Illinois Professional Teaching Standards
Rubric

Standard 1: Teaching Diverse Students—*The competent teacher understands the diverse characteristic and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.*

Does Not Meet	Meets	Exceeds
The teacher candidate at the preservice level:	*The teacher candidate at the preservice level:*	*The teacher candidate at the preservice level:*
Demonstrates incomplete and/or inaccurate knowledge of, and appreciation for, the importance of understanding how students differ in their learning approaches, based on various factors (developmental, experiential, social, economic, linguistic, cultural).	Knows the spectrum of student diversity (e.g., race, ethnicity, SES status, special needs, ELL, sexual orientation, gender identity) and appreciates how such characteristics influence students' learning, expectations for learning, and the ways in which they demonstrate their learning.	Recognizes and acts upon the professional's responsibility to seek from appropriate stakeholders the necessary knowledge about all students' learning contexts, developmental stages, relative strengths, and needs.
Evidences limited and/or inaccurate ability to use knowledge about students' varying learning styles and approaches to plan basic instruction and programming.	Designs relevant instruction based on integrated understanding of all students' varying learning contexts, developmental stages, relative strengths, and needs.	Uses information about all students' experiences, families, cultures, and communities to design differentiated, purposeful instruction and richly integrated learning opportunities.
Struggles to modify strategies, pacing, materials, and instructional language to accommodate all students' varying developmental stages, learning approaches, and needs.	Demonstrates ability to adjust instruction, materials, pacing, and strategies to accommodate differences in all students' developmental stages, learning approaches, and needs.	Routinely uses a range of instructional approaches, materials, tools, and pacing approaches to address all students' differing learning needs and ways of learning.
Demonstrates limited perspective on or bias toward students who are different.	Identifies personal perspectives and biases, and how they can influence or affect one's practice and dispositions toward students who are different.	Consistently exhibits keen self-awareness regarding students who are different, and uses this knowledge reflectively when planning subsequent teaching.

Standard 2: Content Area & Pedagogical Knowledge—The competent teacher has in-depth understanding of content-area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content-area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content-area and pedagogical knowledge, and evidence-based practice.

Does Not Meet	Meets	Exceeds
The teacher candidate at the preservice level:	*The teacher candidate at the preservice level:*	*The teacher candidate at the preservice level:*
Demonstrates mostly incomplete and/or mostly inaccurate content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy.	Demonstrates thorough and mostly accurate content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy.	Demonstrates complete and accurate content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy.
Evidences limited and/or inaccurate ability to create meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.	Evidences ability to create meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.	Consistently and routinely creates and maximizes meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.
Struggles to understand and practice theories of human development and linguistic diversity, cognitive processes, diverse viewpoints, appropriate resources and materials.	Demonstrates adequate and appropriate understanding and practice of theories of human development and linguistic diversity, cognitive processes, diverse viewpoints, appropriate resources and materials.	Consistently and routinely demonstrates thorough understanding and practice of theories of human development and linguistic diversity, cognitive processes, diverse viewpoints, appropriate resources and materials.
Demonstrates limited perspective of content area knowledge, interdisciplinarity, and/or diversity in pedagogical approaches and related rationales (with regard to technology, literacy, criticality, development, exceptionality, etc.).	Demonstrates adequate and appropriate perspective of content area knowledge, interdisciplinarity, and/or diversity in pedagogical approaches and related rationales (with regard to technology, literacy, criticality, development, exceptionality, etc.).	Consistently and routinely demonstrates a thorough perspective of content area knowledge, interdisciplinarity, and/or diversity in pedagogical approaches and related rationales (with regard to technology, literacy, criticality, development, exceptionality, etc.).

Standard 3: Planning for Differentiated Instruction—The competent teacher plans and designs instruction based on content-area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Does Not Meet	Meets	Exceeds
The teacher candidate at the preservice level:	*The teacher candidate at the preservice level:*	*The teacher candidate at the preservice level:*
Demonstrates incomplete knowledge of and/or inability to integrate learning theory, assessment and development knowledge when developing lesson plans and differentiating instruction.	Uses awareness of learning theory and student development knowledge to plan a differentiated curriculum	Consistently demonstrates ability to use Illinois Learning Standards, learning theory, assessment, and student development knowledge in the curriculum development process and incorporates this knowledge in planning differentiated instruction; understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory;
Evidences limited and/or inaccurate ability to use knowledge about students' cultural, linguistic, cognitive, physical, and social emotional differences when planning basic instruction and programming.	Demonstrates ability to design relevant instruction based on integrated understanding of all students' varying learning contexts, developmental stages, relative strengths, and needs.	Routinely uses information about students' cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction
Struggles to use data in instructional planning. Evidences limited understanding of how outcome data can be used and/or how assistive technology can address student needs.	Demonstrates ability to analyze outcome data to makes appropriate adjustments to instructional plans. Utilizes assistive technology, where appropriate, to address student needs.	Consistently demonstrates an understanding of how research and data guide instructional planning, delivery, and adaptation. Utilizes outcome data to adjust plans and understands when and how to adjust plans based on outcome data. Incorporates contemporary tools and resources, including assistive technology where appropriate, to address student needs.
Fails to create short and long terms plans that set high expectations for students and address goals related to IEPs and other support plans.	Evidences ability to create plans that set high expectations for all learners in the classroom and include strategies for addressing IEP, Sec 504 or other individualized support plans.	Regularly establishes high expectations for each student's learning and behavior by creating short-term and long-term plans that consider a student's current and future life experiences to achieve the expectations for student learning; when planning instruction, addresses goals and

		objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 , individualized education programs (IEP)) or individual family service plans (IFSP)
Evidences limited ability to differentiate instruction by providing different pathways to learning based on student need.	Creates plans that utilize differentiated instruction and instructional technology to meet individual student's needs. Demonstrates ability to adapt and modify instruction and select content to meet the needs of diverse learners.	Frequently creates plans that use data to plan for differentiated instruction to allow for variations in individual learning needs; these plans use instructional technology, where appropriate and provide different pathways based on student need. Works with others to adapt and modify instruction to meet individual student needs; and develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

Standard 4: Learning Environment—The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal setting.		
Does Not Meet	**Meets**	**Exceeds**
The teacher candidate at the preservice level:	**The teacher candidate at the preservice level:**	**The teacher candidate at the preservice level:**
Demonstrates incomplete and/or inaccurate knowledge of, and appreciation for effective classroom management strategies and factors that influence motivation and engagement.	Demonstrates an understanding of principles of effective classroom management and factors that influence motivation and engagement.	Consistently Demonstrates an understanding of principles of and strategies for effective classroom and behavior management including how individuals influence groups, how to help students work cooperatively in groups and factors (self-efficacy) that influence motivation and engagement.
Evidences limited and/or inaccurate ability to use knowledge of laws, rules and ethical considerations of behavior management to integrate strategies of behavior management.	Designs relevant instruction based on integrated understanding of behavior intervention and behavior management. Uses student data to design and implement interventions resulting in a safe and productive learning environment.	Routinely designs relevant instruction based on understanding of laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint); integrates strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; and uses of student data (formative and summative) to design and implement behavior management strategies.
Struggles to create a safe and healthy environment that maximizes student learning.	Demonstrates ability to create a safe and healthy learning environment by setting up clear expectations for behavior and creating a physical setting conducive to achieving classroom goals.	Regularly creates a safe and healthy environment that maximizes student learning; creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals.
Demonstrates limited ability to create a positive learning community where students assume responsibility for themselves, diversity is respected and students are motivated to learn.	Demonstrates an ability to create a classroom community where students assume responsibility for their own learning, respect the culture and language of others, and engage in the classroom. Classroom organization and technology use fosters students' engagement in individual	Consistently creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities; analyzes the

	group learning activities where they develop motivation to learn.	classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement; organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities; engages students in and monitors individual and group-learning activities that help them develop the motivation to learn.
Struggles to use behavioral management techniques and/or positive behavior supports to facilitate learning for children with diverse learning characteristics.	Uses a variety of effective use behavioral management techniques and/or positive behavior supports to facilitate learning for children with diverse learning characteristics.	Commonly uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports; modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and analyzes student behavior data to develop and support positive behavior.

Standard 5: Instructional Delivery—The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Does Not Meet	Meets	Exceeds
The teacher candidate at the preservice level:	*The teacher candidate at the preservice level:*	*The teacher candidate at the preservice level:*
Demonstrates limited and/or inaccurate knowledge of and appreciation for the various ways students learn and demonstrate their growth through critical and creative thinking and problem-solving.	Understands that students have different learning styles and uses that knowledge to foster a classroom that creates an inclusive environment for students with a range of abilities and experiences.	Seeks and interprets data about students' learning styles and abilities, accurately appraises those abilities, and develops an appropriate variety of strategies and techniques for constructing a dynamic classroom environment.
Displays limited ability to design instruction and programming for students that fosters critical and creative thinking.	Designs instruction that maximizes class time for developing students' critical and creative thinking and fostering continuous growth and learning.	Demonstrates an ability to conceptualize and use multiple teaching strategies that draw on data (including, for example, feedback from students, fellow teachers, and formal assessment tools) to create a dynamic classroom environment.
Shows limited or no ability to design and modify instructional practices to create a learning environment that meets the needs of students with different learning aptitudes.	Demonstrates adequate ability to deliver instruction that meet the needs of students with a variety of learning styles, including using clear presentations, technology, and group work.	Delivers, and subsequently modifies, instruction so that it maximizes student engagement by, for example, drawing on a wide variety of instructional tools, acting as an instructor, facilitator, coach or audience as appropriate, and collaborating with other education professionals.
Demonstrates an inability or unwillingness to develop teaching strategies that foster critical and creative thinking, problem-solving, and continuous growth and learning.	Displays a commitment to and actively develops the skill set necessary to create a classroom environment that responds to various student learning styles that helps them maximize their educational experience.	Consistently focuses on instructional delivery that maximizes student potential and develops them as critical and creative thinkers and problem solvers.

Standard 6: Reading, Writing, and Oral Communication—The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area, and recognizes as well as addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.		
Does Not Meet	*Meets*	*Exceeds*
The teacher candidate at the preservice level:	*The teacher candidate at the preservice level:*	*The teacher candidate at the preservice level:*
Is not able to demonstrate knowledge of reading, writing and oral communication processes in the acquisition of content knowledge.	Demonstrates knowledge and recognizes relationships among reading, writing and oral communication processes in the acquisition of content knowledge.	Demonstrates understanding of the relationships among reading, writing and oral communication processes in the acquisition of content knowledge and applies this knowledge to meeting the unique needs of all students.
Is not able to demonstrate knowledge of appropriate and varied instructional approaches for teaching reading, writing, and oral communication.	Knows appropriate and varied instructional approaches for teaching reading, writing, and oral communication.	Knows appropriate and varied instructional approaches for teaching reading, writing, and oral communication to meet the unique needs of all students.
Does not use appropriate and varied instructional practices and materials including those that develop word knowledge, vocabulary, comprehension, fluency, conventions, and strategy use.	Uses appropriate and varied instructional practices and materials including those that develop word knowledge, vocabulary, comprehension, fluency, conventions, and strategy use.	Uses and differentiates appropriate and varied instructional practices and materials including those that develop word knowledge, vocabulary, comprehension, fluency, conventions, and strategy use.
Does not use appropriate and varied assessments including those that assess word knowledge, vocabulary, comprehension, fluency, conventions, and strategy use.	Uses appropriate and varied assessments including those that assess word knowledge, vocabulary, comprehension, fluency, conventions, and strategy use.	Uses and differentiates appropriate and varied assessments including those that assess word knowledge, vocabulary, comprehension, fluency, conventions, and strategy use.
Struggles to integrate reading, writing and oral communication strategies in	Integrates reading, writing and oral communication strategies in teaching	Regularly and routinely integrates reading, writing and oral communication

teaching content.	content.	strategies in teaching content.

Standard 7: Assessment—The competent teacher understands and uses appropriate formative and summative assessment for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Does Not Meet	Meets	Exceeds
The teacher candidate at the preservice level:	*The teacher candidate at the preservice level:*	*The teacher candidate at the preservice level:*
Demonstrates incomplete and/or inaccurate knowledge of formative and summative assessment techniques (e.g. selected response, constructed response, affective assessment) to collect data to inform instruction	Demonstrates knowledge of formative and summative assessment techniques (e.g. selected response, constructed response, affective assessment) to collect data to inform instruction	Demonstrates knowledge of and the ability to differentiate assessment techniques (e.g. selected response, constructed response, affective assessment) based upon individual student needs and interests
Demonstrates incomplete and/or inaccurate knowledge of how to use data to inform instructional decisions.	Demonstrates knowledge of the use assessment data to inform instructional decisions	Demonstrates knowledge of and the ability to differentiate instructional decisions based upon individual student needs and interests.
Does not use of a variety of diagnostic, formative, and summative assessments to determine academic growth of students and monitor the progress of those students in meeting standards, instructional goals, objectives and outcomes.	Can use a variety of diagnostic, formative, and summative assessments to collect data to determine the academic growth of students and monitor the progress of those students in meeting standards, instructional goals, objectives and outcomes.	Regularly and routinely uses a variety of diagnostic, formative and summative assessments to collect data and differentiates techniques based upon individual student needs and interests to determine the academic growth of all students and monitor the progress of those students in meeting standards, instructional goals, objectives, and outcomes.
Does not demonstrate an ability to use assessment data to inform instructional decisions.	Demonstrates an ability to use assessment data to inform instructional decisions.	Demonstrates an ability to use assessment data to inform instructional decisions in order to address individual student needs and interests.

Standard 8: Collaborative Relationships—*The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social/emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.*

Does Not Meet	Meets	Exceeds
The teacher candidate at the preservice level:	The teacher candidate at the preservice level:	The teacher candidate at the preservice level:
Demonstrates incomplete and/or inaccurate knowledge of the historical, cultural, political, and social contexts of schools that influence education professionals' collaborations with internal and external stakeholders.	Demonstrates knowledge about the historical, cultural, political, and social contexts of schools that influence education professionals' collaborations with internal and external stakeholders—and knows how to work across them to support all students' learning.	Actively seeks further knowledge about the historical, cultural, political, and social contexts of schools that influence education professionals' collaborations with internal and external stakeholders, in order to work across them to insure all students learn.
Evidences limited or inappropriate ability to collaborate to secure data for designing effective curricula, instruction, and assessment of all learners across all domains—cognitive, linguistic, physical, and social/emotional.	Collaborates (in person and virtually) to secure data for designing effective curricula, instruction, and assessment of all learners across all domains—cognitive, linguistic, physical, and social/emotional.	Strategically and routinely collaborates (in person and virtually) to secure data for designing effective curricula, instruction, and assessment of all learners across all domains—cognitive, linguistic, physical, and social/emotional.
Rarely or reluctantly participates with appropriate stakeholders in the design and implementation of individualized instruction for students with special needs (e.g., IEPs, IFSPs, transition plans, Sec. 504 plans), ELLs, and students who are gifted.	Participates and cooperates with appropriate stakeholders in the design and implementation of individualized instruction for students with special needs (e.g., IEPs, IFSPs, transition plans, Sec. 504 plans), ELLs, and students who are gifted.	Initiates and cooperates with appropriate stakeholders in developing and implementing individualized instruction for students with special needs (e.g., IEPs, IFSPs, transition plans, Sec. 504 plans), ELLs, and students who are gifted.
Displays insufficient knowledge of co-teaching models and does not appear able to implement them	Demonstrates knowledge of various co-teaching models, along with the ability to implement them effectively across	Demonstrates and effectively applies deep knowledge of various co-teaching models across the

across the curriculum.	the curriculum.	curriculum.
Struggles to/does not participate in collaborative decision-making and problem-solving with all appropriate school personnel, as well as parents/guardians, to develop healthy learning climates and effective academic and behavioral interventions for all students.	Participates in collaborative decision-making and problem-solving with all appropriate school personnel, as well as parents/guardians, to develop healthy learning climates and effective academic and behavioral interventions for all students.	Takes initiative to participate fully in collaborative decision-making and problem-solving with all appropriate school personnel as well as parents/guardians, to insure all students experience healthy learning climates and effective instruction.

Standard 9: Professionalism, Leadership, and Advocacy—The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Does Not Meet	Meets	Exceeds
The teacher candidate at the preservice level:	The teacher candidate at the preservice level:	The teacher candidate at the preservice level:
Struggles to understand his or her new role as a teacher.	Displays realization of her/his emerging identity and developing leadership skills, and can critically evaluate best practices in a variety of learning contexts.	Takes a leadership role to engage students, colleagues, and professional organizations to facilitate strategic initiatives and best practices that support student learning.
Evidences limited or inaccurate knowledge about important laws and regulations governing education and school.	Displays understanding of the laws and regulations pertinent to education, professional conduct (e.g., Abused and Neglected Child Reporting Act [325 ILCS 5/4], and fair use of copyrighted materials.	Chooses and uses relevant information about the laws and regulations pertinent to education, professional conduct, and fair use of copyrighted materials as part of serving in a leadership role and/or advocating for students at the school, district, state, and/or national level.
Demonstrates limited knowledge about the complexity of educational contexts and support of students.	Takes an active, leading role and shared responsibility for students' learning that contributes to individual and collegial growth and development, advances knowledge, and provides ongoing data analysis for creating learning engagements.	Actively takes on responsibilities that support the mission of his/her school and advance teaching practices as well as theories at both local and global levels.
Assumes a limited leadership role within the classroom/school situation, as well as while engaging with students and their families.	Proactively assumes leadership roles in serving and mentoring students and in engaging their families.	Consistently exhibits and proactively seeks opportunities to coach students and engage families.