PERFORMANCE STANDARDS
FOR
INITIAL CERTIFICATION PROGRAMS

SECONDARY VISUAL ARTS EDUCATION

PREAMBLE

VINCENTIAN SPIRIT AND URBAN MISSION

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

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

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

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

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

STANDARDS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

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

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

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

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

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

Technical Qualities of Art (IPTS 1, ISBE Art 1). Understands the sensory elements, organizational principles, and expressive qualities of the visual arts.

Commonalities, Distinctions and Connections (IPTS 1, ISBE Art 2). Understands the commonalties, distinctions, and connections in and among the fine arts.

Process and Production of Art (IPTS 1, ISBE Art 3). Understands the process and production of the visual arts.

Expressive Artistic Skills (IPTS 1, ISBE Art 4). Applies knowledge and skills necessary to create expressively and with technical proficiency in a range of media and processes.

Function of Visual Arts (IPTS 1, ISBE Art 5). Analyzes how the visual arts function in history, society and everyday life.

Relationship of Visual Arts to Society (IPTS 1, ISBE Art 6). Understands how the visual arts shape and reflect history, society, and everyday life.

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

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

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

Planning for Instruction. (IPTS 4). Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Instructional Delivery (ISBE Art 7, IPTS 6). Uses a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.

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

Assessment (IPST 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 Visual Arts 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.

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

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

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Indicators

Knowledge
- Understands that social relations of race, ethnicity, class, gender, and sexuality are arrangements of power and privilege that serve the interests of some groups while significantly marginalizing those of others
- Understands that individuals negotiate a diversity of identities and lived experiences

- Understands that educational contexts can both facilitate and present barriers to individual and collective expressions of difference and diversity

Dispositions
- Appreciates diverse identities and lived experiences

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

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

Technical Qualities of Art. Understands the sensory elements, organizational principles, and expressive qualities of the visual arts.

Indicators

Knowledge
- Understands the elements of design: color, form, line, shape, space, texture, and value.
- Understands the principles of design: balance, contrast, harmony, movement, pattern, repetition, rhythm, and unity.
- Understands the expressive qualities and communication of ideas.
- Understands properties of two- and three-dimensional space and of the fourth dimension, time..

Dispositions
- Appreciates the aesthetic and expressive qualities of the visual arts

Performances
- Analyzes and demonstrates the elements and principles of design.
- Analyzes and demonstrates how aesthetic qualities (e.g., elements, principles, and expressive ideas) are used in art works.
- Analyzes and evaluates (critiques) artworks for how aesthetic qualities are used to convey intent, expressive ideas, and/or meaning.

Commonalities, Distinctions and Connections. Understands the commonalties, distinctions, and connections in and among the fine arts.

Indicators

Knowledge
- Understands how to compare and contrast elements, principles, and tools in two or more visual artworks..
- Understands how to compare and contrast artworks in two or more fine arts that share processes, expressive ideas, similar themes, historical periods, or societal contexts.
- Understands how different art forms combine to create an interrelated artwork (e.g., musical theatre, and cinematography).

Dispositions
- Values exploration of connections among various elements, principles, tools, and art forms

Performances
- Collaborates with other arts specialists in developing inter-related artworks.
- Analyzes and evaluates similar and distinctive characteristics of artworks in and among the arts.

Process and Production of Art. Understands the process and production of the visual arts.

Indicators

Knowledge
- Understands media and tools and how to use them in a safe and responsible manner.
- Understands a minimum of five artistic processes (e.g., printmaking, fiber arts, photography, sculpture, and electronic media).

Dispositions
- Appreciates the need for safety in the use of media, tools, and processes
- Enjoys exploration of new media, technologies, tools and processes

Performances
- Describes how the selection of tools/techniques and processes Creates specific effects.
- Analyzes and evaluates how the selection of media, tools, technologies, and processes is used to support and influence the communication of ideas.

Expressive Artistic Skills. Applies knowledge and skills necessary to create expressively and with technical proficiency in a range of media and processes.

Indicators

Knowledge
- Understands the manipulative skills necessary to draw and build works of art, using creative processes to express ideas
- Understands how to communicate clear and focused ideas based on planning and problem solving techniques in creating visual arts..

Dispositions

Performances
- Creates artworks in two and three dimensions and in the time arts.
- Creates artworks that are realistic, abstract, conceptual, functional, and decorative.
- Demonstrates manipulative skills to draw and build works of art in a range of media.
- Creates artwork that Demonstrates the process of problem solving and creative exploration.

Function of Visual Arts. Analyzes how the visual arts function in history, society and everyday life.

Indicators

Knowledge
- Understands how the visual arts function in a cultural and societal context.
- Understands how visual arts function in commercial applications (e.g., mass media, environmental and product design).
- Understands how the function of the visual arts changes over time.
- Understands how careers and jobs in the visual arts vary based on historical and societal changes.

Dispositions
- Appreciates the value and contribution of the arts to history, society and everyday life.

Performances
- Analyzes how the visual arts have contributed over time to communication, celebrations, occupations, recreation, politics and entertainment.
- Analyzes how the visual arts do and have been used to inform and persuade.
- Analyzes the function of the visual arts in various eras and cultures.

Relationship of Visual Arts to Society. Understands how the visual arts shape and reflect history, society, and everyday life.

Indicators

Knowledge
- Understands the distinguishing characteristics of historical and contemporary artwork from a variety of periods and cultures.
- Understands how the visual arts change in response to the changes in society.
- Understands how popular media and the visual arts influence society..

Dispositions

Performances
- Analyzes and classifies the distinguishing characteristics of historical and contemporary artwork from a variety of periods and cultures.
- Analyzes how the arts shape and reflect ideas, issues, or themes in a variety of cultures and historical periods.

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

Indicators

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

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

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

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

Indicators

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

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

Performances
- Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- Uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

- Can identify when and how to access appropriate services or resources to meet exceptional learning needs.
- Seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures
- Brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
- Creates a learning community in which individual differences are respected.

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

Indicators

Knowledge
- 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. Plans instruction and uses a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.

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.
- Understands the ongoing process of curriculum development, taking into account local, State, and national

standards.

- Knows when and how to adjust plans based on student responses and other contingencies.
- 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, documents and artifacts, texts, reference books, literature, and other print resources).

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.
- 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
- Develops a comprehensive and sequenced visual arts curriculum.
- 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 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.
- 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.
- Uses resources (technology, materials, and physical environment) to facilitate students' learning.
- Identifies and applies teaching methods for integrating visual arts with other art forms and other subject areas.
- Articulates a logical rationale for the role of the visual arts in the school curriculum, including philosophical and social foundations for visual arts education.

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

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

Indicators

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

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

Performances
- Appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
- Solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- Evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- Monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and

instructional approaches accordingly.
- Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

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

Indicators

Knowledge

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

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

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

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

Indicators

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

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

- Demonstrates commitment to providing engaging, technology-based learning opportunities for all students

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

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

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Indicators

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

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

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

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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.

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

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Indicators

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

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

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