

ELEMENTARY EDUCATION
Kindergarten through Sixth Grade

International Dyslexia Association Knowledge and Practice Standards edits, 4/21/2020

The Kansas State Board of Education adopted new Elementary Education preparation program standards on July 11, 2017.

“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.

Standard 1: Learning

The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.

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.
- 1.1.2CK The teacher candidate understands the role of language and culture in learning.
- 1.1.3CK The teacher candidate knows the importance of the collaborative roles of adults in the lives of students, and demonstrates readiness to work with families, colleagues, other school professionals, and external community agencies to promote the intellectual, social, emotional, and physical growth and well-being of all children.

Professional Skills

- 1.1.4PS The teacher candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
- 1.1.5PS 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.
- 1.1.6PS The teacher candidate communicates and collaborates in variety of ways with families and school staff about student learning, expanded learning opportunities, community service, and civic participation.

Function 2: Learner Differences.

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The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Content Knowledge

- 1.2.1CK The teacher candidate recognizes their own frames of reference and their impact on expectations for and relationships with learners and their families.
- 1.2.2CK The teacher candidate understands the aspects of differentiation and intervention strategies and theories.
- 1.2.3CK The teacher candidate knows the characteristics, strengths, and challenges of exceptional, gifted, and English language learners.

Professional Skills

- 1.2.4PS The teacher candidate advocates for the needs of the learner based on data to analyze practice and differentiates instruction accordingly.
- 1.2.5PS The teacher candidate evaluates the effects of their professional decisions and actions on students, families and other professionals in the learning community.
- 1.2.6PS The teacher candidate demonstrates a commitment to the equitable and ethical treatment of learners and their families.
- 1.2.7PS The teacher candidate accesses resources 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).

Function 3: Learner Environment.

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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.

Professional Skills

- 1.3.2PS The teacher candidate reflects on teaching, co-teaching, learning, collaboration, and professional experiences, and provides evidence for continued improvement and renewal.
- 1.3.3PS The teacher candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 1.3.4PS The teacher candidate promotes responsible learning of interactive technologies to extend the possibilities for learning locally and globally.
- 1.3.5PS The teacher candidate effectively organizes physical space, establishes classroom rules, routines, and responsibilities to manage student behavior and provides an environment conducive to learning.

Standard 2: English/Language Arts

The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking and Listening, and

Language) to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.

Function 1: Content.

The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking, Listening, Language, Viewing, and Visual Representation) and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Content Knowledge

2.1.1CK The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts.

2.1.2CK The teacher candidate understands that the learning and development of reading and writing, for most students, requires explicit instruction related to phonological awareness, orthography, phonics, semantics, syntax, and discourse. (IDA-KPSTR 1.1, 1.2, 1.4, 1.8; 2.4, 2.5)

2.1.3 CK The teacher candidate understands the distinguishing characteristics of dyslexia, and other reading and language disabilities, and how symptoms of reading difficulties are likely to change over time and in response to development and instruction. (IDA-KPSTR 1.3, 1.5, 1.6, 1.7, 1.9; 2.4, 2.5)

Professional Skills

2.1.4PS The teacher candidate provides clarity in terms of word-level instructional reading strategies **from multiple perspectives** (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. (IDA-KPSTR 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9; 4A.1-3, 4B. 1-7, 4C. 1-8, 4D. 1-4, 4E. 1-4, 4F. 1-5)

2.1.5PS The teacher candidate designs and provides English/language arts learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives. (IDA-KPSTR 4F.5)

2.1.6PS The teacher candidate creates English/language arts lessons inclusive of appropriate time, materials, technology and instructional support for students' learning. (IDA-KPSTR 2.3, 2.4, 2.5; 4A.1, 4A.2, 4A.3, 4D.4, 4G.5, ; 5.1, 5.2)

2.1.7PS The teacher candidate provides clarity for elementary students in terms of writing. (IDA-KPSTR 1.3, 1.8, 1.9; 4G.1-5)

2.1.8PS The teacher candidate provides clarity for elementary students in terms listening. (IDA-KPSTR 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9; 2.4, 2.5; 4A.2, 4A.3, 4B.1-7, 4F.1-5)

2.1.9PS The teacher candidate provides clarity for elementary students in terms language. (IDA-KPSTR 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9; 2.4, 2.5; 4A.2, 4A.3, 4B.1-7, 4F.1-5, 4E1-4)

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- 2.1.10PS The teacher candidate provides clarity for elementary students in terms viewing. (IDA-KPSTR 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9; 2.4, 2.5; 4A.2, 4A.3)
- 2.1.11PS The teacher candidate provides clarity for elementary students in terms visual representation. (IDA-KPSTR 4A.2)
- 2.1.12PS The teacher candidate integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies. (IDA-KPSTR 4F.2, 4F.4, 4F.5)

Function 2: Assessment.

The teacher 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.

Content Knowledge

- 2.2.1CK The teacher candidate demonstrates knowledge of students, student learning, and assessment (e.g., screening, progress-monitoring, diagnostic, and outcome assessment) in English/language arts (phonological and phonemic awareness, decoding skills, oral reading, fluency, comprehension, spelling, and writing) (IDA-KPSTR 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8).
- 2.2.2CK The teacher candidate demonstrates their understanding of the importance of appropriate English/language arts assessment techniques to support responsible decision making.

Professional Skills

- 2.2.3PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document English/language arts learning.
- 2.2.4PS The teacher candidate engages students in multiple ways of demonstrating English/language arts knowledge and skill as part of the assessment process.
- 2.2.5PS The teacher candidate designs reading/language arts assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 2.2.6PS The teacher candidate assures that the students self assess their English/language arts knowledge and skills.
- 2.2.7PS The teacher candidate determines student learning profiles in order to proactively plan instruction to address students' varied English/language arts learning needs and goals.
- 2.2.8PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of students.
- 2.2.9PS 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 uses a variety of instructional strategies to plan and implement instruction that supports every student in meeting rigorous 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

- 2.3.1CK 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.
- 2.3.2CK The teacher candidate knowledge of a variety of instructional strategies appropriate for elementary English/language arts.
- 2.3.3CK The teacher candidate knowledge of cross-disciplinary connections between English/language arts and other elementary content areas.
- 2.3.4CK In English/language arts, the teacher candidate demonstrates knowledge of the variety of instructional strategies appropriate for varied levels of instruction.
- 2.3.5CK The teacher candidate understands evidence-based instructional practices related to phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary, listening and reading comprehension, and written expression that supports diverse learners. (IDA-KPSTR 4B, 4C, 4D, 4E, 4F, 4G)
- 2.3.6CK The teacher candidate understands the role of phonological and phonemic awareness. (IDA-KPSTR 4B.3, 4B.4, 4B.5, 4B.6)
- 2.3.7CK The teacher candidate understands the structure of English orthography and the patterns and rules that inform the spelling of regular words to teach phonics and word recognition. (IDA-KPSTR 4C.1, 4C.2, 4C.3, 4C.6, 4C.7)
- 2.3.8CK The teacher candidate understands the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read. (IDA-KPSTR 4D.1, 4D.2, 4D.3)
- 2.3.9CK The teacher candidate understands the role of vocabulary development (including wide differences in students' vocabularies) and knowledge in oral and written language comprehension. (IDA-KPSTR 4E.1, 4E.2, 4E.4)
- 2.3.10CK The teacher candidate understands factors that contribute to deep listening and reading comprehension. (IDA-KPSTR 4F.1, 4F.2, 4F.4)
- 2.3.11CK The teacher candidate understands the developmental phases of the writing process and spelling, and factors that contribute to written expression and spelling. (IDA-KPSTR 4G.1, 4G.3, 4G.4)
- 2.3.12CK The teacher candidate understands essential principles and practices of evidence-based language and literacy practices in order to make informed decisions. (IDA-KPSTR 4A.1, 4A.2)

Professional Skills

- 2.3.13PS The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences.
- 2.3.14PS The teacher candidate provides developmentally appropriate English/language arts strategies within STEM (science, technology, engineering, and

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- mathematics) activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 2.3.15PS The teacher candidate is able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary English/language arts.
- 2.3.16PS The teacher candidate provides appropriate connections of English/language arts activities within the English/language arts domain (reading, writing, speaking, listening, viewing, and visual representation).
- 2.3.17PS Within the English/language arts curriculum, the teacher candidate uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.
- 2.3.18PS The teacher candidate 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.
- 2.3.19PS The teacher candidate adjusts English/language arts instruction to meet the needs of individuals and groups of students (e.g., considers cognitive, linguistic, sociocultural, and behavioral aspects of learning). (IDA-KPSTR 4A.3)
- 2.3.20PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of English/language arts.
- 2.3.21PS The teacher candidate uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.
- 2.3.21PS The teacher candidate provides evidence-based phonological and phonemic awareness instruction using, as appropriate, diverse approaches (e.g. multisensory, conceptual, articulatory, auditory-verbal). (IDA-KPSTR 4B.3, 4B.4, 4B.5, 4B.6)
- 2.3.22PS The teacher candidate provides systematic and explicit evidence-based instruction for decoding and spelling single- and multisyllabic words, as well as techniques for teaching irregular words. (IDA-KPSTR 4C.1, 4C.2, 4C.3, 4C.6, 4C.7)
- 2.3.23PS The teacher candidate understands how weaknesses in working memory, attention, executive function, or processing speed can affect decoding in order to adapt instruction (e.g., multisensory routines to enhance student engagement and memory). (IDA-KPSTR 4C.4, 4C.5)
- 2.3.24PS The teacher candidate is knowledgeable about different types of texts (e.g., decodable, predictable, controlled vocabulary) and their purposes in order to make informed decisions when teaching beginning readers. (IDA-KPSTR 4C.8)
- 2.3.25PS The teacher candidate provides explicit evidence-based instruction for building reading fluency. (IDA-KPSTR 4D.1, 4D.2, 4D.3)
- 2.3.26PS The teacher candidate understands and can provide appropriate uses of assistive technology for students with serious limitations in reading fluency. (IDA-KPSTR 4D.4)
- 2.3.27PS The teacher candidate provides direct, explicit methods of evidence-based vocabulary instruction. (IDA-KPSTR 4E1., 4E.2., 4E.4)

- 2.3.28PS The teacher candidate provides explicit evidence-based comprehension strategy instruction appropriate for a variety of genres (e.g. informational texts, narrative texts, and argumentation). (IDA-KPSTR 4F.1, 4F.2, 4F.4)
- 2.3.29PS The teacher candidate provides written expression and spelling in order to provide explicit and systematic evidence-based writing instruction. (IDA-KPSTR 4G.1, 4G.3, 4G.4)
- 2.3.30PS The teacher candidate understands and can provide appropriate uses of assistive technology in written expression. (IDA-KPSTR 4G.5)
- 2.3.31PS The teacher candidate implements evidence-based language and literacy practices and makes informed decisions about instruction (e.g. Structured Literacy for students with dyslexia; multisensory and multimodal language-learning techniques) to meet the diverse needs of learners. (IDA-KPSTR 4A.1, 4A.2)

Standard 3: Mathematics

The 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) 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 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

- 3.1.1 CK The teacher candidate knows and identifies the K-6 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.
- 3.1.2 CK The teacher candidate 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).
- 3.1.3 CK The teacher knows the academic language of the mathematical discipline and how to make it accessible to all elementary students.

Professional Skills

- 3.1.4 PS The teacher candidate uses multiple representations and explanations within the mathematical domains to guide students through appropriate learning progressions and to promote each student's achievement.
- 3.1.5 PS The teacher candidate designs and provides mathematical learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.

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- 3.1.6 PS The teacher candidate creates mathematics lessons inclusive of appropriate time, materials, technology and instructional support for students' learning.
- 3.1.7 PS Within mathematics lessons, the teacher candidate 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.
- 3.1.8 PS The teacher candidate integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies.

Function 2: Assessment.

The 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

- 3.2.1 CK The teacher candidate knows how to design use formative and summative assessments to address specific learning goals and individual differences while minimizing sources of bias.
- 3.2.2 CK The teacher candidate knows when and how to evaluate and report 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 the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 3.2.5 CK The teacher 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.
- 3.2.6 CK The teacher candidate knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

Professional Skills

- 3.2.7 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document mathematical learning.
- 3.2.8 PS The teacher candidate engages students in multiple ways of demonstrating mathematical knowledge and skill as part of the assessment process.
- 3.2.9 PS The teacher candidate designs mathematical assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

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- 3.2.10 PS The teacher candidate assures that the students self-assess their mathematical knowledge and skills.
- 3.2.11 PS The teacher candidate determines student learning profiles in order to proactively plan instruction to address students' varied mathematical learning needs and goals.
- 3.2.12 PS As the teacher candidate observes, listens, questions and responds, the candidate adjusts instruction to meet the diverse needs of students. 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 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.

Content Knowledge

- 3.3.1 CK The teacher 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.
- 3.3.2 CK The teacher candidate knows the variety of mathematical practices (problem solving, reasoning, modeling, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, making connections).
- 3.3.3 CK The teacher candidate identifies developmentally appropriate manipulatives, tools (rulers, compasses, geoboards, number lines, calculators, etc.), as well as and iPhone, iPad and other apps related to mathematics.
- 3.3.4 CK The teacher candidate has a working knowledge of the variety of instructional strategies appropriate for varied levels of instruction within the variety of mathematical concepts.

Professional Skills

- 3.3.5 PS The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences, as applied to mathematics.
- 3.3.6 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.
- 3.3.7 PS The teacher candidate is able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary mathematics.
- 3.3.8 PS The teacher candidate demonstrates and monitors appropriate use of the mathematical tools by the students.

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- 3.3.9 PS The teacher candidate matches the mathematical problems to be solved to the appropriate tools that are required.
- 3.3.10 PS The teacher candidate 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.
- 3.3.11 PS The teacher candidate adjusts mathematics instruction to meet the needs of individuals and groups of students.
- 3.3.12 PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of mathematics.
- 3.3.13 PS The teacher candidate uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.

Standard 4: 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 elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving.

Function 1: Content.

The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices in order to engage elementary learners in science concept and skill development.

Content Knowledge

- 4.1.1 CK The teacher candidate 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).
- 4.1.2 CK The teacher candidate 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).
- 4.1.3 CK The teacher candidate 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).
- 4.1.4 CK The teacher candidate 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).
- 4.1.5 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).
- 4.1.6 CK The teacher candidate demonstrates understanding of the nature of science and uses scientific and engineering practices as operational tools of inquiry (asking

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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).

- 4.1.7 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

- 4.1.8 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.
- 4.1.9 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.
- 4.1.10 PS The teacher candidate 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.
- 4.1.11 PS The teacher candidate 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.
- 4.1.12 PS The teacher candidate plans and conducts lessons that focus on identifying elementary concepts that cut across all science and engineering disciplines (cross-cutting concepts).
- 4.1.13 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.
- 4.1.14 PS Within science lessons, the teacher candidate provides time, materials, and instructional support for elementary students to use English/language arts skills in the sciences in terms of graphically representing information, narrative statements related to graphs of data, and descriptions of processes students 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 meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

Content Knowledge

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- 4.2.1 CK The teacher candidate demonstrates knowledge of the uses of formative and summative assessments, and informal and formal assessments, to address science learning goals and individual learner differences.
- 4.2.2 CK The teacher candidate demonstrates an understanding of how to evaluate learner progress against standards.
- 4.2.3 CK The teacher candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 4.2.4 CK The teacher candidate understands how to communicate assessment findings to relevant stakeholders.
- 4.2.5 CK The teacher candidate understands the importance of metacognitive approaches for learners to be engaged in monitoring and guiding their own learning.
- 4.2.6 CK The teacher candidate understands common sources of bias in assessing science learning and the impacts such biases have on learners.

Professional Skills

- 4.2.7 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.
- 4.2.8 PS The teacher candidate designs formative assessments to elicit learners' prior thinking about science concepts and to recognize common misconceptions and naïve understandings in elementary science.
- 4.2.9 PS The teacher candidate designs performance-based assessments that document conceptual and skill development while learners engage in science practices.
- 4.2.10 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.
- 4.2.11 PS The teacher candidate provides constructive and descriptive feedback to learners in ways that support concept and skill development.
- 4.2.12 PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of learners.
- 4.2.13 PS The teacher candidate assures that learners self-assess their science conceptual learning and skill development.

Function 3: Instruction.

The teacher candidate plans and 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

- 4.3.1 CK The teacher candidate demonstrates knowledge of science and engineering practices and how they relate to elementary learners.

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- 4.3.2 CK The teacher candidate demonstrates knowledge of the central roles that curiosity, creativity, evidence, and sense-making have in elementary science learning.
- 4.3.3 CK The teacher candidate understands how to connect prior concepts with new challenges that stimulate science learning.
- 4.3.4 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.
- 4.3.5 CK The teacher candidate demonstrates knowledge of the importance of aligning instruction with learning cycles.
- 4.3.6 CK The teacher candidate demonstrates knowledge of developing inquiry-based science and engineering lessons.
- 4.3.7 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.
- 4.3.8 CK The teacher candidate demonstrates an understanding of instructional factors that commonly contribute to bias in learner engagement and achievement in science.
- 4.3.9 CK The teacher candidate demonstrates an understanding of safety considerations in relation to elementary science instruction.

Professional Skills

- 4.3.10 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 elementary science and engineering concepts.
- 4.3.11 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.
- 4.3.12 PS The teacher candidate 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.
- 4.3.13 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.
- 4.3.14 PS The teacher candidate incorporates scientific tools, materials, and technology in developmentally appropriate science investigations.
- 4.3.15 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).

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- 4.3.16 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.
- 4.3.17 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.
- 4.3.18 PS The teacher candidate incorporates cross-disciplinary connections (e.g., literacy, mathematics, physical education, music, art, social studies) into science learning.
- 4.3.19 PS The teacher candidate 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.
- 4.3.20 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.

Standard 5: Social Studies.

The teacher understands and uses the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, history), to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.

Function 1: Content.

The teacher understands the central concepts, tools of inquiry, and structures of social studies (people and places, civics and government, geography, economics, history), and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Content Knowledge

- 5.1.1 CK The teacher candidate knows and identifies the Kansas social studies content standards for students:
 - 1. choices have consequences;
 - 2. individuals have rights and responsibilities;
 - 3. societies are shaped by beliefs, ideas, and diversity;
 - 4. societies experience continuity and change over time; and
 - 5. relationships among people, places, ideas, and environments are dynamic.
- 5.1.2 CK 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.
- 5.1.3 CK The teacher candidate has a clear understanding of the process involved to teach problem-solving, critical-thinking, and application skills related to the social studies.
- 5.1.4 CK The teacher candidate has a firm foundation in multicultural education so that they can teach about it, and they need to be sensitive to the needs of minority children.

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- 5.1.5 CK 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.
- 5.1.6 CK The teacher candidate has a firm foundational knowledge of geography (Kansas and regions of the world) including (a) people, places, and environments, and (b) local, regional, national, and global connections.
- 5.1.7 CK The teacher candidate has a firm foundational knowledge economics (Kansas and regions of the world) including (a) production, distribution, and consumption, and (b) science, technology, and society.
- 5.1.8 CK The teacher candidate understands how to teach students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves, including culture, families and sense of self.

Professional Skills

- 5.1.9 PS 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.
- 5.1.10 PS 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.
- 5.1.11 PS The teacher candidate creates social studies lessons inclusive of appropriate time, materials, technology and instructional support for students' learning.
- 5.1.12 PS Within social studies lessons, the teacher candidate provides time, materials, and instructional support for elementary students to use English/language arts skills in the social studies in terms of graphically representing information, timelines, narrative statements related to graphs of data, and descriptions of processes students use to solve problems.
- 5.1.13 PS The teacher candidate integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies.

Function 2: Assessment.

The teacher candidate understands and uses a variety of appropriate assessments for the social studies, in a natural and ongoing manner, to engage learners in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

Content Knowledge

- 5.2.1 CK The teacher candidate demonstrates an understanding that assessment practices should be goal oriented, appropriate in level of difficulty, feasible, and cost effective.
- 5.2.2 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.

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5.2.3 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

- 5.2.4 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document social studies learning.
- 5.2.5 PS The teacher candidate engages students in multiple ways of demonstrating social studies knowledge and skill as part of the assessment process.
- 5.2.6 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.
- 5.2.7 PS The teacher candidate assures that the students self-assess their social studies knowledge and skills.
- 5.2.8 PS The teacher candidate determines student learning profiles in order to proactively plan instruction to address students' varied social studies learning needs and goals.
- 5.2.9 PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of students.
- 5.2.10 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 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

- 5.3.1 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.
- 5.3.2 CK The teacher candidate demonstrates a thorough understanding of inquiry based learning that engage learners in critical thinking, creativity and collaborative problem solving.
- 5.3.3 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

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

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- 5.3.5 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.
- 5.3.6 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.
- 5.3.7 PS The teacher candidate 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 social studies.
- 5.3.8 PS The teacher candidate adjusts social studies instruction to meet the needs of individuals and groups of students.
- 5.3.9 PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of social studies.
- 5.3.10 PS The teacher candidate uses cross-disciplinary connections and social studies interconnections to make knowledge of varied content areas connected and meaningful.

Standard 6: The Arts

The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theatre) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.

Function 1: Content.

The teacher candidate understands the central concepts, tools of inquiry, and structures of the arts and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Content Knowledge

- 6.1.1 CK The teacher candidate understands the traditions and language of the arts (music, visual arts, dance, and theatre).
- 6.1.2 CK The teacher candidate understands the basic styles and thematic influences or artists, designs, traditions, and movements on one another.
- 6.1.3 CK The teacher candidate knows and uses the vocabulary and processes used in the arts.

Professional Skills

- 6.1.4 PS The teacher candidate uses multiple representations and explanations within the arts to guide students through appropriate learning progressions and to promote each student’s achievement.
- 6.1.5 PS The teacher candidate designs and provides artistic learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.
- 6.1.6 PS The teacher candidate can identify works from various historical periods and cultures.

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- 6.1.7 PS The teacher candidate identifies the general steps, styles, and techniques associated with the various arts.
- 6.1.8 PS The teacher candidate creates integrated lessons using the aspects of the arts inclusive of appropriate time, materials, technology and instructional support for students' learning.
- 6.1.9 PS Within integrated art lessons, the teacher candidate provides time, materials, and instructional support for elementary students to use English/Language arts skills in the arts in terms of graphically representing information and descriptions of processes students use to solve problems.
- 6.1.10 PS The teacher candidate integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies.

Function 2: Assessment.

The teacher candidate understands and uses a variety of appropriate assessments, appropriate to the field of the arts, to engage learners in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

Content Knowledge

- 6.2.1 CK The teacher candidate understands the key components of being an art critic to allow students to analyze, describe, discuss, interpret, and critique their own works and the works of others.
- 6.2.2 CK The teacher candidate analyzes the arts experiences, and provides direction and guidance to ensure that students are actively engaged in the lesson, its purpose and objectives.

Professional Skills

- 6.2.3 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document fine arts learning.
- 6.2.4 PS The teacher candidate engages students in multiple ways of demonstrating fine arts knowledge and skill as part of the assessment process.
- 6.2.5 PS The teacher candidate designs fine arts assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6.2.6 PS The teacher candidate assures that the students self-assess their fine arts knowledge and skills.
- 6.2.7 PS The teacher candidate determines student learning profiles in order to proactively plan instruction to address students' varied fine arts learning needs and goals.
- 6.2.8 PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of students.
- 6.2.9 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 effective instructional strategies that actively engage students in creating, performing, and responding to the arts, in developing interrelationships of the

arts with other disciplines, to help students understand the role of the arts historically and in everyday living.

Content Knowledge

- 6.3.1 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.
- 6.3.2 CK The teacher candidate identifies the various tools, supplies, and apps used in music, art, dance, and theatre, locally, nationally, and internationally as appropriate.
- 6.3.3 CK The teacher candidate explores the steps of art making (music, visual arts, dance, and theatre), and develops the beginning skills of the critic.
- 6.3.4 CK The teacher candidate provides for literacy with the fine arts setting(s).
- 6.3.5 CK The teacher candidate understands the methods of introducing students to arts lessons, motivating them to explore, encouraging them to use the language of the arts, and developing an appreciation and respect for the arts and artists.

Professional Skills

- 6.3.6 PS The teacher candidate sets appropriate, meaningful, and rigorous learning goals for the arts experiences, integrating information as the experiences.
- 6.3.7 PS The teacher candidate uses student knowledge and skills to provide events for children to describe, use, and touch; and manipulate materials and supplies to determine the methods and organization of lessons.
- 6.3.8 PS Within lessons related to the arts, the teacher candidate provides time, materials, and instructional support for elementary students to:
- examine art works and write fictional stories about their origins and travels;
 - compare and contrast indoor or outdoor spaces represented in works of art;
 - describe how hands, faces, and feet are depicted in works of art;
- create songs, dances, or other artifacts, to define, describe, and/or picture a variety of events, places, times.
- 6.3.9 PS The teacher candidate sets appropriate, meaningful, and rigorous learning goals for the arts experiences, integrating information as the experiences.
- 6.3.10 PS The teacher candidate uses student knowledge and skills to provide events for children to describe, use, touch, and manipulate materials and supplies to determine the methods and organization of lessons.
- 6.3.11 PS The teacher candidate prepares a safe and supportive environment for arts exploration.
- 6.3.12 PS The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences.
- 6.3.13 PS The teacher candidate provides developmentally appropriate art integration 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..

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- 6.3.14 PS The teacher candidate is able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary fine arts.
- 6.3.15 PS The teacher candidate 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 fine arts.
- 6.3.16 PS The teacher candidate adjusts fine arts instruction to meet the needs of individuals and groups of students.
- 6.3.17 PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of fine arts.
- 6.3.18 PS The teacher candidate uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.

Standard 7: Health, Movement, and Physical Activity

The teacher candidate understands and applies health, human movement and physical activity.

Function 1: Candidates use their understanding of the major concepts of health, human movement and physical activity as a part of a well-rounded education.

Content Knowledge

- 7.1.1 CK The teacher candidate identifies basic health, nutrition, and safety procedure that promotes a healthy lifestyle.
- 7.1.2 CK The teacher candidate explores developmentally appropriate strategies for healthy lifestyles that include play and physical activity.
- 7.1.3 CK The teacher candidate understands the impact of movement on brain development and learning when working with students.

Professional Skills

- 7.1.4 PS The teacher candidate through integrative practice applies basic health, nutrition, and safety procedure that promotes a healthy lifestyle to meet the needs of individuals and groups of students.
- 7.1.5 PS The teacher candidate models developmentally appropriate strategies for healthy lifestyles that include play and physical activity to meet the needs of individuals and groups of students.
- 7.1.6 PS The teacher candidate uses movement, using appropriate learning theories, across the curriculum to meet the needs of individuals and groups of students.