

## Crosswalk of CAP's Six Essential Elements to PST Indicators

The Six Essential Elements of CAP represent skills that are deemed essential to effective practice, such that the absence of a teacher's competency in the skill would likely put students at risk. These elements are also aligned to and representative of PST Indicators that all teacher candidates must be able to "demonstrate" by the conclusion of the preparatory experience.

**When rating an element, supervisors should also be examining a candidate's practice associated with the PSTs that align with that element. The teacher candidate should demonstrate the PSTs to be fully proficient in an element.**

### Essential Element    PST Indicators (identified at the "Demonstrate" level of practice)

1.A.4  
Well-Structured  
Lessons

- **1(a) Curriculum and Planning:** Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
- **SEI (a)** Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.
- **2(b) Learning Environment:** Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.
- **2(f) Classroom Management:** Employs a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

1.B.2  
Adjustments to  
Practice

- **1(b) Assessment:** Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.
- **3(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

2.A.3  
Meeting Diverse  
Needs

- **SEI (c)** Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
- **2(a) Instruction:** Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- **2(c) Cultural Proficiency:** Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
- **2(d) Expectations:** Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.
- **2(f) Classroom Management:** Employs a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures.
- **SEI (b)** Uses effective strategies and techniques for making content accessible to English language learners.
- **SEI (d)** Creates and maintains a safe collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort, and performance.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

**Essential Element PST Indicators (identified at the “Demonstrate” level of practice)**

2.B.1  
Safe Learning  
Environment

- **SEI (c)** Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
- **2(b) Learning Environment:** Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.
- **2(c) Cultural Proficiency:** Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
- **2(f) Classroom Management:** Employs a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

2.D.2  
High Expectations

- **SEI (c)** Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
- **2(a) Instruction:** Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- **2(d) Expectations:** Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.

4.A.1  
Reflective Practice

- **4(a) Reflection:** Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.
- **4(f) Professional Responsibilities:** Is ethical and reliable, and meets routine responsibilities consistently.