**Elementary Education**

Subject Specific Items for PST Observation Tool

1. Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
2. Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
3. Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.
4. Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.
5. Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.
6. Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.
7. Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.
8. Candidates administer formative and summative assessments regularly to determine students’ competencies and learning needs.
9. Candidates use assessment results to improve instruction and monitor learning.
10. Candidates plan instruction including goals, materials, learning activities and assessments.
11. Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
12. Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.
13. Candidates explicitly support motivation and engagement in learning through diverse evidence based practices.
14. Candidates use a variety of instructional practices that support the learning of every child.
15. Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.
16. Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.
17. Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement.
18. Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
19. Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.
20. Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning.
21. Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner’s development and growth.
22. Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.
23. Candidates participate in peer and professional learning communities to enhance student learning.