

**PERFORMANCE STANDARDS  
FOR  
INITIAL CERTIFICATION PROGRAMS**

**SECONDARY SOCIAL SCIENCE 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

**Culture and Cultural Diversity (IPTS 1, NCSS 1.1, ISBE Core SS 16, 22, 28).** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

**Time, Continuity, and Change (IPTS 1, NCSS 1.2, ISBE Core SS 14, 15, 16, 17, 18, 19, 20).** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change, including Illinois history.

**People, Places, and Environment (IPTTS 1, NCSS 1.3, ISBE Core LS 21, 22, 23, 24, 25, 26).** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment, including Illinois geography.

**Individual Development and Identity IPTTS 1, (NCSS 1.4, ISBE Core SS 27).** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

**Individuals, Groups and Institutions (IPTTS 1, NCSS 1.5, ISBE Core SS 28).** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

**Power, Authority, and Governance (IPTTS 1, NCSS 1.6, ISBE Core 4, 5, 6, 7).** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance, including Illinois government.

**Production, Distribution, and Consumption (IPTTS 1, NCSS 1.7, ISBE Core SS 10, 11, 12, 13).** Demonstrates the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption, including Illinois economics.

**Science, Technology and Society (IPTTS 1, NCSS 1.8, ISBE Core SS 25).** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

**Global Connections (IPTTS 1, NCSS 1.9, ISBE Core ss 9, 26).** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections.

**Civic Ideals and Practices (IPTTS 1, NCSS 1.10, ISBE Core SS 8).** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices, including Illinois civics.

**Content Knowledge in the Major (IPTTS 1, NCSS 2.1, 2.2, ISBE History 1, 2, 3, 4, 5, 7, 8).** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of the major (history or geography) including Illinois history or geography.

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

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

**Learning Environment (IPTTS 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. (IPTS 4, ISBE Core SS 1, 2, 3).** Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Instructional Delivery (IPTS 6).** Uses a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the social sciences.

**Classroom Communication (IPTS 7).** Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

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

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

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

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

**Language Arts: Literacy Techniques & Strategies (ISBE Core LA 1).** Knows a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline

**Language Arts: Modeling Literacy Skills (ISBE Core LA 2).** Models effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities

**Language Arts: Instruction & Improvement (ISBE Core LA 3).** provides a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills

**Secondary Content Area Reading (ISBE math, science, social sci).** Understands the process of reading and demonstrates instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

#### **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 Secondary Educator:

**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

- Understand 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.
- Understand 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.
- Understand 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
- Understand 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

- Understand 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.

- Understand 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**

- Appreciate the significance of educational phenomenon and /or praxis as a social and cultural force in human self and/or social transformation.
- Develop 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.

<p><b>Identity Development.</b> Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.</p>
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### **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.
- Understand 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

<p><b>Individual Differences.</b> 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</p>
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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**

**Culture and Cultural Diversity.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

#### **Indicators**

##### **Knowledge**

- Understands the ways groups, societies, and cultures address human needs and concerns
- Understands how data and experiences may be interpreted by people from diverse cultural perspectives and frames of references
- Understands the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;

##### **Dispositions**

- Appreciates the importance of cultural unity and diversity within and across groups

##### **Performances**

- Compares and analyzes societal patterns for preserving and transmitting culture while adapting to environmental and social change;
- Interprets patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
- Constructs reasoned judgments about specific cultural responses to persistent human issues;
- Explains and applies ideas, theories and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

**Time, Continuity, and Change.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change, including Illinois history.

#### **Indicators**

##### **Knowledge**

- Understands that historical knowledge and the concept of time are socially influenced constructions that

- lead historians to be selective in the questions they seek to answer and the evidence they use;
- Knows significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions;
- Knows key historical periods, events, and patterns of Illinois

### **Dispositions**

- Appreciates the value of employing empathy, skepticism, and critical judgment when undertaking historical inquiry

### **Performances**

- Applies key concepts from the study of history such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among the patterns of historical change and continuity;
- Employs processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;
- Investigates, interprets, and analyzes multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues,
- Applies ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

**People, Places, and Environment.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment, including Illinois geography.

### **Indicators**

#### **Knowledge**

- Understands the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;
- Understands physical system changes, such as seasons, climate, and weather;
- Understands how people create places that reflect culture, human needs, current values and ideals, and government policies;
- Understands the ways Earth's physical features have changed over time;
- Understands the ways historical events have influenced and have been influenced by physical and human geographic features;
- Knows the physical features of Illinois and how they have changed over time.

#### **Dispositions**

- Values the various historical and contemporary cultures that influence physical and human geographic features

#### **Performances**

- Constructs, uses and refines mental maps of locales (including Illinois), regions, and the world that demonstrates their understanding of relative location, direction, size, and shape;
- Creates, interprets, uses, and distinguishes various representations of Earth, such as maps, globes and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information;
- Estimates and calculates distance, scale, area, and density, and to distinguish spatial distribution patterns
- Examines, interprets, and analyzes the interactions of human beings and their physical environments;

- Observes and analyzes social and economic effects of environmental changes and crises;
- Compares, and evaluates existing alternative uses of resources and land in communities, regions, nations, and the world.
- Explains and applies ideas, theories and modes of inquiry drawn from geography and environmental studies in the examination of persistent issues and social problems.

**Individual Development and Identity.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

### Indicators

#### Knowledge

- Understands how various historical and contemporary cultures influences an individual's daily life;
- Understands how family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- Understands concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;
- Understands the interactions of ethnic, national, or cultural influences in specific situations or events;
- Understands factors that contribute to and damage one's mental health

#### Dispositions

- Appreciates personal connections to time, place, and social/cultural systems;
- Values the various historical and contemporary cultures that influences an individual's daily life

#### Performances

- Analyze issues related to mental health and behavioral disorders in contemporary society.
- Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
- Evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;
- Explains and applies ideas, theories and modes of inquiry drawn from psychology in the examination of persistent issues and social problems.

**Individuals, Groups and Institutions.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

### Indicators

#### Knowledge

- Understands the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society;
- Understands the various forms institutions take, and explain how they develop and change over time
- Understands the belief systems basic to specific traditions and laws in contemporary and historical movements;

#### Dispositions

- Respects the contemporary and historical belief systems basic to specific traditions and laws in various cultures

### Performances

- Analyzes group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- Identifies and analyzes examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- Evaluates the role of institutions in furthering both community and change;
- Analyzes the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
- Applies ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

**Power, Authority, and Governance.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance, including Illinois government.

### Indicators

#### Knowledge

- Understands the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;
- Understands the purpose of government and how its powers are acquired, used, and justified
- Understands how nations and organizations respond to forces of unity and diversity affecting order and security;
- Understands the conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- the basic features of the American and Illinois political system, and identify representative leaders from various levels and branches of government;
- Understands how governments attempt to achieve their stated ideals at home and abroad.

#### Dispositions

- Respects the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;

### Performances

- Examines issues involving the rights, roles, and status of individuals in relation to the general welfare;
- Applies theories and modes of inquiry drawn from political science and concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems in the US and Illinois

**Production, Distribution, and Consumption.** Demonstrates the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption, including Illinois economics.

### Indicators

#### Knowledge

- Understands how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;

- Understands the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;
- Understands the role of production, distribution, and consumption in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues;
- Knows the key patterns of production, distribution, and consumption in Illinois
- Distinguishes between economics as a field of inquiry and the economy.
- Distinguish between the domestic and global economic systems, and explain how the two interact

**Dispositions**

- Respects the values and beliefs that influence economic decisions in different societies;

**Performances**

- Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
- Compare the costs and benefits to society of allocating goods and services through private and public sectors;
- Analysis of the role of specialization and exchange in economic processes;
- Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
- Apply economic concepts and reasoning when evaluating historical and contemporary social developments globally, in the US, and Illinois

**Science, Technology and Society.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

**Indicators**

**Knowledge**

- Knows both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
- Understands various perspectives about human societies and the physical world using scientific knowledge, technologies, and ethical standards from diverse world cultures;

**Dispositions**

- Appreciates how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;

**Performances**

- Analyzes the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change;
- Formulates strategies and develop policy proposals for influencing public discussions associated with science/technology-society issues.
- Evaluates various policies proposed to deal with social changes resulting from new technologies;
- Explains and applies ideas, theories and modes of inquiry drawn from science and technology in the examination of persistent issues and social problems.

**Global Connections.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections.

**Indicators**

## **Knowledge**

- Understands the conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- Understand how individual behaviors and decisions connect with global systems.
- Understands how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;

## **Dispositions**

- Appreciates the need for global understanding

## **Performances**

- Analyzes and evaluate the effects of changing technologies on the global community;
- Analyzes the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality;
- Analyzes of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;
- Analyzes or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- Evaluates the role of international and multinational organizations in the global arena;
- Explains and applies ideas, theories and modes of inquiry drawn from anthropology, political science, economics and sociology in the examination of persistent global issues and social problems.

**Civic Ideals and Practices.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices, including Illinois civics.

## **Indicators**

### **Knowledge**

- Understands the origins and the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- Understands the influence of various forms of citizen action on public policy;
- Understands a variety of public policies and issues, nationally and in Illinois from the perspective of formal and informal political actors;

### **Dispositions**

- Values the key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- Appreciates the need for and respects multiple points of view in a democratic society

### **Performances**

- Analyzes, interpret, and evaluate sources and examples of citizen's rights and responsibilities;
- Locates, accesses, analyzes, organizes, synthesizes, evaluates, and applies information about selected public issues identifying, describing, and evaluating multiple points of view;
- Engages in forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- Evaluates the effectiveness of public opinion in influencing and shaping public policy development and decision-making;
- Evaluates the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- Constructs policy statements and action plans to achieve goals related to issues of public concern;
- Evaluates possible options for citizen action to strengthen the common good

- Explains and applies ideas, theories and modes of inquiry drawn from political science in the examination of persistent issues and social problems in the US and Illinois.

**Social Science Content in the Major.** Demonstrates the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of the major (history) including Illinois history.

## Indicators

### Knowledge

- Understands historical research processes used to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations;
- Understands issues and problems in the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision;
- Knows historical content in United States and Illinois history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America;
- Knows the history and values of diverse civilizations throughout the world, including those of the West, and in comparing patterns of continuity and change in different parts of the world;
- Demonstrates a well developed historical understanding encompassing social, political, economic, and cultural history and the history of science and technology.

### Dispositions

- Demonstrates enthusiasm for history and historical ways of knowing
- Appreciates the tentative nature of historical interpretations

### Performances

- Uses chronological thinking to distinguish between past, present, and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines and can compare alternative models for periodization;
- Employs historical comprehension to reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources
- Demonstrates skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, , and hypothesize the influence of the past;

**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 social science 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

- Can use 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.
- 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.

<p><b>Classroom Communication.</b> Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.</p>
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## **Indicators**

### **Knowledge**

- Understands communication theory and language development
- Understands the role of language in learning

### **Dispositions**

- Is sensitive to how cultural and gender differences can affect communication in the classroom

### **Performances**

- Models effective communication strategies
- Conveys information effectively
- Asks questions effectively
- Uses visual, aural, kinesthetic and nonverbal cues

- Uses oral and written discourse effectively
- Helps students develop and extend their oral and written communication skills to promote subject matter learning
- Uses variety of media tools to enrich learning opportunities
- Enhances communication among learners and builds a community of learners within a physical activity setting.

**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

<p><b>Technology II.</b> Understands and uses technology to enhance his/her teaching</p>
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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

<p><b>Language Arts: Literacy Techniques &amp; Strategies</b> Knows a broad range of literacy techniques and strategies for every aspect of communication and develops each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.</p>
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**Indicators**

**Knowledge**

- understands and can articulate the needs for literacy development in general and in specific disciplines or at specific grade levels.
- understands effective literacy techniques to activate prior student knowledge and build schema to enhance comprehension of "text."
- knows strategies and techniques for teaching communication skills to those students' whose first language is not English.

**Dispositions**

- Demonstrates commitment to viewing one's self as a literacy teacher, whatever the age/grade level or specialty area of the certificate(s) held
- Demonstrates awareness and sensitivity to the ethical, legal, and human issues involved in helping all students develop their personal literacy
- Demonstrates commitment to bridging the literacy equity gap that affects marginated populations
- Views all students as readers, authors, and thinkers
- Demonstrates respect for all students' literacy voices and languages
- Views literacy as a developmental process for making and representing meaning, not merely a series of discrete skills for reading, writing, listening, and speaking

- Acknowledges the need to instill in students a desire to use literacy skills

**Performance**

- practices effectively the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text," and between student and "text".
- practices effective literacy techniques to make reading purposeful and meaningful.
- practices effective questioning and discussion techniques to extend content knowledge acquired from "text."
- uses a variety of "text" and research resources with students/ in an attempt to enhance student learning from reading, learning from writing, and learning from oral communication.

**Language Arts: Modeling Literacy** Models effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities.

**Indicators**

**Knowledge**

- knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.
- understands how to communicate ideas in writing to accomplish a variety of purposes.

**Dispositions**

- Recognizes that the teacher is the most important communicator in the classroom

**Performance**

- models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.
- reads, understands, and clearly conveys ideas from texts or other supplementary materials.
- writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
- expresses ideas orally with explanations, examples, and support in a clear, succinct style.
- helps students understand a variety of modes of writing (persuasive, descriptive, informative, and narrative).
- listens well.

**Language Arts: Instruction & Improvement** Provides a variety of instructional strategies, constructive feedback, criticism, and improvement strategies in Language Arts while being aware of diverse learners' needs.

**Indicators**

**Knowledge**

- understands how to analyze an audience to determine culturally appropriate communication strategies to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators, and the community and business in general.
- understands how to use diverse instructional strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written and oral work.

**Dispositions**

- Approaches literacy curriculum planning as a process aimed at meeting learners' individual needs, not the imposition of a prescribed, inflexible program

**Performance**

- analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking, and listening.
- assists students whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English.

- conducts effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing for comprehension.
- uses a variety of media to enhance and supplement instruction.
- uses multi-disciplinary instructional approaches.

**Secondary Content Area Reading.** Understands the process of reading and demonstrates instructional abilities to teach reading in the discipline (math, science, social science & visual arts).

### **Indicators**

#### **Knowledge**

- Understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
- 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 how to design, select, modify and evaluate materials in terms of the reading needs of the learner.
- Understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
- Understands the relationship between oral and silent reading.
- Understands the role of subject-area vocabulary in developing reading comprehension.
- Understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
- Understands the importance of the relationship between assessment and instruction in planning.

#### **Dispositions**

- Demonstrates commitment to viewing one's self as a literacy teacher, whatever the age/grade level or specialty area of the certificate(s) held

#### **Performances**

- Plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, and synthesizing and summarizing material.
- Plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
- Plans and models the use of comprehension strategies before, during, and after reading of text.
- Provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
- Plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
- Plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- Plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
- Provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
- Analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- Promotes the development of an environment that includes classroom libraries that foster reading.

## For T&L Students

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

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

### **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

## **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