

**SCU 207**                      **1A, 1E, 8A, 9G, 9I**

1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;

1E) understands the impact of linguistic and cultural diversity on learning and communication;

8A) understands schools as organizations within the larger community context;

9G) understands local and global societal issues and responsibilities in an evolving digital culture; and

9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;

**SCU 337**                      **1C, 1F, 1H, 1K, 1L, 2A, 2E, 2N, 3C, 3H, 3K, 4B, 4D, 4L, 5A, 6C, 8D, 9K, 9O, 9R**

1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;

1F) understands his or her personal perspectives and biases and their effects on one's teaching; and

1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;

1K) facilitates a learning community in which individual differences are respected; and

1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;

2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;

2N) facilitates learning experiences that make connections to other content areas and to life experiences;

3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;

3H) establishes high expectations for each student's learning and behavior;

3K) incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences;

4B) understands how individuals influence groups and how groups function in society;

4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;

4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;

5A) understands the cognitive processes associated with various kinds of learning;

6C) understands communication theory, language development, and the role of language in learning;

8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;

9K) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;

9O) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;

9R) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];

**SCU 351**                      **2F, 3G, 7G, 9A**

2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;

3G) understands how research and data guide instructional planning, delivery, and adaptation.

7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;

9A) evaluates best practices and research-based materials against benchmarks within the disciplines;

**SCG 401**                      **1C, 1F, 1K, 1L, 2A, 2E, 2H, 3C, 3H, 4B, 4D, 4L, 5A, 6C, 8D, 9R**

- 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
- 1F) understands his or her personal perspectives and biases and their effects on one's teaching; and
- 1K) facilitates a learning community in which individual differences are respected; and
- 1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.
- 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
- 2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;
- 2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.
- 3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;
- 3H) establishes high expectations for each student's learning and behavior;
- 4B) understands how individuals influence groups and how groups function in society;
- 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
- 4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;
- 5A) understands the cognitive processes associated with various kinds of learning;
- 6C) understands communication theory, language development, and the role of language in learning;
- 8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;
- 9R) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];

**SCG 403**                      **1C, 1F, 1K, 1L, 2A, 2E, 3C, 3H, 4B, 4D, 4L, 5A, 6C, 8D, 9Q, 9R**

- 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
- 1F) understands his or her personal perspectives and biases and their effects on one's teaching; and
- 1K) facilitates a learning community in which individual differences are respected; and
- 1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.
- 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
- 2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;
- 3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;
- 3H) establishes high expectations for each student's learning and behavior;
- 4B) understands how individuals influence groups and how groups function in society;
- 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
- 4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;
- 5A) understands the cognitive processes associated with various kinds of learning;
- 6C) understands communication theory, language development, and the role of language in learning;
- 8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;
- 9Q) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;

9R) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];

**SCG 404 1B,1C,5A**

1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;

1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;

5A) understands the cognitive processes associated with various kinds of learning;

**SCG 406 1C, 1F, 1H, 1K, 1L, 2A, 2E, 2N, 3C, 3H, 3K, 4B, 4D, 4I, 4L, 5A, 6C, 8D, 9K, 9O, 9R**

1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;

1F) understands his or her personal perspectives and biases and their effects on one's teaching; and

1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;

1K) facilitates a learning community in which individual differences are respected; and

1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;

2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;

2N) facilitates learning experiences that make connections to other content areas and to life experiences;

3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;

3H) establishes high expectations for each student's learning and behavior;

3K) incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences;

4B) understands how individuals influence groups and how groups function in society;

4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;

4I) creates a safe and healthy environment that maximizes student learning;

4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;

5A) understands the cognitive processes associated with various kinds of learning;

6C) understands communication theory, language development, and the role of language in learning;

8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;

9K) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;

9O) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;

9R) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];

**SCG 408 1A, 1E, 8A, 9G, 9I**

1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;

1E) understands the impact of linguistic and cultural diversity on learning and communication;

8A) understands schools as organizations within the larger community context;

9G) understands local and global societal issues and responsibilities in an evolving digital culture; and  
9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;

**SCG 409**                      **1A, 1E, 8A, 9G, 9I**

1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;

1E) understands the impact of linguistic and cultural diversity on learning and communication;

8A) understands schools as organizations within the larger community context;

9G) understands local and global societal issues and responsibilities in an evolving digital culture; and

9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;

**SCG 410**                      **3G, 7C, 7D**

3G) understands how research and data guide instructional planning, delivery, and adaptation.

7C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;

7D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;

**SCG 411**                      **1A, 1E, 8A, 9G, 9I**

1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;

1E) understands the impact of linguistic and cultural diversity on learning and communication;

8A) understands schools as organizations within the larger community context;

9G) understands local and global societal issues and responsibilities in an evolving digital culture; and

9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;

**SCG 451**                      **2F, 3G, 7G, 9A**

2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;

3G) understands how research and data guide instructional planning, delivery, and adaptation.

7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;

9A) evaluates best practices and research-based materials against benchmarks within the disciplines;