Endorsement Competencies for Elementary Education K-8

2007 standards for Elementary Education
1.0 Common Core: Knowledge of Academic Content (Candidates understand and apply knowledge of the arts, English language arts, health-fitness, mathematics, science, and social studies.)
1.1 The Arts *(dance, music, theatre, visual arts)*
1.1.1 Understand that dance, music, theatre and visual arts shape and reflect culture and history
1.1.2 Understand and apply arts knowledge and skills utilizing the key elements, principles of design and composition, and the foundations, concepts and techniques used in dance, music, theatre, and visual arts, such as rhythm, beat, expression, action, character, energy, color, balance, harmony, etc.
1.1.3 Recognize a broad variety of visual and performing arts styles that differ across various artists, cultures, and times
1.1.4 Understand and apply/demonstrate the thinking skills using the artistic processes of creating, performing, and responding
1.1.5 Understand that dance, music, theatre, and visual arts are used to communicate ideas and feelings for specific purposes
1.1.6 Understand that aesthetic diversity is reflected in dance, music, theatre, and visual arts
1.1.7 Understand that the arts (dance, music, theatre, and visual arts) make connections within and across the arts, to other disciplines, life, cultures and work
1.2 English Language Arts
1.2.1 Understanding of the English Language, Language Development, and its Diversity • Understand how to integrate reading, writing, speaking, listening, viewing, and thinking • Understand the grammar of Standard American English including semantics, syntax, morphology, and phonology • Understand that the linguistic/rhetorical patterns of other languages affect the written and oral expression of diverse learners • Understand diversity in language use, e.g., grammar, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles
1.2.2 Understanding of reading processes • Demonstrate knowledge that reading and writing are developmental processes • Demonstrate knowledge of the interrelationships of reading and writing, and listening and speaking • Demonstrate knowledge of the role of metacognition in reading and writing, and listening and speaking • Demonstrate knowledge of the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) • Know the instructional progression of concepts of print [e.g., holding a book, understanding that print carries meaning, directionality, tracking of print, letter representation, word, and sentence] • Demonstrate knowledge of phonemic awareness [e. g., segmentation, blending, substitution] • Demonstrate knowledge of phonics [e. g., sound symbol correspondence, blending, and word families] • Demonstrate knowledge of fluency [e. g., rate, accuracy, prosody]

• Demonstrate knowledge of indirect and direct vocabulary instruction [e. g., specific word instruction and word-learning strategies, using resources, word parts, and context clues] • Demonstrate knowledge of comprehension skills and strategies [e. g., monitoring, summarizing, generating and answering questions] • Explain how additional components of literacy are inextricably linked to the reading process (oral language, spelling and writing) • Demonstrate knowledge of the interrelationship between first and second language and literacy acquisition • Understand and articulate a wide range of strategies used to comprehend, analyze, interpret, and evaluate a wide variety of literary and expository texts (e.g. demonstrate an understanding of how elements such as tone, bias, and point of view influence the meaning of text)
1.2.3 Knowledge and Understanding of the Process of Writing • Understand the writing process, its components (prewriting, drafting, revising, editing, publishing), and its recursive, interactive, and collaborative nature • Understand the traits of effective writing (e.g. development of ideas, organization, voice, word choice, sentence structure, and conventions) • Understand how purpose, audience, and perspective shape writing • Understand how mode (expository, persuasive, and narrative) and form (such as research paper, editorial, memoir) shape writing
1.2.4 Knowledge and understanding of literature • Read and understand a broad range of texts (nonfiction and fiction, historical and contemporary), including works representing and authored by a range of cultures and ethnicities globally and within the United States; works written specifically for children and young adult readers; and works providing both male and female representation and authorship • Understand the elements of literature (e.g. character, plot, setting) • Understand the need to include historical context in the teaching of literature • Understand that elements of genre influence comprehension of text
1.2.5 Knowledge of non-print media Analyze the influence of media on culture and on people's actions and communication
1.3 Health/fitness
1.3.1 Understand the potential empowering or limiting effects of health/fitness choices and habits on quality of life, health and lifespan
1.3.2 Demonstrate understanding of basic motor skills, rhythms, physical activities, and fitness (movement concepts, locomotor skills, non-locomotor skills, manipulative skills, specialized motor skills, dance, game skills, and sport skills)
1.3.3 Demonstrate understanding of how learners grow and develop kinesthetically
1.3.4 Demonstrate understanding of safety, legal issues, and risk management related to instructional practice in the physical education setting
1.3.5 Demonstrate understanding of: cultural competence as it relates to community and consumer health, social skills, mental and emotional health, nutrition, personal health and safety, physical activity, disease prevention, environmental factors, substance use and abuse, healthy family life, disabilities, and sexual health
1.3.6 Create and apply appropriate instructional cues, prompts, and feedback to facilitate the development of basic motor skills, rhythms, physical activity, and physical fitness
1.4 Mathematics
1.4.1 Mathematical Problem Solving

- Apply and adapt a variety of appropriate strategies to solve problems of different types
- Solve problems that arise in mathematics and those involving mathematics in other contexts
- Build new mathematical knowledge through problem solving
- Monitor and reflect on the process of mathematical problem solving

1.4.2 Reasoning and Proof

- Recognize reasoning and use of evidence as fundamental aspects of mathematics
- Make and investigate mathematical conjectures
- Develop, evaluate and select mathematical arguments and proofs as appropriate for the K-8 curriculum

1.4.3 Mathematical Communication -

- Systematically gather mathematical information for a given purpose and communicate their mathematical thinking coherently and clearly to peers, faculty, and others
- Use the language of mathematics to express ideas precisely
- Organize mathematical thinking through communication
- Analyze and evaluate the mathematical thinking and strategies of others

1.4.4 Mathematical Connections

- Recognize and use connections among mathematical ideas
- Recognize and apply mathematics in real-world contexts
- Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole

1.4.5 Mathematical Representation

- Use varied representations (words, pictures, data representation) to model and interpret physical, social, and mathematical phenomena
- Create and use representations to organize, record, and communicate mathematical ideas
- Select, apply, and translate among mathematical representations to solve problems

1.4.6 Technology: -

- Use knowledge of mathematics to select and use appropriate technological tools
- Understand the appropriate use of technology to experiment, visualize, and enable students to make and explore conjectures

1.4.7 Number and Operation

- Develop the meaning of addition, subtraction, multiplication, and division and provide multiple models involving operations with whole numbers, integers, and rational numbers -
- Demonstrate proficiency and flexibility in multi-digit computation using algorithms, mental mathematics, and computational estimation
- Provide equivalent representations of fractions, decimals, and percents
- Create, solve, and apply proportions
- Recognize and apply the fundamental ideas of number theory
- Make sense of large and small numbers and use scientific notation
- Analyze and explain the distinctions among whole numbers, integers, rational numbers, and real numbers
- Recognize the meaning and use of place value in representing whole numbers and finite decimals, comparing and ordering numbers, and understanding the relative magnitude of numbers

1.4.8 Multiple Perspectives on Algebra

- Explore, analyze, and represent patterns, relations, and functions
- Investigate equality, equations, and proportional relationships

- Use mathematical models to represent quantitative relationships
- Analyze change in various contexts
- Demonstrate knowledge of the historical development of algebra, including contributions from many cultures

1.4.9 Geometries

- Demonstrate knowledge of core concepts and principles of Euclidean geometry in two and three dimensions
- Exhibit knowledge of informal proof
- Build and manipulate representations of two- and three-dimensional objects using concrete models, drawings, and dynamic geometry software, and perceive an object from different perspectives
- Specify locations and describe spatial relationships using coordinate geometry
- Analyze properties and relationships of geometric shapes and structures
- Apply transformations and use symmetry, similarity, and congruence in mathematical situations
- Demonstrate knowledge of the historical development of Euclidean geometry, including contributions from many cultures

1.4.10 Data Analysis, Statistics, and Probability

- Design investigations, collect data, use a variety of methods to display data, interpret data representations and draw and represent conclusions that may include bivariate data-and geometric probability
- Use appropriate statistical methods and technological tools to analyze data and describe shape, spread, and center
- Draw conclusions involving uncertainty by using hands-on and technology-based simulation for estimating probabilities and gathering data to make inferences and decisions
- Identify misuses of statistics and invalid conclusions from probability
- Demonstrate knowledge of the historical development of probability and statistics, including contributions from many cultures

1.4.11 Measurement

- Recognize the common representations and uses of measurement and choose appropriate tools and units for measuring
- Identify the attributes to be measured and apply appropriate techniques, tools, and formulas to determine measurements and their application in a variety of contexts
- Use estimation as a way of understanding measurement units and processes
- Demonstrate knowledge of the historical development of measurement and measurement systems, including contributions from many cultures

1.5 Science (systems, inquiry and application)

1.51 Know and apply scientific concepts and principles to understand the properties, structures, and changes in physical systems, including:

- Energy transfer and transformation
- Conservation of matter and energy
- Forces to explain motion

1.5.2 Know and apply scientific concepts and principles to understand the properties, structures, and changes in earth/space systems, including:

- Components and patterns of earth systems
- Processes and interactions in earth systems
- Interactions in the solar system and beyond

1.5.3 Know and apply scientific concepts and principles to understand the properties,

structures, and changes in living systems, including:

- Life processes and the flow of matter and energy
- Interdependence of life
- Biological evolution

1.5.4 Know and understand the nature of scientific inquiry, including:

- how scientific theories explain facts using inferential logic
- the role of curiosity, honesty, skepticism, observation and openness when considering explanations and conducting investigations
- how to make the methods and results of scientific investigations reliable and valid
- how increased comprehension of systems leads to new inquiry

1.5.5 Know and apply the skills and processes of scientific inquiry, including:

- how to plan and conduct scientific investigations
- how to identify controlled, manipulated (independent), and responding (dependent) variables
- how to use evidence and inferential logic to construct a scientific explanation
- how to use physical models and computer simulations to explain systems and processes

1.5.6 Understand and integrate mathematical thinking and problem-solving in scientific contexts, including, but not limited to:

- use of the ISS (metric) measurement system (e.g. meter, liter, gram, Celsius)
- use of charts, tables, graphs for data display and analysis
- application of mathematical computation to interpret data and to solve problems in scientific contexts

1.5.7 Understand and integrate the use of technological tools in science inquiry, including, but not limited to, microscopes, telescopes, and computers

1.5.8 Understand and apply safety precautions and procedures relative to science investigations (e.g. student eye protection, safe storage of chemicals, equipment care and maintenance, etc.)

1.5.9 Know and apply science concepts and skills to develop solutions to human problems in societal contexts, including:

- analysis of local, regional, national, and/or global environmental and resource issues in which scientific design can be or has been used to formulate a solution
- application of the scientific design process to develop and implement solutions to problems or challenges

1.5.10 Know and understand how science and technology are inter-related to each other, society, the workplace, and the environment

1.5.11 Know and understand the interactions between culture and science, and the contributions of diverse individuals to the development of science and technology, and how science and technology have affected individuals, cultures, and societies throughout human history

1.6 Social Studies

1.6.1 Civics -- Establish a framework for thoughtful participatory citizenship and civic decision-making by an understanding of government, law, and politics, including:

- key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and Bill of Rights
- the purposes, functions, and organization of governments and laws, such as local government (mayors, city councils, school boards) and how and why state, tribal, and federal governments make, interpret, and enforce rules and laws
- the rights and responsibilities of thoughtful participatory citizenship and civic involvement
- the nature, functions, and organization of neighborhoods and communities

1.6.2 Economics – Comprehend economic concepts and systems and the interactions among economy and individuals, households, businesses, governments, and societies, by understanding:

- the need to make choices among wants and needs and evaluate the outcomes of those choices, as embodied in concepts such as scarcity, decision-making, opportunity costs, factors, productive resource, values and beliefs
- supply and demand, prices, profits, incentives, specialization and trade and globalization
- how the government affects the economy through taxation
- the economic issues and problems that all societies face, such sustainability and the distribution of wealth

1.6.3 Geography – Comprehend how geographic features and human cultures shape and impact environments, including an understanding of:

- the physical characteristics, cultural characteristics and location of places and regions, including patterns of human settlements -
- the use of maps/geographic tools
- the interactions among humans, cultures, environments and global interdependence

1.6.4 History **–** Evaluate the role of historical events and themes and how they shape the present and future in the history of the Northwest, the United States, the world, and tribal, indigenous, and diverse cultures, including the ability to:

- understand historical chronology, with the capability to understand and create timelines to show how historical events are organized into time periods and eras
- analyze events in American, northwest, tribal/indigenous, and world history in terms of
    - conflict and cooperation among individuals and groups
    - power, authority, and governance
    - the movements of people and encounters/mutual influence among cultures
    - the relationship between people and their environment
    - the influence of ideas, values and technology on historical events
    - the everyday experience of ordinary people
    - turning points
    - cause and effect
- understand that there are multiple interpretations and perspectives about historical events
- use history to understand the present and plan for the future

2.0 Common Core: Understanding of learners and their communities (Candidates possess a deep understanding of the development and learning of children and young adolescents.)

2.1 Understand major concepts, theories, and research related to typical and atypical development of the whole child and young adolescent.

2.2 Understand exceptionalities and special learning needs of children in order to:

- Gain knowledge of the laws and terms governing students with special needs, and the implications for the classroom teacher
- Collaboratively work with the student support team to assess and analyze student performance, design and implement the intervention, and report results for Response-

to-Intervention (RTI) • Utilize appropriate resources to learn about students' exceptionalities and special learning needs and appropriate instructional strategies
2.3 Understand the roles that children's cultural backgrounds, ethnicity, language development, socioeconomic status (SES), gender, and disabilities play in learning
2.4 Understand children's varied approaches to learning and ways of accessing the curriculum
2.5 Understand how community factors such as social/cultural makeup, economic health, and educational values impact the learning of children and young adolescents
2.6 Understand the needs of high-poverty and at-risk children and adolescents
2.7 Understand student cognition in order to perform accurate error analysis and alleviate student misunderstanding
3.0 Common Core: Learning community (Candidates establish classroom communities that support student learning and positive human relationships.)
3.1 Establish rapport with individual students that supports a personalized learning environment through respect and caring
3.2 Create learning climate that encourages trust and mutual support among students
3.3 Build student capacity for self-confidence, self-advocacy, self-directed learning and decision-making
3.4 Support full participation and engagement by all learners, including low-status and historically marginalized students
3.5 Establish classroom norms and behavioral expectations that support a safe, positive learning climate, with input and participation from students
3.6 Manage student behavior fairly and equitably
3.7 Establish effective and orderly classroom procedures, including use of classroom materials, transitions, and behavioral interventions
3.8 Plan and implement classroom activities that involve students in experiences authentic to engaged, informed, democratic citizenship -
3.9 Involve students' families in the learning community by establishing effective two-way communication and designing appropriate and culturally responsive learning activities
4.0 Common Core: Instruction (Candidates design and execute a wide range of instructional plans and strategies that support student learning within and across academic content areas.)
4.1 Design and implement learning activities that are grounded in the best available professional knowledge, including recognized theories, empirical research, and professional consensus on effective practices
4.2 Establish and communicate learning targets that: • are explicitly aligned with EALRs, grade-level expectations, curriculum frameworks and district, school and classroom goals • represent meaningful learning, including fostering of student critical thinking and problem solving • are suitable for all students in the class and are adapted to the needs of individual students in order to ensure learner motivation and progress • are grounded in transformative multicultural knowledge, reasoning, performance skills, products, or dispositions • students can clearly articulate, perform, and self-assess

4.3 Structure learning activities that enable students to achieve accurate and meaningful understanding of academic content and development of academic skills, including: • acquiring information through reading and listening • locating, acquiring, and evaluating information from a variety of sources • conducting research, and deliberating, forming, and evaluation positions through the processes of reading writing and communicating • constructing deeper and more meaningful understanding through the appropriate use of primary sources • developing in-depth conceptual understanding in mathematics, including the ability to develop/test generalizations and solve problems
4.4 Structure learning activities that support the acquisition of literacy, including: • Strategies that teach and model the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) • Prewriting and writing strategies that enable students to write effectively for a variety of audiences and purposes • Use of instructional grouping options (e.g., individual, small group, whole class, differentiated, peer tutoring, computer-based) as appropriate for reading instruction • Use of a wide range of curriculum materials to ensure effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds • Appropriate use of various text types (e.g., decodable, predictable, easy reader) • Modeling of think-alouds and read-alouds
4.5 Structure learning that integrates knowledge and skills across Washington's Essential Academic Learning Requirements (reading, writing, communication, math, science, social studies, the arts, and health/fitness)
4.6 Models and supports inquiry and critical thinking through the skillful use of questioning
4.7 Understand best practices in selecting, using, and adapting curricula and instructional materials that incorporate best instructional practices, that align with learning goals, that are developmentally appropriate, and that are culturally responsive and free of bias
4.8 Manage equipment, materials, and learning resources effectively and safely
4.9 Effectively use technology to build understanding and skill and increase student capacity to use technology
4.10 Differentiate instruction to accommodate individual backgrounds, strengths, and needs
4.11 Pace instruction through the use of scaffolding and gradual release of responsibility
4.12 Support the development of deliberative discussion skills by emphasizing and modeling the importance of evidence, objectivity, active listening, and mutual respect
5.0 Common core: Assessment (Candidates design and implement a wide range of assessment strategies that support student learning within and across academic content areas.)
5.1 Align assessment strategies with learning targets
5.2 Use a variety of formative and summative assessments that measure student performance relative to learning targets
5.3 Effectively use state-approved or district-approved classroom-based assessments and performance assessments
5.4 Use assessments, including rubrics (teacher, student, or institution generated), to promote student understanding of quality work and to improve self-reflection, peer feedback, and goal setting

5.5 Build student capacity to use assessment to evaluate progress toward learning targets, reflect on learning, and make appropriate learning decisions
5.6 Analyze assessment results to determine impact on student learning and to adjust instruction to improve teaching and learning (positive impact)
5.7 Modify assessment practices so that students with exceptional needs can demonstrate mastery of concepts in alternative ways