

Illinois Professional Teaching Standards

Preamble:

We believe that all students have the potential to learn rigorous content and achieve high standards. A well-educated citizenry is essential for maintaining our democracy and ensuring a competitive position in a global economy. The Illinois Professional Teaching Standards should reflect the learning goals and academic standards which are established for Illinois students.

We believe that the Illinois educational system must guarantee a learning environment in which all students can learn. The environment should nurture their unique talents and creativity; understand, respect, and incorporate the diversity of their experiences into the learning process; and cultivate their personal commitment to enduring habits of life-long learning. The Illinois Professional Teaching Standards should reflect the increasing diversity of the Illinois student population which requires greater understanding by teachers of learning theories, developmental levels and cultural backgrounds.

We believe that Illinois must strive to ensure excellence in teaching for all students by establishing professional licensing standards and learning opportunities which will enable all teachers to develop and use professional knowledge and skills on behalf of students. The Illinois Professional Teaching Standards should reflect the changing resources available for teaching, such as technology and community options and the new expectations for accountability and the accompanying need for an understanding of assessment strategies.

We believe that these standards and opportunities should enable teachers to support the intellectual, social, emotional, ethical, and physical development of students, to respond with flexibility and professional judgment to students' different needs; and to actively engage students in their own learning so that they can use and generate knowledge in effective and powerful ways. The Illinois Professional Teaching Standards should reflect the changing role of the teacher, from instructor to learning guide and coach.

We believe that teaching and learning should connect ideas and disciplines to each other and to the personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn. Such teaching demands that teachers integrate their knowledge of subjects, students, community, and curriculum to create a bridge between learning goals and students' lives. The Illinois Professional Teaching Standards should reflect the changing character of the curriculum, from isolated subjects to an integration of knowledge areas and thinking strategies.

We believe that professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students. The Illinois Professional Teaching Standards should reflect the changing character of the school as a workplace from individual isolation to collegiality and a learning community. These Standards should reflect the need for collaboration, cooperation, and shared responsibility between the school and the family, and between the school and the community.

We believe that teachers' professional development is a dynamic process extending from initial preparation over the course of an entire career. Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base. Illinois and local education agencies must be responsible for investing in the growth of knowledge for individual teachers and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunity for teacher learning.

Illinois Professional Teaching Standards

#1 Content Knowledge

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

#2 Human Development and Learning

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

#3 Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 Planning for Instruction

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

#5 Learning Environment

The teacher 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.

#6 Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

#7 Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#8 Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#9 Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#10 Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

#11 Professional Conduct

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

ILLINOIS PROFESSIONAL TEACHING STANDARDS

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Note: Bold sections indicate the addition of special education professional knowledge and performance indicators.

STANDARD 1 - Content Knowledge

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

Knowledge Indicators: *The competent teacher*

- 1A. Understands major concepts, assumptions, debates, principles, and theories that are central to the discipline.
- 1B. Understands the processes of inquiry central to the discipline.
- 1C. Understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- 1D. Understands the relationship of knowledge within the discipline to other content areas and to life and career applications.
- 1E. Understands how a student's disability affects processes of inquiry and influences patterns of learning.**

Performance Indicators: *The competent teacher*

- 1F. Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- 1G. Uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.
- 1H. Engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
- 1I. Designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
- 1J. Anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
- 1K. Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
- 1L. Facilitates learning experiences that make connections to other content areas and to life and career experiences.
- 1M. Designs learning experiences and utilizes adaptive devices/technology to provide access to general curricular content to individuals with disabilities.**

STANDARD 2 - Human Development and Learning

The teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

Knowledge Indicator: *The competent teacher*

- 2A. Understands how students construct knowledge, acquire skills, and develop habits of mind.
- 2B. Understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
- 2C. Understands human development, learning theory, neural science, and the ranges of individual variation within each domain.
- 2D. Understands that differences in approaches to learning and performance interact with development.

- 2E. Understands how to include student development factors when making instructional decisions.
- 2F. **Knows the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes.**

Performance Indicators: *The competent teacher*

- 2G. Analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.
- 2H. Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
- 2I. Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

STANDARD 3 – Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge Indicator: *The competent teacher*

- 3A. Understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the Illinois Administrative Code.
- 3B. Understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.
- 3C. Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
- 3D. Understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
- 3E. Understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
- 3F. **Understands personal cultural perspectives and biases and their effects on one's teaching.**

Performance Indicators: *The competent teacher*

- 3G. Facilitates a learning community in which individual differences are respected.
- 3H. 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.
- 3I. Uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
- 3J. Uses cultural diversity and individual student experiences to enrich instruction.
- 3K. Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
- 3L. Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- 3M. Identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.
- 3N. **Demonstrates positive regard for the culture, religion, gender, sexual orientation, and varying abilities of individual students and their families.**

STANDARD 4 - Planning for Instruction

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

Knowledge Indicator: *The competent teacher*

- 4A. Understands the Illinois Academic Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
- 4B. Understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
- 4C. Understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between student experiences and career and educational goals.
- 4D. Understands when and how to adjust plans based on student responses and other contingencies.
- 4E. Understands how to integrate technology into classroom instruction.
- 4F. Understands how to review and evaluate educational technologies to determine instructional value.
- 4G. Understands how to use various technological tools to access and manage information.
- 4H. Understands the uses of technology to address student needs.

Performance Indicators: *The competent teacher*

- 4I. Establishes expectations for student learning.
- 4J. Applies principles of scope and sequence when planning curriculum and instruction.
- 4K. Creates short-range and long-term plans to achieve the expectations for student learning.
- 4L. Creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.
- 4M. Creates multiple learning activities that allow for variation in student learning styles and performance modes.
- 4N. Incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
- 4O. Creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
- 4P. Develops plans based on student responses and provides for different pathways based on student needs.
- 4Q. Uses teaching resources and materials which have been evaluated for accuracy and usefulness.
- 4R. Accesses and uses a wide range of information and instructional technologies to enhance student learning.
- 4S. Uses IEP goals and objectives to plan instruction for students with disabilities.**

STANDARD 5 - Learning Environment

The teacher 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.

Knowledge Indicator: *The competent teacher*

- 5A. Understands principles of and strategies for effective classroom management.
- 5B. Understands how individuals influence groups and how groups function in society.
- 5C. Understands how to help students work cooperatively and productively in groups.
- 5D. Understands factors that influence motivation and engagement and how to help students become self-motivated.
- 5E. Knows procedures for inventorying the instructional environment to determine when and how best to meet a student's individual needs.**

- 5F. **Knows applicable laws, rules and regulations, procedural safeguards, and ethical considerations regarding planning and implementing behavioral change programs for individuals with disabilities.**
- 5G. **Knows strategies for intervening in situations to prevent crises from developing or escalating.**
- 5H. **Knows environmental arrangements that promote positive behavior and learning for students with diverse learning characteristics.**

Performance Indicators: *The competent teacher*

- 5I. Maintains proper classroom decorum.
- 5J. 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 achieving classroom goals.
- 5K. Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
- 5L. Analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another.
- 5M. Organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.
- 5N. Engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.
- 5O. **Demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students).**
- 5P. **Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.**
- 5Q. **Uses a variety of approaches to promote social interaction between students with disabilities and students without disabilities.**
- 5R. **Uses effective methods for teaching social skill development in all students.**

STANDARD 6 - Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Knowledge Indicator: *The competent teacher*

- 6A. Understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
- 6B. Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.
- 6C. Knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.
- 6D. Understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.
- 6E. **Knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with disabilities and/or diverse learning characteristics.**

Performance Indicators: *The competent teacher*

- 6F. Evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.

- 6G. 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 students assume responsibility for identifying and using learning resources.
- 6H. Monitors and adjusts strategies in response to learner feedback.
- 6I. Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.
- 6J. 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.
- 6K. Uses a wide range of instructional technologies to enhance student learning.
- 6L. Develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.
- 6M. Uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities.**
- 6N. Uses technology appropriately to accomplish instructional objectives.**
- 6O. Adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.**
- 6P. Implements and evaluates individual learning objectives.**

STANDARD 7 – Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge Indicator: *The competent teacher*

- 7A. Understands communication theory, language development, and the role of language in learning.
- 7B. Understands how cultural and gender differences can affect communication in the classroom.
- 7C. Understands the social, intellectual, and political implications of language use and how they influence meaning.
- 7D. Understands the importance of audience and purpose when selecting ways to communicate ideas.

Performance Indicators: *The competent teacher*

- 7E. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
- 7F. Uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.
- 7G. Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.
- 7H. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 7I. Uses a variety of communication modes to effectively communicate with a diverse student population.
- 7J. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 7K. Communicates using a variety of communication tools to enrich learning opportunities.

STANDARD 8 – Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

Knowledge Indicator: *The competent teacher*

- 8A. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.
- 8B. Understands the purposes, characteristics and limitations of different kinds of assessments.
- 8C. Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.
- 8D. Understands how to use the results of assessment to reflect on and modify teaching.
- 8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.
- 8F. Knows legal provisions, regulations, and guidelines regarding assessment (and inclusion in statewide assessments) of individuals with disabilities.**
- 8G. Knows methods for monitoring progress of individuals with disabilities.**
- 8H. Knows strategies that consider the influence of diversity and disability on assessment, eligibility, programming, and placement of students with disabilities.**

Performance Indicators: *The competent teacher*

- 8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.
- 8J. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
- 8K. Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
- 8L. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
- 8M. Uses appropriate technologies to monitor and assess student progress.
- 8N. Collaborates with families and other professionals involved in the assessment of individuals with disabilities.**
- 8O. Uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.**
- 8P. Uses technology appropriately in conducting assessments and interpreting results.**
- 8Q. Uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.**

STANDARD 9 - Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

Knowledge Indicator: *The competent teacher*

- 9A. Understands schools as organizations within the larger community context.
- 9B. Understands the benefits, barriers and techniques involved in parent/family relationships.
- 9C. Understands school and work-based learning environments and the need for collaboration with business organizations in the community.
- 9D. Understands the collaborative process.
- 9E. Understands collaborative skills which are necessary to carry out the collaborative process.
- 9F. Understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.**
- 9G. Understands roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities.**

Performance Indicators: *The competent teacher*

- 9H. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 9I. Works with colleagues to develop an effective learning climate within the school.
- 9J. Participates in collaborative decision making and problem solving with other professionals to achieve student success.
- 9K. Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.
- 9L. Works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being.
- 9M. Identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
- 9N. Acts as an advocate for student needs.
- 9O. Collaborates in the development of comprehensive individualized education programs for students with disabilities.**
- 9P. Coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor.**
- 9Q. Collaborates with the student and family in setting instructional goals and charting progress of students with disabilities.**
- 9R. Communicates with team members about characteristics and needs of individuals with specific disabilities.**
- 9S. Implements and monitors individual students' programs, working in collaboration with team members.**
- 9T. Demonstrates the ability to co-teach and co-plan.**

STANDARD 10 - Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Knowledge Indicator: *The competent teacher*

- 10A. Understands that reflection is an integral part of professional growth and improvement of instruction.
- 10B. Understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.
- 10C. Understands major areas of research on the learning process and resources that are available for professional development.
- 10D. Understands teachers' attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities.**

Performance Indicators: *The competent teacher*

- 10E. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
- 10F. Collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.
- 10G. Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
- 10H. Actively seeks and collaboratively shares a variety of instructional resources with colleagues.
- 10I. Assesses his or her own needs for knowledge and skills related to teaching students with disabilities and seeks assistance and resources.**

STANDARD 11 - Professional Conduct and Leadership

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Knowledge Indicator: *The competent teacher*

- 11A. Understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
- 11B. Understands how school systems are organized and operate.
- 11C. Understands school policies and procedures.
- 11D. Understands legal issues in education.
- 11E. Understands the importance of active participation and leadership in professional education organizations.
- 11F. Is familiar with the rights of students with disabilities.**
- 11G. Knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.**
- 11H. Knows identification and referral procedures for students with disabilities.**

Performance Indicators: *The competent teacher*

- 11I. Contributes knowledge and expertise about teaching and learning to the profession.
- 11J. Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
- 11K. Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
- 11L. Initiates and develops educational projects and programs.
- 11M. Actively participates in or leads in such activities as curriculum development, staff development, and student organizations.
- 11N. Participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.
- 11O. Demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.**
- 11P. Demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.**
- 11Q. Promotes and maintains a high level of integrity in the practice of the profession.**
- 11R. Complies with local, state, and federal monitoring and evaluation requirements related to students with disabilities.**
- 11S. Complies with local, state, and federal regulations and policies related to students with disabilities.**
- 11T. Uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.**