

Kansas Educator Preparation Program Standards for Elementary Education Unified K-6

The Intent of this license: The initial Elementary Education Unified K-6 license will prepare teacher candidates to work with K through 6th grade learners** with and without special needs.

[**Learners are defined as children including those with or without disabilities or exceptionalities, those who are gifted, and those who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.]

Standard 1: Characteristics/Legal/Historical/Philosophical Foundations	
<i>The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundations of general, special, and inclusive education, the development and characteristics of all learners including those with disabilities, the impacts of individual differences on education, and the legal parameters appropriate for each learner's educational needs.</i>	
Function 1.1: The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundation of general, special, and inclusive education.	
Content Knowledge	Professional Skills
1.1.1 Understands the historical foundation of general, special, and inclusive education, including major federal and state legislation, case law, and contributors.	1.1.4 Explains the history of special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that set precedence for special education legislation.
1.1.2 Understands the philosophical foundation of general, special, and inclusive education, including major federal and state legislation, case law, and contributors.	1.1.5 Articulates a personal philosophy of education that includes current educational evidence-based research related to the instruction of students with different learning needs.
1.1.3 Understands how case law, and federal and state legislation affect current evidence-based educational practices and learner outcomes.	1.1.6 Explains how case law, and federal and state legislation apply to current evidence-based classroom practices, teacher requirements, educational interventions, and learner outcomes.
Function 1.2: The Elementary Education Unified (EEU) K-6 teacher candidate understands the development and characteristics of all learners, including those with special needs.	
Content Knowledge	Professional Skills
1.2.1 Understands the disability categories and characteristics referenced in current federal and state legislation, case laws, and state eligibility guidelines.	1.2.5 Uses state eligibility guidelines to make informed decisions concerning learner identification, service needs, and placement in the least restrictive environment (LRE) appropriate in order to have a free and appropriate public education (FAPE).
1.2.2 Knows the characteristics, strengths, and challenges of all learners including special, gifted, and English language learners.	1.2.6 Explains the characteristics of all learners including those with special needs in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors.
1.2.3 Based on the characteristics of all learners, understands the aspects of differentiation and intervention strategies and theories.	1.2.7 Integrates the needs of the learner based on data, to analyze practice and then differentiate instruction accordingly.

Function 1.3: *The Elementary Education Unified (EEU) K-6 teacher candidate understands the impacts of individual differences on education.*

Content Knowledge	Professional Skills
1.3.1 Understands the impact of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors, on the learner’s educational progress and social functioning.	1.3.5 Explains the impact of learner characteristics on pre-academic, academic, social, behavioral, and adaptive behaviors on the learner’s education progress and social functioning.
1.3.2 Understands the impact of learner differences on planning for transitions to subsequent education settings.	1.3.6 Plans for transitions that prepare all learners for subsequent education settings.
1.3.3 Understands the relationship of cultural beliefs, traditions, and values of the learner, family, and community on the provision of education services.	1.3.7 Demonstrates respect of the cultural beliefs, traditions, and values of the learner and family during identification, placement and provision of education services.
1.3.4 Recognizes the teacher candidates’ own frames of reference and the impact this has on expectations for and relationships with all learners and their families.	1.3.8 Evaluates the effects of their professional decisions and actions on students, families and other professionals in the learning community.
1.3.5 Understands current evidence-based research regarding the cause of disabilities, as well as advancements in treatments, therapies, interventions, and instructional strategies for learners with special education needs.	1.3.9 Uses current evidence-based medical and educational research to develop appropriate instructional plans and interventions to provide effective educational instruction to learners with special education needs.

Function 1.4: *The Elementary Education Unified (EEU) K-6 teacher candidate understands the legal parameters appropriate for each learner's educational needs*

Content Knowledge	Professional Skills
1.4.1 Understands current special education federal and state legislation, and case law, and the impact on educational services.	1.4.5 Conducts educational activities in accordance with federal and state legislation, and case law, as well as district/local policies and procedures with regard to the impact on educational services.
1.4.2 Understands due process rights of the learner and parent (e.g., legal decision maker) related to the evaluation, placement, and provision of services within a continuum of services, including services for culturally or linguistically diverse learners.	1.4.6 Explains due process rights and collaborates with stakeholders to ensure learners are educated in the LRE, including being responsive to culturally or linguistically diverse learners.
1.4.3 Understands the confidentiality rights of all learners and the legal ramifications of breaching learner confidentiality.	1.4.7 Maintains confidentiality of learner information and records, without negatively affecting appropriate communication with stakeholders.
1.4.4 Understands how to apply current federal and state legislation, and case law to the educational program of learners with special education needs.	1.4.8 Applies current federal and state legislation, and case law to the educational program of learners with special education needs

Standard 2: Assessment

The K-6 unified teacher candidate uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.

Function 2.1: The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures and technologies for learner screening, evaluation, and eligibility decisions.

Content Knowledge	Professional Skills
2.1.1 Understands the use of assessments and evaluation results, including patterns of learner strengths and weaknesses during the eligibility process to conduct child find.	2.1.8 Analyze data from Part C agencies (for children transitioning to Part B) and general education interventions to base the need for a special education evaluation referral.
2.1.2 Understands the purpose of learner assessment and the legal process to gain informed consent for evaluations.	2.1.9 Effectively explains the nature and purpose of evaluation to the learner’s Individualized Education Program (IEP) team members and obtains appropriate parent (e.g., legal decision maker) consent.
2.1.3 Understands a variety of assessment instruments used for learner screening and evaluation, including criterion and norm-referenced assessments; learner, teacher, and parent surveys; academic and behavioral checklists; learner observations; learner work samples; and patterns of learner strengths and weaknesses.	2.1.10 Selects appropriate assessment instruments to address learner academic, behavioral, social, and postsecondary transitional patterns of learner strengths and weaknesses, and need for assistive technology.
2.1.4 Understands frameworks and assessments that can be used to determine the need for and planning for the implementation of assistive technology devices and services.	2.1.11 Uses frameworks, assistive technology assessments, and data from multiple sources to assist the team in determining appropriate assistive technology devices and services for academic, behavioral, social, and learning needs.
2.1.5 Understands the legal and ethical implications of learner assessment, including the influence of learner diversity on the learner’s evaluation procedures and assessment results.	2.1.12 Administers assessments accurately and with fidelity using ethical testing practices, including implications for learners from culturally and/or linguistically diverse backgrounds, and maintains confidentiality of learner information and assessment results.
2.1.6 Understands the purpose, means of interpreting, and limitations of a variety of assessment instruments including patterns of learner strengths and weaknesses.	2.1.13 Uses assessment data from multiple sources, patterns of learner strengths and weaknesses, including data from other agencies, to assist the team in making eligibility and placement decisions.
2.1.7 Understands the need for effective communication and collaboration with the learner’s IEP team members, and the learner (when appropriate) to interpreting evaluation results and making eligibility decisions.	2.1.14 Effectively communicates assessment results (verbally and in writing) with the learner’s IEP team members, and the learner (when appropriate) to make eligibility, level of intervention, and placement decisions.

Function 2.2: The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies for instructional planning.

Content Knowledge	Professional Skills
2.2.1 Understands a variety of procedures to analyze learner academic and behavioral data including patterns of learner strengths and weaknesses.	2.2.5 Analyzes patterns of learner strength and weaknesses and learner assessment data, and effectively communicates the instructional implications of assessment results to IEP team members.
2.2.2 Understands the importance of learner characteristics and current evidence-based education research when making instructional decisions based on learner assessment data.	2.2.6 Uses learner characteristics and current evidence-based educational research to guide instructional planning (i.e., in English language arts, mathematics, science, social studies, and the arts) and to select appropriate levels of instructional and behavioral intervention strategies.
2.2.3 Understands the use of learner assessment data to guide instructional planning (i.e., in English language	2.2.7 Uses learner assessment data to differentiate instructional content (i.e., in English language arts,

arts, mathematics, science, social studies, and the arts) and transition planning and school outcomes to meet the learner’s needs.	mathematics, science, social studies, and the arts) and teaching methodology, to develop appropriate accommodations, adaptations, or modifications; develop behavioral interventions (if necessary); develop transition plans (from Part C to Part B, and other school settings); determine assistive technology, and write IEPs including goals, benchmarks, and short term objectives that build upon learner strengths.
2.2.4 Understands the implications of learner motivation and test-taking skills on assessment performance.	2.2.8 Uses appropriate motivational and instructional strategies to improve learner’s persistence and assessment performance.
Function 2.3: <i>The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies to monitor learner progress.</i>	
Content Knowledge	Professional Skills
2.3.1 Understands the need for frequent monitoring of learner progress through formal and informal assessments.	2.3.5 Consistently uses progress monitoring data and other performance data (i.e., including teacher-made tests aligned with lesson objectives) to select appropriate instructional activities (i.e., in English language arts, mathematics, science, social studies, and the arts), revise instructional or behavioral interventions, and to provide meaningful feedback to the learner and parent.
2.3.2 Understand a variety of methods to use technology to document, organize, and communicate learner progress.	2.3.6 Collects and documents progress-monitoring data, using technology to aid in data collection and results, and guides the learner (when appropriate) to self-monitor individual progress.
2.3.3 Understands the responsibility of teacher candidates to include all learners in district and state standards-based assessments with or without accommodations (including alternate assessment as appropriate), to demonstrate learner content knowledge.	2.3.7 Includes learners with special education needs in district and state standards-based assessments with or without accommodations (including alternate assessments as appropriate); and collaborates with the IEP team to determine if the learner requires assessment accommodations, adaptations, or modifications to demonstrate learner content knowledge.
2.3.4 Understands the responsibility of helping the IEP team members select appropriate methods to assess learning using accommodations, adaptations, and/or modifications in accordance with the learner’s IEP.	2.3.8 Collaborates with classroom teacher, and general and special education staff members to guarantee that accommodations, adaptations, and/or modifications for assessments are implemented in accordance with the learner’s IEP.
Function 2.4: <i>The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies to determine the efficacy of the inclusive learning environment for effective instructional planning and implementation.</i>	
Content Knowledge	Professional Skills
2.4.1 Has knowledge of physical, social, and learning environments to plan and implement instruction.	2.4.4 Develops and implements learning activities based on the physical, social, and learning environment.
2.4.2 Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.	2.4.5 Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.

2.4.3 Knows and understands strategies for supporting the learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, school environments, etc.).	2.4.6 Uses instructional strategies to teach skills for coping with and managing transitions for changes in educational placements, environments, life changes, new schools, new teachers or transition to subsequent school settings.
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Standard 3: Planning Instruction considering individual learner characteristics

The Elementary Education Unified (EEU) K-6 teacher candidate uses the Individual Educational Programs (IEPs), learning environments, consideration of individual learner characteristics, assessment, and technology for effective instructional planning and implementation.

Function 3.1: The Elementary Education Unified (EEU) K-6 teacher candidate uses the Individual Educational Programs (IEPs) for instructional planning and implementation

Content Knowledge	Professional Skills
3.1.1 Understands development of the IEP in instructional planning and implementation	3.1.5 Develops an IEP to set the direction for instruction.
3.1.2 Understands baselines from the IEP in instructional planning and implementation	3.1.6 Uses baselines from the IEP to identify present level of performance.
3.1.3 Understands development of units, lessons, and instructional activities based on the IEP in instructional planning and implementation.	3.1.7 Plans learning activities and supports based on the IEP.
3.1.4 Understands monitoring and reporting in instructional planning and implementation.	3.1.8 Monitors and reports progress of IEP towards meeting annual goals.

Function 3.2: The Elementary Education Unified (EEU) K-6 teacher candidate understands how to create a learning environment that fosters an inclusive setting for all students.

Content Knowledge	Professional Skills
3.2.1 Has knowledge of physical, social, and learning environments to plan and implement instruction.	3.2.6 Develops and implements learning activities based on the physical, social, and learning environment.
3.2.2 Understands the Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.	3.2.7 Develops and implements learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and engage with learning.
3.2.3 Has knowledge of learning environments to provide effective use of instructional time.	3.2.8 Develops and implements learning activities that incorporate effective use of instructional time.
3.2.4 Has knowledge of evidence-based research for instructional planning and implementation.	3.2.9 Develops and implements learning activities using evidence-based research for instructional planning and implementation.
3.2.5 Has knowledge of tier-based supports (e.g., MTSS) to increase student learning.	3.2.10 Uses knowledge of tier-based supports to adjust curriculum and instruction to match the needs and characteristics of learners including group size, instructional period, frequency and duration, and carries out instruction with fidelity.

Function 3.3: The Elementary Education Unified (EEU) K-6 teacher candidate plans for the varied learning characteristics for effective instructional planning and implementation.

Content Knowledge	Professional Skills
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3.3.1 Has knowledge of learner strengths, interests and differing learning styles to plan instruction and establish/maintain rapport with learners.	3.3.6 Develops and implements learning activities based on learner strengths, interests and differing learner learning styles and establishes/maintains rapport with learners.
3.3.2 Understands stages of learner development and the implications for academic progress and social development.	3.3.7 Develops and implements learning and social activities based on developmentally and age-appropriate tasks.
3.3.3 Understands individual learner characteristics regarding cognitive, affective, cultural, linguistic, and gender differences.	3.3.8 Plans for and uses learning activities that compliment learners' cognitive, affective, cultural, linguistic, and gender differences.
3.3.4 Understands the impact of learners' academic and social abilities, attitudes, interests and values on instruction and career development.	3.3.9 Plans for and uses learning activities based on learners' academic and social abilities, attitudes, interests and values.
3.3.5 Has knowledge of a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials.	3.3.10 Plans for and uses a variety of appropriate instructional methods, techniques, strategies, curricula, and sources of specialized or alternative educational materials.
Function 3.4: The Elementary Education Unified (EEU) K-6 teacher candidate uses assessment data for effective instructional planning and implementation.	
Content Knowledge	Professional Skills
3.4.1 Understands assessment and evaluation for instructional planning.	3.4.11 Interprets and uses assessment and evaluation data for instructional planning.
3.4.2 Understands the role of reflection in instructional practices.	3.4.12 Reflects regularly and systematically on instructional practices to be more effective.
3.4.3 Understands the use of formal and informal assessments in planning instruction.	3.4.13 Conducts and uses formal and informal assessment to plan instruction.
3.4.4 Has knowledge of evidence-based research for instructional planning, levels of intervention, and implementation.	3.4.14 Plans and implements learning activities using evidence-based research for instructional planning, levels of intervention, and implementation.
3.4.5 Has knowledge of universal screening, curriculum based measurement, and progress monitoring for instructional planning, levels of intervention, and implementation.	3.4.15 Makes informed decisions for instructional planning, levels of intervention, and implementation based on results of universal screening, curriculum based measurement, and progress monitoring.
3.4.6 Understands the importance of time on task, learner success, and curriculum content in quality instructional planning, levels of intervention, and implementation.	3.4.16 Considers time on task, learner level of success, and curriculum content in instructional planning, levels of intervention, and implementation.
3.4.7 Has knowledge of affective and social/emotional skills for instructional planning, levels of intervention, and implementation.	3.4.17 Integrates affective and social/emotional skills for instructional planning, levels of intervention, and implementation.
3.4.8 Has knowledge of various verbal and nonverbal strategies to assist learners' communication needs for instructional planning and implementation.	3.4.18 Uses various verbal and nonverbal strategies to assist learners' communication needs for instructional planning, levels of intervention, and implementation.
3.4.9 Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.	3.4.19 Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.
3.4.10 Understands problem-solving strategies and critical thinking skills.	3.4.20 Models and incorporates problem-solving strategies and critical thinking skills into instructional planning, levels of intervention, and implementation.

Standard 4: Professional & Family Collaborations

The Elementary Education Unified (EEU) K-6 teacher candidate engages, empowers, and partners with families, professionals, and agencies using ethical and culturally responsive ways for effective communication and collaboration, IEP development and implementation, building relationships, program development and implementation, to fully meet the needs and rights of all students.

Function 4.1: The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates ethical and culturally responsive communication skills to enhance collaboration and consultation among families and school professionals

Content Knowledge	Professional Skills
4.1.1 Understands various models and strategies of consultation and collaboration.	4.1.5 Collaborates and consults in culturally responsive ways with family members and school professionals to plan and facilitate meeting the needs of diverse learners.
4.1.2 Understands current evidence-based practices to establish and maintain collaborative relationships with adults in written, oral, and virtual contexts that are culturally responsive.	4.1.6 Facilitates meetings, establishes and maintains effective collaborative relationships, chooses most effective medium to support intended goals, and communicates professionally in written, oral, and virtual contexts.
4.1.3 Understands the importance of adhering to ethical standards in collaboration and consultation with all stakeholders including proper record-keeping and respecting confidentiality.	4.1.7 Adheres to ethical practices and legal requirements while discussing learners and learner data, and maintains best practices regarding maintaining records of communication with stakeholders.
4.1.4 Understands effective collaboration and consultation techniques with school and agency professionals to promote success.	4.1.8 Works with families, school and agency professionals to create and maintain relationships that enhance learner achievement and social/emotional development; and provides inclusion supports for learners in a manner that promotes social acceptance and academic success.

Function 4.2: The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates effective communication styles to enhance collaboration and consultation among school professionals, to implement the IEP, deliver instruction, and evaluate IEP implementation.

Content Knowledge	Professional Skills
4.2.1 Understands the shared roles and responsibilities in planning the learner’s individual education program, including the roles and responsibilities of paraeducators and related service personnel.	4.2.3 Communicates the shared roles and responsibilities of paraeducators and related service personnel.
4.2.2 Understands the collaborative and consultative roles of teachers in the integration of learners into the general curriculum and classroom.	4.2.4 Plans and collaborates with other teachers, school and community personnel as needed and appropriate in integrating learners into the general education curriculum and classrooms and other learning environments.

Function 4.3: The Elementary Education Unified (EEU) K-6 teacher candidate understands the importance of family and community relationships in the special education process.

Content Knowledge	Professional Skills
4.3.1 Understands the importance of establishing proactive relationships with families through culturally responsive, respectful, open communication (oral and written) using the primary language used in learners’ homes.	4.3.4 Demonstrates the ability to effectively communicate (oral and written) with families in routine and consistent interactions using a variety of tools (e.g., daily home communication, IEP meetings, or learner progress) for building, enriching, and sustaining home/school communication using the primary language spoken in the learner’s home.

4.3.2 Understands the impact of the families' culture including traditions, customs, and values on educational process for the learner.	4.3.5 Acknowledges the families' culture and traditions during planning for the education process for the learner.
4.3.3 Understands the relevant community resources applicable to the needs of the learner and the importance of accessing these community resources in the special education process.	4.3.6 Acknowledges the benefits community resources can provide to the learner's IEP and demonstrates a basic understanding of how to engage those community resources and integrate them into the school environment.
Function 4.4: <i>The Elementary Education Unified (EEU) K-6 teacher candidate includes and empowers families in general and special education program development and implementation.</i>	
Content Knowledge	Professional Skills
4.4.1 Understands the importance of family engagement regarding the learner's performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the learner's IEP team decisions.	4.4.4 Demonstrates how to obtain and apply input from the families regarding the learner's performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the IEP team decisions.
4.4.2 Understands the importance of the family's ability to interpret results, as well as, apply those results to the needs of the learner in relation to statewide assessments, formative and summative evaluations, and learner progress.	4.4.5 Interprets and explains the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and learner progress with the intent of further empowering families to the learner's education needs and subsequent outcomes.
4.4.3 Understands methods to empower family engagement in the development of learning and behavioral supports and the subsequent integration of these interventions in the school and home environment.	4.4.6 Demonstrates how to engage and empower families in the development and implementation of learning and behavioral interventions for the classroom and the home environment.
Function 4.5: <i>The Elementary Education Unified (EEU) K-6 teacher candidate works to actively engage and empower families as partners in the education of the learner in ways that are culturally responsive.</i>	
Content Knowledge	Professional Skills
4.5.1 Understands the importance of viewing the family as a collaborative team member(s) by providing a climate that seeks opinions, provides choices, and answers questions in the best interest of the learner.	4.5.5 Empowers the family as collaborative team members by providing knowledge to the family as well as developing a climate that seeks opinions, provides choices, and answers questions in the best interest of the learner.
4.5.2 Understands the importance of empowering parents to access a variety of resources (e.g., parent and family centers, state and federal publications about family input, etc.) that will enable them to participate in the learner's education, as well as, be an advocate for the learner.	4.5.6 Provides and discusses available resources (e.g., parent and family centers, state and federal publications about family input, etc.) that will enable parents to advocate for the learner.
4.5.3 Understands the importance of community resources in what they are, how they apply to the needs of the family, and utilizing them to enhance the learner's educational program.	4.5.7 Demonstrates knowledge of available community resources including those that support family empowerment, as well as the learner's cultural background, transitional services, and specialized needs, and the impact those resources can have on the learner.
4.5.4 Understands ways to further engage families in program planning, development, implementation, and evaluation of the learner in the classroom setting.	4.5.8 Demonstrates the knowledge to engage and empower parents in culturally responsive ways, collaborate with them in instructional planning, instructional implementation, and the assessment/evaluation of the learner.
Function 4.6: <i>The Elementary Education Unified (EEU) K-6 teacher candidate understands the legal rights of the students and their families relative to special education, Title IX, gifted education, English as a second language learners.</i>	

Content Knowledge	Professional Skills
4.6.1 Understands the definition of parent in state and federal statutes and how it relates to who is allowed to make educational decisions on behalf of the learner.	4.6.5 Recognizes the “person acting as a parent” with whom the learner lives, or a person who is legally responsible for the welfare of the learner, is the legal decision maker for the learner.
4.6.2 Understands the meaning and purpose of parental consent that is needed for every special education action, gifted education action, English as a second language action, and Title IX action in accordance to state and federal laws.	4.6.6 Explains the meaning and intent of parent consent that is needed for every special education action, gifted education action, English as a second language action, and Title IX action in accordance with state and federal laws.
4.6.3 Understands parent rights and the reasons for these rights in relation to timelines for the initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws.	4.6.7 Demonstrates knowledge of parent rights including notification for timelines for initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws.
4.6.4 Understands parent rights and procedural safeguards, and the intent of these elements, that include formal complaints, mediation, and due process hearings as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).	4.6.8 Provides explanations of parent right and procedural safeguards (including the intent of these rights/safeguards) that include formal complaints, mediation, and due process hearing as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).

Standard 5: Behavior and Classroom Management

The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in the effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning; the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA), and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.

Content Knowledge	Professional Skills
Function 5.1: <i>The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning.</i>	
5.1.1 Knows how to effectively organize the physical space including understanding developmentally appropriate practice and its impact on organization.	5.1.7 Effectively organizes the physical space including understanding developmentally appropriate practice and its impact on organization.
5.1.2 Knows how to create classroom rules and routines.	5.1.8 Creates and implements effective classroom rules and routines.
5.1.3 Understands the importance of creating an environment conducive to learning.	5.1.9 Creates an environment conducive to learning.
5.1.4 Understands the importance and role of documentation.	5.1.10 Keeps appropriate and accurate records of behaviors and interventions.
5.1.5 Knows that the learning environment should include safety procedures and precautions.	5.1.11 Identifies procedures that ensure the learning environment is a safe place (e.g., scanning for safety hazards, playground routines, fire drills)

5.1.6 Understands the importance and role of documentation.	5.1.12 Keeps appropriate and accurate records of behaviors and interventions.
Function 5.2: <i>The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in the use of problem solving models, including PBIS, within the MTSS framework.</i>	
Content Knowledge	Professional Skills
5.2.1 Understands national and state legislation and litigation and professional and parent advocacy organization policies, recommendations and ethical principles related to managing learner behavior.	5.2.6 Follows national and state legislation and litigation and professional and parent advocacy organization policies, recommendations, and ethical principles when managing learner behavior using PBIS within the MTSS framework.
5.2.2 Understands behavioral theories and evidence-based strategies related to managing learner behavior within a tiered system of PBIS.	5.2.7 Uses a variety of behavioral theories and evidence-based strategies to understand and manage behavior within a tiered system of PBIS.
5.2.3 Understands how to use PBIS to establish positive school and classroom environments, support positive social interactions, and ensure academic success during small group instruction, and individual instruction.	5.2.8 Uses a system of tiered PBIS interventions to create a positive classroom climate that supports positive social interactions and ensures academic success during school-wide, small group, and/or individual instruction.
5.2.4 Understands evidence-based strategies for crisis prevention and intervention	5.2.9 Uses evidence-based strategies to prevent behavioral crises and effectively intervene during crises.
5.2.5 Understands crisis prevention and strategies that support the Kansas Emergence Safety Interventions (i.e. seclusion and restraint policies and procedures), as well as impact of this intervention on the physical, emotional, and social well-being of the learner.	5.2.10 Adheres to current Emergency Safety Intervention (ESI) regulations and uses strategies of positive behavioral supports in all environments including least intrusive interventions.
Function 5.3: <i>The Elementary Education Unified (EEU) K-6 teacher candidate conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses.</i>	
Content Knowledge	Professional Skills
5.3.1 Understands a variety of evidence-based problem-solving models including the use of PBIS within an MTSS framework.	5.3.4 Uses a variety of evidence-based problem-solving models including the use of PBIS within an MTSS framework.
5.3.2 Understands the importance of transdisciplinary and collaborative decision-making when facilitating problem-solving of appropriate behavioral responses.	5.3.5 Participates in transdisciplinary and collaborative decision-making to facilitate problem solving of appropriate behavioral responses.
5.3.3 Understands how to conduct functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain appropriate behavioral response; and complete progress monitoring.	5.3.6 Conducts functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain appropriate behavioral response, and completes progress monitoring.
Function 5.4: <i>The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates cultural sensitivity in the development and use of social skills curricula.</i>	
Content Knowledge	Professional Skills
5.4.1 Understands the effects of culture, gender, linguistic, and other diversity-related influences on behavior and the importance of considering these variables when developing social skills curricula.	5.4.4 Addresses the effects of culture, gender, linguistic, and other diversity-related influences on behavior and takes these into consideration when developing social skills and using social skills curricula.
5.4.2 Understands a variety of evidence-based social skills curricula and interventions, and promotes social	5.4.5 Uses a variety of social skills curricula and interventions to promote social skill development and

skill generalization across school settings and activities used in PBIS within an MTSS framework.	generalization across school settings and activities used in PBIS within an MTSS framework.
5.4.3 Understands the importance of a culturally sensitive and anti-biased learning environment.	5.4.6 Uses a variety of materials and strategies to support a multicultural and anti-bias curriculum in the classroom (e.g., pictures, books, and cultural artifacts).
Function 5.5: <i>The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skills to promote the self-determination skills of learners.</i>	
Content Knowledge	Professional Skills
5.5.1 Understands how to create learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self-determination.	5.5.4 Creates learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self-determination.
5.5.2 Understands the importance of addressing self-determination skills in the IEP development for all learners, including K-6 transition.	5.5.5 Develops learner IEPs and K-6 transition that address the learner's current self-determination skills and instructional needs.
5.5.3 Understands the relationship of self-determination curricula to learner motivation, learning, and achievement of K-6 transition goals.	5.5.6 Uses effective self-determination instructional methods to increase learner motivation, enhance learning, and improve the learner's success in meeting K-6 transition goals.

Standard 6: English Language Arts	
<i>The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts and structures of the English/language arts (Reading, Writing, Speaking, Listening, and Language) --as well as individual performance data to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.</i>	
Function 6.1: Content: <i>The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking, Listening, and Language); understands and can use evidence-based practices; and creates learning experiences that make these aspects of the discipline accessible and meaningful for students taking into account individual differences, EL status, culture, and community context to assure mastery of the content.</i>	
Content Knowledge	Professional Skills
6.1.1 Understands the impact of language development and listening comprehension on academic and special needs.	6.1.7 Identifies and plans how to incorporate communication strategies intentionally and incidentally to extend language and listening development, especially in academic/content learning.
6.1.2 Understands and has knowledge of evidence-based practices addressing needs of varied learners (including those with reading disabilities), using the central concepts, tools of inquiry, and structures of the English/language arts including the five essential components of reading i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension.	6.1.8 Plans developmentally appropriate instruction using evidence-based practices in terms of word-level instructional reading strategies (phonemic basis for oral language, phonics instruction, syntax and semantics), text-level comprehension strategies (word meaning, fluency, critical analysis, multiple perspectives), reading-writing connections as a support for comprehension in order to guide students through appropriate learning progressions and to promote each student's achievement.

6.1.2 Understands how to plan and facilitate English/language arts learning experiences that promote understanding, questioning, and analysis from diverse perspectives and that are culturally responsive.	6.1.9 Designs and plans English/language arts learning experiences that encourage students to understand, question, and analyze ideas from diverse (e.g., cultural, attitudinal, gender, etc.) perspectives.
6.1.3 Understands the variety and ways technology and universal design for learning can support access to literacy experiences and literacy learning.	6.1.10 Creates and plans English/language arts lessons inclusive of appropriate time, materials, technology and instructional support for students' learning.
6.1.4 Understands the foundations of evidence-based writing instruction including the basic framework of planning, writing, and revision.	6.1.11 Plans developmentally appropriate instruction in writing taking into account evidence-based practices in planning, writing at the sentence, paragraph, and theme level, and revision strategies.
6.1.5 Understands the developmental continuum of viewing and sense making of visually represented information in elementary aged children.	6.1.12 Plans how to provide clarity for elementary students in terms of sense making of visual representations of information and how to view it.
6.1.6 Understands disciplinary literacy and how it overlaps with foundational literacy skill development while being situated in the development of disciplinary funds of knowledge and ways of knowing.	6.1.13 Plans how to integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies as the foundation for disciplinary literacy.
Function 6.2: Assessment. <i>The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of appropriate English/language arts assessments strategies to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.</i>	
Content Knowledge	Professional Skills
6.2.1 Demonstrates knowledge of students, student learning, and assessment in English/language arts.	6.2.9 Balances the use of formative and summative assessment as appropriate to support, verify, and document English/language arts learning.
6.2.2 Demonstrates understanding of the importance of appropriate English/language arts assessment techniques to support responsible decision-making.	6.2.10 Engages students in multiple ways of demonstrating English/language arts knowledge and skill as part of the assessment process.
6.2.3 Understands that systematic and frequent progress monitoring is needed to ensure effective reading outcomes.	6.2.11 Uses systematic and frequent progress monitoring to ensure effective reading outcomes.
6.2.4 Demonstrates knowledge of how to develop assessment methods to align with desired learning objectives.	6.2.12 Designs reading/language arts assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
6.2.5 Demonstrates knowledge of the role of self-assessment in self determined literacy learning and more autonomous literacy development.	6.2.13 Assures that the students self-assess their English/language arts knowledge and skills.
6.2.6 Demonstrates knowledge of the variables that define individual literacy learning profiles and how the variables of importance change depending of ELA learning needs and goals.	6.2.14 Determines student learning profiles in order to proactively plan instruction to address students' varied English/language arts learning needs and goals.
6.2.7 Demonstrates knowledge of informal and formative assessment strategies for planning literacy instruction.	6.2.15 Observes, listens, questions, and responds, then adjusts instruction to meet the diverse needs of students.
6.2.8 Demonstrates knowledge of metacognition in self-managing complex literacy tasks.	6.2.16 Models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.
Function 6.3: Instruction. <i>The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of instructional strategies to plan and implement instruction that supports every student in meeting rigorous</i>	

learning goals and encourage all learners to develop deep understanding of the English Language Arts and their cross-disciplinary connections, and to build skills to apply knowledge in meaningful ways.	
Content Knowledge	Professional Skills
6.3.1 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.	6.3.5 Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences
6.3.2 Acquires knowledge of a variety of instructional strategies appropriate for elementary English/language arts.	6.3.6 Provides developmentally appropriate mathematical activities and programs that required critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6.3.3 Acquires knowledge of cross-disciplinary connections between English/language arts and other elementary content areas.	6.3.7 Able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary English/language arts.
6.3.4 Demonstrates knowledge of the variety of instructional strategies appropriate for varied levels of instruction.	6.3.8 Provides appropriate connections of English/language arts activities within the English/language arts domain (reading, writing, speaking, listening, viewing, and visual representation).
	6.3.9 Uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.
	6.3.10 Uses their knowledge of [Bloom's] levels of learning to plan and implement instruction specific to each student, groups of students or the whole group to support their meeting goals and objectives, while developing a deep understanding of English/language arts.
	6.3.11 Adjusts English/language arts instruction to meet the needs of individuals and groups of students.
	6.3.12 Demonstrates an ability to motivate, engage, and support the students in their study of English/language arts.
	6.3.13 Uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.
Function 6.4 <i>The Elementary Education Unified (EEU) K-6 teacher candidate personalizes and intensifies instruction by applying the principles of universal design for learning and using technology to personalize and improve access to instruction and learning for all learners.</i>	
Content Knowledge	Professional Skills
6.4.1 Has knowledge of UDL principles/practices and appropriate technologies to accomplish ELA instructional objectives.	6.4.4 Selects and uses UDL and appropriate technologies for planning, for differing levels of intervention, and implementation of the ELA curriculum.
6.4.2 Has understanding of characteristics of learners to determine appropriate UDL applications and appropriate technologies to improve access to ELA curriculum and learning.	6.4.5 Selects and uses appropriate technologies, including assistive technology, based on learner needs in accessing ELA curriculum.
6.4.3 Has knowledge of the role of assistive technology, devices, and services in facilitating learners' access to the general ELA curriculum and/or active participation in educational activities and routines.	6.4.6 Selects practices that embody UDL principles based on learner ELA learning needs.

	6.4.7 Collects and uses data about the learner’s environment and curriculum to determine and monitor assistive technology needs to allow for access the general ELA curriculum and/or active participation in ELA educational activities and routines.
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Standard 7: Mathematics

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures 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) as well as individual performance data to plan, implement, and assess mathematical learning experiences that engage all students to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

Function 7.1: Content. The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Content Knowledge	Professional Skills
7.1.1 Knows and identifies the K-6 student mathematical content standards in the following: 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.	7.1. 4 Uses multiple representations and explanations within the mathematical domains to guide students through appropriate learning progressions and to promote each student’s achievement.
7.1.2 Understands the basic strands of mathematics developmentally appropriate for 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.	7.1.5 Designs and provides mathematical learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.
7.1.3 Knows the academic language of the mathematical discipline and how to make it accessible to all elementary students.	7.1.6 Creates mathematics lessons inclusive of appropriate time, materials, technology and instructional support for students’ learning.
	7.1.7 Within mathematics lessons, provides time, materials, and instructional support for elementary students to use English/language arts skills in the mathematics in terms of graphically representing information, narrative statements related to graphs of data, and descriptions of processes students use to solve problems.
	7.1.8 Integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies.

Function 7.2: Assessment. The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of assessment areas, 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 meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions surrounding mathematics.	
Content Knowledge	Professional Skills
7.2.1 Knows how to design and use formative and summative assessments to address specific learning goals and individual differences while minimizing sources of bias.	7.2.7 Balances the use of formative and summative assessment as appropriate to support, verify, and document mathematical learning.
7.2.2 Knows when and how to evaluate and report learner progress against standards.	7.2.8 Engages students in multiple ways of demonstrating mathematical knowledge and skill as part of the assessment process.
7.2.3 Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.	7.2.9 Designs mathematical assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
7.2.4 Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.	7.2.10 Assures that the students self-assess their mathematical knowledge and skills.
7.2.5 Knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.	7.2.11 Determines student-learning profiles in order to proactively plan instruction to address students' varied mathematical learning needs and goals.
7.2.6 Knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.	7.2.12 Observes, listens, questions, and responds, while adjusting instruction to meet the diverse needs of students. Models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.
Function 7.3: Instruction. <i>The Elementary Education Unified (EEU) K-6 teacher candidate plans instruction using a variety of instructional strategies that support all learners in meeting meaningful 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), curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i>	
Content Knowledge	Professional Skills
7.3.1 Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative mathematical problem solving related to authentic local and global issues.	7.3.5 Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences, as applied to mathematics.
7.3.2 Knows the variety of mathematical practices (problem solving, reasoning, modeling, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, making connections).	7.3.6 Provides developmentally appropriate mathematical activities and programs that required critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
7.3.3 Identifies developmentally appropriate manipulatives, tools (rulers, compasses, geoboards, number lines, calculators, etc.), as well as and iPhone, iPad and other apps related to mathematics.	7.3.7 Able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary mathematics.

7.3.4 Has a working knowledge of the variety of instructional strategies appropriate for varied levels of instruction within the variety of mathematical concepts.	7.3.8 Demonstrates and monitors appropriate use of the mathematical tools by the students.
	7.3.9 Matches the mathematical problems to be solved to the appropriate tools that are required.
	7.3.10 Uses their knowledge of [Bloom’s] levels of learning to plan and implement instruction specific to each student, groups of students or the whole group to support their meeting goals and objectives, while developing a deep understanding of mathematics.
	7.3.11 Adjusts mathematics instruction to meet the needs of individuals and groups of students.
	7.3.12 Demonstrates an ability to motivate, engage, and support the students in their study of mathematics.
	7.3.13 Uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.
Function 7.4 <i>The Elementary Education Unified (EEU) K-6 teacher candidate takes into account personalized learning needs and supports through application of the principles of universal design for learning</i>	
Content Knowledge	Professional Skills
7.4.1 Understands the need for personalized learning needs	7.4.3 Demonstrates the use of personalized learning
7.4.2 Understands Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.	7.4.4 Develops and implements mathematical learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and to engage the learner
Function 7.5 <i>The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners</i>	
Content Knowledge	Professional Skills
7.5.1 Knows technologies and assistive technology that might be used to meet the needs of individual learners in the area of mathematics.	7.5.2 Uses technologies and assistive technology that might be used to meet the needs of individual learners in the area of mathematics
Function 7.6 <i>The Elementary Education Unified (EEU) K-6 teacher candidate implements intensive interventions as individually appropriate</i>	
Content Knowledge	Professional Skills
7.6.1 Knows, and understands the use of, intensive interventions.	7.6.2 Applies intensive interventions as individually appropriate.

Standard 8: Science

The Elementary Education Unified (EEU) K-6 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 elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

Function 8.1: Content. *The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.*

Content Knowledge	Professional Skills
8.1.01 CK Demonstrates understanding of disciplinary core ideas related to elementary concepts in physical sciences (matter and its interactions; motion and stability – forces and interactions; energy; waves and their applications in technologies for information transfer).	8.1.08 PS Generates curiosity, exploration, and understanding of science phenomena that guide learners to increasingly sophisticated conceptual understandings based on evidence and explanatory reasoning.
8.1.02 CK Demonstrates understanding of disciplinary core ideas related to elementary concepts in life sciences (organisms – structures and processes; ecosystems – interactions, energy, and dynamics; heredity – inheritance and variation of traits; biological evolution – unity and diversity).	8.1.09 PS Designs and provides learning experiences that foster creativity in solving engineering problems, and that focus on testing and optimizing design solutions from diverse perspectives.
8.1.03 CK Demonstrates understanding of disciplinary core ideas related to elementary concepts in earth and space sciences (Earth’s place in the universe; Earth’s systems; Earth and human activity).	8.1.10 PS Designs and provides 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 inclusive of appropriate time, materials, technology and instructional support for students’ learning.
8.1.04 CK Demonstrates understanding of disciplinary core ideas related to elementary concepts in engineering, technology, and applications of science (engineering design; links among engineering, technology, science, and society).	8.1.11 PS Plans and conducts lessons that actively engage elementary learners in accessible and meaningful learning experiences in physical sciences, life sciences, earth and space sciences, and that guide learners through developmentally appropriate learning progressions.
8.1.05 CK 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).	8.1.12 PS Plans and conducts lessons that focus on identifying elementary concepts that cut across all science and engineering disciplines (cross-cutting concepts).
8.1.06 CK 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).	8.1.13 PS Integrates concepts, practices, and examples from other disciplines (e.g., literacy, mathematics, physical education, music, art, social studies) into science lessons.
8.1.07 CK 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.	
Function 8.2: Assessment. <i>The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of appropriate assessment strategies appropriate to science and engineering fields to engage learners in their own growth, monitor learning progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.</i>	
Content Knowledge	Professional Skills
8.2.01 CK Demonstrates knowledge of the uses of formative and summative assessments, and informal and formal assessments, to address science learning goals and individual learner differences.	8.2.07 PS Balances the uses of formative and summative assessments as appropriate to support, verify, and document science learning, and to adjust and revise instructional practices.
8.2.02 CK Demonstrates an understanding of how to evaluate learner progress against standards.	8.2.08 PS Designs formative assessments to elicit learners' prior thinking about science concepts and to recognize common misconceptions and naïve understandings in elementary science.
8.2.03 CK Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.	8.2.09 PS Designs performance-based assessments that document conceptual and skill development while learners engage in science practices.
8.2.04 CK Understands how to communicate assessment findings to relevant stakeholders.	8.2.10 PS 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.
8.2.05 CK Understands the importance of metacognitive approaches for learners to be engaged in monitoring and guiding their own learning.	8.2.11 PS Provides constructive and descriptive feedback to learners in ways that support concept and skill development.
8.2.06 CK Understands common sources of bias in assessing science learning and the impacts such biases have on learners.	8.2.12 PS Observes, listens, questions, and responds. Adjusts instruction to meet the diverse needs of learners.
	8.2.13 PS Assures that learners self-assess their science conceptual learning and skill development.
Function 8.3: Instruction. <i>The Elementary Education Unified (EEU) K-6 teacher candidate plans and implements instruction using a variety of instructional strategies 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.</i>	
Content Knowledge	Professional Skills
8.3.01 CK Demonstrates knowledge of science and engineering practices and how they relate to elementary learners.	8.3.10 PS Stimulates learner reflection on prior conceptual understanding, links new concepts to familiar concepts, and makes connections to learner experiences, as appropriate to elementary science and engineering concepts.
8.3.02 CK Demonstrates knowledge of the central roles that curiosity, creativity, evidence, and sense-making have in elementary science learning.	8.3.11 PS Provides developmentally appropriate authentic phenomena that foster curiosity and creativity,

	and guides learners in evidence gathering and sense-making to develop deeper understandings.
8.3.03 CK Understands how to connect prior concepts with new challenges that stimulate science learning.	8.3.12 PS Provides developmentally appropriate science activities that engage elementary 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.
8.3.04 CK 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.	8.3.13 PS Guides activities (e.g., discussion, writing, drawing, modeling, and presenting) that engage learners in constructing their own understandings with increasing levels of sophistication.
8.3.05 CK Demonstrates knowledge of the importance of aligning instruction with learning cycles.	8.3.14 PS Incorporates scientific tools, materials, and technology in developmentally appropriate science investigations.
8.3.06 CK Demonstrates knowledge of developing inquiry-based science and engineering lessons.	8.3.15 PS 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).
8.3.07 CK Demonstrates an understanding of engaging learners in collaborative thinking and problem-solving related to authentic science and engineering phenomena and issues.	8.3.16 PS 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.
8.3.08 CK Demonstrates an understanding of instructional factors that commonly contribute to bias in learner engagement and achievement in science.	8.3.17 PS 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.
8.3.09 CK Demonstrates an understanding of safety considerations in relation to elementary science instruction.	8.3.18 PS Incorporates cross-disciplinary connections (e.g., literacy, mathematics, physical education, music, art, social studies) into science learning.
	8.3.19 PS Incorporates 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.
Function 8.4 <i>The Elementary Education Unified (EEU) K-6 teacher candidate takes into account personalized learning needs and supports through application of the principles of universal design for learning</i>	
8.4.1 Understands the need for personalized learning needs.	8.4.3 Demonstrates the use of personalized learning.
8.4.2 Understands Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.	8.4.4 Develops and implements scientific learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and to engage the learner.
Function 8.5 <i>The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners</i>	

8.5.1 Knows technologies and assistive technology that might be used to meet the needs of individual learners in the area of science.	8.5.2 Uses technologies and assistive technology that might be used to meet the needs of individual learners in the area of science.
Function 8.6 <i>The Elementary Education Unified (EEU) K-6 teacher candidate implements intensive interventions as individually appropriate</i>	
8.6.1 Knows, and understands the use of, intensive interventions.	8.6.2 Applies intensive interventions as individually appropriate.

Standard 9: Social Studies	
<i>The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the major concepts of social studies (the integrated study of history, geography, people and places, economics, civics and government) as well as individual performance data to plan, implement, and assess learning experiences with the goal to engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through the application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.</i>	
Function 9.1: <i>The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the major concepts of social studies.</i>	
Content Knowledge	Professional Skills
9.1.1 The teacher candidate knows and identifies the Kansas social studies content standards for students: <ul style="list-style-type: none"> • choices have consequences; • individuals have rights and responsibilities; • societies are shaped by beliefs, ideas, and diversity; • societies experience continuity and change over time; and • relationships among people, places, ideas, and environments are dynamic. 	9.1.4 The teacher candidate uses multiple representations and explanations within knowledge and methodology from the social studies discipline to guide students through appropriate learning progressions and to promote each student’s achievement.
9.1.2 The teacher candidate has a substantial understanding of the information, concepts, theories, analytical approaches and differing values perspectives, including global and multicultural perspectives, important to teaching social studies.	9.1.5 The teacher candidate demonstrates substantial understanding of the information, concepts, theories, analytical approaches and differing values perspectives, including global and multicultural perspectives, important to teaching social studies.
9.1.3 The teacher candidate has a firm foundational knowledge of civics and government including (a) individuals, groups, and institutions, (b) power, authority, and governance, and (c) civic ideals and practices.	9.1.6 The teacher candidate integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies.
Function 9.2: <i>The Elementary Education Unified (EEU) K-6 teacher candidate understands individual performance data to plan, implement, and assess learning experiences.</i>	
Content Knowledge	Professional Skills
9.2.1 The teacher candidate understands the variety assessments appropriate to each field of social studies: people and places, civics and government, geography, economics, and history.	9.2.2 The teacher candidate engages students in multiple ways of demonstrating social studies knowledge and skill as part of the assessment process.

	9.2.3 The teacher candidate assures that the students self assess their social studies knowledge and skills.
	9.2.4 The teacher candidate determines student learning profiles in order to proactively plan instruction to address students' varied social studies learning needs and goals.
Function 9.3: <i>The Elementary Education Unified (EEU) K-6 teacher candidate utilizes a multi-tiered integrated approach in content, behavior, instruction and assessment.</i>	
Content Knowledge	Professional Skills
9.3.1 The candidate understands how to connect concepts and use differing perspectives through tiered instruction and supports to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	9.3.4 Using the tiered instruction model, the teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences.
9.3.2 The candidate understands how to connect concepts and use differing perspectives through tiered instruction and supports to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	9.3.5 Using the tiered instruction model, the teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences.
9.3.3 The candidate understands how to utilize various strategies related to MTSS, for planning, instruction and assessment addressing learner individual needs	9.3.6 The teacher candidate accesses resources and incorporates a multi-tiered system of supports and 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).
Function 9.4: <i>The Elementary Education Unified (EEU) K-6 teacher candidate takes into account personalized learning needs and supports through application of the principles of universal design for learning.</i>	
Content Knowledge	Professional Skills
9.4.1 Understands the need for personalized learning needs.	9.4.3 Demonstrates the use of personalized learning.
9.4.2 Understands Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.	9.4.4 Develops and implements scientific learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and to engage the learner.
Function 9.5: <i>The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners.</i>	
Content Knowledge	Professional Skills
9.5.1 Knows technologies and assistive technology that might be used to meet the needs of individual learners in the area of social studies.	9.5.2 Uses technologies and assistive technology that might be used to meet the needs of individual learners in the area of social studies.
Function 9.6: <i>The Elementary Education Unified (EEU) K-6 teacher candidate uses intensive intervention as individually appropriate.</i>	
Content Knowledge	Professional Skills
9.6.1 Understands monitoring and reporting in instructional planning and implementation.	9.6.4 Develops and implements learning activities based on the physical, social, and learning environment.
9.6.2 Has knowledge of physical, social, and learning environments to plan and implement instruction.	9.6.5 Plans for and uses learning activities that compliment learners' cognitive, affective, cultural, linguistic, and gender differences.

9.6.3 Understands individual learner characteristics regarding cognitive, affective, cultural, linguistic, and gender differences.	9.6.6 Develops and implements learning activities based on individual learner characteristics regarding cognitive, affective, cultural, linguistic, and gender differences.
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Standard 10: Creative Expression in Art, Music, and Physical Education	
<i>The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and/or theatre), physical education, and wellness to plan, implement, and assess (with adaptations as needed) learning experiences that engage all learners (including those with special needs) in critical thinking, creativity, and collaborative problem-solving.</i>	
Function 10.1: The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and the structures of the arts (music, visual arts, dance, and theatre) to plan, implement and assess (with adaptations as needed) artistic learning experiences.	
Content Knowledge	Professional Skills
10.1.1 Understands the traditions and language of creative expression (music, visual arts, dance, and theatre).	10.1.7 Can identify works from various historical periods and cultures.
10.1.2 Understands the basic styles and thematic influences or artists, designs, traditions, and movements on one another.	10.1.8 Knows and uses the vocabulary and processes used in the arts.
10.1.3 Designs and provides creative learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.	10.1.9 Uses multiple representations (Universal Design for Learning) and explanations within the arts to guide students through appropriate learning progressions and to promote each student’s achievement.
10.1.4 Analyzes creative experiences, and provides direction and guidance to ensure that students are actively engaged in the lesson, its purpose and objectives.	10.1.10 Creates integrated lessons using the aspects of the arts inclusive of appropriate time, materials, technology, instructional support, and adaptations (as appropriate) for students’ learning.
10.1.5 Understands the key components of being a critic to allow students to analyze, describe, discuss, interpret, and critique their own creative works and the creative works of others.	10.1.11 Assures that the students self-assess their fine arts knowledge and skills.
10.1.6 Knows evidence-based adaptations necessary for the fine arts (accommodations and/or modifications).	10.1.12 Identifies the general steps, styles, and techniques associated with the various creative expressions (music, visual arts, dance, and theatre).
Function 10.2: The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and the structures of health, wellness and physical education to plan, implement and assess appropriate learning experiences.	
Content Knowledge	Professional Skills
10.2.1 Must be well versed in the essential content knowledge in physical education (e.g., gross motor play, movement, self-regulation, exercise, safety, prevention).	10.2.5 Can integrate physical education concepts throughout the curriculum.
10.2.2 Must be well versed in the essential content knowledge in mental and physical health, and wellness (e.g., nutrition, safety, hand washing, self-regulation, prevention).	10.2.6 Can integrate health and wellness throughout the curriculum
10.2.3 Possesses the knowledge and skills needed to promote learners’ physical and psychological health, safety, and sense of security.	10.2.7 Can apply the knowledge and skills needed to promote young learners’ physical and psychological health, safety, and sense of security.

10.2.4 Analyzes physical movements, health and wellness activities, and provides direction and guidance to ensure that students are actively engaged in the lesson, its purpose and objectives.	10.2.8 Creates integrated lessons using the aspects of physical education, wellness and health inclusive of appropriate time, materials, technology, instructional support, and adaptations (as appropriate) for students' learning.
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Standard 11: Professional and Ethical Practice

The Elementary Education Unified (EEU) K-6 teacher candidates identify and conduct themselves as members of the elementary education profession. They know and use ethical guidelines and other professional standards. They are continuous, collaborative learners who engage in reflective practice, demonstrate critical perspectives, and make informed and ethical decisions. They are informed advocates for sound educational practices and policies.

Function 1: The Elementary Education Unified (EEU) K-6 teacher candidate engages continuous learning and reflective practice to inform instruction; analyze and evaluate the implications of current trends and issues within the field of elementary education.

Content Knowledge	Professional Skills
11.1.1 Understands the importance of engaging in continuous learning.	11.1.6 Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
11.1.2 Understands that the field education is continuously developing and changing.	11.1.7 Can select and apply appropriate, research based practices when teaching, to meet the developmental level of each learner.
11.1.3 Exhibits knowledge, skills, and work processes representative of an innovative professional in a global and digital society.	11.1.8 Demonstrates fluency in technology systems; models and facilitates effective use of current and emerging digital tools and uses contemporary tools and resources to maximize learning.
11.1.4 Recognizes the role of reflective practice for improvement of curriculum and instruction.	11.1.9 Demonstrates purposeful reflective practice to guide instruction (e.g. critical, pedagogical, surface, self-reflection, self-evaluation) and is open to adjustment and revision of lessons based on learner needs and changing circumstances.
11.1.5 Understands the importance of integrating the knowledge, reflective, and critical perspectives on education.	11.1.10 Applies their knowledge of contemporary theory and research to construct learning environments that provide achievable and “stretching” experiences for each learner- including learners with special abilities and learners with disabilities or developmental delays.

Function 2: The Elementary Education Unified (EEU) K-6 teacher candidate knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession.

Content Knowledge	Professional Skills
11.2.1 Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.	11.2.4 Can access, assess and manage information and data in an appropriate, professional and ethical manner.
11.2.2 Understands ethical responsibly in a professional context (e.g. due process, confidentiality, accurate record keeping, required reporting).	11.2.5 Appropriately applies codes of ethics, professional standards of practice, and relevant law and policy.

<p>11.2.3 Knows and understands the laws, regulations, and major policies related to the rights and responsibilities of teachers and children.</p>	<p>11.2.6 Adheres to laws, regulations, and policies that regulate the field and appropriately advocates for the rights and responsibilities of learners and teachers (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p>
<p>Function 3: <i>The Elementary Education Unified (EEU) K-6 teacher candidate is a continuous, collaborative learner.</i></p>	
<p style="text-align: center;">Content Knowledge</p>	<p style="text-align: center;">Professional Skills</p>
<p>11.3.1 Recognizes the benefits that professional learning communities in the field can provide (e.g. quality standards, conferences, research).</p>	<p>11.3.4 Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.</p>
<p>11.3.2 Understands the importance and role of research-driven practice.</p>	<p>11.3.5 Takes responsibility for contributing to and advancing the profession.</p>
<p>11.3.3 Is aware of all appropriate professional organizations.</p>	<p>11.3.6 Can access professional organizations for resources on current trends and issues in the field, standards for ethical practice and ongoing professional learning experiences.</p>