

Educator Preparation Guidelines: Standards, Policies, and Procedures

Specialty Area Program Standards

South Carolina Elementary Education Program Approval Standards

The purpose of program approval standards adopted by the State Board of Education (SBE) in accordance with S.C. Code Ann. §59-26-20 is to provide the basis for the development, initial approval, and cyclical review of educator preparation programs.

The South Carolina Elementary Education Program Approval Standards support educator preparation providers in developing and implementing effective programs that prepare educators to teach children in the elementary school setting.

To ensure initial and continuing program quality, the South Carolina Department of Education (SCDE) has developed these standards in collaboration with elementary education program faculty from both public and private preparation providers. This development process followed the decision by the Association for Childhood Education International (ACEI) to discontinue its role as a specialized professional association (SPA) recognized by the Council for the Accreditation of Educator Preparation (CAEP) and terminate its program level review process effective Spring 2019.

These standards have been adapted, with permission, from ACEI's 2007 Elementary Education Standards and are aligned with the Model Core Teaching Standards of the Interstate Teacher Assessment and Support Consortium (InTASC).

Standard 1: Development, Learning and Motivation

1.1 Development, Learning, and Motivation

Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. (InTASC Standard 1)

Standard 2: Curriculum

2.1 South Carolina Academic Standards

Candidates must know, understand, and be able to use the South Carolina academic standards for elementary students and the related support documents in each content area to design, implement, and assess age-appropriate lessons and units of instruction. (InTASC Standard 4)

2.2 Reading and English Language Arts

Candidates demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills

and to help students successfully apply their developing skills to many different situations, materials, and ideas. (InTASC Standard 4)

2.3 Science

Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science. (InTASC Standard 4)

2.4 Mathematics

Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation. (InTASC Standard 4)

2.5 Social Studies

Candidates know, understand, and use 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. (InTASC Standard 4)

2.6 Visual and Performing Arts

Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students. (InTASC Standard 4)

2.7 Health and Safety Education

Candidates know, understand, and use 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. (InTASC Standard 4)

2.8 Physical Education

Candidates know, understand, and use—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. (InTASC Standard 4)

2.9 Computer Science and Digital Literacy

Candidates know, understand, and use the major concepts and procedures defined in the *K-8 South Carolina Computer Science and Digital Literacy Standards* to enable elementary students to develop related knowledge, skills, and life and career characteristics. (InTASC Standard 4)

Standard 3: Instruction

- 3.1 **Integrating and Applying Knowledge for Instruction**
Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. (InTASC Standards 7, 8)
- 3.2 **Adaptation to Diverse Students**
Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students. (InTASC Standards 2, 7, 8)
- 3.3 **Development of Critical Thinking and Problem Solving**
Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical-thinking and problem-solving skills. (InTASC Standards 5, 8)
- 3.4 **Active Engagement in Learning**
Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the elementary level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments. (InTASC Standards 3, 7, and 8)
- 3.5 **Communication to Foster Collaboration**
Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. (INTASC Standard 5, 8)

Standard 4: Assessment

- 4.1 **Assessment for Instruction**
Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. (InTASC Standard 6)

Standard 5: Professionalism

- 5.1 **Professional Growth, Reflection, and Evaluation**
Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. (InTASC Standard 9)

5.2 Collaboration with Families, Colleagues, and Community Agencies

Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children. (InTASC Standard 10)