



District of Columbia
Office of the State Superintendent of Education

OSSE Elementary Education Subject Area Program Standards Rubric

Introduction: This document enables educator preparation providers (EPPs) in the District of Columbia to provide information to the Office of the State Superintendent of Education (OSSE) regarding how the EPP’s elementary education program aligns with the OSSE elementary education Subject Area Program standards. In 2015, the Association for Childhood Education International discontinued its role as the specialized professional association for elementary education. Consistent with 5A DCMR §1704.11, in the case of a subject area program for which a specialized professional association does not exist, OSSE developed elementary education subject area program standards for EPPs with elementary education subject area programs. These OSSE program standards were built from existing elementary education program standards from [Kansas](#) and [Indiana](#).

As the state education agency for the District, OSSE has an interest in ensuring that every student has an effective teacher and that every school has effective leaders. OSSE values the dedication of District EPPs to ensure schools are staffed with effective leaders and teacher leaders and strives to ensure programmatic excellence and candidate success. Establishing that each approved DC EPP is held to a uniform set of standards will help OSSE ensure these aims are realized.

EPP Submission: The EPP should submit this rubric with its evidence for the state elementary education subject area program review. In completing this form, the EPP should describe how its elementary education program(s) provides candidates coursework (assignments and assessments) and/or clinical and field experiences that demonstrate competency in each of the OSSE elementary education program standards below.

EPP Information:

EPP name (in the box below)	EPP contact name, title and contact information (email and phone number in the box below)
Submission date (in the box below)	



District of Columbia
Office of the State Superintendent of Education

EPP Notification: OSSE will notify the EPP of its state elementary education program approval status within 60 calendar days of the subject area program review.

OSSE Elementary Education Subject Area Program Standards Alignment: The EPP must complete the table below aligning evidence to be submitted to each OSSE elementary education program standard.

OSSE Standard	Description of how program meets standard	Applicable Course Name(s)/ Number(s)	Credit Hours
<p><i>EPP: Please provide a concise, yet specific description (no more than 200 words) of how the EPP subject area program meets each of the standards and components below. Please attach evidence (course syllabi, reading lists, assessment examples) to this elementary education program standards rubric.</i></p>			
<p>Standard 1: Learning <i>The teacher candidate understands how learner development uses knowledge of individual differences to create an environment inclusive of high elementary education standards. These elementary education standards support individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.</i></p>			
<p>Component 1: The Learner and Learner Development. <i>The teacher candidate understands how learners grow and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.</i></p>			
<p>Content Knowledge (CK)</p>			
<p>1.1.1 CK The teacher candidate understands how learning occurs-- how learners construct knowledge, acquire skills and develop disciplined thinking processes.</p>			
<p>1.1.2 CK The teacher candidate understands the role of language and culture in learning.</p>			
<p>Pedagogical and Professional Skills (PPS)</p>			
<p>1.1.3 PPS The teacher candidate knows the importance of the collaborative roles of adults in the lives of students, demonstrates readiness to work and collaborates with families, colleagues, other school professionals and external community agencies to promote the intellectual, social, emotional and physical growth and well-being of all children.</p>			
<p>1.1.4 PPS The teacher candidate identifies readiness for learning (including, but not limited to, second language acquisition, culture and</p>			

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family/community values) and understands how development in any one area may affect performance in others.			
1.1.5 PPS The teacher candidate communicates and collaborates in variety of ways with families and school staff about student learning, expanded learning opportunities, community service and civic participation.			
Component 2: Learner Variability. <i>The teacher candidate uses understanding of individual learner variability and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i>			
Content Knowledge (CK)			
1.2.1 CK The teacher candidate recognizes their own frames of reference and their impact on expectations for and relationships with learners and their families.			
1.2.2 CK The teacher candidate understands the aspects of differentiation and intervention strategies and theories.			
1.2.3 CK The teacher candidate knows the characteristics, strengths and challenges of exceptional, gifted and English learners.			
Pedagogical and Professional Skills (PPS)			

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1.2.4 PPS The teacher candidate advocates for the needs of the learner based on data to analyze practice and differentiates instruction accordingly.			
1.2.5 PPS The teacher candidate evaluates the effectiveness of their professional decisions and actions on students, families and other professionals in the learning community.			
1.2.6 PPS The teacher candidate demonstrates a commitment to the equitable and ethical treatment of learners and their families.			
1.2.7 PPS The teacher candidate accesses resources and incorporates strategies for planning, instruction and assessment to address varying learning differences or needs (i.e., English learners, exceptionalities, ability statuses and gifted learners).			
Component 3: Learner Environment. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement and self-motivation.			
Content Knowledge (CK)			
1.3.1 CK The teacher candidate is thoughtful and responsive to establishing a culture for learning and creating an environment of mutual respect and rapport.			
Pedagogical and Professional Skills (PPS)			

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1.3.2 PPS The teacher candidate reflects on teaching, co-teaching, learning, collaboration and professional experiences and provides evidence for continued improvement and renewal.			
1.3.3 PPS The teacher candidate collaborates with learners, families and colleagues to build a safe, positive learning climate of openness, mutual respect, support and inquiry.			
1.3.4 PPS The teacher candidate effectively integrates and promotes responsible use of interactive technologies to extend the possibilities for learning locally and globally.			
1.3.5 PPS The teacher candidate effectively organizes physical space, establishes classroom rules, routines and responsibilities to manage student behavior and provides an environment conducive to learning.			
Standard 2: English/Language Arts <i>The teacher candidate understands and uses the central concepts, tools of inquiry and structures of the English/language arts (Reading, Writing, Speaking and Listening and Language) to plan, implement and assess language arts learning experiences that engage all students in critical thinking, creativity and collaborative problem solving.</i>			

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Component 1: Content. The teacher candidate understands and uses the central concepts, tools of inquiry and structures of the English/language arts (Reading ¹ , Writing, Speaking, Listening, Language, Viewing and Visual Representation) and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.			
Content Knowledge (CK)			
2.1.1 CK The teacher candidate knows the K-6 student college and career readiness anchor standards for reading, writing, speaking, listening and language.			
2.1.2 The teacher candidate understands and uses the central concepts, tools of inquiry and structures of the English/language arts.			
2.1.3 CK The teacher candidate understands that the learning and development of reading and writing, for most students, requires explicit instruction related to phonological awareness, orthography, phonics, semantics, syntax and discourse. (IDA-KPSTR 1.1, 1.2, 1.4, 1.8; 2.4, 2.5)			
2.1.4 CK The teacher candidate understands the distinguishing characteristics of dyslexia and other reading and language disabilities, and			

¹ An elementary education subject area program, early childhood education subject area program, special education subject area program, reading subject area program, and any other subject area program preparing educator candidates with primary responsibility for literacy instruction shall be required to demonstrate to OSSE that its candidates are required to complete coursework that addresses competency and requires candidates to demonstrate competency in each of the five (5) components (phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension) of scientifically-based reading instruction.

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how symptoms of reading difficulties are likely to change over time and in response to development and instruction. (IDA-KPSTR 1.3, 1.5, 1.6, 1.7, 1.9; 2.4, 2.5)			
Pedagogical and Professional Skills (PPS)			
2.1.5 PPS The teacher candidate provides clarity in terms of word-level instructional reading strategies from multiple perspectives (phonemic basis for oral language, phonics instruction, syntax and semantics), text-level comprehension strategies (word meaning, fluency, critical analysis, multiple perspectives), and reading-writing connections as a support for comprehension in order to guide students through appropriate learning progressions and to promote each student's achievement. (IDA-KPSTR 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9; 4A.1-3, 4B. 1-7, 4C. 1-8, 4D. 1-4, 4E. 1-4, 4F. 1-5).			
2.1.6 PPS The teacher candidate designs and provides English/language arts learning experiences that encourage students to understand, question and analyze ideas from diverse perspectives. (IDA-KPSTR 4F.5)			

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2.1.7 PPS The teacher candidate creates English/language arts lessons inclusive of appropriate time, materials, technology and instructional support for students' learning. (IDA-KPSTR 2.3, 2.4, 2.5; 4A.1, 4A.2, 4A.3, 4D.4, 4G.5, 5.1, 5.2)			
2.1.8 PPS The teacher candidate integrates concepts, processes, and examples from science, literature, mathematics, music, art and social studies. (IDA-KPSTR 4F.2, 4F.4, 4F.5)			
Component 2: Assessment. The teacher understands and uses a variety of appropriate English/language arts assessments strategies to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness and guide instructional decisions.			
Content Knowledge (CK)			
2.2.1 CK The teacher candidate demonstrates their understanding of the importance of appropriate English/language arts assessment techniques to support responsible decision making.			
2.2.2 CK The teacher knows how to analyze assessment data to understand patterns and gaps in learning, guide planning and instruction and provide meaningful feedback to all learners.			
2.2.3 CK The teacher candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of			

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strategies for communicating this feedback.			
2.2.4 CK The teacher candidate knows when and how to evaluate and report learner progress against standards.			
Pedagogical and Professional Skills (PPS)			
2.2.5 PPS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify and document English/language arts learning.			
2.2.6 PPS The teacher candidate engages students in multiple ways of demonstrating English/language arts knowledge and skill as part of the assessment process.			
2.2.7 PPS The teacher candidate designs reading/language arts assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.			
2.2.8 PPS The teacher candidate assures that the students self-assess their English/language arts knowledge and skills.			

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2.2.9 PPS The teacher candidate determines student learning profiles in order to proactively plan instruction to address students' varied English/language arts learning needs and goals.			
2.2.10 PPS As the teacher candidate observes, listens, questions and responds, the candidate adjusts instruction to meet the diverse needs of students.			
2.2.11 PPS The teacher candidate models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.			
Component 3: Instruction. The teacher uses a variety of instructional strategies to plan and implement instruction that supports every student in meeting rigorous learning goals and encourage all learners to develop deep understanding of English Language Arts and their cross-disciplinary connections and to build skills to apply knowledge in meaningful ways.			
Content Knowledge (CK)			
2.3.1 CK The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.			
2.3.2 CK The teacher candidate demonstrates knowledge of a variety of instructional strategies appropriate for elementary English/language arts.			

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2.3.3 CK The teacher candidate demonstrates knowledge of cross-disciplinary connections between English/language arts and other elementary content areas.			
2.3.4 CK In English/language arts, the teacher candidate demonstrates knowledge of the variety of instructional strategies appropriate for varied levels of instruction.			
2.3.5 CK The teacher candidate understands evidence-based instructional practices related to phonological and phonemic awareness, phonics and word recognition, fluency, vocabulary, listening and reading comprehension and written expression that supports diverse learners. (IDA-KPSTR 4B, 4C, 4D, 4E, 4F, 4G)			
2.3.6 CK The teacher candidate understands the role of phonological and phonemic awareness. (IDA-KPSTR 4B.3, 4B.4, 4B.5, 4B.6)			
2.3.7 CK The teacher candidate understands the structure of English orthography and the patterns and rules that inform the spelling of regular words to teach phonics and word recognition. (IDA-KPSTR 4C.1, 4C.2, 4C.3, 4C.6, 4C.7)			

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2.3.8 CK The teacher candidate understands the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension and motivation to read. (IDA-KPSTR 4D.1, 4D.2, 4D.3)			
2.3.9 CK The teacher candidate understands the role of vocabulary development (including wide differences in students' vocabularies) and knowledge in oral and written language comprehension. (IDA-KPSTR 4E.1, 4E.2, 4E.4)			
2.3.10 CK The teacher candidate understands factors that contribute to deep listening and reading comprehension. (IDA-KPSTR 4F.1, F4.2, 4F.4)			
2.3.11 CK The teacher candidate understands the developmental phases of the writing process and spelling, and factors that contribute to written expression and spelling. (IDA-KPSTR 4G.1, 4G.3, 4G.4)			
2.3.12 CK The teacher candidate understands essential principles and practices of evidence-based language and literacy practices in order to make informed decisions. (IDA-KPSTR 4A.1, 4A.2)			
Pedagogical and Professional Skills (PPS)			

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2.3.13 PPS The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' background and cultural experiences.			
2.3.14 PPS The teacher candidate provides developmentally appropriate English/language arts strategies within STEM (science, technology, engineering and mathematics) activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.			
2.3.15 PPS The teacher candidate is able to describe and use appropriately a variety of instructional strategies and materials to impact student learning in elementary English/language arts.			
2.3.16 PPS The teacher candidate provides appropriate connections of English/language arts activities within the English/language arts domain (reading, writing, speaking, listening, viewing and visual representation).			
2.3.17 PPS Within the English/language arts curriculum, the teacher candidate uses cross-disciplinary connections to make			

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knowledge of varied content areas connected and meaningful.			
2.3.18 PPS The teacher candidate uses their knowledge of Bloom’s knowledge taxonomy to plan and implement instruction specific to each student, groups of students or the whole group to support their meeting goals and objectives, while developing a deep understanding of English/language arts.			
2.3.19 PPS The teacher candidate adjusts English/language arts instruction to meet the needs of individuals and groups of students (e.g., considers cognitive, linguistic, sociocultural, and behavioral aspects of learning). (IDA-KPSTR 4A.3)			
2.3.20 PPS The teacher candidate demonstrates an ability to motivate, engage and support the students in their study of English/language arts.			
2.3.21 PPS The teacher candidate uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.			
2.3.22 PPS The teacher candidate provides systematic and explicit evidence-based instruction for decoding and spelling single- and multisyllabic words, as well as techniques for teaching irregular			

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words. (IDA-KPSTR 4C.1, 4C.2, 4C.3, 4C.6, 4C.7)			
2.3.23 PPS The teacher candidate understands how weaknesses in working memory, attention, executive function or processing speed can affect decoding in order to adapt instruction (e.g., multisensory routines to enhance student engagement and memory). (IDA-KPSTR 4C.4, 4C.5)			
2.3.24 PPS The teacher candidate is knowledgeable about different types of texts (e.g., decodable, predictable, controlled vocabulary) and their purposes in order to make informed decisions when teaching beginning readers. (IDA-KPSTR 4C.8)			
2.3.25 PPS The teacher candidate provides explicit evidence-based instruction for building reading fluency. (IDA-KPSTR 4D.1, 4D.2, 4D.3)			
2.3.26 PPS The teacher candidate understands and can provide appropriate uses of assistive technology for students with serious limitations in reading fluency. (IDAKPSTR 4D.4)			

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2.3.27 PPS The teacher candidate provides direct, explicit methods of evidence-based vocabulary instruction. (IDA-KPSTR 4E1., 4E.2., 4E.4)			
2.3.28 The teacher candidate provides explicit evidence-based comprehension strategy instruction appropriate for a variety of genres (e.g., informational texts, narrative texts and argumentation). (IDA-KPSTR 4F.1, F4.2, 4F.4)			
2.3.29 PPS The teacher candidate provides explicit and systematic evidence-based writing instruction. (IDA-KPSTR 4G.1, 4G.3, 4G.4)			
2.3.30 PPS The teacher candidate understands and can provide appropriate uses of assistive technology in written expression. (IDA-KPSTR 4G.5)			
2.3.31 PPS The teacher candidate implements evidence-based language and literacy practices and makes informed decisions about instruction (e.g., structured literacy for students with dyslexia; multisensory and multimodal language-learning techniques) to meet the diverse needs of learners. (IDA-KPSTR 4A.1, 4A.2)			

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Standard 3: Mathematics <i>The teacher candidate understands and uses the central concepts, tools of inquiry and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.</i>			
Component 1: Content. The teacher candidate understands and uses the central concepts, tools of inquiry and structures of mathematics and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.			
Content Knowledge (CK)			
3.1.1 CK The teacher candidate knows the K-6 student mathematical content standards (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) and learning progressions as appropriate.			
3.1.2 CK The teacher candidate understands the basic strands of mathematics developmentally appropriate for K-6 students in the following domains: counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability).			
3.1.3 CK The teacher knows the academic language of the mathematical discipline and how to			

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make it accessible to all elementary students.			
Pedagogical and Professional Skills (PPS)			
3.1.4 PPS The teacher candidate uses multiple representations and explanations within the mathematical domains to guide students through appropriate learning progressions and to promote each student's achievement.			
3.1.5 PPS The teacher candidate designs and provides mathematical learning experiences that encourage students to understand, question and analyze ideas from diverse perspectives.			
3.1.6 PPS The teacher candidate creates mathematics lessons inclusive of appropriate time, materials, technology and instructional support for students' learning.			
3.1.7 PPS Within mathematics lessons, the teacher candidate provides time, materials and instructional support for elementary students to use English/language arts skills in mathematics in terms of graphically representing information, narrative statements related to graphs of data and descriptions of			

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processes students use to solve problems.			
3.1.8 PPS The teacher candidate integrates concepts, processes and examples from science, literature, mathematics, music, art and social studies.			
Component 2: Assessment. The teacher candidate understands and uses a variety of assessments, appropriate to the field of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability), to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness and guide instructional decisions surrounding mathematics.			
Content Knowledge (CK)			
3.2.1 CK The teacher candidate knows how to design and use formative and summative assessments to address specific learning goals and individual differences while minimizing sources of bias.			
3.2.2 CK The teacher candidate knows when and how to evaluate and report learner progress against standards.			
3.2.3 CK The teacher candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.			

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3.2.4 CK The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.			
3.2.5 CK The teacher candidate knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.			
Pedagogical and Professional Skills (PPS)			
3.2.6 PPS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify and document mathematical learning.			
3.2.7 PPS The teacher candidate engages students in multiple ways of demonstrating mathematical knowledge and skill as part of the assessment process.			
3.2.8 PPS The teacher candidate designs mathematical assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.			
3.2.9 PPS The teacher candidate assures that the students self-assess their mathematical knowledge and skills.			

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3.2.10 PPS The teacher candidate determines student learning profiles in order to proactively plan instruction to address students' varied mathematical learning needs and goals.			
3.2.11 PPS As the teacher candidate observes, listens, questions and responds, the candidate adjusts instruction to meet the diverse needs of students. The teacher candidate models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.			
Component 3: Instruction. The teacher candidate plans instruction using a variety of instructional strategies that support all learners in meeting meaningful and rigorous learning goals by drawing upon knowledge of mathematical content areas counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability), curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.			
Content Knowledge (CK)			
3.3.1 CK The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative mathematical problem solving related to authentic local and global issues.			
3.3.2 CK The teacher candidate knows the variety of mathematical practices (problem solving, reasoning, modeling, attending to precision, identifying elements of			

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structure, generalizing, engaging in mathematical communication, making connections).			
3.3.3 CK The teacher candidate provides developmentally appropriate manipulatives, tools (rulers, compasses, geoboards, number lines, calculators, etc.) and software applications related to mathematics.			
3.3.4 CK The teacher candidate has a working knowledge of the variety of instructional strategies appropriate for varied levels of instruction within the variety of mathematical concepts.			
Pedagogical and Professional Skills (PPS)			
3.3.5 PPS The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts and makes connections to students' experiences, as applied to mathematics.			
3.3.6 PPS The teacher candidate provides developmentally appropriate mathematical activities and programs that require critical thinking, creativity and collaborative problem solving related to authentic local and global issues.			

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3.3.7 PPS The teacher candidate is able to describe and use appropriately a variety of instructional strategies and materials to impact student learning in elementary mathematics.			
3.3.8 PPS The teacher candidate demonstrates and monitors appropriate use of the mathematical tools by the students.			
3.3.9 PPS The teacher candidate matches the mathematical problems to be solved to the appropriate tools that are required.			
3.3.10 PPS The teacher candidate uses their knowledge of Bloom's knowledge taxonomy to plan and implement instruction specific to each student, groups of students or the whole group to support their meeting goals and objectives, while developing a deep understanding of mathematics.			
3.3.11 PPS The teacher candidate adjusts mathematics instruction to meet the needs of individuals and groups of students.			
3.3.12 PPS The teacher candidate demonstrates an ability to motivate, engage and support the students in their study of mathematics.			

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3.3.13 PPS The teacher candidate uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.			
Standard 4: Science <i>The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement and assess science learning experiences that engage all elementary learners in curiosity, exploration, sensemaking, conceptual development, and problem solving.</i>			
Component 1: Content. The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts and science and engineering practices in order to engage elementary learners in science concepts and skill development.			
Content Knowledge (CK)			
4.1.1 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to elementary concepts in physical sciences (matter and its interactions; motion and stability – forces and interactions; energy; waves and their applications in technologies for information transfer).			
4.1.2 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to elementary concepts in life sciences (organisms – structures and processes; ecosystems – interactions, energy, and dynamics; heredity – inheritance and variation of traits; biological evolution – unity and diversity).			
4.1.3 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to			

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elementary concepts in earth and space sciences (Earth's place in the universe; Earth's systems; Earth and human activity).			
4.1.3 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to elementary concepts in earth and space sciences (Earth's place in the universe; Earth's systems; Earth and human activity).			
4.1.4 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to elementary concepts in engineering, technology and applications of science (engineering design; links among engineering, technology, science and society).			
4.1.5 CK The teacher candidate demonstrates understanding of cross-cutting concepts integrated throughout the different science and engineering disciplines (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change).			

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4.1.6 CK The teacher candidate demonstrates understanding of the nature of science and uses scientific and engineering practices as operational tools of inquiry (asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating and communicating information).			
4.1.7 CK The teacher candidate demonstrates understanding that the nature of scientific inquiry is based on deep curiosity and conceptual understandings of phenomena that have become more sophisticated over time based on increasing sources of evidence and explanatory reasoning.			
<i>Pedagogical and Professional Skills (PPS)</i>			
4.1.8 PPS The teacher candidate generates curiosity, exploration, and understanding of science phenomena that guide learners to increasingly sophisticated conceptual			

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understandings based on evidence and explanatory reasoning.			
4.1.9 PPS The teacher candidate designs and provides learning experiences that foster creativity in solving engineering problems and that focus on testing and optimizing design solutions.			
4.1.10 PPS The teacher candidate designs and provides learning experiences that encourage learners to engage in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating and communicating information.			
4.1.11 PPS The teacher candidate plans and conducts lessons that actively engage elementary learners in accessible and meaningful learning experiences in physical sciences, life sciences and earth and space sciences, and that guide learners through developmentally appropriate learning progressions.			

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4.1.12 PPS The teacher candidate plans and conducts lessons that focus on identifying elementary concepts that cut across all science and engineering disciplines (crosscutting concepts).			
4.1.13 PPS The teacher candidate integrates concepts, practices and examples from other disciplines (e.g., literacy, mathematics, physical education, music, art, social studies) into science lessons.			
4.1.14 PPS Within science lessons, the teacher candidate provides time, materials and instructional support for elementary students to use English/language arts and mathematics skills in the sciences in terms of graphically representing information, narrative statements related to graphs of data and descriptions of processes students use to solve problems.			
Component 2: Assessment. The teacher candidate understands and uses a variety of assessment strategies appropriate to science and engineering fields to engage learners in their own growth, monitor learning progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness and guide instructional decisions.			
Content Knowledge (CK)			
4.2.1 CK The teacher candidate demonstrates knowledge of the uses of formative and summative assessments and informal and formal assessments to address science			

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learning goals and individual learner differences.			
4.2.2 CK The teacher candidate demonstrates an understanding of how to evaluate learner progress against standards.			
4.2.3 CK The teacher candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.			
4.2.4 CK The teacher candidate understands how to communicate assessment findings to relevant stakeholders.			
4.2.5 CK The teacher candidate understands the importance of metacognitive approaches for learners to be engaged in monitoring and guiding their own learning.			
4.2.6 CK The teacher candidate understands common sources of bias in assessing science learning and the impacts such biases have on learners.			
Pedagogical and Professional Skills (PPS)			
4.2.7 PPS The teacher candidate balances the uses of formative and summative assessments as appropriate to support, verify and document science learning, and to			

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adjust and revise instructional practices.			
4.2.8 PPS The teacher candidate designs formative assessments to elicit learners' prior thinking about science concepts and to recognize common misconceptions and naïve understandings in elementary science.			
4.2.9 PPS The teacher candidate designs performance-based assessments that document conceptual and skill development while learners engage in science practices.			
4.2.10 PPS The teacher candidate designs science assessments that align with the science and engineering practices, disciplinary core ideas and cross-cutting concepts integrated within each science standard.			
4.2.11 PPS The teacher candidate provides constructive and descriptive feedback to learners in ways that support concept and skill development.			
4.2.12 PPS As the teacher candidate observes, listens, questions and responds, the teacher candidate adjusts instruction to meet the diverse needs of learners.			

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4.2.13 PPS The teacher candidate assures that learners self-assess their science conceptual learning and skill development.			
Component 3: Instruction. The teacher candidate plans and implements instruction that supports all learners to engage with curiosity, creativity and increasing skill in science and engineering practices; that supports learners in developing increasingly more sophisticated science and engineering core ideas and cross-cutting concepts; and that integrates other disciplines.			
Content Knowledge (CK)			
4.3.1 CK The teacher candidate demonstrates knowledge of science and engineering practices and how they relate to elementary learners.			
4.3.2 CK The teacher candidate demonstrates knowledge of the central roles that curiosity, creativity, evidence and sense-making have in elementary science learning.			
4.3.3 CK The teacher candidate understands how to connect prior concepts with new challenges that stimulate science learning.			
4.3.4 CK The teacher candidate demonstrates an understanding of the importance of learning progressions, concept development with increasing levels of sophistication and constructivist learning theory in relation to science learning.			

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4.3.5 CK The teacher candidate demonstrates knowledge of the importance of aligning instruction with learning cycles.			
4.3.6 CK The teacher candidate demonstrates knowledge of developing inquiry-based science and engineering lessons.			
4.3.7 CK The teacher candidate demonstrates an understanding of engaging learners in collaborative thinking and problem-solving related to authentic science and engineering phenomena and issues.			
4.3.8 CK The teacher candidate demonstrates an understanding of instructional factors that commonly contribute to bias in learner engagement and achievement in science.			
4.3.9 CK The teacher candidate demonstrates an understanding of safety considerations in relation to elementary science instruction.			
<i>Pedagogical and Professional Skills (PPS)</i>			
4.3.10 PPS The teacher candidate stimulates learner reflection on prior conceptual understanding, links new concepts to familiar concepts, and makes connections to learner experiences, as appropriate to			

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elementary science and engineering concepts.			
4.3.11 PPS The teacher candidate provides authentic phenomena that foster curiosity and creativity and guides learners in evidence gathering and sensemaking to develop deeper understandings.			
4.3.12 PPS The teacher candidate provides developmentally appropriate science activities that engage elementary learners in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information.			
4.3.13 PPS The teacher candidate guides activities (e.g., discussion, writing, drawing, modeling and presenting) that engage learners in constructing their own understandings with increasing levels of sophistication.			

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4.3.14 PPS The teacher candidate incorporates scientific tools, materials, and technology in developmentally appropriate science investigations.			
4.3.15 PPS The teacher candidate demonstrates an ability to motivate, engage, and support learners by providing science activities that align with a learning cycle, such as the 5E learning cycle (Engage, Explore, Explain, Elaborate, Evaluate).			
4.3.16 PPS The teacher candidate adjusts science instruction to meet the needs of diverse individuals and groups of learners, including those of traditionally underrepresented groups in science and engineering.			
4.3.17 PPS The teacher candidate incorporates an understanding of Bloom’s knowledge taxonomy to engage learners in individual, small group and large group configurations to support deep understanding of science.			
4.3.18 PPS The teacher candidate incorporates cross-disciplinary connections (e.g., literacy, mathematics, physical education, music, art, social studies) into science learning.			

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4.3.19 PPS The teacher candidate incorporates best practices to ensure the safety of all learners, maintains equipment properly, stores and disposes of chemicals safely and handles and cares for animals in an appropriate manner.			
4.3.20 PPS The teacher candidate provides developmentally appropriate scientific inquiry strategies within STEM (science, technology, engineering and mathematics) activities and programs that require critical thinking, creativity and collaborative problem solving related to authentic local and global issues.			
Standard 5: Social Studies². The teacher understands and uses the central concepts, tools of inquiry and structures of the social studies (people and places, civics and government, geography, economics, history), to plan, implement and assess social studies learning experiences that engage all learners in critical thinking, creativity and collaborative problem solving.			
Component 1: Content. The teacher understands the central concepts, tools of inquiry and structures of social studies (people and places, civics and government, geography, economics, history) and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.			
Content Knowledge (CK)			
5.1.1 CK The teacher candidate knows and identifies the District of Columbia social studies content standards for students.			

² In July 2020, OSSE and the State Board of Education began review and revision of the District’s statewide [social studies standards](#), which the State Board will consider for adoption by the end of 2022. Once these social studies standards are approved by the State Board and adopted by OSSE, OSSE may revise Elementary Education Standard 5.

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5.1.2 CK The teacher candidate has a substantial understanding of the information, concepts, theories, analytical approaches and differing values perspectives, including global and multicultural perspectives, important to teaching social studies.			
5.1.3 CK The teacher candidate has a clear understanding of the process involved in teaching problem-solving, critical-thinking, and application skills related to the social studies.			
5.1.4 CK The teacher candidate has a firm foundation in multicultural education so that they can teach about it and be sensitive to the needs of all students.			
5.1.5 CK The teacher candidate has a firm foundational knowledge of civics and government including (a) individuals, groups and institutions, (b) power, authority and governance, and (c) civic ideals and practices.			
5.1.6 CK The teacher candidate has a firm foundational knowledge of geography (the District and regions of the world) including (a) people, places and environments, and (b) local, regional, national and global connections.			

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5.1.7 CK The teacher candidate has a firm foundational knowledge of economics (the District and regions of the world) including (a) production, distribution and consumption, and (b) science, technology and society.			
5.1.8 CK The teacher candidate understands how to teach students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world and themselves, including culture, families and sense of self.			
Pedagogical and Professional Skills (PPS)			
5.1.9 PPS The teacher candidate uses multiple representations and explanations within knowledge and methodology from the social studies discipline to guide students through appropriate learning progressions and to promote each student's achievement.			
5.1.10 PPS The teacher candidate demonstrates substantial understanding of the information, concepts, theories, analytical approaches and differing values perspectives, including global and multicultural perspectives, important to teaching social studies.			

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5.1.11 PPS The teacher candidate creates social studies lessons inclusive of appropriate time, materials, technology and instructional support for students' learning.			
5.1.12 PPS Within social studies lessons, the teacher candidate provides time, materials and instructional support for elementary students to use English/language arts skills in the social studies in terms of graphically representing information, timelines, narrative statements related to graphs of data and descriptions of processes students use to solve problems.			
5.1.13 PPS The teacher candidate integrates concepts, processes, and examples from science, literature, mathematics, music, art and social studies.			
Component 2: Assessment. The teacher candidate understands and uses a variety of appropriate assessments for the social studies, in a natural and ongoing manner, to engage learners in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness and guide instructional decisions.			
Content Knowledge (CK)			
5.2.1 CK The teacher candidate demonstrates an understanding that assessment practices should be goal oriented, appropriate in level of difficulty and feasible.			

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5.2.2 CK The teacher candidate understands the variety assessments appropriate to each field of social studies: people and places, civics and government, geography, economics and history.			
5.2.3 CK To interpret student understanding of social studies content, the teacher candidate knows a variety of assessments to assess student understanding of the content. Activities may call for speech (recitation, discussion, role playing), writing (short answers, longer compositions as students acquire the necessary competencies), or other kinds of goal-oriented action.			
5.2.4 CK The teacher candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.			
Pedagogical and Professional Skills (PPS)			
5.2.5 PPS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify and document social studies learning.			

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5.2.6 PPS The teacher candidate engages students in multiple ways of demonstrating social studies knowledge and skill as part of the assessment process.			
5.2.7 PPS The teacher candidate designs social studies assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.			
5.2.8 PPS The teacher candidate assures that the students self-assess their social studies knowledge and skills.			
5.2.9 PPS The teacher candidate determines student learning profiles in order to proactively plan instruction to address students' varied social studies learning needs and goals.			
5.2.10 PPS As the teacher candidate observes, listens, questions and responds, the candidate adjusts instruction to meet the diverse needs of students.			
5.2.11 PPS The teacher candidate models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.			

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Component 3: Instruction. The teacher candidate plans social studies instruction using a variety of instructional strategies that support all learners in meeting meaningful and rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.			
Content Knowledge (CK)			
5.3.1 CK The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.			
5.3.2 CK The teacher candidate demonstrates a thorough understanding of inquiry-based learning that engage learners in critical thinking, creativity and collaborative problem solving.			
5.3.3 CK The teacher candidate demonstrates knowledge of the developmentally appropriate ways of creating experiences to help students understand the social studies standards (sense of self, families, then and now, community, the District and regions of the US, a new nation through the 1800s and ancient world history).			
Pedagogical and Professional Skills (PPS)			
5.3.4 PPS The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and			

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makes connections to students' experiences.			
5.3.5 PPS The teacher candidate provides developmentally appropriate social science inquiry strategies within activities and programs that require critical thinking, creativity and collaborative problem solving related to authentic local and global issues.			
5.3.6 PPS The teacher candidate is able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary social studies.			
5.3.7 PPS The teacher candidate uses their knowledge of Bloom's knowledge taxonomy to plan and implement instruction specific to each student, groups of students or the whole group to support their meeting goals and objectives, while developing a deep understanding of social studies.			
5.3.8 PPS The teacher candidate adjusts social studies instruction to meet the needs of individuals and groups of students.			

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5.3.9 PPS The teacher candidate demonstrates an ability to motivate, engage and support the students in their study of social studies.			
5.3.10 PPS The teacher candidate uses cross-disciplinary connections and social studies interconnections to make knowledge of varied content areas connected and meaningful.			