

Goals and Outcomes for PreK-6 Program

These reflect a review and alignment with ACEI, VDOE and NAEYC outcomes for teachers

Goal 1. Candidates possess the dispositions to work well with others, provide a supportive environment for learning appropriate to each child and demonstrate principles of ethical conduct.

1.1	Displays a warm and nurturing attitude toward all children
1.2	Is aware of and reflects on their practice in light of research on teaching and resources available for professional learning; actively seek out opportunities to grow professionally
1.3	Fosters relationships with school colleagues and agencies in the larger community to support students' learning and well-being
1.4	Demonstrates critical thinking in collaboration with others.
1.5	Continually evaluates the effects of their professional decisions and actions on students, parents, and other professionals in the learning community
1.6	Is an informed advocate for sound educational practices and policies
1.7	Assumes responsibility for actively leading by example
1.8	Maintains confidentiality about colleagues, children and families
1.9	Accepts feedback in a positive manner
1.10	Demonstrates professional communication skills
1.11	Is punctual in attendance and meets deadlines
1.12	Demonstrates the belief that all children can learn
1.13	Takes initiative and exercises self-direction.
1.14	Demonstrates sensitivity to long-term social and moral implications of teaching

Goal 2. Candidates possess and are able to use content knowledge in planning and instruction.

- 2.1. Uses multiple curriculum goals, including international, national, state and district standards in aligning curriculum and preparing long and short term instructional plans
- 2.2. Uses knowledge of the structure of disciplinary content (e.g. science is organized into physical, earth and space, health and human, and life sciences)
- 2.3. Has knowledge of the scope and sequence of content disciplines
- 2.4. Can identify resources, including technology, to deepen their own and their students' understanding of content knowledge
- 2.5. Knows, understands, and uses the connections among concepts, procedures, and applications from content are to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues
- 2.6. Develops an appreciation for the global connection of all humanity and our interdependence on the finite, natural resources of the earth
- 2.7. Demonstrates a high level of competence in use of English language arts and knows, understands, and uses concepts from literacy, language and child development to teach reading, writing, speaking, spelling, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas
- 2.8. Knows, understands, and uses fundamental concepts in the subject matter of science-including physical, life, and earth and space sciences- as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.
- 2.9. Knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster students understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data
- 2.10. Knows, understands, and uses the major concepts, and modes of inquiry from the social studies- the integrated study of history, geography, the social sciences, and other related areas- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world
- 2.11. Knows, understands, and uses- as appropriate to their own understanding and skills- the content functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students
- 2.12. Knows, understands, and uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health
- 2.13 Knows, understands, and uses- as appropriate to their own understanding and skills- human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students

Goal 3. Candidate have an understanding of child development.

3.1	Demonstrates the ability to apply knowledge and skills related to the physical, neurological, social, emotional, intellectual, and cognitive development of children and youth and the complex nature of language acquisition and reading
3.2	Recognizes individual children's actions as indicators of developmental process and progress
3.3	Knows, understands, and uses the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that: <ul style="list-style-type: none">• Support individual students' development, acquisition of knowledge, and motivation• Create environments that are healthy, respectful, supportive, and challenging for children• Guide behavior
3.4	Recognizes the impact of economic, social, racial, ethnic background and exceptionalities on development
3.5	Recognizes impact of second language acquisition on language development
3.6	Systematically observes, documents, and interprets a child's actions using a child development frame of reference

Goal 4. Candidates plan and implement developmentally appropriate curriculum in an environment that supports learning.

4.1	Creates learning opportunities that focus on process and child generated products
4.2	Selects content and teaching strategies that are age appropriate
4.3	Sequences knowledge and skills in an age-appropriate manner
4.4	Provides first hand experiences, real objects and interactions with people to lay a language-rich foundation for children to move toward a more complex way of knowing
4.5	Facilitates learning that moves from concrete to abstract, through levels of representation
4.6	Utilizes print and non-print materials that provide children with additional information and social labels
4.7	Provides a variety of means for children to express their understanding (teacher-directed and child-initiated)
4.8	Utilizes children's demonstration of understanding to inform subsequent instruction
4.9	Integrates content areas using a thematic approach to teaching and learning
4.10	Selects appropriate content and instructional strategies to create appropriate disequilibrium
4.11	Designs the environment, schedule, and activities to promote children's physical and psychological health and safety and sense of security
4.12	Selects and places real and representational materials and equipment in the environment considering the dimensions of soft/hard, open/closed materials, simple/complex/super units, intrusion/seclusion, and high/low mobility
4.13	Develops and uses a daily schedule that provides uninterrupted large blocks of time for children's learning, provides for individual learning styles and paces, and establishes meaningful routines for children's self-direction
4.14	Organizes and monitors group work and ensures that learning experiences allow for full and varied participation of all children
4.15	Assists classroom volunteers and aides in supporting a smoothly functioning classroom community
4.16	Plans and implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community
4.17	Understands how elementary students differ in their development and approaches to learning, and creates instructional opportunities that are adapted to diverse students
4.18	Understands and uses a variety of teaching strategies including the use of educational technology and media that encourage elementary students' development of critical thinking, problem solving, and performance skills
4.19	Uses appropriate methods to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve
4.20	Utilizes effective classroom management skills through methods that shall build responsibility and self-discipline and maintain a positive learning environment
4.21	Modifies and manages learning environments, uses differentiated instruction and flexible grouping to meet the individual needs of children, including children with disabilities, gifted children,

	children with limited proficiency in English, and other children with diverse cultural needs
4.22	Employs teaching strategies that reflect a constructivist view of learning (e.g. Project Approach, Reggio, Cooperative Learning, Curriculum Planning Strategy, Marzano Instructional Strategies, etc.).

Goal 5. Candidates acquire and use assessment data to make decisions about students and curriculum and share this with parents/guardians.

5.1	Understands the relationship among assessment, instruction and monitoring student progress and demonstrate this in: <ul style="list-style-type: none"> • The ability to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student • Using student performance measures in grading practices • Constructing and interpreting valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment • Using data to make decisions about how to improve instruction and student performance
5.2	Selects appropriate tools- some consideration based on goals/objectives, appropriate for children being observed, unobtrusive natural settings, appropriate for data needed, use more than one tool/measure
5.3	Uses a variety of observational data gathering tools (e.g. time samples, running records, checklists and rating scales, anecdotal recordings, incident records, behavior logs, etc.) to document progress
5.4	Uses a variety of content assessment approaches as selected response formats (multiple-choice, true/false, matching); constructed response formats (fill-in-the-blank, short-answer, label diagram, essay questions); performances (play, verbal interactions, oral readings, etc.); and products (portfolios, projects, drawings, constructions, writing, word sorts) to assess, monitor, and evaluate individual student's learning
5.5	Compares assessment data to norm-references, rubric-criterion, and individual child's prior performance to evaluate progress
5.6	Treats assessment/evaluation data confidentially and with respect for the child's family and privacy

Goal 6 Candidates understand the importance of working effectively with parents/guardians.

6.1	Knows about, understands, and values the importance and complex characteristics of children's families and communities and know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children
6.2	Shows a genuine interest in the lives of children and their families
6.3	Communicates in a variety of ways with children and their families regarding classroom activity, student progress, and available services
6.4	Models support and consideration of individual and cultural differences
6.5	Involves families to support candidates understanding of children and family's understanding of the curriculum
6.6	Refers families to community resources
6.7	Values the knowledge that parents/guardians have about their children
6.8	Acts in partnership with parents in the assessment/evaluation of the child's progress