

Elementary Student Teaching Standards

Thank you for your role in the evaluation of our teacher education candidates' student teaching experience! To enhance the effective and accurate assessment of our candidates, in relation to their content knowledge and pedagogical knowledge and skills, the School of Education has documented the expectations for our candidates through the identification of standards that should be used as part of the assessment process.

Below you will find a listing of the Peru State College Conceptual Framework standard and their alignment to INTASC. You will also find specific standards from The Nebraska Department of Education's Rule 24 Guidelines for **Elementary Education** that have been aligned to our student teaching evaluation indicators. As you complete both the Content Studies and Pedagogical Studies sections of the evaluation, please critically analyze the student teaching candidate in relation to the specific standards listed below.

Again, thank you for your participation in this crucial aspect of our teacher education program. The School of Education appreciates your time and efforts.

Peru State College Conceptual Framework Outcomes Content Knowledge		
PERU-U.1.2.1	Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.	INTASC Standards 1, 2, 3, 4, 7, 8, 9
PERU-U.1.2.2	Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content area which creates meaningful learning experiences and productive student work.	INTASC Standards 2, 4, 7, 8
PERU-U.1.2.3	Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content area.	INTASC Standards 1, 8, 9

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

A. Demonstrate knowledge and understanding of and be able to teach the concepts, skills, and processes of reading and writing, mathematics, science, and social studies as defined in the Nebraska Content Standards through grade eight.

B1. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of communication, including literature, composition, and speech;

B2. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of health and wellness;

B3. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of humanities

B4. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of mathematics;

- B5. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of natural sciences;
- B6. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of social sciences; and
- B7. Demonstrate academic background knowledge and be able to utilize the knowledge, skills, and processes of fine arts.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

- C1. Recognize typical and atypical patterns in growth and development;
- C2. Plan, implement, and evaluate environments and activities appropriate to the various developmental levels of children and young adolescents, including students and situations which reflect atypical patterns;
- C3. Collect and utilize assessment data to improve instruction and increase academic achievement;
- E2. Demonstrate an understanding of and be able to apply developmental and learning theories, and best practices to the teaching and learning processes;
- E3. Demonstrate an understanding of and be able to apply strategies for the identification, design, and adaptation of the curriculum based on the needs of children and young adolescents;
- E4. Demonstrate an understanding of and be able to apply skills in preparing, interpreting, and utilizing multiple teacher-made assessments for the purpose of planning instruction and increasing student achievement;
- E5. Demonstrate an understanding of and be able to apply standardized, criterion referenced, classroom, and curriculum-based assessment tools for the purpose of improving student learning;
- F1. Correlate and organize learning experiences so they are commensurate with the needs, learning styles, interests, and physical and mental abilities of the students;
- F2. Utilize alternative ways to organize time, materials, activities, and classroom surroundings to maximize learning opportunities for students;
- F4. Engage students in activities which promote purposeful learning;
- F5. Implement positive behavior management techniques that promote productive learning;
- G1. Identify the characteristics and backgrounds of various types of families and communities which would influence the selection of appropriate communication strategies;
- G2. Conduct conferences and communicate with parents and other adults representing varying cultural backgrounds, including, if possible, parents whose first language is other than English; and
- G3. Identify community resources with which to collaborate in order to support students and families.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

- D1. Demonstrate methodological skills and strategies for teaching and integrating Reading, Writing, and other Language Arts, including phonemic awareness, phonics, vocabulary, comprehension, fluency, development of writing skills, reading for enjoyment and understanding, integration of reading and writing across the curriculum, and speaking and listening;
- D2. Demonstrate methodological skills and strategies for teaching and integrating Mathematics;
- D3. Demonstrate methodological skills and strategies for teaching and integrating Social Sciences;
- D4. Demonstrate methodological skills and strategies for teaching and integrating Health;
- D5. Demonstrate methodological skills and strategies for teaching and integrating Physical Education;
- D6. Demonstrate methodological skills and strategies for teaching and integrating Natural Science;
- D7. Demonstrate methodological skills and strategies for teaching and integrating Art; and
- D8. Demonstrate methodological skills and strategies for teaching and integrating Music.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

H. Demonstrate an understanding of historical, philosophical, and contemporary backgrounds in elementary education.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

E1. Demonstrate an understanding of and be able to apply a variety of teaching skills, strategies, and technologies for the creation of learning environments and instruction appropriate for all students in grades kindergarten through grade eight;

E6. Demonstrate an understanding of and be able to apply methods and techniques for identifying and correcting implied or overt ethnic, religious, racial, or gender bias in materials and activities and for promoting understanding and acceptance of all peoples; and

F3. Manage student behavior while concurrently promoting self-discipline and positive self-image.

Peru State College Conceptual Framework Outcomes Pedagogical Knowledge/Skills		
PERU-U.1.3.1	Teacher education candidates understand human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.	INTASC Standards 2, 3, 8
PERU-U.1.3.2	Teacher education candidates design classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.	INTASC Standards 2, 4, 5, 6, 7
PERU-U.1.3.3	Teacher education candidates utilize standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.	INTASC Standards 1, 2, 3, 7
PERU-U.1.3.4	Teacher education candidates design and teach lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all students.	INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9
PERU-U.1.3.5	Teacher education candidates design and implement a variety of written and oral on-going assessment strategies directly related to standards used to assess individual student progress and to modify teaching and learning strategies.	INTASC Standards 2, 4, 7, 8
PERU-U.1.3.6	Teacher education candidates create a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students' interest and engagement and minimize student off-task behavior.	INTASC Standards 5, 6, 9, 10
PERU-U.1.3.7	Teacher education candidates employ multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.	INTASC Standards 2, 4, 5, 7