PERFORMANCE STANDARDS
FOR
INITIAL CERTIFICATION PROGRAMS

SECONDARY ENGLISH/LANGUAGE ARTS
EDUCATION

PREAMBLE

VINCENTIAN SPIRIT AND URBAN MISSION

Given that the School of Education subscribes to the Vincentian spirit and urban mission of DePaul University:

- we are committed to the improvement of pre-collegiate education, particularly in Chicago, and more generally in the Chicago metropolitan area;

- we are committed to programs which promote recognition of the dignity of every human being, especially the poor and abandoned, respect for persons, personal responsibility, appreciation of diversity, and the ongoing examination of values; and

- we are committed to fostering change in those educational and social structures and institutions that reinforce and perpetuate poverty and an inequitable distribution of resources.

These commitments permeate the performance standards expected of each student in the School of Education.

STANDARDS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

Disciplinary Foundations (SOE). Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).

Transformation (SOE). Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

Identity Development (SOE). Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

Understanding Differences (SOE). Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

English Language (NCTE 3.1, IPTS 1). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of the English language.

Literacy (NCTE 3.2, 4.5, 4.7, IPTS 1, 7, ISBE ELA 4, 29, 30). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of the practices of oral, visual, and written literacy.

Speech Foundations (ISBE ELA 19, 20, IPTS 1). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of the communication processes and the importance of effective communication including adapting communication to the listener(s), situation and/or setting.

Speech - Diversity and Ethics (ISBE ELA 21, 23, IPTS 1). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of communication in relation to ethical issues, including issues of diversity.

Speech – Listening (ISBE ELA 26, 27, IPTS 1). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of listening skills and identification and management of barriers to listening

Speech – Oral Presentations (ISBE ELA 22, 24, 25, IPTS 1). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of evaluation of oral messages, uses of oral messages, and management of anxiety.

Reading Processes (NCTE 3.3, 4.8, 4.9) , IPTS 1, ISBE ELA 2, 5, 6, 7, 8). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of reading processes.

Composing Processes (NCTE 3.4, IPTS 1, IBSE ELA 13, 14, 15, 16, 17, 18). Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of different composing processes.

Knowledge of Literature (NCTE 3.5, IPTS 1 ISBE ELA 11, 12) . Demonstrates knowledge of an extensive range of literature.

Teaching Literature (NCTE 3.5, IPTS 1 ISBE ELA 11, 12) . Demonstrates the capabilities, and dispositions to organize and provide instruction of an extensive range of literature.

Media and Technology (NCTE 3.6, IPTS 1 ISBE ELA 28) . Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction of the range and influence of print and nonprint media and technology in contemporary culture.

English Theory and Research (NCTE 3.7, IPTS 1). Demonstrates knowledge of research theory and findings in English language arts.

Dispositions (NCTE 2.0). Adopts and strengthens professional attitudes needed by English language arts teachers.

Human Development and Learning (IPTS 2). Understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Diverse Students (IPTS 3). Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Learning Environment (NCTE 4.4 IPTS 5). Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in

learning, and self-motivation.

Planning for Instruction. (NCTE 4.1, 4.2, 4.3, 4.6, 4.10, IPTS 6). Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Instructional Delivery (IPTS 4, 7 ISBE ELA 1, 3, 10). Uses a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the social sciences.

Assessment (IPTS 8 ISBE ELA 9). Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Disabilities (IPTS core). Implements appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Technology (IPTS core) . As appropriate for the discipline, enables students to learn about and to use technology.

Technology II (IPTS core). Understands and uses technology to enhance his/her teaching

For T&L Students

Inquiry (SOE). Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

Collaboration (IPTS 9). Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Reflection and Professional Growth (IPTS 10). Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Professional Conduct (IPTS 11). Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being

PERFORMANCE STANDARDS FOR INITIAL CERTIFICATION PROGRAMS

SECONDARY EDUCATION

The Candidate:

Disciplinary Foundations. Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).

Indicators

Knowledge
- Understands one or more of the disciplinary foundations of education knowledge bases that inform the anthropological, historical, philosophical, psychological and/or sociological contexts of educational phenomenon and/or praxis.
- Understands theoretical frameworks of one or more of the disciplinary foundations of education for the interpretive study of the complexities of class, ethnic, gender, racial and/or sexual, as well as other cultural, contexts of educational phenomenon and/or praxis.
- Understands modes of educational inquiry of one or more of the disciplinary foundations of education knowledge bases: for example, anthropology, history, philosophy, psychology and/or sociology of education
- Understands the theoretical significance of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Dispositions
- Appreciates the disciplinary foundations of education knowledge bases as a theoretical context for the interpretive study of educational phenomenon and/or praxis.
- Develop habits of using one or more of the disciplinary foundations of education's modes of educational inquiry for critically understanding educational phenomenon and/or praxis in social and cultural contexts.
- Appreciates past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Performances
- Demonstrates clarity, creativity and critical/analytical understanding in using the concepts and theories of one or more of the disciplinary foundations of education knowledge bases to address the social and cultural contexts and complexities of educational phenomenon and/or praxis.
- Demonstrates an ability to develop a systematic logical argument by using one or more of the disciplinary foundations of education knowledge bases to address the problematics of educational phenomenon and/or praxis.
- Demonstrates the ability to use the disciplinary foundations of education knowledge bases to synthesis issues and ideas related to educational phenomenon and/or praxis.

Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

Indicators

Knowledge
- Understands theoretical frameworks that inform an understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

- Understands the relationship between the organizing principles of a social order and educational phenomenon and/or praxis, and the influence of that relationship on human self and/or social transformation.

Dispositions
- Appreciates the significance of educational phenomenon and /or praxis as a social and cultural force in human self and/or social transformation.
- Develops habits for understanding the social and cultural dynamics that define the normative character of human self and/or social transformation as related to educational phenomenon and/or praxis.

Performances
- Demonstrates clarity, creativity and critical/analytical understanding in using theoretical frameworks to understand the social and cultural complexities and contexts of educational phenomenon and/or praxis.

Identity Development. Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

Indicators

Knowledge
- Understands that human development occurs at the intersection of the individual, social institutions, and existing social relations of power and privilege.
- Understands that social identities of race, ethnicity, class, gender, and sexuality reflect hierarchies of power and privilege.
- Understands that human development is multiple, complex, and in constant flux.
- Understands that human development involves individuals actively working to shape identities in accommodation to and resistance against existing relations and structures of power and privilege.

Dispositions
- Appreciates the diversity of identities and lived experiences
- Demonstrates commitment to educational process and practice that recognizes and addresses diverse identities, cultures, and lived experiences

Performances
- Reflects on one=s own identities as they reflect broader hierarchies of power and privilege
- Integrates an appreciation for the diversity of identities, cultures, and lived experiences into curriculum
- Integrates an appreciation for the diversity of identities, cultures, and lived experiences into educational policy
- Works towards the goal of individual and collective empowerment and broader social transformation in diverse and multiple educational contexts

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Individual Differences. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

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Indicators

Knowledge

- Understands that social relations of race, ethnicity, class, gender, and sexuality are arrangements of power and privilege that serve the interests of some groups while significantly marginalizing those of others
- Understands that individuals negotiate a diversity of identities and lived experiences
- Understands that educational contexts can both facilitate and present barriers to individual and collective expressions of difference and diversity

Dispositions
- Appreciates diverse identities and lived experiences

Performances
- Considers diverse identities, cultures, and lived experiences in the design and implementation of curriculum and teaching
- Applies the appreciation of diverse identities, cultures, and lived experiences to the design and implementation of policy

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

English Language . Demonstrates knowledge of, and skills in the use of, the English language.

Indicators

Knowledge
- Understands language acquisition and development;
- Understands how reading, writing, speaking, listening, viewing, and thinking are interrelated;
- Understands the impact of cultural, economic, political, and social environments upon language;
- Understanding of the evolution of the English language and the historical influences on its various forms;
- Understanding of English grammars;
- Understands semantics, syntax, morphology, and phonology
- Understands the various purposes for which language is used.
- Understands how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and in their students' learning of ELA;
- Knows the evolution of the English language and the historical influences on its various forms and use this knowledge in their teaching;
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Dispositions
- Respects diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;

Performances
- Uses knowledge of students' language acquisition and development as a basis for designing appropriate learning activities that promote student learning;
- Demonstrates an awareness in their teaching of the impact of cultural, economic, political, and social environments on language;
- Uses their knowledge of English grammars in teaching students both oral and written forms of the language;
- Use their knowledge of semantics, syntax, morphology, and phonology in teaching their students how to use oral and written language;

Literacy. Demonstrates knowledge of the practices of oral, visual, and written literacy.

Indicators

Knowledge
- Understands the influence of language and visual images on thinking and composing;
- Understands how language functions as major forms of inquiry, reflection, and expression
- Understands the variety of language purposes and communication audiences
- Knows language structure and conventions

Dispositions
- Values literacy as a lifelong activity that enables personal fulfillment and successful functioning in society, including participation as a citizen.
- Appreciates the value of literacy in cultural and social contexts

Performances
- Uses and models their understanding of the influence of language and visual images on thinking and composing in their own work and in their teaching;
- Uses and models writing, speaking, and observing as major forms of inquiry, reflection, and expression in their coursework and teaching;
- Uses and models composing processes in creating various forms of oral, visual, and written literacy of their own and engage students in these processes;
- Uses verbal and nonverbal communication to effectively perform a variety of functions for varied audiences and purposes;
- Demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and nonprint texts and by assisting their students in such activities;
- Uses and models oral and visual anteraction skills and strategies that recognize cultural and gender differences to promote dialogue and the exchange of ideas within a community of learners

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> **Speech - Foundations.** Recognizes the components of the communication process and understands the importance of effective communication, including adapting communication to the listener(s), situation and/or setting.

Indicators

Knowledge
- Understands the communication process (speaker, listener, message, medium, feedback, and noise).
- Understands audience analysis.
- Knows the differences among oral, written, and electronic communication processes.
- Knows the role of feedback in communication.
- Knows the relationship between nonverbal and verbal communication.
- Knows different purposes for communicating.
- Understands the shared responsibilities of speakers and listeners.
- Understands stated and implied meanings of a message.
- Understands the importance of adapting communication to the situation and setting.
- Understands strategies for appropriate and effective small-group communication, including components and group variables (roles, norms, and leadership).
- Understands the influence of context on communication.
- Knows the delivery types, their use, and impacts.
- Knows a variety of organizational formats appropriate for different speaking situations.
- Knows questioning skills for interviewing and gathering first-hand information.
- Knows problem-solving strategies that can be used in group situations.
- Knows how to use electronic media for effective communication.

Dispositions

- Appreciates the importance of effective communication

Performances
- Models and teaches uses of nonverbal techniques to enhance messages in personal, group, and public communication situations.
- Models and teaches differences among oral, written, and electronic communication.
- Models and teaches appropriate and effective participation in a problem-solving group discussion.
- Models and teaches effective leadership of group discussion.
- Models and teaches the use of various electronic media electronic media and suggests modes of improvement.
- Models and teaches uses of electronic messaging and other Internet-based informational resources.
- Models and teaches audience analysis to adapt message and communication behaviors to the audience and situation.
- Models and teaches how to adapt messages to fit the audience.

Speech - Diversity and Ethics. Understands the role of communication in relation to ethical issues in a democratic society, including issues of diversity.

Indicators

Knowledge
- Understands the concepts of individual, social and cultural diversity and their impact on communication.
- Recognizes when others do not understand.
- Understands the role of self-concept, disclosure, and conflict in relationships.
- Understands the role of constructive criticism in interpersonal relationships.
- Understands strategies for analyzing audiences and how to use appropriate strategies in communicating with them.
- Understands the difference between supportive and non-supportive audiences.
- Knows various problem-solving strategies.
- Knows how to use inclusive language when addressing others.
- Knows the effects of his or her communication choices on others.

Dispositions
- Appreciates the importance of diverse individual perceptions in interpersonal relationships.
- Appreciates the importance of freedom of speech in a democratic society.
- Appreciates the importance of ethical communication.
- Appreciates ethical responsibility to challenge harmful stereotypical or prejudicial communication.

Performances
- Models and teaches how information about audience members is used to create and deliver messages.
- Models and teaches the recognition of and response to cultural and social differences within audiences.
- Models and teaches creation and use of messages that are culturally inclusive.
- Models and teaches appropriate and effective negotiation skills.
- Models and teaches use of constructive criticism.
- Models and teaches making adjustments of presentations to promote understanding.
- Models and teaches how to communicate in a manner that respects the rights of others.
- Models and teaches how to interpret the behaviors of others without making stereotypical or prejudicial judgments.
- Models and teaches the importance of accuracy and relevance of material to be quoted.
- Models and teaches how to cite sources of evidence accurately.
- Models and teaches modification of messages to remove stereotypical and prejudicial language.

> **Speech - Listening.** Uses appropriate and effective listening skills and identifies and manages barriers to listening

Indicators

Knowledge
- Knows various types and purposes of listening.
- Understands skills unique to each listening type and purpose.
- Understands the listener's role and responsibility in a communication situation.
- Understands appropriate and effective listening responses across a variety of communication situations.
- Knows listening barriers such as bias, close-mindedness, preconceived attitudes, indifference, and emotional involvement in communication situations.
- Understands the effects of physical conditions and physiological ability on listening.
- Knows the effects of receiver apprehension on listening.

Dispositions
- Appreciates the importance of listening for effective communication
- Respects rights of others to have opposing viewpoints

Performances
- Models and teaches skills appropriate to each type and purpose of listening.
- Models and teaches listening behaviors to accommodate the listening situation.
- Demonstrates and teaches the ability to focus attention on a speaker's message.
- Models and teaches how to monitor his or her own listening behaviors.
- Demonstrates and teaches attentiveness through verbal and nonverbal behaviors.
- Models and teaches questioning, perception checking, summarizing, and paraphrasing to understand a message.
- Models and teaches respect for the rights of others to have opposing viewpoints.
- Models and teaches evaluation of his or her own listening behavior.
- Models and teaches management of internal and external distractions.
- Models and teaches validation of others by listening to them.

> **Speech – Oral Presentations.** Evaluate oral messages, uses oral messages effectively, and manages and controls anxiety.

Indicators

Knowledge
- Knows functions of communication and oral presentations (informing, influencing, relating, imagining, appreciating, and ritualizing).
- Understands criteria for selecting content and support for a given communication situation Understands the role of constructive criticism in interpersonal relationships.
- Understands criteria (topic, context, and goals) for evaluating the content, organization, and support of communication strategies.
- Knows the various types and strengths of supporting materials.
- Understands how verbal and nonverbal messages clarify meaning, organization, and the goals of speaking.
- Understands that anxiety is a normal response to many communication situations but may vary in impact among various communication contexts.
- Knows and understands strategies to help minimize and/or manage communication anxiety.
- Understands physiological and psychological reactions to anxiety

- Understands the individual and social factors that may lead to communication anxiety.

Dispositions
- Appreciates that communication choices should be sensitive to listener's backgrounds.
- Appreciates the importance of freedom of speech in a democratic society.
- Appreciates the importance of ethical communication.
- Appreciates ethical responsibility to challenge harmful stereotypical or prejudicial communication.

Performances
- Recognizes appropriately organized and supported presentations in various contexts.
- Recognizes strategies used in a given communication situation according to their function and appropriateness.
- Evaluates the short- and long-term effects of speaking by others in various communication contexts.
- Evaluates the quality of presentations by applying authoritative criteria.
- Models and teaches vocal qualities (pitch, rate, tone, volume, etc.) and nonverbal cues to create and interpret meaning.
- Models and teaches selection of appropriate and effective supporting material considering topic, audience, occasion, and purpose.
- Models and teaches a variety of effective presentations that meet standards of accuracy, timeliness, support, and clarity of explanation.
- Models and teaches effective and interesting delivery techniques appropriate to the situation.
- Models and teaches the vivid, clear and concise communication of ideas.
- Models and teaches selection of language that is appropriate to the occasion, purpose, audience, and context.
- Models and teaches appropriate and effective feedback.
- Models and teaches how to organize appropriate and effective messages to support a clearly stated thesis.
- Models and teaches how to adapt language for specific audiences and settings.
- Models and teaches uses of feedback to improve future communication.
- Models and teaches adaptation of messages according to feedback received.
- Models and teaches strategies that can help alleviate communication anxiety.
- Creates experiences for students to address, manage, or overcome their communication

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Reading Processes. Demonstrates knowledge of reading processes.

Indicators

Knowledge
- Understands reading as a process of constructing meaning through the interaction of the reader's existing knowledge and experience, the information suggested by written language, and the context of the reading situation.
- Understands the roles of motivation and interest in learning to read.
- Understands language development, cognition, and learning as applied to reading development.
- Understands the role that various language components play in reading development: phonemes (sounds of the language); morphemes (words and meaningful parts of words); semantics (meaning); and syntax (sentence structure and parts of speech); as well as pragmatic aspect of language (how language works in a social context).
- Recognizes the relationships among the four language arts (reading, writing, listening, and speaking) and knows how to provide opportunities to integrate these through instruction.
- Understands similarities and differences in oral and written language learning.
- Is aware of students' dialects and language differences and understands the implications of these differences in teaching children to read standard English.

Dispositions

- Is sensitive to the diversity that exists among learners and how differences influence reading, learning, and communicating.
- Appreciates the positive contributions of cultural, linguistic, and ethnic diversity to texts
- Understands the importance of using reading in all content areas

Performances
- Demonstrate how to respond to and interpret what is read in different ways;
- Demonstrate how to discover and create meaning from texts;
- Use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.
- Uses literature and instructional materials relative to all disciplines in appropriate fictional and non-fictional contexts.
- Provides oral language experiences that extend language growth and support reading development.
- Engages students in various types of discussion and talks about texts that are read to them.
- Engages students in readers' theater, choral reading, and other oral language activities that are related to reading.
- Models reading aloud.
- Models effective listening techniques for oral language activities related to reading.
- Uses strategies and techniques for teaching literacy skills to those whose first language is not English

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Composing Processes.   Demonstrates knowledge of different composing processes.

Indicators

Knowledge
- Understands how written discourse can influence thought and action.
- Understands the elements of composition (i.e., thesis development, focus, organization, support and elaboration, paragraph unity, and coherence) that are important in the drafting process
- Knows revision and proofreading strategies appropriate to a variety of writing modes and rhetorical situations.

Dispositions
- Understands the importance and value of prewriting as a component in the writing process
- Understands the importance and value of publishing as an integral component of the writing process.

Performances
- Produces different forms of written discourse and understand how written discourse can influence thought and action;
- Models and teaches a variety of prewriting strategies as a means of generating and organizing ideas within the writing process (e.g., mapping, listing, outlining, and drafting).
- Models and teaches the elements of composition in a variety of rhetorical situations (e.g., short stories, essays, letters, and reports).
- Models and teaches revision and proofreading strategies
- Provides students the opportunity to publish their written documents.
- Uses a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in their teaching;

Knowledge of Literature. Demonstrates knowledge of an extensive range of literature.

Indicators

Knowledge
- Knows the defining characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).
- Understands literary elements including character, plot, setting, theme, conflict, resolution, climax, and mood and explains their influence on the effectiveness of the literary piece.
- Understands ways in which an author uses language structure, literary form, word choice style, and format to convey the author's viewpoint and to elicit an emotional response from the reader.
- Understands a variety of literary techniques and devices (e.g., figurative language, allusion, foreshadowing, flashback, suspense, dialogue, description, word choice, dialect, characterization, narration, symbolism) in classic and contemporary literature representing a variety of genres and media.
- Understands recurring themes across literary works from a variety of eras, cultures, traditions and genres.

Performances
- Applies knowledge gained from literature as a means of understanding contemporary and historical economic, social, and political issues and perspectives.

Teaching Literature. Demonstrates the capabilities, and dispositions to organize and provide instruction of an extensive range of literature.

Indicators

Knowledge
- Is familiar with selected literary works of enduring quality.

Dispositions
- Recognizes the importance of using a wide variety of print and electronic materials throughout the curriculum, including high-quality literature for children and adolescents and diverse expository materials appropriate to the age and developmental level of the learners.
- Recognizes the value of reading aloud to learners using a variety of genres.
- Appreciates how literature can be a means for transmitting moral and cultural values within a community.

Performances
- Selects literature appropriate to the level and interests of the student.
- Reads aloud from a variety of genres to demonstrate appropriate interpretation and appreciation.
- Models and teaches students to apply reading skills and strategies to analyze, comprehend, and appreciate a variety of literary genres (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).
- Models and teaches students how to draw on experience, interaction with other readers and writers, word-identification strategies, knowledge of word meaning, and their understanding of textual features to better understand literature and electronic media.
- Models responses to literary material and teaches students to respond by making inferences; drawing conclusions; making comparisons from personal, creative, and critical points of view; and sharing responses with peers.
- Designs and demonstrates a variety of examples and multiple learning activities to teach students to identify, explain, compare, and contrast common literary themes across various societies, eras, and genres and to identify recurring themes across literary works.

- Uses a variety of teaching applications for works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature;
- Uses a variety of teaching applications for works from a wide variety of genres and cultures, works by female authors, and works by authors of color;
- Uses a variety of teaching applications for works specifically written for older children and younger adults;
- Uses a variety of teaching applications for a range of works of literary theory and criticism;

Media and Technology. Demonstrates knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

Indicators

Knowledge
- Recognizes the influence of media on culture and on people's actions and communication; display an understanding of the role of technology in communication.
- Understands how media can influence constructions of a text's meaning, and

Dispositions
- Appreciates how experiencing various media can enhance students' composing processes, communication, and learning;

Performances
- Constructs meaning from media and non-print texts;
- Shows an ability to construct meaning from media and nonprint texts, and to assist students in learning these processes;
- Incorporates technology and print/nonprint media into their own work and instruction;

English Theory and Research. Demonstrates knowledge of research theory and findings in English language arts.

Indicators

Knowledge
- Knows major sources of research and theory related to English language arts

Dispositions
- Appreciates the value of research and theory in English language arts education
- Appreciates the value of classroom inquiry

Performances
- Uses major sources of research and theory related to English language arts to support their teaching decisions;
- Uses teacher-researcher models of classroom inquiry to inform their own study and teaching;

Dispositions. Adopts and strengthens professional attitudes needed by English language arts teachers

Indicators

Dispositions
- Respects the worth and contributions of all learners;
- Values an inclusive and supportive learning environment in which all students can engage in learning;
- Appreciates the need for students become familiar with their own and others' cultures;
- Values lifelong habits of critical thinking and judgment;
- Appreciates the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general;
- Appreciates the connections between the ELA curriculum and developments in culture, society, and education;
- Believes that the arts and humanities are important in the daily lives of students.
- Values the role of arts and humanities in learning;

Performances
- Creates an inclusive and supportive learning environment in which all students can engage in learning;
- Uses ELA to help their students become familiar with their own and others' cultures;
- Uses practices designed to assist students in developing habits of critical thinking and judgment;
- Makes meaningful connections between the ELA curriculum and developments in culture, society, and education;
- Engages their students in activities that demonstrate the role of arts and humanities in learning;

Human Development and Learning. Understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Indicators

Knowledge
- Understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.
- Understands the psychological principles of learning and how they apply to visual arts education.
- Understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
- Is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and Understands how development in any one domain may affect performance in others.

Dispositions
- Appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- Is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Performances
- Assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
- Assesses students' thinking and experiences as a basis for instructional activities by, for example,

encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Diverse Students. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Indicators

Knowledge
- Understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
- Knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- Knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- Has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions
- Believes that all children can learn at high levels and persists in helping all children achieve success.
- Appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
- Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- Is sensitive to community and cultural norms.
- Makes students feel valued for their potential as people, and helps them learn to value each other.

Performances
- Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- Uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
- Can identify when and how to access appropriate services or resources to meet exceptional learning needs.
- Seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures
- Brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
- Creates a learning community in which individual differences are respected.

Learning Environment. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Indicators

Knowledge
- Uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- Understands how social groups function and influence people, and how people influence groups.
- Knows how to help people work productively and cooperatively with each other in complex social settings.
- Understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
- Recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions
- Recognizes the power of the visual arts for fostering self-expression, identity development, and learning.
- Values the ways in which people seek to communicate through the arts and encourages many modes of artistic expression in the classroom.
- Appreciates the cultural dimensions of artistic expression, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class,
- Takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
- Is committed to the expression and use of democratic values in the classroom
- Values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- Recognizes the value of intrinsic motivation to students' life-long growth and learning.
- Is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances
- Creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- Engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
- Organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- Helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- Analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Planning for Instruction. Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Indicators

Knowledge
- Understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- Knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
- Knows when and how to adjust plans based on student responses and other contingencies.

Dispositions
- Values both long term and short term planning.
- Believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- Values planning as a collegial activity.

Performances
- As an individual and a member of a team,
- Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- Plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- Creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- Creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
- Responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

Instructional Delivery. Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Indicators

Knowledge
- Understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
- Knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

- **Dispositions**
- Values the development of students' critical thinking, independent problem solving, and performance capabilities.
- Values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student

responses, ideas, and needs.

- **Performances**
- Carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
- Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.
- Integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students.
- Constantly monitors and adjusts strategies in response to learner feedback.
- Varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
- Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
- Uses resources (technology, materials, and physical environment) to facilitate students' learning.
- Uses modeling, feedback and constructive criticism to assist students to improve language skills, including those with cultural differences or whose first language is not English

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Assessment. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Indicators

Knowledge
- Understands the strengths and limitations of different types of assessments (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students= progress and performances, and modify teaching and learning strategies.
- Knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions
- Values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
- Is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

Performances
- Appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

- Solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- Evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- Monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
- Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

Disabilities. Implements appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

Indicators

Knowledge

- Knows the implications of various disabilities on human development and learning
- Knows legal provisions for assessment, planning, and instruction for students with disabilities
- Knows techniques for assessment and instruction of students with disabilities

Dispositions
- Demonstrates commitment to helping students with disabilities achieve to their highest educational and quality of life potential.

Skills
- Adapts curriculum and uses instructional strategies, materials, and assistive equipment/technology according to the characteristics of the learner.
- Creates a positive climate and promotes social interaction between disabled and non-disabled students
- Collaborates with professional colleagues, families, and communities to support students with disabilities.

Technology I. As appropriate for the discipline, enables students to learn about and to use technology.

Indicators

Knowledge
- Knows the technology-related Illinois Learning Standards that apply to the teaching certificate area(s) held, as well as the scope and sequence of their instruction
- Knows research-based, developmentally appropriate, >best= practices focusing on a variety of technological instructional tools
- Knows programs, hardware, etc. appropriate for use with diverse learners, including adaptive/assistive technologies for students with special needs
- Knows how to assess and monitor students= engagements with technology to insure ethical, legal, and equitable uses
- Demonstrates ability to critique educational software, hardware, and technological innovations from a variety of stancesCphilosophical, pedagogical, and ethical

Dispositions
- Demonstrates ability to critique educational software, hardware, and technological innovations from a variety of stancesCphilosophical, pedagogical, and ethical
- Demonstrates awareness and sensitivity to the ethical, legal, and human issues involved in using technology with students
- Demonstrates commitment to bridging the access equity gap, or >digital divide=, that affects marginated populations
- Demonstrates commitment to providing engaging, technology-based learning opportunities for all students

Skills
- Uses technology terminology accurately in written and oral communications
- Integrates technology into the curriculum to expand students= knowledge and skills
- Matches technology to the particular learning situation and each learner=s needs
- Observes and evaluates students= technology knowledge, skills, and dispositions
- Creates opportunities for students to use technology tools for learning, demonstrating their learning, and reflecting on it
- Uses software and hardware appropriately

Technology II. Understands and uses technology to enhance his/her teaching

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Indicators

Knowledge
- Knows particular technology resources to aid in designing learning opportunities for a variety of student grouping situations and diverse learning needs
- Knows the uses of computers and technology in business, industry, and society
- Knows resources for developing a personal professional network or community for ongoing professional development

Dispositions
- Demonstrates commitment to using technology in instruction
- Explores and evaluates technology-based resources regularly, as part of ongoing personal professional development
- Adheres to ethical principles in exploring, using, and sharing technology resources on a personal professional basis

Skills
- Uses technology to research, communicate, and collaborate in an ongoing fashion
- Uses productivity tools (e.g., word processing, presentation graphics) for classroom/program management and instruction

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For T&L Students

Inquiry. Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

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Indicators

Knowledge

- Understands the value of research to inquiry in education
- Understands key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education
- Understands the use of technology as one tool to assist with the overall inquiry process in education
- Understands the roles that technology plays in schools and society

Dispositions
- Appreciates the value of reading and conducting research in education
- Appreciates the role of technology in assisting with the design, conduct, and analysis of research in education

Performances
- Conducts meaningful inquiry on an independent basis in education
- Makes meaningful evaluative judgments about the quality of existing research in education
- Builds on existing theoretical frameworks through independent inquiry in education
- Demonstrates familiarity with a range of technological resources that support educational inquiry
- Accesses a range of technological resources relevant to educational inquiry

PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

Collaboration. Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Indicators
Knowledge
- Understands schools as organizations within the larger community context and Understands the operations of the relevant aspects of the system(s) within which s/he works.
- Understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.
- Understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

Dispositions
- Values and appreciates the importance of all aspects of a child's experience.
- Is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- Is willing to consult with other adults regarding the education and well-being of his/her students.
- Is willing to work with parents and guardians from diverse home and community situations, and to develop cooperative partnerships in support of student learning and well being
- Respects the privacy of students and confidentiality of information.
- Is willing to work with other professionals to improve the overall learning environment for students.

Performances
- Participates in collegial activities designed to make the entire school a productive learning environment.
- Makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- Can identify and use community resources to foster student learning.

- Establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
- Talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- Acts as an advocate for students.

Reflection and Professional Growth. Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Indicators

Knowledge
- Understands methods of inquiry that provide him/her with a variety of self- assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- Is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

Dispositions
- Values critical thinking and self-directed learning as habits of mind.
- Is committed to reflection, assessment, and learning as an ongoing process.
- Is willing to give and receive help.
- Is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- Recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.
- Is committed to ongoing development of set of professional values and beliefs about teaching, learning, and schooling as a basis for their classroom practice

Performances
- Uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- Is engaged in ongoing professional development, seeking out professional literature, colleagues, and other resources to continually develop and inform their professional perspectives on teaching and learning and enhancing their classroom practice.
- Draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.
- Advances his or her knowledge of current developments in the field by participating in professional development activities (e.g., coursework, professional organizations, and workshops).

Professional Conduct. Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being

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Indicators

Knowledge

- Understands the unique characteristics of education as a profession and a professional code of conduct
- Understands how school systems are organized and operate
- Understands school policies and procedures
- Understands legal issues in education
- Understands the importance of active participation and leadership in professional education organizations

Dispositions
- Believes that all students have the potential to learn rigorous content and achieve high standards.
- Is prepared to assume roles beyond the classroom for the benefit and welfare of students
- Is committed to the highest ethical standards of professional behavior

Performances
- Contributes knowledge and expertise about teaching and learning to the profession
- Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives
- Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families
- Initiates and develops educational projects and programs
- Actively participates in or leads such activities as curriculum development, staff development, and student organizations
- Participates as appropriate in policy design and development at the local level with professional organizations, and/or with community organizations