	Novice	Emerging	Proficient (TARGET)	Advanced Performance
Candidate uses his/her understanding of how children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that consider individual ej kf tgpøu uⱴgpi ⱴj u cpf needs. **CAEP K-6 Standard 1.a**	Candidate demonstrates little or no understanding of how children grow, develop, and learn.			

			tgeqtf u ŋctpgtuø development, individually and in group contexts, to determine strengths and needs in each area of development.	Candidate assesses ŋctpgtuø development, using a variety of assessments, individually and in group contexts, to determine strengths and needs in each area of development

STANDARD 1: *Understanding and Addressing Each Child's Developmental and Learning Needs:* Candidates use their

				demonstrates an understanding of stages in the acquisition of reading skills.

Standards
CAEP K-6 Teacher Preparation Standards (2018)
STANDARD 2: *Understanding and Applying Content and Curricular Knowledge for Teaching*: Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

Candidate administers formative and summative assessments regularly to determine uwf gpwø competencies and learning needs. **CAEP K-6 Standard 3.a**	Candidate administers required summative assessments. Candidate interpretation of the assessments that have been administered includes errors in analysis.	Candidate selects and administers formative and summative assessments without making modifications to meet individual student needs. Candidate interprets formative and summative assessments to provide required data reports for accountability.	Candidate selects and administers a variety of formative and summative assessments and differentiates assessments using modifications based on uwf gpwø individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify rgctpgtuøpggf u,	Candidate designs, selects, adapts, and administers a variety of formative and summative assessments and differentiates assessments using modifications based on uwf gpwø individual learning needs. Candidate designs, administers, and accurately interprets formative and summative assessments to identify

students an
abundance of

STANDARD 4: *Supporting Each Child's Learning Using Effective Instruction:* Candidates make informed decisions about kpuvtwevkqp i wkf gf d{ npqy ngf i g qhej kf tgp cpf cuuguuo gpvqhej kf tgp∕u ngctpkpi vj cvtguwnvkp vj g wug qhc xctkgv{ qhg∰hgctive instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, anf wug y j qng encuu f kuewuukqpu vq uwr r qtvcpf gpj cpeg ej kf tgp∕u ngctpkpi . Ccpf kf cvgu wug hngzkdng i tqwr kpi cttcpi go gpwu, including small group and individual instruction to support effective instruction and improved learning for every child.

| Candidate plans a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.

CAEP K-6 Standard 4.b | Candidate uses instructional approaches lacking in research support when planning a sequence of lessons.

Candidate sequence instruction that provides students with inconsistent or disconnected learning opportunities. | Candidate uses research-supported instructional approaches when planning a cohesive sequence of lessons.

Candidate sequences instruction that provides students with connected learning opportunities. | Candidate consistently uses research-supported instructional approaches when planning a cohesive sequence of lessons.

Candidate sequences instruction that provides students with connected learning opportunities and sufficient opportunities to learn foundational concepts and skills with the intent of moving on to more advanced content in subsequent lessons. | Candidate consistently uses research-supported instructional approaches when planning a cohesive sequence of lessons and differentiates instruction based on the needs of each student.

Candidate sequences instruction that provides students with connected learning opportunities and sufficient opportunities to learn foundational concepts and skills, and then extends learning of advanced |

content based on
individual
student needs.