

8.10 methods for planning and delivering evidence-based health, wellness, and physical education instruction that fosters students' understanding and mastery of concepts and skills related to health, wellness, and physical education and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

8.11 strategies and skills for effectively assessing students' understanding and mastery of essential health, wellness, and physical education concepts and skills; using ongoing assessment to monitor progress and inform instruction; and applying Response to Instruction (RtI) procedures

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SCHOOL SETTING DEVELOPMENTAL STANDARDS – ELEMENTARY EDUCATION

Standard 1: Student Development and Diversity Elementary education teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.

	EDU 107	ECE 215	EDU 312	CTE 295	EDU 360	EDU 300	EDU 205	EDU 415	EDU 309	EDU 106		MAT 208	EDU 356	EDU 340	MAT 210	EDU 410	EDU 350	EDU 352	ECE 204	EDU 410	ECE 303	EDU 355	FA Elect		EDU 450	EDU 495	ECE 499
1.1 major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades K–6, and factors in the home, school, community, and broader environment that influence student development	2, 3, 6, 7						2, 3			7, 2, 3								4, 6							1, 7, 2, 3		7, 4, 3
1.2 knowledge of students' developmental characteristics and developmental variation, and the ability to use this knowledge to inform instructional decision making and promote student success	2, 3, 6, 7				3, 4, 2, 6		2, 3											4, 6							1, 7, 2, 3		7, 4, 3
1.3 typical developmental challenges for students in grades K–6 (e.g., in relation to peer interactions, self-esteem, self-direction, decision making, and goal setting), and the ability to help students address these challenges	2, 3, 6, 7						2, 3											4, 6							1, 7, 2, 3		7, 4, 3

1.4 knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs	2, 3, 6, 7					2, 3		7, 2, 3									4, 6					3, 6, 7			1, 7, 2, 3		7, 4, 3			
1.5 knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities	2, 3, 6, 7		3, 1, 4, 7			2, 3											4, 6					3, 6, 7			1, 7, 2, 3		7, 4, 3			
1.6 processes of second-language acquisition and the ability to use differentiated strategies based on assessment data to support learning for English Learner	2, 3, 6, 7					2, 3											4, 6							1, 7, 2, 3		7, 4, 3				
Standard 2: Learning Processes Elementary education teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement, including:																														
	EDU 107	ECE 215	EDU 312	CTE 295	EDU 360	EDU 300	EDU 205	EDU 415	EDU 309	EDU 106		MAT 208	EDU 356	EDU 340	MAT 210	EDU 410	EDU 350	EDU 352	ECE 204	EDU 410	ECE 303	EDU 355	FA Elect		EDU 450	EDU 495	ECE 499			
2.1 knowledge of major theories and concepts related to the learning process, and the ability to apply this knowledge to enhance student learning in varied educational contexts, including project-based contexts	2, 3, 6, 7				3, 4, 2, 6							6			6			4, 6							3, 4, 5, 6, 7		7, 4, 3			

3.1 knowledge of components that comprise the curriculum (e.g., unpacked standards, scope and sequence, resources, assessments)	2, 3, 6, 7			3, 4, 2, 6																						3, 4, 5, 6,	7, 4, 3
3.2 knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning	2, 3, 6, 7			3, 4, 2, 6																					3, 4, 5, 6, 7	7, 4, 3	
3.3 procedures for long- and short-range instructional planning (e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning (e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students' characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective, developmentally appropriate student learning experiences	2, 3, 6, 7		1, 3, 8	3, 4, 2, 6																					1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3
3.4 knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches appropriate for students at different developmental levels, and the ability to apply research-based best practices to meet a variety of instructional needs, make	2, 3, 6, 7			3, 4, 2, 6																					1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3

3.10 knowledge of the foundational elements of Response to Instruction (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data	2, 3, 6, 7			3, 4, 2, 6																							1, 7, 2, 3	3, 4, 5, 6, 7	
3.11 the ability to apply skills and strategies for integrating curricula, creating interdisciplinary units of study, and providing students with developmentally appropriate opportunities to explore content from integrated and varied perspectives; use higher-order thinking and creativity; solve problems; acquire, organize, analyze, and synthesize information; and work cooperatively and productively in group settings to accomplish goals for student achievement	2, 3, 6, 7		1, 3, 8	3, 4, 2, 6										3, 6													1, 7, 2, 3	3, 4, 5, 6, 7	
3.12 knowledge of types of instructional resources, and the ability to locate, create, evaluate, and select evidence-based resources to meet specific instructional needs and to provide differentiated instruction	2, 3, 6, 7	3, 1, 4, 7		3, 4, 2, 6										3, 6													1, 7, 2, 3	3, 4, 5, 6, 7	
3.13 knowledge of information literacy, and the ability to promote students' knowledge of and model and facilitate students' use of the tools, practices, and opportunities of the information age	2, 3, 6, 7		1, 3, 8	3, 4, 2, 6										3, 6															

<p>3.14 knowledge of types of digital tools and resources, technologies specific to the teacher's discipline(s), and the distinction between digital curricula and digital resources, and the ability to use digital tools and resources to improve teaching effectiveness; create developmentally appropriate learning experiences that facilitate creativity, collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help students explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their own learning</p>	2, 3, 6, 7			1, 3, 8	3, 4, 2, 6									3, 6					4, 6		3, 6, 7							
<p>3.15 knowledge of communication theory, communication methods (including the use of digital-age media and formats), and factors that influence communication, and the ability to use various communication and questioning techniques to meet all students' needs and achieve instructional goals</p>	2, 3, 6, 7			1, 3, 8	3, 4, 2, 6									3, 6							3, 6, 7							
<p>3.16 knowledge of factors and situations that tend to promote or diminish student engagement in learning, and the ability to apply skills and strategies for promoting students' active engagement and self motivation</p>	2, 3, 6, 7			1, 3, 8	3, 4, 2, 6			7, 2, 3		6	3, 6	6									3, 6, 7							

Standard 4: Assessment Elementary education teachers have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making, including:

	EDU 107	ECE 215	EDU 312	CTE 295	EDU 360	EDU 300	EDU 205	EDU 415	EDU 309	EDU 106		MAT 208	EDU 356	EDU 340	MAT 210	EDU 410	EDU 350	EDU 352	ECE 204	EDU 410	ECE 303	EDU 355	FA Elect		EDU 450	EDU 495	ECE 499	
4.1 fundamental assessment concepts (e.g., reliability, validity, bias) and the ability to use these concepts to design and select student assessments that are aligned to instructional goals, to administer assessments with fidelity, and to interpret assessment results						1, 3, 4		2, 3, 6				6		6												1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3
4.2 knowledge of the purposes of assessment, the relationship between assessment and instruction, and the importance of using a systematic and comprehensive approach to assessment						1, 3, 4		2, 3, 6				6		6												1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3
4.3 knowledge of the characteristics, uses, advantages, and limitations of different types of formative and summative assessments; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress; and the ability to adapt assessments for all students, including English Learners and students with exceptionalities, including high ability and twice exceptional						1, 3, 4		2, 3, 6				6		6												1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3

<p>5.4 knowledge of the characteristics and benefits of virtual learning environments, online environments, face-to-face environments, and hybrid environments, and the ability to work effectively in different types of environments to ensure student learning and growth</p>	2, 3, 6, 7			1, 3, 8																										3, 4, 5, 6, 7	7, 4, 3
<p>5.5 knowledge of developmentally appropriate classroom management approaches and positive guidance techniques, including relationships between specific practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized, positive, and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self-regulation, responsibility, and accountability</p>	2, 3, 6, 7																													3, 4, 5, 6, 7	7, 4, 3
<p>5.6 the ability to apply skills and strategies for managing class schedules and transitions and for organizing the physical environment to maximize student learning time and meet student learning needs</p>																														3, 4, 5, 6, 7	7, 4, 3

Standard 6: The Professional Environment Elementary education teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession, including:

SCHOOL SETTING DEVELOPMENTAL STANDARDS– EARLY CHILDHOOD EDUCATION																											
Standard 1: Child Development and Learning Early childhood education teachers have a broad and comprehensive understanding of young children's development, diversity, and learning, and demonstrate the ability to provide experiences for all children that promote development and learning.																											
	EDU 107	ECE 215	EDU 312	CTE 295	EDU 360	EDU 300	EDU 205	EDU 415	EDU 309	EDU 106	MAT 208	EDU 356	EDU 340	MAT 210	EDU 410	EDU 350	EDU 352	ECE 204	EDU 410	ECE 303	EDU 355	FA Elect		EDU 450	EDU 495	ECE 499	
1.1 knowledge of the theoretical foundations and current, scientifically based research regarding development and learning for children from prekindergarten through grade 3 and the ability to use this knowledge to promote all children's development and learning		6, 3, 4			4, 6, 8		2, 3, 4									7, 8		6, 2									4, 3, 7
1.2 knowledge of major concepts, principles, theories, and processes related to the physical, social, emotional, cognitive, linguistic, aesthetic, and moral development of children from prekindergarten through grade 3, and the ability to use this knowledge to promote all children's development		6, 3, 4			7, 6		2, 3, 4									3, 4, 6		2, 6									4, 3, 7
1.3 knowledge of ways in which young children differ in their development and learning, factors and conditions that affect development and learning, and how development in one domain influences development in other domains, and the ability to use this knowledge to promote all children's development and learning		3			7, 6		2, 3, 4									4, 6, 7		2									4, 3, 7
1.4 knowledge of types of diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure) and their implications for development, teaching, and learning, and the ability to use this knowledge to promote development and learning for young children with diverse backgrounds, characteristics, and needs		T			7, 6		2, 3, 4																				4, 3, 7
1.5 knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote development and learning for young children with exceptionalities					T		2, 3, 4											T									4, 3, 7
1.6 processes of second-language acquisition and the ability to use effective strategies for supporting development and learning for English Learners					T		2, 3, 4											T									4, 3, 7

NAEYC STANDARDS

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

	EDU 107	ECE 215	EDU 312	CTE 295	EDU 360	EDU 300	EDU 205	EDU 415	EDU 309	EDU 106		MAT 208	EDU 356	EDU 340	MAT 210	EDU 410	EDU 350	EDU 352	ECE 204	EDU 410	ECE 303	EDU 355	FA Elect		EDU 450	EDU 495	ECE 499
1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.		3																	4, 7		2, 4, 7						3, 4
1b: Knowing and understanding the multiple influences on early development and learning		3																	4, 7		2, 4, 7						
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children		3																	6, 4, 7		2, 4, 7						

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

	EDU 107	ECE 215	EDU 312	CTE 295	EDU 360	EDU 300	EDU 205	EDU 415	EDU 309	EDU 106		MAT 208	EDU 356	EDU 340	MAT 210	EDU 410	EDU 350	EDU 352	ECE 204	EDU 410	ECE 303	EDU 355	FA Elect		EDU 450	EDU 495	ECE 499
2a: Knowing about and understanding diverse family and community characteristics																						7					7

	EDU 107	ECE 215	EDU 312	CTE 295	EDU 360	EDU 300	EDU 205	EDU 415	EDU 309	EDU 106		MAT 208	EDU 356	EDU 340	MAT 210	EDU 410	EDU 350	EDU 352	EDU 410	ECE 204	EDU 410	ECE 303	EDU 355	FA Elect	EDU 450	EDU 495	ECE 499
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.																				3, 4, 6		3, 4, 6					
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines																				7		7					
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.		6, 7																		6, 7		3, 4, 6, 7					6, 7

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

	EDU 107	ECE 215	EDU 312	CTE 295	EDU 360	EDU 300	EDU 205	EDU 415	EDU 309	EDU 106		MAT 208	EDU 356	EDU 340	MAT 210	EDU 410	EDU 350	EDU 352	ECE 204	EDU 410	ECE 303	EDU 355	FA Elect	EDU 450	EDU 495	ECE 499	
6a: Identifying and involving oneself with the early childhood field																						7					
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines																						7					7
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.																						T					

