PERFORMANCE STANDARDS
FOR
INITIAL CERTIFICATION PROGRAMS

ELEMENTARY 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, history, philosophy, psychology, 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 differences.

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

Connections Across the Curriculum (ISBE EE 1) . Know, understand and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues

Curriculum--English Language Arts (ACEI 2.1, IPTS 1, ISBE EE 2). Knows, understands, and uses central concepts, tools of inquiry and structures of content and can create meaningful learning experiences that develop subject matter competence and performance skills across developmental levels

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

Curriculum--Science. (ACEI 2.2, IPTS 1, ISBE EE 3) Knows, understands, and uses fundamental concepts in science (physical, life, earth, space sciences), science and technology, science in personal and social perspectives, history and nature of science, unifying concepts of science, scientific inquiry processes. Can help students learn scientific inquiry, scientific understanding of the natural world, and the nature and utility of science.

Curriculum -- Mathematics (ACEI 2.3, IPTS 1, ISBE EE 4). Know, understand and use major concepts, procedures, and reasoning processes of mathematics that define number systems, number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

Curriculum--Social Studies (ACEI 2.4, IPTS 1, ISBE EE 5) . Know, understand and use major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences, and other related area--to promote elementary student's abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.

Curriculum--The arts (ACEI 2.5, IPTS 1, ISBE EE 7) . Know, understand and use--as appropriate to their own knowledge and skill--the content, functions, and achievements of dance, music, theater, and the visual arts as primary media to promote communication, inquiry, and insight among elementary students.

Curriculum--Health (ACEI 2.6, IPTS 1, ISBE EE 6) . Know, understand, and use, major concepts in health education to create opportunities for students to develop and practice skills that contribute to good health.

Curriculum--Physical Education (ACEI 2.7, IPTS 1, ISBE EE 6) . Know, understand and use as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Development, Learning, & Motivation (ACEI 1, IPTS 2, ISBE EE 8) . Knows, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation

Instruction--Integrating and applying knowledge for instruction (ACEI 3.1, IPTS 4, 6) , ISBE EE 8. Plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community

Instruction--Adaptation to diverse students (ACEI 3.2, IPTS 3, ISBE EE 8). Understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students

Instruction--Development of critical thinking, problems solving and performance skills (ACEI 3.3, IPTS 6) . **Understand** and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills

Instruction--Active engagement in Learning (ACEI 3.4, IPTS 5, ISBE EE 8). Use their knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

Instruction--Communication (ACEI 3.5, IPTS 7, ISBE EE 8). Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

Assessment (ACEI 4, IPTS 8, ISBE EE 8). Know, understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student

Disabilities. 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

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

Behaviors of Career Teacher (IPTS 11, ISBE EE 17). Understand and apply practices and behaviors that are characteristic of developing career teachers--analyzing and solving instructional problems, engaging in professional development including technology, adhering to code of ethics, understanding interrelationships and interdependencies within the profession

Reflection and Evaluation (ACEI 5.1, IPTS 10, ISBE EE 16). Reflect on practice in light of research and available resources for professional development. Evaluate the effects of educational decisions and actions on students, parents and professionals. Actively seek out opportunities to grow professionally.

Collaboration with Families (ACEI 5.2, IPTS 9, ISBE EE 15). Know the importance of establishing and maintaining positive collaboration with families to promote growth and learning in children

Collaboration with Colleagues (ACEI 5.2, IPTS 9, ISBE EE15) . Foster relationships with school colleagues and agencies in the community to support students' learning and well-being.

PERFORMANCE STANDARDS FOR INITIAL CERTIFICATION PROGRAMS

ELEMENTARY EDUCATION PROGRAM

The Elementary Teacher:

DIVERSITY & POSITIVE TRANSFORMATION

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.

2.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.

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.
- 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

> **Understanding Difference.** 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.

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

> **Connections Across the Curriculum.** Know, understand and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues

Indicators

Knowledge
- Understands connections across disciplines

Dispositions
- Appreciates the value of scholarly habits of mind
- Models and exemplifies what it means to have an inquiring mind, including (1) a desire to know; (2) constructive questioning, (3) use of information and data, (4) acceptance of ambiguity, (5) willingness to modify explanations; (6) a cooperative manner in responding to questions and solving problems, (7) respect for reason, imagination, and creativity, (8) honesty

Performances
- Creates learning opportunities that integrate concepts and applications across content areas
- Helps students connect content area concepts and procedures to students= lives and real world situations
- Helps student learn the power of multiple perspectives to understand complex issues

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Curriculum -- English Language Arts.   Knows, understands, and uses central concepts, tools of inquiry and structures of content and can create meaningful learning experiences that develop subject matter competence and performance skills across developmental levels

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Indicators

Knowledge
- Models the use of spoken English including language content, form, and use
- Models the use of written English including morphology, syntax, lexicon, and composing processes
- Understands how children develop and learn to read, write, speak, view and listen effectively
- Understand first and second language development
- Knows and can recommend a variety of reading materials of different topics, themes, situations, and genres
- Understands history and varieties of English literature

Dispositions
- Demonstrates enjoyment of reading, writing, listening, and speaking

Performances
- Design learning experiences in English language arts that build on students prior experiences and existing language skills to help children become competent and effective users of language
- Helps students become competent readers
- Helps and encourages students to enjoy reading
- Implement instruction in decoding that balances letter/sound strategies with contextual strategies
- Implements instruction in reading comprehension and monitoring one=s own comprehension
- Helps students respond to what they read and encourages sharing of those responses
- Helps students develop effective writing skills
- Provides many opportunities for developing listening, speaking and writing and explore many types of listening, speaking and writing situations
- Anticipates typical errors and misconceptions and helps students correct their misunderstandings
- Assesses language arts skills and knowledge appropriately and use results to plan further instruction

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Language Arts: Literacy Techniques & Strategies   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.

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.

I**ndicators**

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.

Curriculum -- Science. Knows, understands, and uses fundamental concepts in science (physical, life, earth, space sciences), science and technology, science in personal and social perspectives, history and nature of science, unifying concepts of science, scientific inquiry processes. Can help students learn scientific inquiry, scientific understanding of the natural world, and the nature and utility of science.

Indicators

Knowledge
- Understands the history and nature of science and technology
- Understands the utility of science and technology in the personal and social spheres
- Understands the fundamentals of physical, life, earth, and space sciences and their interrelationships
- Understand the fundamental concepts and principles that unify the sciences: (1) systems, order, and organization; (2) evidence, models, and explanations; (3) change, constancy, and measurement; (4) evolution and equilibrium; (5) form and function

Dispositions
- Appreciates the scientific method

Performances
- Engage students in the science inquiry process: (1) asking questions; (2) planning and conducting investigations; (3) gathering data; (4) thinking critically and logically about relationships between evidence and explanation; (5) constructing and analyzing alternative explanations; (6) communicating scientific arguments and explanations
- Create learning experiences that teach the major concepts and understandings of science and technology
- Anticipate children=s naive theories and misconceptions about scientific and natural phenomena and can help children build understanding
- Assesses scientific skills and knowledge appropriately and uses results to plan further learning

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Curriculum -- Mathematics. Know, understand and use major concepts, procedures, and reasoning processes of mathematics that define number systems, number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

Indicators

Knowledge

- Knows the major concepts, procedures, and reasoning processes of:
    - number systems and number sense
    - geometry
    - measurement
    - probability and statistics
    - algebra
    - Knows the history of math and contributions of diverse cultures

Dispositions
- Appreciates the utility of mathematics and mathematical reasoning in daily life

Performances
$ Helps students learn to reason logically
- Helps students learn to represent and communicate mathematical situations and relationships using every day language, mathematical language, and mathematical symbols
- Helps students learn to make connections between mathematical ideas and other intellectual activities
- Helps students understand and use measurement systems, number concepts, basic operations and computational algorithms, geometric concepts, and data presented in tables, graphs and charts
- Helps students understand number sequences and proportional reasoning
- Helps students compute fluently and use estimation to check results
- Helps students learn to solve problems and conduct experiments
- Helps students select and use appropriate mathematical manipulatives, tools, and technology
- Helps students understand the history of math and the contributions of diverse cultures
- Anticipates children=s misperceptions and error patterns and uses them as a basis for learning
- Uses assessment appropriately and uses results to plan further instruction

Curriculum -- Social Studies. Knows, understands and uses major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences, and other related areas,-to promote elementary student's abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.

Indicators

Knowledge
- Knows the major concepts of history, geography, the social sciences, and related humanities that support and inform the 10 NCSS themes
    - culture
    - time, continuity and change
    - people, places, and environment
    - individual development and identity
    - individuals, groups, and institutions
    - power, governance, and authority
    - production, distribution, and consumption
    - science, technology, and society
    - global connections
    - civic ideals and practices

Dispositions
- Appreciates the utility of the social sciences in making informed decisions as citizens in a culturally diverse

democratic society and an interdependent world

Performances
- Provides effective learning experiences that teach:
  - o Historical development of democratic values, governance, and citizenship
  - o Past, present, and future
  - o Spatial/geographic relations
  - o Nations, institutions and economic systems
  - o Culture and cultural diversity
  - o Humanistic influences and achievements
- Helps students learn to listen, read, and research to build understanding of social studies
- Helps students speak, discuss, and write to build and express understanding of social studies
- Helps students use primary and secondary sources to build understanding of social studies
- Helps students use data, conceptual analysis and argument to build understanding of social studies
- Uses assessment appropriately and uses results to plan further instruction

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Curriculum -- The arts. Know, understand and use--as appropriate to their own knowledge and skill--the content, functions, and achievements of dance, music, theater, and the visual arts as primary media to promote communication, inquiry, and insight among elementary students.

Indicators

Knowledge
- Understands the fundamental concepts and tools of the arts: dance, music, theater, visual arts
- Understands the introspective, exploratory, and expressive functions of the arts in education and life
- Understands the achievements of the arts and artists in a variety of cultures
- Understand the fundamentals principles of instruction in the arts, especially the sequential nature of instruction and the need for active participation
- Understands that there are many routes and approaches to competence and that students= abilities develop at different rates

Dispositions
- Appreciates the value of the arts in education and life

Performances
- Provides opportunities for students to develop appreciation of dance, music, theater, visual arts
- Provides opportunities for students to develop competence in basic elements of dance, music, theater, visual arts
- Provides opportunities that expose students to exemplary works of dance, music, theater, visual arts
- Provides opportunities for students to analyze works of dance, music, theater, visual arts from structural, historical and cultural perspectives
- Provides opportunities for students to integrate the arts with other disciplines

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Curriculum -- Health.   Know, understand, and use, major concepts in health education to create opportunities for students to develop and practice skills that contribute to good health.

Indicators

Knowledge
- Understands the structure and functions of the body and its systems and diseases
- Understands the fundamentals of physical fitness and nutrition
- Understand the major health issues concerning children
- Understands the social forces that affect children's health

Dispositions
- Appreciates the value of physical fitness and a healthy lifestyle
- Appreciates the need to convey information about health issues and dangers

Performances
- Helps students understand the benefits of a healthy lifestyle
- Helps students understand the dangers of diseases and activities that contribute to diseases
- Helps students recognize potentially dangerous situations
- Anticipates misconceptions regarding health and fitness and clarifies them
- Helps students find reliable sources of information

Curriculum -- Physical Education. Know, understand and useBas appropriate to their own understanding and skills--human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Indicators

Knowledge
- Understand how children develop physically
- Understand that inactivity is a major health risk
- Understand the basic principles of instruction of movement and motor skills, especially the sequential nature of instruction and the need for active participation

Dispositions
- Appreciates the intrinsic values and benefits associated with physical activity

Performances
- Structures learning activities that help students acquire motor skills and many movement forms
- Helps students develop the knowledge and skills necessary to maintain a health-enhancing level of physical fitness
- Structures learning experiences that foster opportunities for enjoyment, challenge, self-expression, and social interaction
- Structures learning experiences that elicit responsible personal and social behavior during physical activities and respect for individual differences

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Development, Learning, & Motivation.   Knows, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students= development, acquisition of knowledge, and motivation

Indicators

Knowledge
- Understands developmental periods of childhood and early adolescence
- Understands the physical, social, emotional, cognitive, and linguistic developmental characteristics of children and young adolescents
- Understands how students= abilities, interests, individual aspirations, and values may differ
- Understand ways in which cultures and social groups differ and how they effect learning

Dispositions
- Believes that all children can learn when developmental factors are recognized, respected, and accommodated
- Considers diversity an asset and responds positively to it

Performances
- Considers the physical, social, emotional, cognitive, and linguistic development of children when planning, teaching and assessing children and young adolescents
- Plans curriculum that is achievable yet challenging for children at various developmental levels
- Adapts curriculum and teaching to motivate and support student learning and development
- $ Recognizes when an individual student's development differs from typical developmental patterns
- $ Collaborates with specialists to plan and implement appropriate learning experiences that address individual needs

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Instruction -- Integrating and applying knowledge for instruction. Plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community

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Indicators

Knowledge
- Understands learning theory
- Understands curriculum development
- Understands student development

Dispositions
- Is willing to collaborate with specialists to promote learning in all areas of the curriculum for all students

Performances
- Considers how students learn and develop when planning instruction to meet curriculum goals
- Helps students appreciate and be engaged in subject matter
- Selects and creates learning experiences that are appropriate for curriculum goals
- Select and creates learning experiences that are meaningful to students
- Selects and creates learning experiences that activate students= prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build upon previously acquired skills
- Uses a variety of resources including print, technology and media in instruction

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Instruction -- Adaptation to diverse students. Understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students

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Indicators

Knowledge
- Identifies differences in approaches to learning (including learning styles), and demonstration of learning
- Understand how learning is influenced by individual experiences, talents, disabilities, and prior learning
- Understand how learning is influenced by language, family, culture, and community values

Dispositions
- Understands the importance of collaboration
- Appreciates the contributions of diverse cultures to subject area content

Performances
- Seeks assistance and guidance from specialists and other resources to address the needs of exceptional learners
- Design instruction appropriate to student=s levels of development, learning styles, strengths, and needs
- Uses teaching approaches that are sensitive to the multiple experiences of students
- Designs instruction that is appropriate to the needs of culturally diverse learners
- Designs instruction that is appropriate to the needs of exceptional learners
- Applies knowledge of the rich contributions from diverse cultures to each content area

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Instruction -- Development of critical thinking, problems solving and performance skills. Understand and use a variety of teaching strategies that encourage elementary students= development of critical thinking, problem solving, and performance skills

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Indicators

Knowledge
- Understands cognitive processes associated with various kinds of learning and how these processes can be stimulated
- Understands learning principles and processes associated with various teaching strategies (e.g., cooperative learning, direct instruction, inquiry, whole group discussion, independent study, interdisciplinary instruction)

Dispositions
- Appreciates the importance of promoting critical thinking and problem solving

Performances
- Enhances learning through use of a wide variety of materials
- Enhances learning through use of collaboration with specialists and other colleagues
- Enhances learning through use of a wide variety of technological resources
- Enhances learning through use of multiple teaching and learning strategies
- Promotes development of critical thinking and problem solving
- Promotes development of performance skills relevant to each content area

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Instruction -- Active engagement in Learning. Use their knowledge and understanding of individual and group motivation and behavior among students to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

Indicators

Knowledge

- Understands principles of effective classroom management
- Understands individual motivation and behavior
- Understands group dynamics

Dispositions

Performances
- Promotes positive relationships, cooperation, conflict resolution, and purposeful learning in the classroom
- Creates learning communities in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities
- Use appropriate communication techniques to create an effective learning environment

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Instruction--Communication. Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

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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

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Assessment. Know, understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student

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Indicators

Knowledge
- Understands the characteristics, uses, advantages, and limitations of different types of assessment

Dispositions
- Appreciates the essential and integral role of assessment in instruction

Performances
- Use a variety of formal and informal methods of assessment (observation, portfolios, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests)

- Uses assessment to enhance their knowledge of individual students
- Uses assessment to evaluate progress and performance in subject matter areas
- Uses assessment to collaborate with specialists to adapt instruction for children with special needs
- Selects appropriate assessment techniques based on nature of instruction and subject matter
- Uses technology to manage assessment effectively
- Monitors one=s own teaching in relation to assessment and modifies instruction as needed

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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 stances: philosophical, pedagogical, and ethical

Dispositions
- 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

Behaviors of Career Teacher.   Understand and apply practices and behaviors that are characteristic of developing career teachers B analyzing and solving instructional problems, engaging in professional development including technology, adhering to code of ethics, understanding interrelationships and interdependencies within the profession

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Indicators

Knowledge
- Understands basic interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education.

Dispositions
- Is committed to profession=s ethics and code of conduct

Performances
- Works independently to make educational decisions and solve pedagogical problems
- Applies knowledge of child development, subject matter, instructional techniques, and assessment when making educational decisions and solving pedagogical problems
- Refines and defends judgments about use of disciplinary content and teaching methodologies
- Acquires and refines intellectual tools to deal with change and to make wise decisions according to time, place, and population
- Uses technology based resources in support of continuing professional development

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Reflection and Evaluation.   Reflect on practice in light of research and available resources for professional development. Evaluate the effects of educational decisions and actions on students, parents and professionals. Actively seek out opportunities to grow professionally.

Indicators

Knowledge
- Knows major methods of inquiry and areas of research that provide helpful information about teaching and teaching resources
- Knows self-assessment and problem-solving strategies for reflecting on practice
- Knows resources for reflection and professional development (professional literature, colleagues, professional associations, professional development activities)

Dispositions
- Values self-reflection
- Recognizes the importance of experimenting with, reflecting on and revising practice

Performances
- Uses classroom observation, information about students, and research as sources for evaluating one=s teaching and student learning
- Reflects of one's teaching practices, student growth and learning and the complex interactions between teaching and learning
- Evaluates the effects of educational decisions on students, parents, and other professionals

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Collaboration with Families.   Know the importance of establishing and maintaining positive collaboration with families to promote growth and learning in children

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Indicators

Knowledge
- Understands different family beliefs, traditions, values, and practices across cultures and with society

Dispositions
- Respects parent=s choices and goals for their children

Performances
- Uses knowledge of different traditions and values to promote effective learning environment
- Involves families as partners in supporting the school and the classroom
- Communicates effectively with parents about curriculum and children=s progress
- Involves families in assessing and planning for individual children, including children with special needs and abilities

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Collaboration with Colleagues.   Foster relationships with school colleagues and agencies in the community to support students' learning and well-being.

Indicators

Knowledge
- Understands schools as organizations within the larger community context and how school systems operates
- Understands how factors in the environment outside of school may influence student's cognitive, emotional, social, and physical well-being and consequently their lives and learning in school

Dispositions
- Values collaboration with colleagues as a way to support students and student learning

Performances
- Participates in collegial activities designed to make the entire school a productive learning environment
- Develops effective collaborations with colleagues and specialists