

ELEMENTARY 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.