Indiana DEPARTMENT OF EDUCATION

Working Together for Student Success

Indiana Content Standards for Educators

ELEMENTARY EDUCATION GENERALIST

Elementary teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

February 2020

Elementary Education Generalist
Educator Standards

Standard 1: Foundations of Scientifically Based Reading Instruction

Elementary teachers have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading research (SBRR).

Standard 2: Components of Scientifically Based Reading Instruction

Elementary teachers have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading.

Standard 3: English Language Arts

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of English language arts and demonstrate the ability to provide content-specific instruction in English language arts.

Standard 4: Mathematics

Elementary teachers have a broad and comprehensive understanding of fundamental computation skills and concepts and processes of mathematics and demonstrate the ability to provide content-specific instruction in mathematics.

Standard 5: Science

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of the science and engineering disciplines and demonstrate the ability to provide content-specific instruction in science.

Standard 6: Social Studies

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of social studies and demonstrate the ability to provide content-specific instruction in social studies.

Standard 7: Fine Arts

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of the fine arts and demonstrate the ability to provide content-specific instruction in the fine arts.

Standard 8: Health, Wellness, and Physical Education

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of health, wellness, and physical education and demonstrate the ability to provide content-specific instruction in health, wellness, and physical education.

Standard 1: Foundations of Scientifically Based Reading Instruction

Elementary teachers have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading research (SBRR), including:

1.1 major theoretical, conceptual, and evidence-based components of reading development, including concepts of print, phonemic awareness, phonics, fluency, vocabulary, and text comprehension

1.2 foundations of language acquisition and literacy development, including cognitive, linguistic, cultural, social, and motivational factors that affect language acquisition and literacy development

1.3 principles of scientifically based and evidence-based reading instruction and intervention, including applying data-based decision making, setting individual student learning goals, and using instruction grounded in SBRR

1.4 essential components of effective reading instruction, including explicit explanation, teacher modeling, guided practice, and independent practice, and the ability to plan and implement reading instruction that incorporates these components

1.5 the role of reading assessment in guiding standards- and evidence-based reading instruction, intervention, and extension in the classroom

1.6 the ability to select, administer, interpret, and communicate to stakeholders the results of reading assessments in the major components of reading for various instructional purposes, including screening, diagnosis, instructional planning, progress monitoring, and measuring outcomes

1.7 key dimensions of effective differentiated reading instruction in the elementary setting, including modifying digital and print materials and the pacing and/or complexity of instruction; and the ability to plan and implement differentiated instruction to match students' evidence-based strengths and needs in reading

1.8 components of effective evidence-based intervention and extension programs, including Response to Instruction (RtI) model and the ability to implement RtI elements

1.9 knowledge of and the ability to select and use high-quality literary, multimedia, and informational texts to provide a coherent, integrated, and motivating literacy program

1.10 knowledge of and the ability to use evidence-based approaches to integrate the components of literacy and interdisciplinary learning and to support writing appropriate to task

1.11 knowledge of and the ability to use instructional practices, approaches, and methods for eliciting students' engagement in and motivation for reading

1.12 the ability to use evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students, reflects and values cultural diversity, promotes respect for all readers, promotes the involvement of families and members of the community at large in students' literacy development, and engages all students as agents in their own literacy development

Standard 2: Components of Scientifically Based Reading Instruction

Elementary teachers have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading, including:

2.1 knowledge of key concepts and scientifically based reading research (SBRR) in emergent literacy skills, including book-handling skills, basic concepts of print, letter recognition and formation, and alphabetic principle and letter-sound correspondence

2.2 knowledge of key concepts and SBRR in phonemic awareness, including the critical role of phonemic awareness in learning to read an alphabetic language; the distinction between phonological awareness and phonemic awareness; and knowledge of the continuum of phonological- and phonemic-awareness skill development

2.3 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in emergent literacy skills, phonemic awareness, phonics, fluency, vocabulary, and academic language

2.4 knowledge of key concepts and SBRR in phonics, including the role of phonics in developing accurate decoding and automaticity in word recognition; the importance of sequencing phonics instruction according to the increasing complexity of linguistic units; the reciprocity between decoding and encoding; and the continuum of phonics skills

2.5 knowledge of key concepts and SBRR in reading fluency including the role of automaticity, key indicators of fluency (i.e., accuracy, rate, and prosody), the importance of explicit instruction, distinctions between oral and silent reading fluency, and the importance of ensuring accountability for comprehension when promoting silent reading fluency

2.6 knowledge of key concepts and SBRR in the development of vocabulary and academic language, including the correlation between vocabulary knowledge and academic achievement; the essential role of wide and varied reading in the development of vocabulary knowledge; different levels of vocabulary knowledge; different tiers of vocabulary words; and the importance of early, robust, and explicit language and content experiences to promote young children's development of vocabulary and academic language

2.7 knowledge of key concepts and SBRR in comprehension and analysis of informational, persuasive, and literary texts, including levels of reading comprehension as applied to these texts; comprehension strategies; critical and close reading; text-based and non-text-based factors that affect reading comprehension; genres, text structures, characteristics, and graphic, textual, and organizational features of informational and persuasive texts; and genres, key elements, and characteristics of literary texts

2.8 the ability to provide SBRR-based, evidence-based, and developmentally appropriate assessment, instruction, intervention, extension, and ongoing progress monitoring in comprehension and analysis of informational, persuasive, and literary texts, including response to literature

Standard 3: English Language Arts

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of English language arts and demonstrate the ability to provide content-specific instruction in English language arts, including:

3.1 the ability to comprehend, interpret, and analyze children's literature from a variety of genres, time periods, and cultures

3.2 the ability to comprehend, interpret, and analyze nonfiction texts from a variety of genres that represent a range of diverse perspectives

3.3 major developmental stages of emergent writing and factors that affect the development of writing skills

3.4 major forms and functions of writing for various purposes, tasks, and audiences (e.g., informative, persuasive, argumentative, narrative)

3.5 steps in the writing process (e.g., drafting, revising, editing, proofreading, publishing) and methods of completing each step, including use of contemporary technologies to interact and collaborate with others to generate, revise, edit, produce, and publish writing

3.6 methods of inquiry and research, including methods of finding, selecting, and refining research topics; and methods of locating, evaluating, and citing sources

3.7 skills and strategies for active, critical listening and for engaging in a range of collaborative conversations

3.8 strategies for presentation of information and ideas

3.9 characteristics and components of media literacy, including analysis and interpretation of media and use of media to present information and ideas

3.10 digital citizenship and safe and ethical practices in social and personal media communications

3.11 state academic standards and state and national teacher standards for instruction and assessment

3.12 methods for planning and delivering evidence-based English language arts instruction that fosters students' understanding and mastery of concepts and skills related to English language arts and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

3.13 strategies and skills for effectively assessing students' understanding and mastery of essential English language arts concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 4: Mathematics

Elementary teachers have a broad and comprehensive understanding of fundamental computation skills and concepts and processes of mathematics and demonstrate the ability to provide content-specific instruction in mathematics, including:

4.1 number sense, number representations, number systems, and number theory

4.2 properties of mathematical operations and patterns, strategies for estimating and computing solutions, and methods and resources for modeling mathematical operations

4.3 functions; algebraic expressions, equations, and inequalities; and quantitative relationships between dependent and independent variables

4.4 measurement systems and units; concepts related to geometric measurement; and tools, techniques, and formulas used to solve measurement problems

4.5 attributes of geometric figures and the relationships between them; similarity, symmetry, formulas, and other geometric concepts used to solve geometry problems; and coordinate systems

4.6 principles related to statistical variability and data distribution, methods for representing and analyzing data and making predictions, and methods for determining probabilities

4.7 ratios, proportional thinking, and other methods for representing and solving mathematical and real-world problems and for evaluating solutions

4.8 processes and skills related to reasoning and proof (i.e., representing mathematical information, using mathematical language to communicate relationships and concepts, adaptive reasoning, strategic competence, procedural fluency, and productive disposition)

4.9 the ability to select, administer, interpret, and communicate the results of assessments in major components of mathematics for various instructional purposes and for planning, progress monitoring, and measuring outcomes

4.10 state academic standards and state and national teacher standards for instruction and assessment

4.11 methods for planning and delivering evidence-based mathematics instruction that fosters students' understanding and mastery of concepts and skills related to mathematics and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

4.12 strategies and skills for effectively assessing students' understanding and mastery of essential mathematics concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 5: Science

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of the science and engineering disciplines and demonstrate the ability to provide content-specific instruction in science, including:

5.1 fundamental concepts and application of the nature of science, scientific inquiry, computer science, and the engineering design process

5.2 unifying concepts of science, engineering, computer science, and technology; the social, cultural, and ethical aspects of science; and the interactions between science, computer science, technology, and society

5.3 fundamental concepts and processes of physical science, including atomic and molecular structure; the structures, properties, and states of matter; knowledge of physical and chemical properties and changes; principles of force and motion; collision; concepts of weight, volume, and mass; thermodynamics; energetics; properties and characteristics of waves (e.g., sound, light); and concepts of electricity and magnetism

5.4 fundamental concepts and processes of life science, including cells; photosynthesis and respiration; characteristics, classification, and life cycles of organisms; genetics and inheritance of characteristics; evolution over time; the relationships of organisms to each other and to their environment; and major characteristics of and factors affecting ecosystems and biomes

5.5 fundamental concepts and processes of Earth and space science, including characteristics of and relationships between celestial bodies, the sun-moon-Earth system, properties of rocks and minerals, factors that change Earth over time, features and patterns of weather and climate, the characteristics and interactions of Earth systems, the use of natural resources, and the impact of humans on the environment

5.6 fundamental concepts and processes of engineering and technology, including properties and uses of natural and human-made materials; the use of computer science and technology to meet human needs and solve problems; and the design, testing, and evaluation of practical solutions to real-world situations (e.g., building a structure to achieve a goal, optimizing a system, using simple mechanical devices)

5.7 principles and procedures for using tools, materials, and technology in scientific investigations; considering multiple perspectives and sources of information in scientific inquiry; using critical-thinking, computational thinking, and mathematical skills to evaluate scientific information; and organizing, analyzing, and communicating results of scientific investigations

5.8 procedures and guidelines for establishing and maintaining a safe science learning environment that provides opportunities for multisensory exploration and ensures the humane and ethical treatment of living organisms and the safe handling and disposal of chemicals

5.9 state academic standards and state and national teacher standards for instruction and assessment

5.10 methods for planning and delivering evidence-based science instruction that fosters students' understanding and mastery of concepts and skills related to science and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

5.11 strategies and skills for effectively assessing students' understanding and mastery of essential science concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 6: Social Studies

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of social studies and demonstrate the ability to provide content-specific instruction in social studies, including:

6.1 concepts and processes related to social studies and social studies inquiry, including skills related to chronological thinking and spatial awareness

6.2 concepts related to communities at the family, neighborhood, school, town or city, and regional levels

6.3 major historical periods, places, people, events, and movements in the development of Indiana, including relationships with regional, national, and world communities

6.4 major historical periods, places, people, events, and movements in U.S. history from Paleo-Indian cultures to the present

6.5 major historical periods, places, people, events, and movements in world history from early civilizations to the present

6.6 major concepts and processes of civics and government in Indiana, the United States, and the world, including foundations and functions of government and roles of citizens

6.7 major concepts and processes of geography, including locations and characteristics, places, and regions of the world; characteristics of human and physical systems; and interactions between the environment and society

6.8 basic concepts and theories of economics, including the role of supply and demand in a market economy, examples and benefits of trade, and purposes and methods of developing savings plans and personal budgets

6.9 principles and methods of inquiry in social studies, including analysis and evaluation of information in primary and secondary sources, analysis of cause-and-effect relationships, and applying decision-making processes

6.10 state academic standards and state and national teacher standards for instruction and assessment

6.11 methods for planning and delivering evidence-based social studies instruction that fosters students' understanding and mastery of concepts and skills related to social studies and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

6.12 strategies and skills for effectively assessing students' understanding and mastery of essential social studies concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 7: Fine Arts

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of the fine arts and demonstrate the ability to provide content-specific instruction in the fine arts, including:

7.1 developmental foundations of learning in the fine arts, including ways in which the development of fine arts skills is related to and influences the development of social, physical, cognitive, and academic skills and supports creativity and innovative thinking

7.2 significant elements, forms, works, and creators of dance, music, theatre, and visual art

7.3 basic skills and processes for creating, refining, and presenting works of dance, music, theatre, and visual art and for integrating these processes and works with learning experiences across other content areas

7.4 principles, skills, and criteria related to viewing, interpreting, analyzing, and responding to works of dance, music, theatre, and visual art

7.5 the ways in which works of dance, music, theatre, and visual art can be used as forms of communication, self-expression, and social expression

7.6 roles and functions of the fine arts in various cultures and the ways in which works of dance, music, theatre, and visual art reflect and express diverse cultural perspectives

7.7 relationships between dance, music, theatre, and visual art and connections between the fine arts and other disciplines

7.8 state academic standards and state and national teacher standards for instruction and assessment

7.9 methods for planning and delivering evidence-based fine arts instruction that fosters students' understanding and mastery of concepts and skills related to the fine arts and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

7.10 strategies and skills for effectively assessing students' understanding and mastery of essential fine arts concepts and skills, using ongoing assessment to monitor progress and inform instruction, and applying Response to Instruction (RtI) procedures

Standard 8: Health, Wellness, and Physical Education

Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of health, wellness, and physical education and demonstrate the ability to provide content-specific instruction in health, wellness, and physical education, including:

8.1 basic functions and structures of human body systems and processes of human growth and development, including basic principles of human nutrition and common human diseases and illnesses

8.2 basic motor skills; movement forms and patterns; and concepts, principles, strategies, and tactics related to movement and performance

8.3 fitness activities, games, and sports; adventure and recreational lifetime activities; rules, etiquette, and safety; and responsible personal and social behaviors related to participation in physical activities and games

8.4 major components of health-related fitness and developmentally appropriate strategies and skills for promoting health and fitness

8.5 concepts and processes related to health promotion and to disease and injury prevention; dimensions of wellness and personal behaviors; practices that have positive effects on lifelong health and wellness; and strategies for making, implementing, and evaluating health-related decisions

8.6 characteristics of interpersonal relationships, interpersonal communication skills, and strategies for maintaining healthy interpersonal relationships to enhance health and avoid or reduce health risks

8.7 the influence of various factors, including family, peers, culture, media, and technology, on health behaviors; the effects of social and cultural values and belief systems on family and community perspectives related to physical activity; and issues related to health and wellness

8.8 the use of decision-making, goal-setting, critical-thinking, problem-solving, and advocacy skills to promote personal, family, and community health and fitness and to evaluate health- and fitness-related information, products, and services

8.9 state academic standards and state and national teacher standards for instruction and assessment

8.10 methods for planning and delivering evidence-based health, wellness, and physical education instruction that fosters students' understanding and mastery of concepts and skills related to health, wellness, and physical education and the development of critical- and creative-thinking, reasoning, problem-solving, and performance skills

8.11 strategies and skills for effectively assessing students' understanding and mastery of essential health, wellness, and physical education concepts and skills; using ongoing assessment to monitor progress and inform instruction; and applying Response to Instruction (RtI) procedures