NEW/REVISED PROGRAM ELEMENTARY EDUCATION

(2018 CAEP STANDARDS)

INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:

(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the "Continuing Application".)

Please check the area below that applies:

- a. New program to Educator Preparation Unit ☐
- b. Program previously determined not recognized ☐
- c. Program previously dropped or put on hiatus ☐
- d. Program previously determined recognized with conditions by a SPA with conditions other than data ☐
- e. Program resubmitting for initial approval due to revised standards ☐
- f. Program resubmitting due to significant changes within the program ☐

Review Criteria
- Program alignment to standards

Recognition Decisions
- **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.

- **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

1. **University:** _____

2. **Program Name:** _____

3. **Program Compiler:** _____

4. **Date of Submission:** _____

5. ACCREDITED EDUCATOR PREPARATION PROVIDERS SEEKING TO ADD A <u>NEW</u> PROGRAM TO CURRENT CERTIFICATION OFFERINGS MUST SUBMIT THE FOLLOWING DOCUMENTATION:

☐ Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.

☐ Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

6. ALL PROGRAMS SHOULD ATTACH THE FOLLOWING ITEMS:

☐ Program Plan of Study that provides:

- Coursework required of all candidates

- Clear information about the sequence in which candidates take courses

- Description of required field experiences/student teaching to include number of hours

7. IDENTIFY THE COURSES (FROM THE PLAN OF STUDY) **AND COURSE DESCRIPTIONS THAT ADDRESS THE STANDARDS IN THE CHART BELOW:**

Standard	Course(s)	Course Description(s)
Standard 1: Understanding And Addressing Each Child's Developmental And Learning Needs *Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.*		
1.1 Candidates use their understanding of how children grow, develop and learn to plan and take into account the individual strengths and needs of children.		
1.2 Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.		
1.3 Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.		
Standard 2: Understanding And Applying Content And Curricular Knowledge For Teaching		

Standard	Course(s)	Course Description(s)
Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.		
2.1 Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication. *(See CAEP K-6 Elementary Standards for subject specific content expectations.)*		
2.2 Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains. *(See CAEP K-6 Elementary Standards for subject specific content expectations.)*		
2.3 Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science. *(See CAEP K-6 Elementary Standards for subject specific content expectations.)*		
2.4 Candidates Demonstrate Understandings, Capabilities, And Practices Associated With The Central Concepts And Tools In Civics, Economics, Geography, And History, Within A Framework Of Informed Inquiry. *(See CAEP K-6 Elementary*		

Standard	Course(s)	Course Description(s)
Standards for subject specific content expectations.)		
Standard 3: Assessing, Planning, And Designing Contexts For Learning **Candidates Assess Students, Plan Instruction And Design Classroom Contexts For Learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.**		
3.1 Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.		
3.2 Candidates use assessment results to improve instruction and monitor learning.		
3.3 Candidates plan instruction including goals, materials, learning activities and assessments.		
3.4 Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.		
3.5 Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.		
3.6 Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.		

Standard	Course(s)	Course Description(s)
Standard 4: Supporting Each Child's Learning Using Effective Instruction. *Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.*		
4.1 Candidates use a variety of instructional practices that support the learning of every child.		
4.2 Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.		
4.3 Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.		
4.4 Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.		
4.5 Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.		

Standard	Course(s)	Course Description(s)
4.6 Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.		
4.7 Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.		
Standard 5: Developing As A Professional *Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.*		
5.1 Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.		
5.2 Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.		
5.3 Candidates participate in peer and professional learning communities to enhance student learning.		