how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to face and virtual contexts.

1.4.7 CK The teacher candidate demonstrates an understanding of ways to impact school climate and culture in a positive manner.

1.4.8 CK The teacher candidate demonstrates an understanding of disciplinary literacy practices.

Professional Skills

1.4.9 PS The teacher candidate collaborates with a variety of stakeholders to promote learner growth and development.

1.4.10 PS The teacher candidate evaluates and reflects on the effects of their professional decisions and actions.

1.4.11 PS The teacher candidate reflects on personal biases and accesses resources and learning opportunities to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

1.4.12 PS The teacher candidate advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

1.4.13 PS The teacher candidate engages collaboratively in the school-wide effort to build and maintain a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

1.4.14 PS The teacher candidate engages in meaningful and appropriate professional learning experiences (e.g., local and national organizations, podcasts, peer-reviewed journal articles, webinars, publications, conventions) aligned with their own needs and the needs of the learners, school, and system.

1.4.15 PS The teacher candidate implements disciplinary literacy practices (i.e., using a vocabulary knowledge scale to determine academic vocabulary knowledge and growth, assessing student background knowledge, and assessing student knowledge of various discipline-specific strategies when reading in the discipline).

1.4.16 PS The teacher candidate finds and applies the current content standards required by the state.

Standard 2: Mathematics

The teacher candidate demonstrates an understanding and uses the tools of inquiry, structures of mathematics and content concepts of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.

Function 1: Content

The teacher candidate uses the tools of inquiry, structures of mathematics, and content concepts of mathematics to create learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Content Knowledge

2.1.1 CK The teacher candidate knows and utilizes the KSDE student mathematical content standards (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) and learning progressions as appropriate.

2.1.2 CK The teacher candidate demonstrates an understanding of the basic strands of mathematics developmentally appropriate for Pre-K-6 students in the following domains: counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability.

2.1.3 CK The teacher candidate demonstrates an understanding of disciplinary literacy specific to mathematics.

Professional Skills

2.1.4 PS The teacher candidate uses CRA model (concrete, representational and abstract) and explanations within the mathematical domains to guide students through appropriate learning progressions and to assist each student's achievement.

2.1.5 PS The teacher candidate designs and provides mathematical learning experiences that assist students in understanding, questioning, and analyzing ideas from diverse perspectives.

2.1.6 PS The teacher candidate creates mathematics lessons inclusive of appropriate time, materials, technology and instructional support for all students' learning.

2.1.7 PS Within mathematics lessons, the teacher candidate provides time, materials, and instructional support for students to use disciplinary literacy skills in mathematics in terms of graphically representing information, narrative statements related to graphs of data, and descriptions of processes students use to solve problems.

2.1.8 PS The teacher candidate demonstrates understanding of mathematics by utilizing the Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

2.1.9 PS The teacher candidate integrates concepts, processes, and examples from interrelated subjects.

Function 2: Assessment

The teacher candidate uses a variety of assessments appropriate to the field of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability), to engage students in their own growth, monitor progress, communicate feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions surrounding mathematics.

Content Knowledge

2.2.1 CK The teacher candidate demonstrates an understanding of how to access and design formative and summative assessments to address specific learning goals and individual differences while minimizing sources of bias.

2.2.2 CK The teacher candidate demonstrates an understanding of when and how to evaluate and report learner progress aligned to standards.

2.2.3 CK The teacher candidate provides effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

2.2.4 CK The teacher candidate demonstrates an understanding of data analysis to understand patterns and gaps in learning, to guide planning and instruction, and to provide feedback to learners.

2.2.5 CK The teacher candidate engages learners in analyzing their own assessment results to set goals for their own learning.

Professional Skills

2.2.6 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document mathematical learning.

2.2.7 PS The teacher candidate engages students and provides opportunities for students to demonstrate mathematical knowledge and skill, in a variety of ways, as part of the assessment process.

2.2.8 PS The teacher candidate designs mathematical assessments that align learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

2.2.9 PS The teacher candidate provides opportunities for students to engage in self-assessment of their mathematical knowledge and skills.
2.2.10 PS The teacher candidate proactively plans and adjusts instruction to meet the diverse needs of all students.
2.2.11 PS The teacher candidate models and structures processes that assist students in examining their own thinking and learning as well as the performance of others.

Function 3: Instruction

The teacher candidate plans instruction using a variety of instructional strategies that support all learners in meeting appropriate and rigorous learning goals by drawing upon knowledge of mathematical content areas (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge

2.3.1 CK The teacher candidate understands how to connect concepts and use differing strategies to engage learners in critical thinking, creativity, and collaborative mathematical problem solving related to authentic local and global issues.
2.3.2 CK The teacher candidate demonstrates an understanding of the variety of mathematical practices (problem solving, reasoning, modeling, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, making connections).
2.3.3 CK The teacher candidate identifies developmentally appropriate manipulatives, tools (rulers, compasses, geoboards, number lines, calculators, etc.), as well as assistive technology related to mathematics.

Professional Skills

2.3.4 PS The teacher candidate engages learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences, as applied to mathematics.
2.3.5 PS The teacher candidate provides developmentally appropriate mathematical activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
2.3.6 PS The teacher candidate demonstrates and monitors appropriate use of the mathematical tools (rulers, compasses, geoboards, number lines, calculators, etc.), as well as assistive technology.
2.3.7 PS The teacher candidate matches the mathematical problems to be solved to the appropriate tools that are required.
2.3.8 PS The teacher candidate plans and implements developmentally appropriate instruction specific to each student, groups of students or the whole group to support meeting goals and objectives, while developing a deep understanding of mathematics.

2.3.9 PS The teacher candidate can select and apply a variety of instructional strategies appropriate for differing levels of instruction within mathematical concepts to meet the needs of all students.
2.3.10 PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of mathematics.
2.3.11 PS The teacher candidate uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.
2.3.12 The teacher candidate demonstrates the ability to intentionally facilitate learner use of a variety of mathematical practices (problem solving, reasoning, modeling, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, making connections) through the use of strategic questioning and prompting and skillfully designing math tasks to draw out math practices appropriate for the content at hand.

Standard 3: Science

The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all learners in curiosity, exploration, sense-making, conceptual development, and problem solving.

Function 1: Content

The teacher candidate understands major concepts, assumptions, and debates across science disciplines. The candidate applies scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices in order to engage learners in science concept and skill development.

Content Knowledge

3.1.1 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in physical sciences (matter and its interactions; motion and stability – forces and interactions; energy; waves and their applications in technologies for information transfer).
3.1.2 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in life sciences (organisms – structures and processes; ecosystems – interactions, energy, and dynamics; heredity – inheritance and variation of traits; biological evolution – unity and diversity; human impact).
3.1.3 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to major concepts of health (nutrition, wellness and safety) that promotes a healthy lifestyle.
3.1.4 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in earth and space sciences (Earth's place in the universe; Earth's systems; Earth and human activity).

3.1.5 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in engineering, technology, and applications of science (engineering design; links among engineering, technology, science, and society).
3.1.6 CK The teacher candidate demonstrates understanding of cross-cutting concepts integrated throughout the different science and engineering disciplines (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change).
3.1.7 CK The teacher candidate demonstrates understanding of the nature of science and uses scientific and engineering practices as operational tools of inquiry (asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information).
3.1.8 CK The teacher candidate demonstrates understanding that the nature of scientific inquiry is based on deep curiosity and conceptual understandings of phenomena that have become more sophisticated over time based on increasing sources of evidence and explanatory reasoning.

Professional Skills

3.1.9 PS The teacher candidate generates curiosity, exploration, and understanding of science phenomena that guide learners to increasingly sophisticated conceptual understandings based on evidence and explanatory reasoning.
3.1.10 PS The teacher candidate designs and provides learning experiences that foster creativity in solving engineering problems, and that focus on testing and optimizing design solutions.
3.1.11 PS The teacher candidate recognizes that science is an application of process skills (e.g., scientific method, engineering design process, “hands on/minds on”).
3.1.12 PS The teacher candidate designs and provides interactive learning experiences that encourage learners to engage in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information.
3.1.13 PS The teacher candidate plans and conducts lessons that actively engage learners in accessible and meaningful learning experiences (which may include physical sciences, life sciences, health, earth and space sciences, environmental/agricultural studies) that guide learners through developmentally appropriate learning progressions.
3.1.14 PS The teacher candidate plans and conducts lessons that focus on identifying concepts that cut across all science and engineering disciplines (cross-cutting concepts).

3.1.15 PS The teacher candidate integrates concepts, practices, and examples from other disciplines (e.g., literacy, mathematics, physical education, music, art, social studies) into science lessons.

3.1.16 PS Within science lessons, the teacher candidate provides time, materials and instructional support for students to apply appropriate disciplinary literacy skills (i.e., knowledge and strategies for reading technical and informational texts, conducting research, writing in the discipline, graphic representations of information, narrative statements related to graphs of data, and descriptions of processes student use to solve problems).

Function 2: Assessment

The teacher candidate understands and uses a variety of assessment strategies appropriate to science and engineering fields to engage learners in their own growth, monitor learning progress, communicate appropriate feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

Content Knowledge

3.2.1 CK The teacher candidate demonstrates knowledge how to select and implement a variety of formative and summative assessments to address science learning goals and individual learner differences.

3.2.2 CK The teacher candidate demonstrates an understanding of how to evaluate learner progress against standards.

3.2.3 CK The teacher candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

3.2.4 CK The teacher candidate understands how to communicate assessment findings to relevant stakeholders.

3.2.5 CK The teacher candidate understands the importance of metacognitive approaches for learners to be engaged in monitoring and guiding their own learning.

3.2.6 CK The teacher candidate understands common sources of bias in assessing science learning and the impacts such biases have on learners.

Professional Skills

3.2.7 PS The teacher candidate balances the uses of formative and summative assessments as appropriate to support, verify, and document science learning, and to adjust and revise instructional practices.

3.2.8 PS The teacher candidate designs formative assessments to elicit learners' prior thinking about science concepts and to recognize common misconceptions and naïve understandings in science.

3.2.9 PS The teacher candidate designs performance-based assessments that document conceptual and skill development while learners engage in science practices.

3.2.10 PS The teacher candidate designs science assessments that align with the science and engineering practices, the disciplinary core ideas, and the cross-cutting concepts integrated within each science standard.
3.2.11 PS The teacher candidate provides constructive and descriptive feedback to learners in ways that support concept and skill development.
3.2.12 PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of learners.
3.2.13 PS The teacher candidate assures that learners self-assess their science conceptual learning and skill development.

Function 3: Instructional Practice

The teacher candidate plans, implements instruction that supports all learners to engage with curiosity, creativity, and increasing skill in science and engineering practices; that supports learners in developing increasingly more sophisticated science and engineering core ideas and cross-cutting concepts; and that integrates other disciplines.

Content Knowledge

3.3.1 CK The teacher candidate demonstrates knowledge of science and engineering practices and how they relate to learners.
3.3.2 CK The teacher candidate demonstrates knowledge of the central roles that curiosity, creativity, evidence, and sense-making have in science learning.
3.3.3 CK The teacher candidate understands how to connect prior concepts with new challenges that stimulate science learning.
3.3.4 CK The teacher candidate demonstrates an understanding of the importance of learning progressions, concept development with increasing levels of sophistication, and constructivist learning theory in relation to science learning.
3.3.5 CK The teacher candidate demonstrates knowledge of the importance of aligning instruction with learning cycles.
3.3.6 CK The teacher candidate demonstrates knowledge of developing inquiry-based science and engineering lessons.
3.3.7 CK The teacher candidate demonstrates an understanding of engaging learners in collaborative thinking and problem-solving related to authentic science and engineering phenomena and issues.
3.3.8 CK The teacher candidate demonstrates an understanding of instructional factors that commonly contribute to bias in learner engagement and achievement in science.
3.3.9 CK The teacher candidate demonstrates an understanding of safety considerations in relation to science instruction.
3.3.10 CK The teacher candidate demonstrates an understanding of disciplinary literacy specific to the sciences.
3.3.11 CK The teacher candidate demonstrates how to find and access resources (i.e., community resources, funding/grant opportunities, content experts, materials etc.).

Professional Skills

3.3.12 PS The teacher candidate stimulates learner reflection on prior conceptual understanding, links new concepts to familiar concepts, and makes connections to learner experiences, as appropriate to science and engineering concepts.
3.3.13 PS The teacher candidate provides authentic phenomena that foster curiosity and creativity, and guides learners in evidence gathering and sense-making to develop deeper understandings.
3.3.14 PS The teacher candidate provides developmentally appropriate science activities that engage learners in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information.
3.3.15 PS The teacher candidate guides activities (e.g., discussion, writing, drawing, modeling, and presenting) that engage learners in constructing their own understandings with increasing levels of sophistication.
3.3.16 PS The teacher candidate incorporates scientific tools, materials, and technology in developmentally appropriate science investigations.
3.3.17 PS The teacher candidate demonstrates an ability to motivate, engage, and support learners by providing science activities that align with a learning cycle, such as the 5E learning cycle (Engage, Explore, Explain, Elaborate, Evaluate).
3.3.18 PS The teacher candidate adjusts science instruction to meet the needs of diverse individuals and groups of learners, including those of traditionally under-represented groups in science and engineering.
3.3.19 PS The teacher candidate incorporates an understanding of [Bloom's] levels of learning to engage learners in individual, small group, and large group configurations to support deep understanding of science.
3.3.20 PS The teacher candidate incorporates cross-disciplinary connections (e.g., literacy, mathematics, physical education, music, art, social studies) into science learning.
3.3.21 PS The teacher candidate incorporates the most current best practices to ensure the safety of all learners, maintains equipment properly, stores and disposes of chemicals safely, and handles and cares for animals in an appropriate manner.
3.3.22 PS The teacher candidate provides developmentally appropriate scientific inquiry strategies within STEM (science, technology, engineering, and mathematics) activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3.3.23 PS The teacher candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions and promote each learner's achievement of content standards.

Standard 4: Social Studies

The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and disciplines of the social studies (civics and government, geography, economics, history), to plan, implement, and assess developmentally appropriate social studies learning experiences that enable all learners to develop the skills for problem solving, critical thinking, and decision making, so they may understand and make informed decisions about their world.

Function 1: Content.

The teacher candidate demonstrates an understanding of central concepts, tools of inquiry, disciplines and thematic strands of the social studies by creating developmentally appropriate learning experiences.

Content Knowledge

4.1.1 CK The teacher candidate demonstrates an understanding of and can identify the qualities of informed, thoughtful, and engaged citizens.

4.1.2 CK The teacher candidate identifies and uses the ten NCSS organizing themes of the social studies to plan developmentally appropriate lessons:

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environment
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

4.1.3 CK The teacher candidate will demonstrate an understanding of the information, concepts, theories, analytical approaches and values perspectives, including differing world views, important to teaching social studies.

4.1.4 CK The teacher candidate demonstrates the ability to develop problem-solving, critical-thinking, and application activities related to the social studies.

4.1.5 CK The teacher candidate will demonstrate knowledge of civics and government including (a) individuals, groups, and institutions, (b) power, authority, and governance, and (c) civic ideals and practices.

4.1.6 CK The teacher candidate will demonstrate knowledge of geography (Kansas and regions of the world) including (a) people, places, and environments, and (b) local, regional, national, and global connections.

4.1.7 CK The teacher candidate will demonstrate knowledge of economics (Kansas and regions of the world) including (a) production, distribution, and consumption, and (b) science, technology, and society.

Professional Skills

4.1.8 PS The teacher candidate uses multiple representations and explanations within the discipline to guide student learning.
4.1.9 PS The teacher candidate applies knowledge of the state content standards in the social studies in their planning of instruction.

Function 2: Assessment

The teacher candidate assesses instruction and student learning consistent with the long-range purposes of social studies and communicates meaningful feedback.

Content Knowledge

4.2.1 CK The teacher candidate demonstrates an understanding that assessment practices should be goal oriented, appropriate in level of difficulty, feasible, and cost effective.
4.2.2 CK The teacher candidate understands the variety assessments appropriate to each field of social studies: people and places, civics and government, geography, economics, and history.
4.2.3 CK To interpret student understanding of social studies content, the elementary teacher candidate knows a variety of assessments to assess student understanding of the content. Activities may call for speech (recitation, discussion, role playing), writing (short answers, longer compositions as students acquire the necessary competencies), or other kinds of goal-oriented action.

Professional Skills

4.2.4 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document social studies learning.
4.2.5 PS The teacher candidate engages students in multiple ways of demonstrating social studies knowledge and skill as part of the assessment process.
4.2.6 PS The teacher candidate designs social studies assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
4.2.7 PS The teacher candidate assures that the students self-assess their social studies knowledge and skills.
4.2.8 PS The teacher candidate determines student learning profiles in order to proactively plan instruction to address students varied social studies learning needs and goals.
4.2.9 PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of students.
4.2.10 PS The teacher candidate models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.

Function 3: Instruction

The teacher candidate plans and implements social studies instruction using a variety of instructional strategies that support all learners in meeting meaningful and rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge

4.3.1 CK The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

4.3.2 CK The teacher candidate demonstrates a thorough understanding of inquiry-based learning that engage learners in critical thinking, creativity and collaborative problem solving.

4.3.3 CK The teacher candidate demonstrates knowledge of the developmentally appropriate ways of creating experiences to help students understand the social studies standards (sense of self, families, then and now, community, Kansas and regions of the US, a new nation through the 1800s, and ancient world history).

Professional Skills

4.3.4 PS The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences.

4.3.5 PS The teacher candidate provides developmentally appropriate social science inquiry strategies within STEM (science, technology, engineering, and mathematics) activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

4.3.6 PS The teacher candidate is able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary social studies.

4.3.7 PS The teacher candidate uses their knowledge of higher levels of learning to plan and implement instruction specific to each student, groups of students, or the whole group, to support their learning goals and objectives, while developing a deep understanding of social studies.

4.3.8 PS The teacher candidate adjusts social studies instruction to meet the needs of individuals and groups of students.

4.3.9 PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of social studies.

4.3.10 PS The teacher candidate uses cross-disciplinary connections (literacy, mathematics, science) and social studies interconnections (within the NCSS themes) to make knowledge of varied content areas connected and meaningful.

Standard 5: Theoretical and Foundational Knowledge of Literacy

The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, the Simple View of Writing, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate

demonstrates an understanding of the interrelated components of general literacy and disciplinary-specific literacy processes that serve as a foundation for all learning.

Function 1: Foundational Pillars of Literacy Practice

The teacher candidate demonstrates the ability to identify and utilize foundational knowledge regarding instruction in reading, writing, listening and speaking based on the National Reading Panel's five pillars of literacy practice (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Content Knowledge

5.1.1 CK The candidate demonstrates an understanding of the aspects of cognition and behavior that affect reading and writing development.
5.1.2 CK The candidate knows the phases in the typical developmental progression of oral language, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
5.1.3 CK The candidate demonstrates an understanding of how to use text-based discussions as a means of improving reading comprehension and developing academic vocabulary.
5.1.4 CK The candidate demonstrates an understanding of how to apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
5.1.5 CK The candidate demonstrates knowledge of the literature about key elements of reading comprehension (i.e., the reader, the text, and the foundational skills to support comprehension).
5.1.6 CK The candidate can articulate the rationale for the use of multiple texts in various genres and formats, including print, digital, visual, and multimodal.
5.1.7 CK The candidate demonstrates a knowledge of the structure of language and its relationship to literacy development and acquisition.
5.1.8 CK The candidate demonstrates an understanding of how knowledge about literacy acquisition has changed over time and has influenced literacy instruction.
5.1.9 CK The candidate demonstrates an understanding of instructional strategies that promote deep comprehension.
5.1.10 CK The candidate demonstrates an understanding of instructional routines that are appropriate for each major genre: informational text, narrative text, and argumentation.
5.1.11 CK The candidate demonstrates knowledge of the evidence-based instructional approaches that support writing of specific types of text and tasks.
5.1.12 CK The candidate demonstrates an understanding of the major skill domains that contribute to written expression.
5.1.13 CK The candidate demonstrates an understanding of the developmental phases of the writing process.
5.1.14 CK The candidate demonstrates an understanding of the appropriate uses of assistive technology in written expression.

5.1.15 CK The candidate demonstrates an understanding of how to provide opportunities for students to plan, draft, and revise in collaboration with peers and adults (e.g., interactive writing, family journals, observation logs).
5.1.16 CK The candidate demonstrates an understanding of how to invite students to write narrative, informational text, and other genres.
5.1.17 CK The candidate demonstrates an understanding of how to use models of environmental print and writing (signs and labels) to develop students' understanding of writing and the writing process.
5.1.18 CK The candidate demonstrates an understanding of how to use the backgrounds and interests of students to engage them in authentic writing experiences.
5.1.19 CK The candidate demonstrates an understanding of how to encourage learners to demonstrate understanding through personal interpretation, multiple means of expression, and with multiple text types (e.g., digital, visual print).
5.1.20 CK The candidate demonstrates an understanding of how to provide opportunities for writing across the curriculum and in a variety of settings (e.g., centers, free writing, sharing writing with a family member).
5.1.21 CK The candidate demonstrates an understanding of how writing develops (scribbling, strings of letters, invented spelling).
5.1.22 CK The candidate demonstrates an understanding of the use of writing as a means of communicating with a variety of audiences for multiple purposes, and the importance of experiences in communicating writing through a variety of purposes (e.g., pre-K grocery lists, signs, invitations), styles, and genres (e.g., narrative, expository, persuasive).
5.1.23 CK The candidate demonstrates an understanding of the writing process (i.e., prewriting, drafting, revising, editing, publishing).
5.1.24 CK The candidate demonstrates an understanding of how writing is used to facilitate learning (e.g., drawing pictures, note-taking, keeping records, research).
5.1.25 CK The candidate demonstrates understanding of the most intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological) and explains major research findings regarding how linguistic and cognitive factors contribute to the prediction of literacy outcomes.

Professional Skills

5.1.26 PS The candidate provides reading-writing connections as a support for comprehension to guide students through appropriate learning progressions and to promote each student's achievement.
5.1.27 PS The candidate designs and provides English/language arts learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.
5.1.28 PS The candidate identifies the aspects of cognition and behavior that affect reading and writing development and adapts teaching accordingly.
5.1.29 PS The candidate uses multiple texts in various genres and formats, including print, digital, visual, and multimodal.

5.1.30 PS The candidate demonstrates how to apply knowledge of narrative and expository text structure to plan instruction for students.

Function 2: Science of Reading

The candidate provides evidence of identifying and applying theoretical foundational knowledge and models of instruction grounded in the Science of Reading such as the Simple View of Reading and the Simple View of Writing to teach PK-elementary students.

Content Knowledge

5.2.1CK The candidate recognizes that reading comprehension is a product of both word identification and language comprehension (Simple View of Reading).

5.2.2 CK The candidate demonstrates an understanding of the comprehensive view of literacy learning noted on Scarborough's Reading Rope recognizing that language comprehension and word identification are both integral parts of literacy teaching and learning.

5.2.3 CK The candidate demonstrates understanding of Ehri's Phases of Word Learning.

5.2.4 CK The candidate is able to identify the components of and utilize the four-part language processing model that illustrates how the brain reads words.

5.2.5 CK The candidate demonstrates an understanding of the distinguishing characteristics of dyslexia and other reading and language disabilities, and how symptoms of reading difficulties are likely to change over time.

5.2.6 CK The candidate demonstrates an understanding of the underlying research and literature about the developmental stages of oral language (e.g., babbling, telegraphic stage, beginning oral fluency) and how language development and processes affect overall literacy development.

5.2.7 CK The candidate demonstrates an understanding that oral language is comprised of interrelated components (i.e., phonology, morphology, semantics, syntactics, pragmatics).

5.2.8 CK The candidate demonstrates an understanding of how to take a systematic, explicit, multisensory, recursive approach to spelling development.

5.2.9 CK The candidate demonstrates an understanding of explicit and systematic methods to teach writing to all learners. (Simple View of Writing)

Professional skills

5.2.10 PS The candidate designs and implements explicit, systematic, cumulative, and multimodal/multisensory instruction at the word-level (phonemic basis for oral language, phonics instruction, syntax, and semantics) and text-level (word meaning, fluency, critical analysis, multiple perspectives).

5.2.11 PS The candidate designs instruction based on student need related to both word identification and language comprehension.

5.2.12 PS The candidate can identify a student's level of word reading based on Ehri's Phases of Word Reading and design instruction that scaffolds future learning.

5.2.13 PS The candidate demonstrates the ability to adapt instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

Function 3: Interdisciplinary Foundation of Literacy

The candidate recognizes that literacy instruction includes inter-related and Interdisciplinary components that create meaningful learning opportunities for PK-elementary students.

Content Knowledge

5.3.1 CK The candidate demonstrates an understanding of integrating literacy across the curriculum.
5.3.2 CK The candidate demonstrates an understanding of the influences new literacies and digital learning have across the curriculum.
5.3.3 CK The teacher candidate demonstrates an understanding of the skills necessary to access information using digital devices across the curriculum.
5.3.4 CK The candidate demonstrates an understanding of how to use intentional grouping structures (e.g., centers, whole group, small groups, paired reading, individual reading, teacher read alouds) to provide opportunities for reading across the curriculum.
5.3.5 CK The teacher candidate demonstrates an understanding of appropriate (i.e., choral reading, echo reading, whisper reading, silent reading) and inappropriate (i.e., round robin, popcorn) reading strategies within various student grouping structures across the curriculum.
5.3.6 CK The candidate demonstrates an understanding of using strategies to assist students in developing research skills and to motivate students to become critical consumers of different types of texts (e.g., digital, visual, print, multimodal).
5.3.7 CK The candidate demonstrates an understanding of how to teach students to critically evaluate, closely read, and make intra-textual and intertextual connections.

Professional Skills

5.3.8 PS The candidate authentically integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies in lessons.
5.3.9 PS The candidate integrates reading across the discipline and curriculum.
5.3.10 PS The candidate demonstrates disciplinary literacy strategies to enhance learning.
5.3.11 PS The candidate uses knowledge of students' backgrounds and interests to develop reading experiences that enhance student vocabulary, comprehension, and critical thinking.

Function 4: Knowledge of Standards and Curriculum

The teacher candidate demonstrates the ability to link standards (what students should know and be able to do at a specific time) with curricular and instructional decisions to increase learning outcomes for learners.

Content Knowledge

5.4.1 CK The teacher candidate demonstrates an understanding that state and local standards have an influence on literacy curriculum and instruction.
5.4.2 CK The teacher candidate demonstrates understanding of evaluating various literacy curricula to determine their alignment with research and the ways in which they meet the needs of learners, taking into consideration their developmental, social, cultural, linguistic, and academic diversity.
5.4.3 CK The teacher candidate demonstrates an understanding of literacy curricula alignment with local, state, and professional standards.
5.4.4 CK The teacher candidate demonstrates an understanding of evidence-based literacy strategies aligned to district and state standards.

Professional Skills

5.4.5 PS The teacher candidate selects and implements evidence-based literacy strategies aligned to district and state standards.

Standard 6: Structured Literacy Instruction (Elements and Principles)

The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.

Function 1: Principles of Structured Literacy

The candidate demonstrates a clear understanding of the instructional principles when using a structured literacy model of instruction.

Content Knowledge

6.1.1 CK The candidate demonstrates an understanding for the rationale for explicit, systematic, cumulative, multisensory, and multimodal language-learning techniques.
6.1.2 CK The candidate demonstrates an understanding of the language processing requirements of proficient reading: phonological awareness, orthography, phonics, semantics, syntax, and discourse.
6.1.3 CK The candidate demonstrates an understanding of the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling and vocabulary knowledge.
6.1.4 CK The candidate demonstrates an understanding of how to accommodate for individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

Professional skills

6.1.5 PS The candidate creates English/language arts lessons using a multisensory/multimodal approach inclusive of appropriate time, materials, technology, and instructional support for pre-K/elementary students' learning.
6.1.6 PS The candidate differentiates instruction (adjusting in terms of intensity, focus, group size, delivery mode, and materials) according to student need.

Function 2: Knowledge of Phonemic Awareness

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phoneme-grapheme correspondence.

Content Knowledge

6.2.1CK The candidate demonstrates an understanding for how to pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
6.2.2 CK The candidate demonstrates an understanding of phonological sensitivity.
6.2.3 CK The candidate demonstrates an understanding of phonemic awareness difficulties in learners.
6.2.4 CK The candidate demonstrates an understanding of the progression of phonemic awareness skill-development, across age and grade.
6.2.5 CK The candidate demonstrates an understanding for the general and specific goals of phonemic awareness instruction.
6.2.6 CK The candidate demonstrates an understanding of evidence-based principles for teaching letter formation, both manuscript and cursive.
6.2.7 CK The candidate demonstrates an understanding for the principles of phonemic awareness instruction: brief, multisensory, conceptual, articulatory, auditory verbal.

Professional Skills

6.2.8 PS The candidate designs instruction to explicitly and systematically teach students to recognize, identify and manipulate the sounds of spoken language.

Function 3: Phonics and Orthography

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phonics, orthography, syllables and stress patterns.

Content Knowledge

6.3.1 CK The candidate demonstrates an understanding of research based, basic foundations of writing (i.e., correct letter formation, spelling, writing, keyboarding, grammar, conventions, word choice).
6.3.2 CK The candidate demonstrates an understanding for the structure of English orthography and patterns and rules that inform teaching of single and multi-syllable regular word reading.

6.3.3 CK The candidate demonstrates an understanding for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.
6.3.4 CK The candidate demonstrates an understanding of how to apply, in practice, considerations for the structure of English orthography and the rules that inform the teaching and spelling of single and multi-syllable regular words.

Professional Skills

6.3.5 PS The candidate models and provides accurate feedback on correct letter formation in manuscript and cursive writing
6.3.6 PS The candidate designs word recognition and spelling lessons by following a structured phonics lesson plan.
6.3.7 PS The candidate demonstrates the ability to teach irregular words in small increments using special techniques.
6.3.8 PS The candidate demonstrates how to apply in practice, considerations for systematically, cumulative, and explicitly teaching basic decoding and spelling skills.

Function 4: Fluency

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to fluency.

Content Knowledge

6.4.1 CK The candidate demonstrates an understanding of the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
6.4.2 CK The candidate demonstrates an understanding for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
6.4.3 CK The candidate demonstrates an understanding of text reading fluency as an achievement of reading development that can be advanced through informed instruction and progress-monitoring practices.
6.4.4 CK The candidate demonstrates an understanding for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Professional Skills

6.4.5 PS The candidate demonstrates an understanding of how to apply in practice considerations for varied techniques and methods for building reading fluency.
6.4.6 PS The candidate demonstrates an understanding of how to apply in practice considerations for text reading fluency as an achievement of ~~normal~~ reading development that can be advanced through informed instruction and progress-monitoring practices.
6.4.7 PS The candidate demonstrates an understanding of how to apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Function 5: Morphology and Vocabulary

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to morphology and vocabulary development.

Content Knowledge

6.5.1 CK The candidate demonstrates an understanding of utilizing morphology to increase student word learning, vocabulary and as an aid in comprehension.

6.5.2 CK The candidate demonstrates an understanding for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

6.5.3 CK The candidate demonstrates an understanding for the sources of wide differences in students' vocabularies.

6.5.4 CK The candidate demonstrates an understanding for the role and characteristics of indirect (contextual) methods of vocabulary instruction.

6.5.5 CK The candidate demonstrates an understanding for the role and characteristics of direct, explicit methods of vocabulary instruction.

Professional Skills

6.5.6 PS The candidate designs and/ or implements instruction utilizing morphology to increase student word learning, vocabulary to aid comprehension.

6.5.7 PS The candidate designs and/or implements lessons that engage students in direct, explicit methods of vocabulary instruction.

Function 6: Listening and Reading Comprehension

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to listening and reading comprehension.

Content Knowledge

6.6.1 CK The candidate demonstrates an understanding of the role of sentence comprehension in listening and reading comprehension for various levels of text complexity.

6.6.2 CK The candidate demonstrates an understanding of methods for teaching comprehension systematically and explicitly to all learners.

6.6.3 CK The candidate demonstrates an understanding of the teacher's role as an active mediator of the text-comprehension process.

6.6.4 CK The candidate demonstrates an understanding of how metacognition guides students' development of monitoring their own comprehension and analysis of different types of text.

6.6.5 CK The candidate demonstrates an understanding of strategies to guide students' self-selection of appropriate texts to increase motivation and engagement.

6.6.6 CK The candidate demonstrates an understanding of how to differentiate instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners.
6.6.7 CK The candidate demonstrates an understanding of how to teach the use of graphic and semantic organizers to support comprehension.
6.6.8 CK The candidate demonstrates an understanding of how to teach literary devices (i.e., figurative language, nuance of words, alliteration).
6.6.9 CK The candidate demonstrates an understanding of the structures and features of texts that support comprehension.
6.6.10 CK The candidate demonstrates an understanding of how to teach the types (i.e., biography, how to) and features (i.e., description, cause and effect, sequence) of informational texts.

Professional Skills

6.6.11 PS The candidate purposefully chooses different types of texts based on the learning objective, to include use of decodable texts for support of beginning readers.
6.6.12 PS The candidate uses multiple texts in various genres and formats, including print, digital, visual, and multimodal.
6.6.13 PS The candidate provides explicit instruction related to providing students with necessary skills and strategies to access complex text.
6.6.14 PS The candidate creates read aloud experiences using high-quality texts to develop vocabulary and comprehension, using a variety of high-quality texts and genres to meet individual students' needs and interests.
6.6.15 PS The candidate applies metacognitive teaching strategies to guide students' development of monitoring their own comprehension and analysis of different types of text.
6.6.16 PS The candidate applies teaching strategies that guide students' self-selection of appropriate texts to increase motivation and engagement.
6.6.17 PS The candidate differentiates instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners.
6.6.18 PS The candidate applies knowledge of how to use graphic and semantic organizers to support comprehension.
6.6.19 PS The candidate applies knowledge of literary devices (i.e., figurative language, nuance of words, alliteration) to support comprehension.
6.6.20 PS The candidate applies knowledge of the structures and features of texts that support comprehension.
6.6.21 PS The candidate applies knowledge of how to teach the types (i.e., biography, how to) and features (i.e., description, cause and effect, sequence) of informational texts.

Function 7: Principles of Structured Literacy

The candidate identifies and utilizes structured literacy principles in developing learning opportunities for PK-elementary students.

Content Knowledge

6.7.1 CK The candidate plans and implements instruction that is direct, explicit and clearly focused on specific learning outcomes.
6.7.2 CK The candidate identifies and utilizes data in planning and delivery of lessons.
6.7.3 CK The candidate plans and implements instruction that is intentionally built upon previously learning and is carefully scaffolded through targeted, prompt feedback.
6.7.4 CK The candidate identifies and utilizes instruction that is highly interactive, multimodal and engaging through instructional decisions for texts and tasks.

Professional Skills

6.7.5 PS The candidate designs and implements instruction based on a systematic progression of learning outcomes
6.7.6 PS The candidate uses explicit instruction when teaching to provide clarity and provides timely and accurate feedback to students.
6.7.7 PS The candidate demonstrates how to apply multisensory routines to enhance student engagement and learning.

Standard 7: Literacy Assessment and Evaluation of Diverse Learners

The teacher candidate uses a variety of appropriate literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening comprehension, writing, and emergent literacy) to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (eg. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements and analyzes screening, diagnostic and progress monitoring data of students' language acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.

Function 1: Assessment Tools

The teacher candidate demonstrates an understanding of the purposes, strengths and limitations; reliability and validity, formats, and appropriateness of various types of informal and formal assessments.

Content Knowledge

7.1.1 CK The candidate demonstrates an understanding of the reasons for selecting assessments.
7.1.2 CK The teacher candidate demonstrates an understanding of the basic statistics commonly utilized in formative and summative assessments.
7.1.3 CK The teacher candidate demonstrates an understanding of informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.

7.1.4 CK The teacher candidate demonstrates an understanding of how to measure students' language development.
7.1.5 CK The teacher candidate demonstrates an understanding of how to measure students' disciplinary literacy including academic vocabulary (e.g., using a vocabulary knowledge scale to determine academic vocabulary knowledge and growth, assessing student background knowledge, and assessing student knowledge of various disciplinary literacy strategies when reading across the curriculum).

Professional Skills

7.1.6 PS The teacher candidate measures students' language development.
7.1.7 PS The teacher candidate evaluates the strengths and limitations of various assessment instruments.

Function 2: Application of Assessment

The teacher candidate demonstrates the use of observational skills and results of student work to determine students' literacy and language strengths and needs; they select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.

Content Knowledge

7.2.1 CK The teacher candidate recognizes the types of data sources available for measuring student learning (e.g., standards, assessment frameworks, performance tasks and observation including daily conversation, reading fluency error analysis, and writing samples).
7.2.2 CK The teacher candidate demonstrates an understanding of how to use well-validated screening tests designed to identify students at risk for reading and writing difficulties.
7.2.3 CK The teacher candidate understands how to apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

Professional Skills

7.2.4 PS The teacher candidate selects assessments for specific purposes and understands the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
7.2.5 PS The teacher candidate administers and appropriately scores formal and informal literacy assessments at the individual, group, and classroom levels.
7.2.6 PS The teacher candidate uses results of various assessment measures to inform and/or modify instruction.
7.2.7 PS The teacher candidate uses multiple sources of assessment data to inform instruction and intervention at the individual student, class, and grade levels.

7.2.8 PS The teacher candidate uses classroom screening measures, informal assessments, formative and benchmark progress monitoring tools, and summative outcome measures and can interpret data in various formats.
7.2.9 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document literacy learning.
7.2.10 PS The teacher candidate engages students in multiple ways of demonstrating literacy knowledge and skills as part of the assessment process.
7.2.11 PS The teacher candidate designs literacy assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
7.2.12 PS The teacher candidate assures that the students self-assess their literacy knowledge and skills.
7.2.13 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for phonological and phonemic awareness including emergent literacy.
7.2.14 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for phonics and decoding.
7.2.15 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for vocabulary and fluency.
7.2.16 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide and differentiate instruction, monitor student progress, and select teaching strategies that support readers as they construct literal and inferential meaning, including author's use of language.
7.2.17 The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for written expression.

Function 3: Student Progress Monitoring and Reporting

The teacher candidate uses data in an ethical manner, interprets data to explain student progress, and informs families and colleagues about the function and purpose of assessments.

Content Knowledge

7.3.1 CK The teacher candidate understands how to identify student progress markers (e.g., strengths, needs, literacy goals).
7.3.2 CK The teacher candidate summarizes and communicates (orally and in writing) the meaning of assessment data to share with students, parents, and other teachers and engages families in dialogue about how to support their child's literacy development.
7.3.3 CK The teacher candidate values and integrates the cultural and societal contributions of both home and school in the assessment processes and practices (e.g., student writing artifacts).

7.3.4 The teacher candidate collaborates with colleagues (e.g., literacy coaches and specialists, special educators, teacher assistants) to examine assessment trends for young learners, specific assessments, administration guidelines, and potential issues (e.g., assessing levels of complexity, narrative/informational text differences).

Professional Skills

7.3.5 PS The teacher candidate uses assessment tools to identify students at risk for reading difficulties.
7.3.6 PS The teacher candidate uses assessment data and progress monitoring in a MTSS framework across the tiers.
7.3.7 PS The teacher candidate strives to do no harm and to act in the best interests of culturally, linguistically, and economically diverse students; students with dyslexia, dysgraphia and other literacy disorders; and other struggling readers.
7.3.8 PS The teacher candidate maintains public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
7.3.9 PS The teacher candidate respects objectivity by reporting assessment and intervention results accurately and truthfully.
7.3.10 PS The teacher candidate respects the confidentiality of students.

Function 4: Diverse Learners

The teacher candidate demonstrates an understanding of how individual biases influence interactions with diverse students, families, and communities.

Content Knowledge

7.4.1 CK The teacher candidate demonstrates an understanding of essential concepts about diversity including, but not limited to, funds of knowledge, linguistic variation, cultural competence and learning, intersectionality, and social inequity.
7.4.2 CK The teacher candidate demonstrates an understanding of how cultural practices and norms within and across diverse communities and school settings influence student learning.
7.4.3 CK The teacher candidate demonstrates an understanding of the development and use of first and additional languages.
7.4.4 CK The teacher candidate demonstrates awareness of dialectal differences and their impact on student identity and learning.
7.4.5 CK The teacher candidate demonstrates an understanding of students' multiple ways of communicating, variations in discourse, and language expression.
7.4.6 CK The teacher candidate demonstrates an understanding of various pedagogies related to diversity (e.g., culturally and linguistically relevant pedagogies).
7.4.7 CK The teacher candidate demonstrates an understanding of how to forge family, community, and school relationships to enhance students' literacy learning.
7.4.8 CK The teacher candidate demonstrates an understanding of how to encourage collaborative, reciprocal relationships among family.

7.4.9 CK The teacher candidate demonstrates an understanding of how to encourage and facilitate student, family, and community empowerment.

Professional Skills

7.4.10 PS The teacher candidate identifies the forms of diversity present in schools and communities in which they teach and interact.
7.4.11 PS The teacher candidate interacts with families and communities in both school-based and community-based settings.
7.4.12 PS The teacher candidate sets high expectations for learners and implements instructional practices that are responsive to students' diversity.
7.4.13 PS The teacher candidate leverages students' ways of communicating variations in discourse and language expression to provide optimal instructional practices that support social development and identities of diverse learners.
7.4.14 PS The teacher candidate identifies diversity as a core asset in instructional planning, teaching, and selecting texts and materials.
7.4.15 PS The teacher candidate creates a learning environment that builds on the numerous funds of knowledge that students and their families possess.
7.4.16 PS The teacher candidate engages students as agents of their own learning through art, multimodal experiences, and the use of all their cultural and linguistic resources.
7.4.17 PS The teacher candidate identifies and recognizes stereotypes in literature and responds appropriately.

Standard 8: Creative Experiences

The teacher candidate demonstrates an understanding of and implements elements of visual arts, music, dance, theater, movement, and physical activity to plan, implement, and assess learning experiences that engage all learners in critical thinking, creativity, collaborative problem solving, and communication.

Function 1: Foundations of Fine Arts

The teacher candidate has a foundational knowledge of elements of visual art, music, dance, theater, movement and physical activity and why they are meaningful for students in supporting learning in a variety of content areas.

Content Knowledge

8.1.1 CK The teacher candidate is aware of the traditions and language of the disciplines including the basic styles and thematic influences of artists, designs, traditions, and movements of each.
8.1.2 CK The teacher candidate knows and uses the vocabulary and processes used in each discipline.
8.1.3 CK The teacher candidate integrates developmentally appropriate strategies including artistic expression, play, and physical activity that impact brain development and learning.

8.1.4 CK The teacher candidate practices proper attribution and adheres to copyright regulations.

Professional Skills

8.1.5 PS The teacher candidate uses multiple representations (CRA model) and explanations within the disciplines to guide students through appropriate learning progressions and to promote each student's achievement.

8.1.6 PS The teacher candidate designs and provides creative experiences that encourage students to understand, question, and analyze ideas from diverse perspectives, cultures, and historical periods.

8.1.7 PS The teacher candidate creates lessons integrating all disciplines that include appropriate techniques, materials, technology and instructional support for students' learning, problem solving, and communication.

8.1.8 PS The teacher candidate uses appropriate learning theories related to the disciplines across the curriculum to meet the needs of individuals and groups of students.

Function 2: Assessment

The teacher candidate selects, applies, and evaluates a variety of assessments appropriate to creative experiences.

Content Knowledge

8.2.1 CK The teacher candidate understands how to direct students to analyze, describe, discuss, interpret, and critique their own works and the works of others.

8.2.2 CK The teacher candidate provides direction, guidance, and feedback to ensure that students are actively engaged in lessons, knowing their purpose and objectives.

Professional Skills

8.2.3 PS The teacher candidate engages students in multiple ways of demonstrating knowledge and skill as part of the formative and summative assessment process.

8.2.4 PS The teacher candidate observes, listens, questions, responds, and adjusts instruction to meet the diverse needs of students.

8.2.5 PS The teacher candidate designs and models processes that guide students in examining their own thinking and learning as well as the performance of others.

Function 3: Instruction

The teacher candidate implements effective instructional strategies that actively engage students in creating, performing, and responding to emphasize interrelationships of the arts and movement with other disciplines.

Content Knowledge

8.3.1 CK The teacher develops lessons that connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving, and communication related to local and global issues.

8.3.2 CK The teacher candidate utilizes the various tools, supplies, and technology used in creative experiences.
8.3.3 CK The teacher candidate implements the methods of introducing students to creative experiences, motivating them to explore, encouraging them to use the language of the disciplines, and developing an appreciation and respect for the disciplines.

Professional Skills

8.3.4 PS The teacher candidate sets appropriate, meaningful, and rigorous learning goals for the integration of creative experiences.
8.3.5 PS The teacher candidate uses student knowledge and skills to facilitate opportunities for children to describe, use, touch, and manipulate materials and supplies.
8.3.6 PS The teacher candidate prepares a safe and supportive environment for creative experiences.
8.3.7 PS The teacher candidate provides developmentally appropriate activities across disciplines that require critical thinking, creativity, collaborative problem solving, and communication.
8.3.8 PS The teacher candidate adjusts instruction to meet the needs of individuals and groups of students.

Glossary

CRA model: CRA (sometimes called CSA or CPA) is a three-phase instructional approach with each phase building on and explicitly connecting to the previous instruction. Concrete is the first phase, often referred to as "the doing stage", when instruction focuses on using manipulatives or concrete objects. Representation (semi-concrete or pictoral) is the second phase, often referred to as "the seeing stage", when instruction connects the concrete manipulatives to drawing, pictures, and other visual representations of concrete objects. Abstract is the third phase, often referred to as "the symbolic stage", when instruction connects the concrete and semi-concrete representations to using only numbers and mathematical symbols or to mentally solving problems. The three phases are flexible and reflective of students' readiness to explain concepts and to fluently apply strategies with different levels of representation. At every level, there should be parallel modeling of each representation with mathematical vocabulary and numbers.
https://vctm.org/Concrete-Representational-and-Abstract-Building-Fluency-from-Conceptual-Understanding

Disciplinary literacy practices: Disciplinary literacy focuses on the ways of thinking, the skills, and the tools that are used by experts in a discipline to know and communicate in the different disciplines (Shanahan, 2010; Shanahan & Shanahan, 2015). Students learn to approach material from the various disciplines as an expert would, using different strategies to understand text from various disciplines.

Kansas Early Learning Standards: The Kansas Early Learning Standards (KELS) is a document that provides information and guidance to early childhood providers and teachers, including early primary grade teachers, on the developmental continuum of learning for children from birth through kindergarten. https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Early-Childhood

Mathematical Content Standards: counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability.

National Core Arts Anchor Standards
The National Coalition for Arts Standards (NCAS) is an alliance of national arts and arts education organizations dedicated to supporting and promoting sequential, standards-based arts education as part of a well-rounded curriculum that ensures artistic literacy for all students. The coalition formed in 2011 for the purpose of creating and supporting national arts standards. https://www.nationalartsstandards.org/content/national-core-arts-standards-anchor-standards

National Council for the Social Studies (NCSS) https://www.socialstudies.org/ The National Council for the Social Studies (NCSS) is a professional organization dedicated to the advancement of social studies education in the United States. NCSS plays a pivotal role in shaping the field of social studies by providing support, resources, and advocacy for educators, researchers, and curriculum developers.

Next Generation Science Standards (NGSS) https://www.nextgenscience.org/: The Next Generation Science Standards (NGSS) are K–12 science content standards. Standards set the expectations for what students should know and be able to do. The NGSS were developed by states to improve science education for all students.

Science of Reading: The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world and is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties. (The Science of Reading Defining Guide, The Reading League 2021)

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Institues/High_School_Mathmatics/2016%209-12%20Institute%20Taylor%20Handouts.pdf

Structured Literacy: Structured literacy (SL) is an interactive data-driven approach to instruction for all students that emphasizes cumulative, highly explicit and systematic teaching of all important components of literacy. These components include both foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression). SL also emphasizes oral language abilities essential to literacy development, including phonemic awareness, sensitivity to speech sounds in oral language, and the ability to manipulate those sounds. (KSDE based on definition of International Dyslexia Association)

Tools of Inquiry: Helping students build their knowledge and understanding through research and exploration activities based on existing knowledge. The inquiry method requires higher-order thinking skills and critical thinking to come to conclusions.

Worldview: A worldview is a collection of attitudes, values, stories and expectations about the world around us, which inform our every thought and action. Worldview is expressed in ethics, religion, philosophy, scientific beliefs and so on (Sire, 2004).

Additional resources:
https://improvingliteracy.org/glossary
https://www.literacyworldwide.org/get-resources/literacy-glossary