Martin University		Prof	fessi	onal	Edu	catio	on C	ours	ses				Cor	tent	Spe	cific	Cou	rses								Cl	inical/	F.E.	
			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
Į.	Elementai	ry E	duc	atio	n Ge	ener	alist	t																					ᅥ
F ('	Performan (T) addresse	ce A ed bu	ssess it no	smen t asse	t Co essed	ding l	g: (1)	test,			. , ,								,							1	. , ,	othe	r,
	Standard 1 understand							•				_					•								_			,	
1.1 major components of read development, including phone awareness, phonics, fluency, v and text comprehension	ling emic	8																	4, 6, 7	4, 6							1, 7, 2,		
1.2 foundations of language ar and literacy development, incl cognitive, linguistic, cultural, motivational factors that affec acquisition and literacy develo	luding social, and ct language																		4, 6, 7	4, 6							1, 7, 2,		
1.3 principles of scientifically evidence-based reading instruintervention, such as applying decision making, setting individual tearning goals, and usinstruction grounded in scient based reading research (SBRR)	action and g databased vidual sing tifically																		4, 6, 7	4, 6							1, 7, 2, 3		
1.4 essential components of et reading instruction, including explanation, teacher modeling practice, and independent practhe ability to plan and implem instruction that incorporates the components	g explicit g, guided actice, and nent reading																		4, 6, 7	4,							1, 7, 2, 3		
1.5 the role of reading assessn guiding standards- and eviden reading instruction, intervention extension in the classroom	nce-based																		4, 6, 7	4, 6							1, 7, 2,		

1.6 the ability to select, administer, and			Ī	Ī	Ī	I	Ī			I	Ī		1			Ī						Ī	I			1	
interpret the results of reading assessments																		4,								1,	
in the major components of reading for																		-	4,							7,	
various instructional purposes, such as																		6,	6							2,	
screening, diagnosis, instructional																		7	U								
planning, progress monitoring, and																										3	
measuring outcomes																											
1.7 key dimensions of effective																											
differentiated reading instruction in the																										1,	
elementary setting, including modifying																		4,	4								
the pacing and/or complexity of																		6,	4,							7,	
instruction, and the ability to plan and																			6							2,	
implement differentiated instruction to																		7								3	
match students' evidence-based strengths																										_	
and needs in reading												<u> </u>											ļ				
1.8 components of effective evidence-																										1,	
based intervention and extension																		4,	4,							7,	
programs, including Indiana's Response to																		6,									
Instruction (RtI) model and the ability to																		7	6							2,	
implement RtI elements																		'								3	
																										1,	
1.9 knowledge of and the ability to use																		4,	4,							7,	
instructional practices, approaches, and																		6,									
methods for eliciting students' engagement																		-	6							2,	
in and motivation for reading																		7								3	
1.10 the ability to use evidence-based																											
practices effectively to create a literacy-																											
rich classroom environment that fosters																											
and supports the literacy development of																											
all students, reflects and values cultural									2									4								1,	
diversity, promotes respect for all readers									2,									4,	4,							7,	
at all levels of reading proficiency,									3,									6,	-								
promotes the involvement of families and									6									7	6							2,	
members of the community at large in									ľ									'								3	
students' literacy development, and																											
engages all students as agents in their own																											
literacy development																											
Standard 2). Co			ta of	Coio	ntifi.	aalle:	Dog	od D	ood:	na I	n at w	rotio	n. E	lomo	ntor	T: 400	o bo	na ha	710.0	hwa	od o	nd o		. oh omaire		
standard 2 understand		_					•				_						•							_			
	_			-		_				_	_	-					ie in	e adı	шіу і	to pr	oviu	ie as	sessi	nem,	mstruct	1011,	
interventio	n, ex	ctens	ion,	and	ongo	oing	prog	gress	moi	nitor	ıng ı	in re	adın	g, in	clua	ıng:											
		E	ECE	EDU 312	CTE	EDU 360	EDU 300	EDU 205	EDU 415	EDU 309	EDU 106		₹	ED	EDU 340	MAT 210	EDU 410	EDU 350	EDU 352	EC	EDU 410	E	EDU 355	Fρ		EDU 450	ECE 499 EDU 495
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		EDU 107	215	312	295	360	300	205	115	309	106		MAT 208	EDU 356	340	21(110	350	352	ECE 204	110	ECE 303	355	FA Elect		150	499 495
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2.1 knowledge of key concepts and scientifically based reading research (SBRR) in phonemic awareness, such as the critical role of phonemic awareness in learning to read an alphabetic language; the distinction between phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in spoken words); and knowledge of the continuum of phonological- and phonemic-awareness							6		6	4, 6, 7	4, 6				1, 7, 2, 3	
2.2 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonemic awareness										4, 6, 7	4, 6				1, 7, 2, 3	
2.3 knowledge of key concepts and scientifically based reading research in phonics, such as the role of phonics in developing accurate decoding and automaticity in word recognition; the importance of sequencing phonics instruction according to the increasing complexity of linguistic units; the reciprocity between decoding and encoding; and the continuum of phonics skills										4, 6, 7	4, 6				1, 7, 2, 3	
2.4 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonics										4, 6, 7	4, 6				1, 7, 2, 3	

		_	_	_	 	_				-				_	. ,		_	-
2.5 knowledge of key concepts and																		
scientifically based reading research in																		
reading fluency, such as the role of																		
automaticity in reading fluency and																1,		
comprehension; key indicators of fluency											4,							
(i.e., accuracy, rate, and prosody); the											6,	4,				7,		
importance of providing explicit												6				2,		
instruction in fluency; distinctions											7					3		
between oral and silent reading fluency;																3		
and the importance of using strategies that																		
ensure accountability for comprehension																		
when promoting silent reading fluency																		
2.6 the ability to provide SBRR-based,																1,		
evidence-based, and developmentally											4,	1						1
appropriate assessment, instruction,								6		6	6,	4,				7,		
intervention, extension, and ongoing												6				2,		
progress monitoring in fluency											7					3		
2.7 knowledge of key concepts and																		7
scientifically based reading research in the																		
development of vocabulary and academic																		
language (i.e., the language used in books,																		
tests, and other formal writing), such as																		
the correlation between vocabulary																		
knowledge and academic achievement;											4,					1,		
the essential role of wide and varied											-	4,				7,		
reading in the development of vocabulary								6		6	6,	6						
knowledge; different levels of vocabulary											7	О				2,		
knowledge; different tiers of vocabulary																3		
words; and the importance of early,																		
robust, and explicit language and content																		
experiences to promote young children's																		
development of vocabulary and academic																		
language																		
2.8 the ability to provide SBRR-based,		_	-													\vdash		\dashv
evidence-based, and developmentally																1,		1
appropriate assessment, instruction,											4,	4,				7,		
intervention, extension, and ongoing										1								
progress monitoring in vocabulary and											6	6				2,		1
academic language																3		1
academic language																_		

	epts and											I		1	I														
scientifically based reading																													
comprehension and analysis																													
informational, persuasive, a	and literary																												
texts, such as levels of readi	ing																												
comprehension as applied to	C																										1,		
comprehension strategies; c																			4,										
text-based and nontext-base	-																		6,	4,							7,		
affect reading comprehension																				6							2,		
structures, characteristics, a																			7								3		
textual, and organizational f	O 1																										3		
informational and persuasiv																													
genres, key elements, and cl																													
	naracteristics																												
of literary texts																													
2.10 the ability to provide S	SBRR-based,		廿																										
evidence-based, and develop																													
appropriate assessment, inst																											1,		
intervention, extension, and										2,									4,								_		
progress monitoring in com										3,									6,	4,							7,		
and analysis of informations																				6							2,		
and literary texts, including										6									7								3		
literature	, response to																										3		
merature																													
9																													
	Standard 3	3: E	nglis	sh I	Lang	guag	e A	rts I	Elem	ent	ary	teac	hers	hav	ve a	broa	ad ai	nd c	omp	reh	ensi	ve u	nde	rsta	ndir	ng of fur	ıdan	nent	al
	Standard 3																												al
	concepts a	nd p	oroc	esse	es of	En	glisł	ı lar																					al
		nd p	oroc	esse	es of	En	glisł	ı lar																					al
	concepts a	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	and		ons	trat	e the	abi	lity	to p	rovi	ide c	onto	ent-s	spec	ific :		ion i	n	
	concepts a	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	and		ons	trat	e the	abi	lity	to p	rovi	ide d	onto	ent-s	spec	ific :		ion i	n	ECE
	concepts a	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	and		ons	trat	e the	abi	lity	to p	rovi	ide d	onto	ent-s	spec	ific :		ion i	n	ECE
	concepts a	nd p ngua	age a	esse arts	es of	Eng	glisł	ı lar													ide c		ent-s					n	
3.1 the ability to comprehen	concepts a English la	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	and EDU 106		ons	trat	e the	abi	lity	to p	rovi	ide d	onto	ent-s	spec	ific :		ion i	n	ECE
3.1 the ability to comprehenand analyze literary texts, su	concepts a English la	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	and		ons	EDU 356	e the	abi	lity	to p	rovi	ide d	onto	ent-s	spec	ific :		EDU 450	n	ECE
• •	concepts a English lan and, interpret, uch as creative	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	EDU 106		ons	EDU 356	e the	abi	lity	to p	rovi	ide d	onto	ent-s	spec	ific :		EDU 450 1,	n	ECE
and analyze literary texts, su	concepts a English lan and, interpret, uch as creative and poetry; and	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	EDU 106		ons	EDU 356	e the	abi	lity	to p	rovi	ide d	onto	ent-s	spec	ific :		EDU 450	n	ECE
and analyze literary texts, su nonfiction, fiction, drama, a	concepts a English lan and, interpret, uch as creative and poetry; and formational,	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	EDU 106		ons	EDU 356	e the	abi	lity	to p	rovi	ide d	onto	ent-s	spec	ific :		EDU 450 1,	n	ECE
and analyze literary texts, so nonfiction, fiction, drama, a nonliterary texts, such as in	concepts a English lan and, interpret, uch as creative and poetry; and formational, unctional texts	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	EDU 106		ons	EDU 356 3, 6	e the	abi	lity	to p	rovi	ide d	onto	ent-s	spec	ific :		EDU 450 1, 7, 2,	n	ECE
and analyze literary texts, su nonfiction, fiction, drama, a nonliterary texts, such as int persuasive, technical, and fu	concepts a English lan and, interpret, uch as creative and poetry; and formational, unctional texts und works of	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	EDU 106		ons	EDU 356 3, 6	e the	abi	lity	to p	rovi	ide d	onto	ent-s	spec	ific :		EDU 450 1, 7, 2, 3	n	ECE
and analyze literary texts, su nonfiction, fiction, drama, a nonliterary texts, such as ini persuasive, technical, and fu 3.2 major genres, authors, a American, world, and childs	end, interpret, uch as creative and poetry; and formational, functional texts and works of ren's literature	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	EDU 106 7, 2, 3		ons	EDU 356 3, 6	e the	abi	lity	to p	rovi	ide d	onto	ent-s	spec	ific :		EDU 450 1, 7, 2, 3	n	ECE
and analyze literary texts, su nonfiction, fiction, drama, a nonliterary texts, such as ini persuasive, technical, and for 3.2 major genres, authors, a American, world, and childs 3.3 major developmental sta	end, interpret, uch as creative and poetry; and formational, unctional texts and works of ren's literature	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	EDU 106 7, 2, 3		ons	EDU 356 3, 6	e the	abi	lity	to p	rovi	ide d	onto	ent-s	spec	ific :		EDU 450 1, 7, 2, 3	n	ECE
and analyze literary texts, su nonfiction, fiction, drama, a nonliterary texts, such as ini persuasive, technical, and fu 3.2 major genres, authors, a American, world, and childs	end, interpret, uch as creative and poetry; and formational, unctional texts and works of ren's literature	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	FDU 106 7, 2, 3 7, 2, 7,		ons	EDU 356 3, 6	e the	abi	lity	to p	rovi	ide d	onto	ent-s	spec	ific :		EDU 450 1, 7, 2, 3	n	ECE
and analyze literary texts, su nonfiction, fiction, drama, a nonliterary texts, such as ini persuasive, technical, and for 3.2 major genres, authors, a American, world, and childs 3.3 major developmental sta	end, interpret, uch as creative and poetry; and formational, unctional texts and works of ren's literature	nd p ngua	oroc age a	esse arts	es of , inc	Eng	glish ing:	ı lar	igua	ge a	rts	EDU 106 7, 2, 3		ons	EDU 356 3, 6	e the	abi	lity	to p	rovi	ide d	onto	ent-s	spec	ific :		EDU 450 1, 7, 2, 3	n	ECE

3.4 conventions of Standard American English, including conventions of spelling, capitalization, punctuation, word usage, and grammatical sentence structure						7, 2, 3		3, 6				3, 6, 7			1, 7, 2, 3	
3.5 major forms and functions of writing and methods of discovering, developing, and shaping ideas for writing; drafting, revising, editing, and proofreading written texts; and publishing texts using various technologies, including the Internet						7, 2, 3		3, 6				3, 6, 7			1, 7, 2, 3	
3.6 major components of the research process, including methods of finding, selecting, and refining research topics; locating and working with sources; assessing the reliability of sources; paraphrasing, summarizing, and quoting source information; and citing and acknowledging sources						7, 2, 3		3, 6				3, 6, 7			1, 7, 2, 3	
3.7 characteristics and components of effective speaking and strategies for communicating effectively in large and small groups						7, 2, 3		3, 6				3, 6, 7			1, 7, 2, 3	
3.8 characteristics and components of visual and media literacy, including analysis and interpretation of media and the use of media to present information and ideas			1, 3, 8			7, 2, 3		3, 6				3, 6, 7			1, 7, 2, 3	
3.9 the Indiana Academic Standards and Core Standards for English/Language Arts, the Common Core State Standards for English/Language Arts, and the ability to apply and utilize state and national standards and resources in English/Language Arts		3, 1, 4, 7				7, 2, 3		3, 6				3, 6, 7			1, 7, 2, 3	

	1									•																		
3.10 methods for planning and delivering evidence-based English language arts instruction that fosters students' understanding and mastery of concepts and skills related to English language arts and the development of critical- and creative-thinking, reasoning, problemsolving, and performance skills											7, 2, 3			3, 6							3, 6, 7					1, 7, 2, 3		
3.11 strategies and skills for effectively assessing students' understanding and mastery of essential English language arts concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures									2, 3, 6		7, 2, 3			3,							3, 6, 7					1, 7, 2, 3		
understar instructio									nd p EDU 415	FDU 309	EDU 106	of r	math MAT 208	l I		and MAT 210		i i	stra EDU 352	te th	e al EDU 410	ece 303	to EDU 355	prov FA Elect	ide cont	ent- EDU 450	spe EDU 495	cific ECE 499
		107	215	312	295	360	300	205	415	309	106		208	356	340	210	410	350	352	204	410	303	355	lect		450	495	499
4.1 number systems, number representations, number sense, and number theory													6										3, 6, 7			1, 7, 2,		
4.2 properties of mathematical operations and patterns, strategies for computing and estimating solutions, and methods for modeling mathematical operations													6										3, 6, 7			1, 7, 2, 3		
4.3 functions; algebraic expressions, equations, and inequalities; and quantitative relationships between dependent and independent variables													6										3, 6,			1, 7, 2,		

4.4 measurement systems and units, concepts related to geometric measurement, and tools and techniques used to solve measurement problems							6					3, 6, 7		1, 7, 2,	
4.5 attributes of geometric figures and the relationships between them; similarity, symmetry, and other geometric concepts; and coordinate systems							6					3, 6, 7		1, 7, 2,	
4.6 principles related to statistical variability and data distribution, methods for representing and analyzing data and making predictions, and methods for determining probabilities							6					3, 6, 7		1, 7, 2, 3	
4.7 ratios, proportional thinking, and other methods for representing and solving mathematical and real-world problems and for evaluating solutions							6					3, 6, 7		1, 7, 2,	
4.8 processes and skills related to reasoning and proof, representing mathematical information, using mathematical language to communicate relationships and concepts, adaptive reasoning, strategic competence, procedural fluency, and productive disposition							6					3, 6, 7		1, 7, 2, 3	
4.9 the Indiana Academic Standards and Core Standards for Mathematics, the Common Core State Standards for Mathematics, and the ability to apply and utilize state and national standards and resources in mathematics		3, 1, 4, 7					6					3, 6, 7		1, 7, 2, 3	
4.10 methods for planning and delivering evidence-based mathematics instruction that fosters students' understanding and mastery of concepts and skills related to mathematics and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills							6					3, 6, 7		1, 7, 2, 3	

4.11 strategies and skills for assessing students' understar mastery of essential mathem and skills, using ongoing ass monitor progress and inform and applying Response to Inprocedures	nding and atics concepts sessment to a instruction,								2, 3, 6			6										3, 6, 7		1, 7, 2, 3		
	Standard processes					•							-							_				epts	and	
		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
5.1 the nature of science, sci inquiry, and the design proce										1, 4,				3,6								3, 6,		1, 7,		
5.2 unifying concepts of scie engineering, and technology cultural, and ethical aspects and the interactions among stechnology, and society	; the social, of science;									1, 4, 3				3,6								3, 6, 7		1, 7, 2,		
5.3 fundamental concepts an physical science, including t properties, and states of matt of force and motion; concept volume, and mass; and prope sound, light, electricity, and	he structures, ter; principles ts of weight, erties of									1, 4, 3				3,6								3, 6, 7		1, 7, 2, 3		
5.4 fundamental concepts an Earth and space science, incleatures and patterns of weat properties of rocks and mine that shape the land over time natural resources, the sun-me system, and relationships ambodies	luding ther, trals, factors e, the use of oon-earth									1, 4, 3				3,6								3, 6, 7		1, 7, 2, 3		

5.5 fundamental concepts and processes of life science, including characteristics, classification, and life cycles of organisms; the relationships of organisms to each other and their environment; and major characteristics of and factors affecting ecosystems and biomes					1, 4, 3			3,6			3, 6, 7		1, 7, 2, 3	
5.6 fundamental concepts and processes of engineering and technology, including properties and uses of natural and humanmade materials, the use of technology to meet human needs and solve problems, and the design of moving systems and simple mechanical devices					1, 4, 3			3,6			3, 6, 7		1, 7, 2, 3	
5.7 principles and procedures for using tools, materials, and technology in scientific investigations; considering multiple perspectives and sources of information in scientific inquiry; using critical-thinking skills to evaluate scientific information; and organizing, analyzing, and communicating results of scientific investigations					1, 4, 3			3,6			3, 6, 7		1, 7, 2, 3	
5.8 procedures and guidelines for establishing and maintaining a safe science learning environment that provides opportunities for multisensory exploration and ensures the humane and ethical treatment of living organisms					1, 4, 3			3,6			3, 6, 7		1, 7, 2, 3	
5.9 the Indiana Academic Standards for Science and the ability to apply and utilize state and national standards and resources in science					1, 4, 3			3,6			3, 6, 7		1, 7, 2, 3	
5.10 methods for planning and delivering evidence-based science instruction that fosters students' understanding and mastery of concepts and skills related to science and the development of critical-and creative-thinking, reasoning, problemsolving, and performance skills					1, 4, 3			3,6			3, 6, 7		1, 7, 2, 3	

5.11 strategies and skills for effectively assessing students' understanding and mastery of essential science concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures									2, 3, 6	1, 4, 3				3,6								3, 6, 7			1, 7, 2, 3		
Standard 6: Social Studies Elem and demonstrate the ability to p		•							_					_	of fu	ndar	nent	al co	ncep	ots a	nd p	roce	sses	of social	studi	es	
		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
6.1 major concepts and processes related to social studies and social studies inquiry including skills related to chronological thinking and spatial awareness	,												3, 6												1, 7, 2, 3		
6.2 major developments and significant events and perspectives in Indiana and U.S. history and how they are relevant to life in Indiana in the twenty-first century													3, 6												1, 7, 2,		
6.3 major eras, events, and perspectives in the development of world civilization, including the establishment and spread of major world religions and the major events and consequences of global exploration, territorial expansion, colonization, and postcolonialism													3, 6												1, 7, 2,		
6.4 major concepts and processes of government, including features and concepts of citizenship and civic responsibility in a democratic society; structures, functions, and purposes of government; and major features and processes of the Indiana and U.S. governments													3, 6												1, 7, 2, 3		

						 									•
6.5 major concepts and processes of geography, including characteristics and locations of major human and physical features of the world, characteristics of human and physical systems, and interactions between human and physical systems								3, 6						1, 7, 2, 3	
6.6 basic concepts and theories of economics, including the basic principles of a market economy, and how they relate to historical and contemporary issues								3, 6						1, 7, 2,	
6.7 principles and methods of inquiry in social studies, including the characteristics and functions of resources and tools used in social studies inquiry								3, 6						1, 7, 2,	
6.8 strategies for identifying and analyzing central ideas, assumptions, and questions in social studies resources and for seeking out and respecting multiple perspectives during social studies inquiry								3, 6						1, 7, 2, 3	
6.9 the Indiana Academic Standards and Core Standards for Social Studies and the ability to apply and utilize state and national standards and resources in social studies								3, 6						1, 7, 2, 3	
6.10 methods for planning and delivering evidence-based social studies instruction that fosters students' understanding and mastery of concepts and skills related to social studies and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills								3, 6						1, 7, 2, 3	
6.11 strategies and skills for effectively assessing students' understanding and mastery of essential social studies concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures					2, 3, 6			3,						1, 7, 2, 3	

Standard 7 the fine arts					-						_						_				al co	ncep	ts and p	roces	sses	of
,	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
7.1 developmental foundations of learning in the fine arts, including ways in which the development of fine arts skills is related to and influences the development of social, cognitive, and academic skills																										
7.2 significant elements, forms, works, and creators of dance, music, theatre, and visual art																										
7.3 basic skills and processes for creating, refining, and presenting works of dance, music, theatre, and visual art and for integrating these processes and works with learning experiences across other content areas																										
7.4 principles and skills related to viewing, analyzing, and responding to works of dance, music, theatre, and visual art																										
7.5 the ways in which works of dance, music, theatre, and visual art can be used as forms of communication, self-expression, and social expression																										
7.6 the roles and functions of the fine arts in various cultures and the ways in which works of dance, music, theatre, and visual art reflect and express diverse cultural perspectives																										
7.7 relationships among dance, music, theatre, and visual art and connections between the fine arts and other disciplines																										

7.8 the Indiana Academic Standards for Dance, Music, Theatre, and Visual Art, and the ability to apply and utilize state and national standards and resources in the fine arts																												
7.9 methods for planning and delivering evidence-based fine arts instruction that fosters students' understanding and mastery of concepts and skills related to the fine arts and the development of critical- and creative-thinking, reasoning problem-solving, and performance skills																												
7.10 strategies and skills for effectively assessing students' understanding and mastery of essential fine arts concepts an skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (Rt procedures																												
G4 1 1	O TT	141	**7	11		1 10		1.17		4.	131			. 1		1		1	1		1		•		4 1.	e		
Standard fundamer instructio	ıtal co	once	pts a	nd p	roce	esses	of h	ealth	, we	llnes	s, an	d ph	ysic								-				_	•	pecif	fic
fundame	ıtal co	once	pts a	nd p	roce	esses	of h	ealth	, we	llnes	s, an	d ph	ysic	al ed							-				_	•	pecif EDU 495	ECE 499
fundame	ıtal co	once _l nealt	pts a h, w	nd p ellne	roce ss, a	esses nd p	of he	ealth cal e	, we duca	llnes tion	s, an , incl	d ph	ysica ng:	al ed	lucat	ion a	and o	demo	onstr	ate t	the a	bilit	y to	prov	_	ent-s		П

8.3 major components of health-related fitness and developmentally appropriate strategies and skills for promoting health and fitness				2, 3										
8.4 major processes and dimensions of wellness and personal behaviors; practices that have positive effects on lifelong health and wellness; and strategies for making, implementing, and evaluating independent and collaborative health-related decisions				2,										
8.5 the effects of substance abuse; factors contributing to substance abuse; and strategies for resisting pressure to use alcohol, tobacco products, and other drugs				2,										
8.6 characteristics of interpersonal relationships and strategies for maintaining healthy interpersonal relationships that enhance health and wellness														
8.7 the effects of social and cultural values and belief systems on family and community perspectives related to physical activity and issues related to health and wellness														
8.8 the use of decision-making, goal- setting, critical-thinking, and problem- solving skills to promote personal, family, and community health and fitness and to evaluate health- and fitness-related information, products, and services														
8.9 the Indiana Academic Standards for Health & Wellness and Physical Education, and the ability to apply and utilize state and national standards and resources in health, wellness, and physical education														

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					2, 3, 6										

	SCHOOL SET	ΓΤΙΝ	NG E	EV	ELO	PMI	ENT.	AL S	STA!	NDA	RDS	5 – E	LEN	1EN	TAR	XY E	DUC	CAT	ION								
	Standard 1: St student develo that promotes	pme	ent a	nd d	ivers	sity a	and d	lemo	nstr	ate t	he a	•										-					_
		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
processes relate linguistic, so physical, and mo students in grad in the home, so and broader of	cepts, theories, and ed to the cognitive, ocial, emotional, oral development of les K-6, and factors chool, community, environment that dent development	2, 3, 6, 7						2,			7, 2, 3								4, 6						1, 7, 2, 3		7, 4, 3
developmental developmental ability to use t inform instru making and	dge of students' characteristics and variation, and the this knowledge to actional decision promote student access	2, 3, 6, 7				3, 4, 2, 6		2,											4,						1, 7, 2, 3		7, 4, 3
challenges for K-6 (e.g., in interactions, direction, deci goal setting), an	developmental students in grades relation to peer self-esteem, self- ision making, and d the ability to help ss these challenges	2, 3, 6, 7						2,											4, 6						1, 7, 2, 3		7, 4, 3

diversity (e.g., c and linguistic ba religion; family ability to use the promote learning for students backgrounds, cl	of types of student cultural, economic, ackground; gender; structure), and the his knowledge to g and development s with diverse haracteristics, and eeds	2, 3, 6, 7						2,			7, 2, 3							4, 6				3, 6, 7			1, 7, 2, 3		7, 4, 3
exceptionalitie ability and twice characterist implications f teaching, and l ability to use the	lge of types of s, including high e exceptional; their tics; and their for development, learning; and the his knowledge to g and development th exceptionalities	2, 3, 6, 7		3, 1, 4, 7				2,										4, 6				3, 6, 7			1, 7, 2, 3		7, 4, 3
acquisition and differentiated st assessment data	f second-language I the ability to use trategies based on to support learning ish Learner	2, 3, 6, 7						2,										4, 6							1, 7, 2, 3		7, 4, 3
	Standard 2: L processes and																ompi	ehei	nsive	e unc	lerst	andi	ing o	f lea	rnin	g	
		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
and concepts rela process, and the knowledge to learning in va contexts, include	of major theories ated to the learning ability to apply this enhance student ried educational ling project-based ntexts	2, 3, 6, 7				3, 4, 2, 6						6			6			4, 6								3, 4, 5, 6,	7, 4, 3

2.2 processes by which students construct meaning and acquire skills, including critical- and creative-thinking skills, and the ability to facilitate these processes for students with diverse characteristics and needs	2, 3, 6, 7		3, 4, 2, 6								4, 6				3, 4, 5, 6,	7, 4, 3
2.3 knowledge of the important roles of play, social interaction, and hands-on experiences in young children's learning, and the ability to use these processes to help children construct knowledge and develop problem-solving and other skills			3, 4, 2, 6								4, 6					7, 4, 3
2.4 knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with children, with a focus on children's individual characteristics, needs, and interests	2, 3, 6, 7		3, 4, 2, 6								4,					7, 4, 3
2.5 knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students	2, 3, 6, 7		3, 4, 2, 6								4, 6		3, 6, 7		3, 4, 5, 6, 7	
2.6 procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning	2, 3, 6, 7		3, 4, 2, 6				6		6		4, 6					

2.7 strategies for promoting students' independent thinking and learning, reflection, and higher- order thinking, and the ability to use these strategies to promote students' growth as learners					3, 4, 2, 6							6			6			4, 6									
2.8 strategies for engaging students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work					3, 4, 2, 6							6			6			4, 6									
2.9 strategies for promoting students' organizational and time- management skills and sense of responsibility for their own learning, and the ability to use these strategies to promote student success					3, 4, 2, 6							6			6			4,				3, 6, 7				3, 4, 5, 6, 7	
2.10 knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning	2, 3, 6, 7				3, 4, 2, 6					7, 2, 3		6			6			4, 6									
2.11 knowledge of how digital-age tools and environments influence learning processes and outcomes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes				1, 3, 8	3, 4, 2, 6													4, 6									
Standard 3: Ir of instructiona instruction tha learning goals	ıl pla at en	anniı ıgage	ng ai es stu	nd de	elive	ry aı	nd de	emoi	ıstra	te tl	ie ab	ility	to p	lan a	nd d	leliv	er sta	anda	rds-	base	d, da	ata-c	lrive	n di	ffere	ntiat	_
	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

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				6	3, 6	6		4, 6	3, 6, 7				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				6	3, 6	6		4, 6	3, 6, 7				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				6	3, 6	6		4, 6	3, 6, 7			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				6	3,	6		4,	3, 6, 7	3, 6, 7		1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3

3.5 the ability to develop and implement project-based learning experiences that guide students to analyze the complexities of an issue and use creative thinking and innovative approaches to solve problems	2, 3, 6, 7			3, 4, 2, 6				6	3,	6		4, 6	3, 6, 7			1, 7, 2, 3	3, 4, 5, 6,	7, 4, 3
3.6 the ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including English Learners and students with exceptional needs, including high ability and twice exceptional	2, 3, 6, 7	3, 1, 4, 7		3, 4, 2, 6				6	3, 6	6		4, 6	3, 6, 7	3, 6, 7		1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3
3.7 knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students	2,			3, 4, 2, 6				6	3, 6	6		4,	3, 6, 7	3, 6, 7		1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3
3.8 the ability to plan and adapt learner-centered instruction that reflects cultural competency; is responsive to the characteristics, strengths, experiences, and needs of each student; and promotes all students' development and learning	2, 3, 6, 7		1, 3, 8	3, 4, 2, 6			7, 2, 3	6	3,	6		4,	3, 6, 7			1, 7, 2, 3	3, 4, 5, 6, 7	
3.9 the ability to provide developmentally appropriate learning experiences that promote students' global awareness, understanding of global issues and connections, sense of participation in a global community, and motivation to solve global challenges	2, 3, 6, 7			3, 4, 2, 6				6	3, 6	6		4, 6	3, 6, 7			1, 7, 2, 3	3, 4, 5, 6, 7	

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,			3, 4, 2, 6				3,			4, 6	3, 6, 7			1, 7, 2, 3	3, 4, 5, 6,	
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			4, 6	3, 6, 7			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,			4, 6	3, 6, 7			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,			4, 6	3, 6, 7					

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			1, 3, 8	3, 4, 2, 6					3, 6			4, 6	3, 6, 7				
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	2, 3, 6, 7		1, 3, 8	3, 4, 2, 6					3, 6				3, 6, 7				
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	2, 3, 6,		1, 3, 8	3, 4, 2, 6			7, 2, 3	6	3,	6			3, 6, 7				

	Standard 4: and practic						•			se as	sessi	to n	noni	tor s	tude	nt pi					_			_	_	
		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
concepts (e.g., re bias) and the ab concepts to de student assessmen to instructional g assessments with	ntal assessment eliability, validity, pility to use these esign and select ints that are aligned oals, to administer th fidelity, and to essment results						1, 3, 4		2, 3, 6			6		6										1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3
assessment, the between assessment and the import	of the purposes of the relationship ent and instruction, tance of using a l comprehensive to assessment						1, 3, 4		2, 3, 6			6		6										1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3
characteristics, and limitations of formative are assessments; the appropriate asses instruments, and obtain desired monitor progress adapt assessmen including Englastudents with a including high	ledge of the uses, advantages, f different types of ad summative he ability to use ssment strategies, d technologies to information and ; and the ability to ts for all students, ish Learners and exceptionalities, ability and twice ptional						1, 3, 4		2, 3, 6			6		6										1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3

4.4 knowledge of systematic observation and documentation, and the ability to use these processes to gain insight into children's development, interactions, strengths, and needs			1, 3, 4										1, 7, 2, 3	3, 4, 5, 6,	7, 4, 3
4.5 knowledge of the use of RtI foundational elements to track and analyze student assessment results, including use of the Indiana Growth Model, and the ability to use formal assessment results, ongoing informal assessment, and other data sources to enhance knowledge of student learning and skills; evaluate and monitor student learning goals; and plan, differentiate, and continuously adjust instruction for individuals, groups, and classes			1, 3, 4	2, 3, 6									1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3
4.6 the ability to apply developmentally appropriate skills and strategies for engaging students in reflection, self-assessment, and goal setting			1, 3, 4			6	6						1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3
4.7 knowledge of the role of families as active participants in developing, implementing, and interpreting assessments for children, and the ability to engage families in these processes			1, 3, 4	2, 3, 6	7, 2, 3	6	6						1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3

4.8 the ability to apply skills and strategies for communicating effectively with parents/guardians and others about assessment results, including providing students with timely, accurate, and constructive feedback						1, 3, 4		2, 3, 6			6		6										1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3
Standard 5: L learning envir for all student	onm	ents	and																						
	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
5.1 the ability to create safe, healthy, supportive, and inclusive learning environments, including indoor and outdoor environments, that encourage all students' engagement, collaboration, and sense of belonging									2,							4, 6, 7					3, 6, 7		1, 7, 2, 3	3, 4, 5, 6, 7	7, 4, 3
5.2 the ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning					3, 4, 2, 6				2,							4, 6, 7					3, 6, 7			3, 4, 5, 6,	7, 4, 3
5.3 the ability to plan and adapt developmentally appropriate learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each student; and promote all students' development and learning	2, 3, 6, 7				3, 4, 2, 6				2, 4	7, 2, 3						4, 6, 7								3, 4, 5, 6, 7	7, 4, 3

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	6, 7		1, 3, 8			2, 4				4, 6, 7					3, 4, 5, 6, 7	7, 4, 3
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	2, 3, 6, 7					2, 4				4, 6, 7			3, 6, 7		3, 4, 5, 6, 7	7, 4, 3
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						2,				4, 6, 7					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:

	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
6.1 the ability to apply skills and strategies for establishing collaborative relationships with parents/guardians, other professionals, and community partners to support and enhance student learning																							1, 7, 2, 3		7, 4, 3
6.2 knowledge of diverse family and community characteristics, structures, dynamics, roles, relationships, and values, and the ability to use this knowledge to build effective partnerships with diverse families and communities					3, 4, 2, 6					7, 2, 3													1, 7, 2, 3		7, 4, 3
6.3 the ability to apply skills and strategies for facilitating the involvement of parents/guardians in their children's development and learning																							1, 7, 2, 3		7, 4, 3
6.4 the ability to apply skills and strategies for coordinating and collaborating with community institutions, agencies, programs, and organizations that advocate for and serve children and families			3, 1, 4, 7																				1, 7, 2, 3		7, 4, 3
6.5 the ability to use digital tools and resources to participate in professional learning networks and to communicate and collaborate with parents/guardians, peers, and others in the educational community				1, 3, 8												4, 6, 7									7, 4, 3
6.6 the ability to participate effectively and productively as a member of a professional learning community																4, 6, 7									7, 4, 3

6.7 the ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills			1, 3, 8							4, 6, 7						7, 4, 3
6.8 the ability to make effective use of job-embedded professional development and to advocate for effective, job-embedded professional development opportunities																7, 4, 3
6.9 knowledge of the rights and responsibilities of teachers, students, and parents/guardians, and the ability to apply this knowledge in varied educational contexts		3, 1, 4, 7	1, 3, 8											1, 7, 2, 3	3, 4, 5, 6, 7	
6.10 knowledge of legal and ethical requirements related to educational equity; students with exceptionalities, including high ability and twice exceptional; health and safety; confidentiality; digital citizenship (e.g., regarding copyright, intellectual property, and documentation of sources); mandated reporting; record keeping; accountability; discipline; and other matters; and the ability to apply this knowledge in varied educational contexts		3, 1, 4, 7												1, 7, 2, 3	3, 4, 5, 6, 7	

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	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	בסט איני	ECE 499 FDI 1495
Performance Assessment Coding: (1) test, (2) paper, (3)	proje	ect, (4) p	ortfo	olio a	rtifa	ct, (5	5) lat	, (6)	less	on p	lan, ((7) fi	eld e	xper	ience	e, (8)	othe	r, (T) ado	dress	ed bu	it not	assess	sed	
Standard 1: Foundations of Scientifically Based Reading development and effective reading instruction grounded	_				•								nd ar	nd co	mpr	eher	sive	und	ersta	andiı	ng of	f fou	ıdati	ons of	rea	ding
1 major components of reading development, including phonemic awareness, phonics, luency, vocabulary, and text comprehension		6																								
.2 foundations of language acquisition and literacy development, including cognitive, inguistic, cultural, social, and motivational factors that affect language acquisition and iteracy development		6																								
3 principles of scientifically and evidence-based reading instruction and intervention, uch as applying data-based decision making, setting individual student learning goals, and using instruction grounded in scientifically based reading research (SBRR)		Т																								
.4 essential components of effective reading instruction, including explicit explanation, eacher modeling, guided practice, and independent practice, and the ability to plan and implement reading instruction that incorporates these components		6																								
.5 the role of reading assessment in guiding standards- and evidence-based reading nstruction, intervention, and extension in the classroom		6																								
.6 the ability to select, administer, and interpret the results of reading assessments in the najor components of reading for various instructional purposes, such as screening, liagnosis, instructional planning, progress monitoring, and measuring outcomes		6																								
.7 key dimensions of effective differentiated reading instruction for young children, including modifying the pacing and/or complexity of instruction, and the ability to plan and implement differentiated instruction to match students' evidence-based strengths and needs in reading		6																								
.8 components of effective evidence-based intervention and extension programs, including Indiana's Response to Instruction (RtI) model and the ability to implement RtI elements		4, 7, 6																								
.9 knowledge of and the ability to use instructional practices, approaches, and methods or eliciting students' engagement in and motivation for reading		4																								•

1.10 the ability to use evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students, reflects and values cultural diversity, promotes respect for all readers at all levels of reading proficiency, promotes the involvement of families and members of the community at large in students' literacy development, and engages all students as agents in their own literacy development		4, 6																							Т
Standard 2: Components of Scientifically Based Readi of reading development and demonstrate the ability to	0													•						0					ts
•	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 key concepts and scientifically based reading research (SBRR) in phonemic awareness, such as the critical role of phonemic awareness in learning to read an alphabetic language; the distinction between phonological awareness (i.e., the awareness that oral language is composed of smaller units, such as spoken words and syllables) and phonemic awareness (i.e., a specific type of phonological awareness involving the ability to distinguish the separate phonemes in spoken words); and knowledge of the continuum of phonological- and phonemic-awareness skill development																									
2.2 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonemic awareness																									
2.3 knowledge of key concepts and scientifically based reading research in phonics, such as the role of phonics in developing accurate decoding and automaticity in word recognition; the importance of sequencing phonics instruction according to the increasing complexity of linguistic units; the reciprocity between decoding and encoding; and the continuum of phonics skills																									
2.4 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in phonics																									
2.5 knowledge of key concepts and scientifically based reading research in reading fluency, such as the role of automaticity in reading fluency and comprehension; key indicators of fluency (i.e., accuracy, rate, and prosody); the importance of providing explicit instruction in fluency; distinctions between oral and silent reading fluency; and the importance of using strategies that ensure accountability for comprehension when promoting silent reading fluency																									
2.6 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in fluency																									

2.7 knowledge of key concepts and scientifically based reading research in the development of vocabulary and academic language (i.e., the language used in books, tests, and other formal writing), such as the correlation between vocabulary knowledge and academic achievement; the essential role of wide and varied reading in the development of vocabulary knowledge; different levels of vocabulary knowledge; different tiers of vocabulary words; and the importance of early, robust, and explicit language and content experiences to promote young children's development of vocabulary and academic language																										
2.8 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in vocabulary and academic language																										
2.9 knowledge of key concepts and scientifically based reading research in comprehension and analysis of informational, persuasive, and literary texts, such as levels of reading comprehension as applied to these texts; comprehension strategies; critical reading; text-based and nontext-based factors that affect reading comprehension; genres, text structures, characteristics, and graphic, textual, and organizational features of informational and persuasive texts; and genres, key elements, and characteristics of literary texts																										
2.10 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in comprehension and analysis of informational, persuasive, and literary texts, including response to literature																										
Standard 3: English Language Arts Early childhood to arts and demonstrate the ability to provide content-spe								•				_	of fu	ndaı	nent	al co	once	pts a	nd p	roce	esses	of E	nglis	sh la	ngua	ıge
	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
3.1 the developmental foundations of English language arts learning, including ways in which the development of English language arts skills is related to and influences social/emotional, cognitive, physical, self-help, and communication/literacy development																6, 7										
3.2 major authors, works, genres, and themes in children's literature and the ability to comprehend, interpret, and analyze literary and nonliterary texts																6, 8										
3.3 major developmental stages of emergent writing and factors that affect the development of writing skills																6										

3.4 conventions of Standard American English and components of effective composition																6										
3.5 major forms of writing to use for various purposes and audiences; methods of discovering, developing, and shaping ideas for writing; drafting, revising, editing, and proofreading written texts; and publishing texts using various technologies, including the Internet																3, 6										
3.6 major components of the research process, including methods of exploring and defining research topics; locating and working with sources; assessing the reliability of sources; and paraphrasing, summarizing, and quoting source information																Т										
3.7 characteristics and components of effective speaking and strategies for communicating effectively in large and small groups																7, 8										
3.8 characteristics and components of visual and media literacy, including interpretation of media and the use of media to present information and ideas																										
3.9 the Indiana Academic Standards and Core Standards for English/Language Arts, the Common Core State Standards for English/Language Arts, and the ability to apply and utilize state and national standards and resources in English/Language Arts					4,6 ,7											4, 6, 7										
3.10 methods for planning and delivering evidence-based English language arts instruction that fosters students' understanding and mastery of concepts and skills related to English language arts and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills																6, 7										
3.11 strategies and skills for effectively assessing students' understanding and mastery of essential English language arts concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures																6, 7										
Standard 4: Mathematics Early childhood teachers ha processes of mathematics and demonstrate the ability																nder	stan	ding	g of f	unda	amer	ntal c	conce	epts :	and	
	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 developmental foundations of mathematics learning, including ways in which the development of mathematics skills is related to and influences social/emotional, cognitive, physical, self-help, and communication/literacy development																										

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4.2 fundamental principles, concepts, and procedures related to mathematical problem solving, exploration, and reasoning, including processes and skills related to using mathematical language to communicate relationships and concepts, adaptive reasoning, strategic competence, procedural fluency, and productive disposition																											
4.3 ratios, proportional thinking, and other methods for representing and solving mathematical and real-world problems and for evaluating solutions																											
4.4 number systems, number representations, number sense, and number theory																											
4.5 properties of mathematical operations and patterns, strategies for computing and estimating solutions, and methods for modeling mathematical operations																											
4.6 measurement systems and units, concepts related to geometric measurement, and tools and techniques used to solve measurement problems																											
4.7 processes and skills related to collecting, interpreting, and representing data																											
4.8 attributes of geometric figures and the relationships between them, including concepts of similarity and symmetry																											
4.9 the Indiana Academic Standards and Core Standards for Mathematics, the Common Core State Standards for Mathematics, and the ability to apply and utilize state and national standards and resources in mathematics																											
4.10 methods for planning and delivering evidence-based and developmentally appropriate mathematics instruction that fosters students' understanding and mastery of concepts and skills related to mathematics and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills																											4. 7
4.11 strategies and skills for effectively assessing students' understanding and mastery of essential mathematics concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures																											
Standard 5: Science Early childhood teachers have a bability to provide content-specific instruction in science				npre	ehens	sive	unde	ersta	ndir	ng of	fund	ame	ntal	conc	epts	and	pro	cesso	es of	scie	nce a	and (demo	onstr	ate	the	
	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

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5.1 developmental foundations of science learning, including ways in which the development of science skills is related to and influences social/emotional, cognitive, physical, self-help, and communication/literacy development														
5.2 the nature of science, scientific inquiry, and the design process; fundamental processes of scientific thinking, including computation, estimation, and symbolic representation; unifying concepts of science, engineering, and technology; and the social, cultural, and ethical aspects of science														
5.3 fundamental concepts and processes of physical science, including the structure and properties of matter, principles of force and motion, and properties of sound and light														
5.4 fundamental concepts and processes of Earth and space science, including characteristics of objects in the solar system, properties and components of soil, features and patterns of weather, and properties of rocks and minerals														
5.5 fundamental concepts and processes of life science, including characteristics, classification, and life cycles of organisms and the relationships of organisms to each other and their environment														
5.6 fundamental concepts and processes of engineering and technology, including properties and uses of natural and human-made materials and the use of technology to meet human needs and solve problems														
5.7 principles and procedures for using tools, materials, and technology in scientific investigations; considering multiple perspectives and sources of information in scientific inquiry; using critical-thinking skills to evaluate scientific information; and organizing, analyzing, and communicating results of scientific investigations														
5.8 procedures and guidelines for establishing and maintaining a safe science learning environment that provides opportunities for multisensory exploration and ensures the humane and ethical treatment of living organisms														
5.9 the Indiana Academic Standards for Science and the ability to apply and utilize state and national standards and resources in science														
5.10 methods for planning and delivering evidence-based and developmentally appropriate science instruction that fosters students' understanding and mastery of concepts and skills related to science and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills														4, 7

5.11 strategies and skills for effectively assessing students' understanding and mastery of essential science concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures																										
Standard 6: Social Studies Early childhood teachers had demonstrate the ability to provide content-specific inst				•					tand	ing o	of fui	ndan	nent	al co	ncep	ts aı	nd p	roce	sses	of so	cial	stud	ies a	nd		
,	ECE 215	EDU 312	CTE 295	EDU 360	Τ	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
6.1 developmental foundations of social studies learning, including ways in which the development of social studies skills is related to and influences social/emotional, cognitive, physical, self-help, and communication/literacy development 6.2 major concepts and processes related to social studies and social studies inquiry, including skills related to chronological thinking and spatial awareness and processes of recognizing and respecting social and cultural diversity																										
6.3 features and concepts of citizenship and civic responsibility in a democratic society, including processes of making informed choices as members of a culturally diverse democratic society and interdependent world																										
6.4 significant developments, eras, events, and themes in the development of world civilization and U.S. history and how they are relevant to life in Indiana in the twenty-first century																										
6.5 major concepts and processes of government, including structures, functions, and purposes of government and major features and processes of the U.S. government																										
6.6 major concepts and processes of geography, including features of communities, characteristics and locations of major human and physical features of the world, characteristics of human and physical systems, and interactions between the environment and society																										
6.7 basic concepts and processes of economics, including scarcity, choice, goods, and services, and how they relate to everyday life																										
6.8 strategies for identifying and analyzing central ideas, assumptions, and questions in social studies resources and for seeking out and respecting multiple perspectives during social studies inquiry																										
6.9 the Indiana Academic Standards and Core Standards for Social Studies and the ability to apply and utilize state and national standards and resources in social studies																										

6.10 methods for planning and delivering evidence-based and developmentally appropriate social studies instruction that fosters students' understanding and mastery of concepts and skills related to social studies and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills																											4, 7
6.11 strategies and skills for effectively assessing students' understanding and mastery of essential social studies concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures																											
Standard 7: Fine Arts Early childhood teachers have a the ability to provide content-specific instruction in the				•		nsiv	e un	ders	tand	ing o	f fur	ıdan	nenta	al co	псер	ts aı	nd p	roces	sses	of th	e fin	ie ar	ts an	d de	mon	strat	te
	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
7.1 developmental foundations of learning in the fine arts, including ways in which the development of fine arts skills is related to and influences social/emotional, cognitive, physical, self-help, and communication/literacy development																			2, 4, 6								
7.2 significant elements, forms, works, and creators of dance, music, theatre, and visual art																			Т								
7.3 basic skills and processes for creating, refining, and presenting works of dance, music, theatre, and visual art and for integrating these procedures and works with learning experiences across other content areas																			2, 4, 6								
7.4 principles and skills related to enjoying, experiencing, analyzing, responding to, and expressing personal ideas and opinions about works of dance, music, theatre, and visual art																			2								
7.5 the ways in which works of dance, music, theatre, and visual art can be used as forms of sensory exploration, communication, self-expression, and social expression																			2, 4, 6								
7.6 the roles and functions of the fine arts in various cultures and the ways in which works of dance, music, theatre, and visual art reflect and express diverse cultural perspectives																			Т								
7.7 relationships among dance, music, theatre, and visual art and connections between the fine arts and other disciplines																			Т								
7.8 the Indiana Academic Standards for Dance, Music, Theatre, and Visual Art, and the ability to apply and utilize state and national standards and resources in the fine arts																			Т								

7.9 methods for planning and delivering evidence-based and developmentally appropriate fine arts instruction that fosters students' understanding and mastery of concepts and skills related to the fine arts and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills																		2, 4, 6							4, 7
7.10 strategies and skills for effectively assessing students' understanding and mastery of essential fine arts concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures																		6, 8							
Standard 8: Health, Wellness, and Physical Education health, wellness, and physical education and demonstr		•									•						_					•	•	cesse	s of
	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
8.1 developmental foundations of learning in health, wellness, and physical education, including ways in which the development of health, wellness, and physical education skills is related to and influences social/emotional, cognitive, physical, self-help, and communication/literacy development																				6, 3, 7					
8.2 stages and processes in the development of sensory and gross- and fine-motor skills in children, including types of locomotor and nonlocomotor skills																									
8.3 major components of health-related fitness and developmentally appropriate activities, games, and sports for promoting health and fitness, including movement forms and patterns; fitness activities, games, and sports; and adventure and recreational lifetime activities							2, 3, 4													6, 3, 7					
8.4 processes of human growth and development, including basic functions and structures of human body systems, basic principles of human nutrition, and common human diseases and illnesses and their prevention and treatment							3, 4													6, 3, 7					
8.5 major processes and dimensions of wellness and personal behaviors, including practices that have positive effects on self-esteem and lifelong health and wellness							2, 3																		
8.6 characteristics of interpersonal relationships and strategies for establishing and maintaining healthy interpersonal relationships that respect differences among people and enhance health and wellness																									
8.7 the effects of substance abuse; factors contributing to substance abuse; and strategies for resisting pressure to use alcohol, tobacco products, and other drugs																									

8.8 the use of decision-making, goal-setting, critical-thinking, and problem-solving skills to promote personal, family, and community health and fitness, including the effects of social and cultural values and belief systems on family and community perspectives related to health, wellness, and fitness											6, 3, 7			
8.9 the Indiana Academic Standards for Health & Wellness and Physical Education, and the ability to apply and utilize state and national standards and resources in health, wellness, and physical education											6, 3			
8.10 methods for planning and delivering evidence-based and developmentally appropriate 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											6, 3			4, 7
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											6, 3 ,7			

SCHOOL SETTING DEVELO Standard 1: Child Development ar																			sive 1	ınde	rsta	ndin	g of	youn	ng	
children's development, diversity, learning.	and	learı	ning	, and	l den	ons	trate	the	abil	ity to	pro	vide	exp	erier	ices	for a	ll ch	ildr	en th	at p	rom	ote d	evel	opm	ent a	ınd
	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,								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		Т			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					Т		2, 3, 4											Т								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					Т		2, 3, 4											Т								4, 3, 7

1.7 knowledge of learning processes for young children, including the role of play in constructing knowledge, building social skills and relationships, and developing problem-solving and other skills, and the ability to use this knowledge to promote and facilitate young children's learning					7, 6		2, 3, 4											2, 6							4, 3, 7
Standard 2: Family and Communi and community partnerships in yo families and communities.	•			-	•													-					_		ily
	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 diverse family and community characteristics, structures, dynamics, roles, relationships, and values, and the ability to use this knowledge to build effective partnerships with diverse families and communities		Т														4, 7									4, 3, 7
2.2 knowledge of skills and strategies for supporting and engaging families and communities through respectful, reciprocal interactions, and the ability to apply this knowledge in varied contexts in the early childhood program																									4, 3, 7
2.3 the ability to apply skills and strategies for establishing and maintaining positive, collaborative relationships with families and for involving families in their children's development and learning		6, 7																							4, 3, 7
2.4 the ability to apply skills and strategies for coordinating and collaborating with community institutions, agencies, programs, and organizations that advocate for and serve young children and families		6, 7																							4, 3, 7
Standard 3: Observation, Docume observation, documentation, and a for young children, 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
3.1 fundamental assessment concepts (e.g., reliability, validity, bias) and the ability to use these concepts to design and select assessments for young children and to interpret assessment results						3, 6, 7	2, 3, 4																		4, 3, 7

3.2 knowledge of systematic observation and documentation and the ability to use these processes to gain insight into young children's development, interactions, strengths, and						4. 7	2, 3,																		4, 3,
3.3 knowledge of the purposes of assessment, the relationship between assessment and instruction, how to embed assessment in instruction, and the importance of using a systematic and comprehensive approach to assessment					Т	6, 7	2, 3, 4									6, 7									4, 3, 7
3.4 knowledge of the characteristics, uses, advantages, and limitations of types of formal and informal assessments for young children; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information; and the ability to adapt assessments for children with diverse characteristics and needs, including English Learners and children with exceptionalities, including high ability and twice exceptional						Т	2, 3, 4																		4, 3, 7
3.5 the ability to interpret assessment results and to use formal assessment results, ongoing informal assessment, and other data sources to enhance knowledge of children; evaluate and monitor children's development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for						Т	3,									7									4, 3, 7
3.6 the ability to use skills and strategies for promoting children's engagement in reflection, self-assessment, and goal setting						4, 7	3, 4																		4, 3, 7
3.7 knowledge of the role of families as active participants in developing, implementing, and interpreting assessments for young children, and the ability to apply skills and strategies for communicating effectively with children, families, and others about assessment results						Т	3,																		4, 3, 7
Standard 4: Developmentally App understanding of developmentally these methods, strategies, and tool	app	ropr	iate	metl	ıods,	inst	ruct	ional	l stra	ategi	es, a	nd l	earn	ing t	ools,	and	den	ons	trate				-		
•	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 knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with young children, with a focus on children's individual characteristics, needs, and interests		Т					Т									6, 7				2, 3, 7					4, 3, 7

4.2 the ability to use appropriate procedures for curricular planning and decision making for young children (e.g., defining scope and sequence, determining prerequisite knowledge and skills, aligning curricula with the Foundations and content standards); to plan meaningful, challenging curricula for each child; and to consider appropriate factors in planning (e.g., children's developmental characteristics, prior experiences, current knowledge and skills, assessment results, family and community characteristics, and readiness to learn; relevant early learning standards; the nature of the content to be taught; characteristics of effective lesson and unit plans)	6		6, 7	Т					6, 7	6, 7, 8	3, 2, 6			4, 3, 7
4.3 knowledge of the characteristics, uses, benefits, and limitations of a variety of developmentally appropriate teaching/learning approaches, and the ability to apply research-based best practices for young children, including teaching/learning through hands-on experiences, social interaction, and play	6, 7		4, 6, 7	3, 4					3, 4, 6, 7	4, 6, 7	2,			4, 3, 7
4.4 the ability to differentiate learning experiences based on children's characteristics and needs and to monitor and adapt activities to ensure the success of all children, including English Learners and children with exceptionalities, including high ability and twice exceptional	6, 7		6, 7, 8	Т					4, 6, 7		2, 3, 7			4, 3, 7
4.5 the ability to link children's language and culture to the early childhood program and to plan and adapt learning experiences that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each child; and promote all children's development and	Т		4, 6, 7						Т					4, 3, 7
4.6 knowledge of the purposes of Response to Instruction (RtI) and the ability to apply skills and strategies for using RtI to address learning problems early and promote success for children with diverse needs	Т		4,6 ,7						4					4, 3, 7
4.7 the ability to integrate curricula, create interdisciplinary projects and units of study, and provide children with 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	3, 4, 6, 7		4, 6, 7	4,					3, 4, 6, 7		2,			4, 3, 7
4.8 knowledge of types of resources for teaching and learning and the ability to locate, create, evaluate, and select resources to meet specific needs and goals	6, 7		Т						Т					4, 3, 7

4.9 knowledge of information literacy and the ability to model and facilitate children's use of digital age literacies and the tools, practices, and opportunities of the information age	!	Т														Т										4, 3, 7
4.10 knowledge of types of digital tools and resources and the ability to use them to enhance teaching effectiveness; create learning experiences that facilitate creativity, collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help children explore realworld issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their		Т			Т											Т				3, 4, 6, 7						4, 3, 7
4.11 knowledge of communication theory, communication methods (including the use of digital age media and formats), and cultural and other factors that influence classroom communication, and the ability to use various communication and questioning techniques to meet diverse student needs and achieve learning goals																				7						4, 3, 7
4.12 knowledge of factors and situations that tend to promote or diminish young children's engagement in learning and the ability to apply skills and strategies for promoting active engagement and self-motivation		Т					4, 3													6, 7						4, 3, 7
Standard 5: Learning Environment and demonstrate the ability to esta		•												_						_			ng ei	ıviro	nme	nts,
Standard 5: Learning Environment		•												_	for					_			ng ei	edu 450	nme EDU 495	nts,
Standard 5: Learning Environment and demonstrate the ability to estand demonstrate the ability to estand inclusive learning environments, including indoor and outdoor environments, that promote each child's learning, engagement, social and emotional development, self-esteem, collaboration, sense of belonging, and positive disposition	ablisl	n saf	e, su	ppoi	tive	, and	l pro	duct	ive l	earn	ing e	envir	ronn	ents	for	your	ıg ch	ildre	e n, i i	nclud	ding	:	ng er	1		ECE
Standard 5: Learning Environment and demonstrate the ability to estand demonstrate the ability to estand and inclusive learning environments, including indoor and outdoor environments, that promote each child's learning, engagement, social and emotional development, self-esteem,	ablisl	ECE 215	e, su	ppoi	tive	, and	l pro	duct	ive l	earn	ing e	envir	ronn	ents	for	your EDU 350	ıg ch	ildre	e n, i i	ECE 303	ding	:	ng ei	1		ECE 499 4, 3,

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 promote children's learning and growth																Т										4, 3, 7
5.5 knowledge of relationships between management practices and children's learning, attitudes, and behaviors, and the ability to use effective, developmentally appropriate strategies and positive guidance techniques to manage children's behavior, address challenging behaviors, and teach children to solve their own problems and engage in self-																7				7						4, 3, 7
5.6 the ability to create an organized, productive, and appropriately challenging learning environment that facilitates each child's development and learning and encourages responsibility and accountability for all children, including children with diverse needs and backgrounds		6, 7														7				7						4, 3, 7
5.7 the ability to manage schedules, routines, and transitions to enhance productivity and facilitate all children's development and learning																Т										4, 3, 7
Standard 6: The Professional Environments and expectations, ar including:				-												_						_	_			
	EDU 107	ECE 215	EDU 312	CTE	ED	Ε	ш	Е	т	Е	<	Е	ш	_	_	_		_	_	l				Е	т	
	7	15	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
6.1 the ability to apply skills and strategies for establishing collaborative relationships with colleagues and specialists to enhance professional practice and improve outcomes for children	7	15	312	295	U 360)U 300	DU 205	DU 415	DU 309	DU 106	1AT 208	วบ 356	DU 340	//AT 210	EDU 410	EDU 350	EDU 352	ECE 204	EDU 410	ECE 303	EDU 355	FA Elect		บบ 450	DU 495	ECE 499 4, 3, 7
collaborative relationships with colleagues and specialists to enhance professional practice and improve outcomes for	7	.15	312	295	U 360	าบ 300	DU 205	DU 415	DU 309	DU 106	1АТ 208	DU 356	DU 340	ИАТ 210	EDU 410	EDU 350	EDU 352	ECE 204	EDU 410	ECE 303	EDU 355	FA Elect)U 450	DU 495	4,99
collaborative relationships with colleagues and specialists to enhance professional practice and improve outcomes for children 6.2 the ability to use formative and summative program evaluations to ensure program quality; responsiveness to the needs of all children; and adherence to local, state, and	7	15	312	295	U360)U 300	DU 205	DU 415	DU 309	DU 106	1AT 208	DU 356	DU 340	лат 210	EDU 410	EDU 350	EDU 352	ECE 204	EDU 410	ECE 303	EDU 355	FA Elect)U 450	DU 495	4, 3, 7

6.5 the ability to use digital tools and resources to communicate and collaborate with parents/guardians, colleagues, and others in the educational community													4, 3, 7
6.6 the ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills and promote positive								6, 7					4, 3, 7
6.7 knowledge of the rights and responsibilities of teachers, children, and parents/guardians, and the ability to apply this knowledge in varied educational contexts	T												4, 3, 7
6.8 knowledge of legal and ethical requirements and other professional guidelines related to educational equity, children with exceptionalities (including high ability and twice exceptional), health and safety, confidentiality, digital citizenship (e.g., regarding copyright, intellectual property, and documentation of sources), mandated reporting, record keeping, accountability, discipline, and other matters, and the ability to apply this knowledge in varied educational contexts													4, 3, 7

NAEYC STANDARDS																											
STANDARD 1. PROMOTING CHILD	DE	VEL	OPN	IEN	T A	ND I	LEA.	RNI	NG																		
Candidates prepared in early childhood	_					_						_			-	-		-						_	-	_	
children's characteristics and needs, an			_		racti	ing i	nflue	ences	on (child	ren'	s de	velop	omer	ıt an	d lea	ırnir	ıg, to	cre	ate e	envir	onm	ents	that	are	heal	thy,
respectful, supportive, and challenging	for e	each	chile	d.																							
	EDU 107	ECE	EDU	CTE	EDU 360	EDU 300	EDU 205	EDU 415	EDU 309	EDU		MAT 208	EDU 356	EDU	MAT 210	EDU 410	EDU 350	EDU 352	ECE	EDU 410	ECE 303	EDU 355	FA Elect		EDU 450	EDU 495	ECE 499
	J 10	215	EDU 312	295	J 36	J 30	J 20	J 41	J 30	J 106		T 20	J 35	EDU 340	Г 21	J 41	35	J 35	ECE 204	J 41	30	35	Elec		J 45	J 49	49
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1a: Knowing and understanding young																					2,						
children's characteristics and needs, from		3																	4, 7	1	4, 7						3, 4
birth through age 8.																											
41 77 1 1 1 1 1 1																											
1b: Knowing and understanding the multiple influences on early development		3																	4 7	,	2,						
and learning		3																	4, 7		4, 7						
and rearming																											
1c: Using developmental knowledge to																											
create healthy, respectful, supportive, and		3																	6,		2,						
challenging learning environments for																			4, 7	1	4, 7						
young children																											
STANDARD 2. BUILDING FAMILY A	AND	CO	мм	UNI	TY I	REL.	ATI	ONS	нір	S																	
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Candidates prepared in early childhood	_											-						_		_	_		_				ı's
families and communities. They know a									_				_														
They use this understanding to create r	espe	ctful	, rec	ipro	cal r	elati	ionsł	ips 1	hat	supp	ort a	and o	empo	ower	fam	ilies	, and	l to i	nvol	ve al	ll fan	nilies	s in t	heir	chile	dren	'S
development and learning.	1	ī		1						I			ī				1	I							I		_
	EDL	ECE	EDC	CTE	EDU	EDU	EDC	EDC	EDC	EDU		MA	EDL	EDC	MA	EDC	EDL	EDL	ECE	EDC	ECE	EDC	FA I		EDL	EDC	ECE
	EDU 107	215	EDU 312	295	J 360	J 300	EDU 205	EDU 415	EDU 309	J 106		MAT 208	EDU 356	EDU 340	MAT 210	EDU 410	EDU 350	EDU 352	204	EDU 410	303	EDU 355	FA Elect		EDU 450	EDU 495	ECE 499
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2a: Knowing about and understanding			I							I						I		I	I		1		I		I		ĺ

diverse family and community

characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships																					7						7
2c: Involving families and communities in young children's development and learning																					7						7
Candidates prepared in early childhood the practice of all early childhood profe systematic observations, documentation to positively influence the development	ssion , and	als. I oth	The	y kno ffecti	ow a	bout	and	und	lerst	and 1	the g	oals,	, ben	efits	, and	d use	es of	asses	ssme	nt. T	hey	kno	w ab	out	and	use	
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3a: Understanding the goals, benefits, and	_											3	ĵ))))))		9

6, 7

observation, documentation, and other appropriate assessment tools and approaches, including the use of

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology

for children with disabilities.

and data collection.

technology in documentation, assessment

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments																				Т	Т						Т
STANDARD 4. USING DEVELOPMEN	ITA	LLY	EF	FEC	TIV	ΕA	PPR	OA(CHE	S			_	•											_		
Candidates prepared in early childhood	deg	ree]	prog	ram	s une	dersi	and	that	teac	hing	g and	l lear	rning	g wit	h yo	ung	child	lren	is a c	comp	olex	ente	rpris	se, ai	nd it	s deta	ails
vary depending on children's ages, char	acte	risti	cs, a	nd tl	he se	tting	gs wi	thin	whi	ch te	achi	ng a	nd le	earni	ng o	ccur	. The	ey uı	nders	stano	d an	d us	e pos	itive			
relationships and supportive interaction	s as	the	foun	dati	on fo	or th	eir v	ork	with	you	ıng c	hildı	ren a	and f	amil	ies. (Cand	lidat	es kı	iow,	und	erst	and,	and	use	a wid	le
array of developmentally appropriate a	ppro	ach	es, in	stru	ctio	nal s	trate	egies	, and	l too	ls to	conr	ect '	with	chile	dren	and	fam	ilies	and	posi	tive	y inf	luen	ce ea	ach	

child's development and learning.

child's acverophicht 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
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children		6, 7																7	7						4
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology		Т																6, 7	6, 7						4
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches		6, 7																6, 4, 7	6, 4, 7						6, 7
4d: Reflecting on own practice to promote positive outcomes for each child																									

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepedn their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young 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
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	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.																			Т					

 6d: Integrating knowledgeable, reflective, and critical perspectives on early education 6e: Engaging in informed advocacy for young children and the early childhood profession 																					7 7, 8						
STANDARD 7. EARLY CHILDHOOD Field experiences and clinical practice a promote the development and learning childhood age groups (birth – age 3, 3 t centers and homes, Head Start program	re p of yo hrou	lann oung	ed a chil	nd so	eque acr	nced oss t	he ei	ıtire	deve	elopi	nent	al pe	eriod	l of e	arly	chil	dhoc	d – i	in at	leas	t two	o of	the t	hree	earl	y	
	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
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)																					7		6, 7				7
7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)																					Т		7				7