

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 24

CULTURALLY RESPONSIVE TEACHING AND
LEADING STANDARDS FOR ALL ILLINOIS EDUCATORS~~TEACHERS~~

Section

- 24.10 Purpose
- 24.50 The Illinois Culturally Responsive Teaching and Leading Standards
- 24.100 The Illinois Professional Teaching Standards Through June 30, 2013 (Repealed)
- 24.110 Language Arts Standards for All Illinois Teachers Through June 30, 2013
(Repealed)
- 24.120 Technology Standards for All Illinois Teachers Through June 30, 2013
(Repealed)
- 24.130 The Illinois Professional Teaching Standards ~~Beginning July 1, 2013~~

AUTHORITY: Implementing Articles 21 and 21B and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21 and 21B and 2-3.6].

SOURCE: Adopted at 26 Ill. Reg. 11847, effective July 18, 2002; amended at 34 Ill. Reg. 11505, effective July 26, 2010; amended at 37 Ill. Reg. 1260, effective January 17, 2013; amended at 45 Ill. Reg. _____, effective _____.

Section 24.10 Purpose

This Part establishes certain standards that shall apply to the issuance of all Illinois professional educator licenses endorsed in teaching, school support personnel, and administrative fields~~a teaching field~~. The standards set forth in this Part shall apply both to candidates for licensure and to the programs that prepare them. That is:

- a) Beginning October 1, 2021, approval of any preparation program or course of study in any teaching, school support, or administrative field pursuant to the State Board of Education's rules for Certification (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the applicable standards identified in this Part.~~approval of any preparation program or course of study in any teaching field pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the applicable standards identified in this Part; and~~

- b) Programs already approved under 23 Ill. Adm. Code 25, Subpart C shall submit program alignment by October 1, 2025~~the examinations required for issuance of a professional educator license under Article 21B of the School Code [105 ILCS 5/21B] shall be based on the applicable standards set forth in this Part.~~

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 24.50 The Illinois Culturally Responsive Teaching and Leading Standards

- a) Self-Awareness and Relationships to Others – Culturally responsive teachers and leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students. The culturally responsive teacher and leader will:
- 1) Understand and value the notion that multiple lived experiences exist, that there is not one "correct" way of doing or understanding something, and that what is seen as "correct" is most often based on our lived experiences.
 - 2) Approach their work and students with an asset-based mindset, affirming the students' backgrounds and identities.
 - 3) Know about their students and their lives outside of school, using this knowledge to build instruction that leverages prior knowledge and skills.
 - 4) Include representative, familiar content in the curriculum to legitimize what students bring to class, while also exposing them to new ideas and worldviews different from their own.
 - 5) Engage in self-reflection about their own actions and interactions and what ideas motivated those actions.
 - 6) Explore their own intersecting identities, how they were developed, and how they impact daily experience of the world.
 - 7) Recognize how their identity (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.) affects their perspectives and beliefs about pedagogy and students.
 - 8) Educate themselves about students' communities, cultures, and histories.

86 9) Critically think about the institutions in which they find themselves,
87 working to reform these institutions whenever and wherever necessary.

88
89 10) Assess how their biases and perceptions affect their teaching practice and
90 how they access tools to mitigate their own behavior (racism, sexism,
91 homophobia, unearned privilege, Eurocentrism, etc.).

92
93 b) Systems of Oppression – Culturally responsive teachers and leaders understand
94 that there are systems in our society that create and reinforce inequities, thereby
95 creating oppressive conditions. Educators work actively against these systems in
96 their everyday roles in educational institutions. Performance Indicators – The
97 culturally responsive teacher and leader will:

98
99 1) Understand the difference between prejudice, discrimination, racism, and
100 how to operate at the interpersonal, intergroup, and institutional levels.

101
102 2) Collaborate with colleagues to determine how students from different
103 backgrounds experience the classroom, school, or district.

104
105 3) Understand how the system of inequity has impacted them as an educator.

106
107 4) Know and understand how current curriculum and approaches to teaching
108 impact students who are not a part of the dominant culture.

109
110 5) Be aware of the effects of power and privilege and the need for social
111 advocacy and social action to better empower diverse students and
112 communities.

113
114 6) Know and understand how a system of inequity creates rules regarding
115 student punishment that negatively impacts students of color.

116
117 7) Know and understand how a system of inequity reinforces certain truths as
118 the norm.

119
120 c) Students as Individuals – Culturally responsive teachers and leaders view and
121 value their students as individuals within the context of their families and
122 communities. The culturally responsive teacher and leader will:

123
124 1) Learn from and about their students' culture, language, and learning styles
125 to make instruction more meaningful and relevant to their students' lives.
126

- 2) Engage with students' families and community members outside of the classroom to develop a more holistic understanding of the students' lived experiences.
- 3) Develop positive, strength-based partnerships with students and their families by learning about them, soliciting their opinions, and valuing their expectations, especially with those marginalized by schools in the past.
- 4) Provide parents with information about what their child is expected to learn, know, and do at his or her grade level and ways to reinforce concepts at home.
- 5) Share the classroom systems and policies (expectations, agreements, recognition and incentive practices, etc.) used in the classroom with students' families and align them to the values and cultural norms of those families.
- 6) Provide multiple opportunities for parents to communicate in their language and method of preference.
- 7) Set holistic goals for students that accommodate multiple ways of demonstrating strengths and success (e.g., alternate academic achievement metrics, growth indicators, leadership, character development, social-emotional learning competencies, and school values).

d) Students as Co-Creators – Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students. The culturally responsive teacher and leader will:

- 1) Encourage and affirm the personal experiences (family, community, culture, etc.) students share in the classroom.
- 2) Make authentic connections between academic learning and students' prior knowledge, native language, culture, and values.
- 3) Consistently solicit students' input on the curriculum (e.g., interests, people, or concepts).
- 4) Co-create, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school.

5) Create and embed student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives).

6) Persistently solicit student feedback, value that feedback (resist defensiveness), and adjust based on that feedback.

e) Leveraging Student Advocacy – Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom. The culturally responsive teacher and leader will:

1) Emphasize and connect with students about their identities, advocacies, and self-interest.

2) Offer guidance to students on how to develop a self-advocacy plan to inform decisions and choices.

3) Include students in the creation of an inclusive learning community with more opportunities for student expression.

4) Help students identify actions that can be taken to apply learning to develop opportunities and relationships for alliances.

5) Create a risk-taking space that promotes student advocacy.

6) Research and offer student advocacy content with real world implications.

7) Hold high expectations in which all students can participate and lead as student advocates.

8) Give students space to solve their own problems, negotiate their advocacy needs, and present their perspectives.

f) Family and Community Collaboration – Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication. The culturally responsive teacher and leader will:

1) Regularly interact with students, families, and communities in both English and home language through methods of their preference.

- 2) Actively seek multiple perspectives and contribution from families and the community and invite them to actively share their opinions, feedback, and concerns that impact the school community.
- 3) Forge ongoing participation with families and community members to meet the diverse needs and interests of students.
- 4) Continuously learn and build cultural knowledge that families and the community bring to the school community to nurture and foster relationships and inform student learning experiences.
- 5) Use best practices that are culturally responsive to value students and their families' cultural traditions when recognizing, motivating, encouraging, and supporting student success and growth.
- 6) Develop relationships with families and the community outside of the classroom setting.
- 7) Foster students' cultural understanding and connection to the surrounding community.
- 8) Invite family and community members to teach about topics that are culturally specific and aligned to the classroom curriculum or content area.
- 9) Welcome communication from parents and reply in a timely manner.
- 10) Communicate and provide appropriate techniques and materials to support and enrich student learning at home.
- 11) Collaborate effectively over time with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

g) Content Selections in All Curricula – Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities. The culturally responsive teacher and leader will:

- 1) Curate the curriculum.

- 254 2) Identify and articulate the purposeful ways in which marginalized
255 communities are represented in curriculum, including print, digital media,
256 and other classroom resources.
257
- 258 3) Employ authentic and modern technology usage inspiring digital literacy
259 through an equity lens.
260
- 261 4) Ensure assessments reflect the enriched curriculum that has embedded
262 student identities.
263
- 264 5) Embrace and encourage inclusive viewpoints and perspectives that
265 leverage asset thinking toward traditionally marginalized populations.
266
- 267 6) Assess one's story through multiple vantage points to gain a whole
268 narrative that includes all sides of parties involved.
269
- 270 7) Implement and integrate the wide spectrum and fluidity of identities in the
271 curriculum.
272
- 273 8) Ensure text selections reflect students' classroom, community, and family
274 culture.
275
- 276 9) Ensure teacher and students co-create content to include a counternarrative
277 to dominant culture.
278
- 279 10) Use a resource tool to assess the curriculum and assessments for biases.
280
- 281 11) Promote robust discussion with the intent of raising consciousness that
282 reflects modern society and the ways in which cultures and communities
283 intersect.
284
- 285 12) Consider a broader modality of student assessments, such as performance
286 portfolios, essays, multiple choice, State exams, oral examination,
287 community assessments, social justice work, action research projects, and
288 recognition beyond academia.
289
- 290 h) Student Representation in the Learning Environment – Culturally responsive
291 teachers and leaders ensure the diversity of their student population is equally
292 represented within the learning environment. In turn, all members of the student
293 population feel seen, heard, and affirmed. Exceptionally well-versed culturally
294 responsive teachers and leaders provide exposure to underrepresented or
295 misrepresented minority groups, even when they are not present within the

population of their school and community at large. The culturally responsive teacher and leader will:

- 1) Uphold systems of support that create, promote, and sustain a welcoming and inclusive community.
- 2) Ensure linguistic diversity is represented throughout the building and seek ways to reflect representation of world languages.
- 3) Verify that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc.
- 4) Ensure classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.

(Source: Added at 45 Ill. Reg. _____, effective _____)

Section 24.100 The Illinois Professional Teaching Standards Through June 30, 2013
(Repealed)

~~Beginning July 1, 2013, the provisions of this Section are replaced by Section 24.130 of this Part as the minimum requirements both for the approval of any teacher preparation program or course of study in any teaching field pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25.Subpart C) and the basis of the examinations required for issuance of a professional educator license endorsed in a teaching field. Further limitations on institutions submitting applications for approval of new teacher preparation programs or courses of study are described in Section 24.130 of this Part.~~

- a) ~~Content Knowledge—The competent teacher understands the central concepts, methods of inquiry, and structures of disciplines and creates learning experiences that make the content meaningful to all students.~~
 - 1) ~~Knowledge Indicators—The competent teacher:~~
 - A) ~~Understands major concepts, assumptions, debates, principles, and theories that are central to the disciplines in which licensure is sought.~~
 - B) ~~Understands the processes of inquiry central to the discipline.~~
 - C) ~~Understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.~~

- 339
- 340 D) ~~Understands the relationship of knowledge within the discipline to~~
- 341 ~~other content areas and to life and career applications.~~
- 342
- 343 E) ~~Understands how a student's disability affects processes of inquiry~~
- 344 ~~and influences patterns of learning.~~
- 345
- 346 2) Performance Indicators—The competent teacher:
- 347
- 348 A) ~~Evaluates teaching resources and curriculum materials for their~~
- 349 ~~comprehensiveness, accuracy, and usefulness for representing~~
- 350 ~~particular ideas and concepts.~~
- 351
- 352 B) ~~Uses differing viewpoints, theories, "ways of knowing" and~~
- 353 ~~methods of inquiry in teaching subject matter concepts.~~
- 354
- 355 C) ~~Engages students in generating and testing knowledge according to~~
- 356 ~~the process of inquiry and standards of evidence of the discipline.~~
- 357
- 358 D) ~~Designs learning experiences to promote student skills in the use of~~
- 359 ~~technologies appropriate to the discipline.~~
- 360
- 361 E) ~~Anticipates and adjusts for common misunderstandings of the~~
- 362 ~~disciplines that impede learning.~~
- 363
- 364 F) ~~Uses a variety of explanations and multiple representations of~~
- 365 ~~concepts that capture key ideas to help students develop conceptual~~
- 366 ~~understanding.~~
- 367
- 368 G) ~~Facilitates learning experiences that make connections to other~~
- 369 ~~content areas and to life and career experiences.~~
- 370
- 371 H) ~~Designs learning experiences and utilizes adaptive~~
- 372 ~~devices/technology to provide access to general curricular content~~
- 373 ~~to individuals with disabilities.~~
- 374
- 375 b) Human Development and Learning—The competent teacher understands how
- 376 ~~individuals grow, develop, and learn and provides learning opportunities that~~
- 377 ~~support the intellectual, social, and personal development of all students.~~
- 378
- 379 1) Knowledge Indicators—The competent teacher:
- 380
- 381 A) ~~Understands how students construct knowledge, acquire skills, and~~

develop habits of mind.

- B) Understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
- C) Understands human development, learning theory, neural science, and the ranges of individual variation within each domain.
- D) Understands that differences in approaches to learning and performance interact with development.
- E) Understands how to include student development factors when making instructional decisions.
- F) Knows the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes.

2) Performance Indicators—The competent teacher:

- A) 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.
- B) Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
- C) 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.

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

1) Knowledge Indicators—The competent teacher:

- A) Understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA) and the State Board's rules for Special Education (23 Ill. Adm. Code 226).
- B) Understands the process of second language acquisition and strategies to support the learning of students whose first language

is not English.

C) Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

D) Understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.

E) 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.

F) Understands personal cultural perspectives and biases and their effects on one's teaching.

2) Performance Indicators—The competent teacher:

A) Facilitates a learning community in which individual differences are respected.

B) 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.

C) Uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.

D) Uses cultural diversity and individual student experiences to enrich instruction.

E) Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.

F) Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.

G) 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.

H) Demonstrates positive regard for individual students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities.

d) Planning for Instruction—The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

1) Knowledge Indicators—The competent teacher:

A) Understands the Illinois Learning Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.

B) Understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.

C) Understands how to take the contextual considerations of instructional materials, individual students' interests, and career needs into account in planning instruction that creates an effective bridge between students' experiences and career and educational goals.

D) Understands when and how to adjust plans based on students' responses and other contingencies.

E) Understands how to integrate technology into classroom instruction.

F) Understands how to review and evaluate educational technologies to determine instructional value.

G) Understands how to use various technological tools to access and manage information.

H) Understands the uses of technology to address students' needs.

2) Performance Indicators—The competent teacher:

- A) Establishes expectations for students' learning.
 - B) Applies principles of scope and sequence when planning curriculum and instruction.
 - C) Creates short range and long term plans to achieve the expectations for students' learning.
 - D) 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.
 - E) Creates multiple learning activities that allow for variation in students' learning styles and performance modes.
 - F) Incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
 - G) Creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
 - H) Develops plans based on students' responses and provides for different pathways based on students' needs.
 - I) Uses teaching resources and materials which have been evaluated for accuracy and usefulness.
 - J) Accesses and uses a wide range of information and instructional technologies to enhance students' learning.
 - K) Uses individualized education program (IEP) goals and objectives to plan instruction for students with disabilities.
- e) Learning Environment—The competent 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.
 - 1) Knowledge Indicators—The competent teacher:
 - A) Understands principles of and strategies for effective classroom

management.

B) Understands how individuals influence groups and how groups function in society.

C) Understands how to help students work cooperatively and productively in groups.

D) Understands factors that influence motivation and engagement and how to help students become self-motivated.

E) Knows procedures for inventorying the instructional environment to determine when and how best to meet a student's individual needs.

F) Knows applicable statutes, rules and regulations, procedural safeguards, and ethical considerations regarding planning and implementing behavioral change programs for individuals with disabilities.

G) Knows strategies for intervening in situations to prevent crises from developing or escalating.

H) Knows environmental arrangements that promote positive behavior and learning for students with diverse learning characteristics.

2) Performance Indicators—The competent teacher:

A) Maintains proper classroom decorum.

B) 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.

C) 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.

D) Analyzes the classroom environment and makes decisions to enhance social relationships, students' motivation and engagement in productive work through mutual respect, cooperation, and

support for one another.

- E) Organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.
- F) Engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.
- G) 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).
- H) Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.
- I) Uses a variety of approaches to promote social interaction between students with disabilities and students without disabilities.
- J) Uses effective methods for teaching social skill development in all students.

f) Instructional Delivery—The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

1) Knowledge Indicators—The competent teacher:

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

and the environment to facilitate learning for students with disabilities and/or diverse learning characteristics.

2) Performance Indicators—The competent teacher:

- A) Evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet students' needs.
- B) 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.
- C) Monitors and adjusts strategies in response to learners' feedback.
- D) 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.
- E) 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.
- F) Uses a wide range of instructional technologies to enhance students' learning.
- G) Develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.
- H) Uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities.
- I) Uses technology appropriately to accomplish instructional objectives.
- J) Adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.
- K) Implements and evaluates individual learning objectives.

- g) ~~Communication—The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.~~
- 1) ~~Knowledge Indicators—The competent teacher:~~
- A) ~~Understands communication theory, language development, and the role of language in learning.~~
- B) ~~Understands how cultural and gender differences can affect communication in the classroom.~~
- C) ~~Understands the social, intellectual, and political implications of language use and how they influence meaning.~~
- D) ~~Understands the importance of audience and purpose when selecting ways to communicate ideas.~~
- 2) ~~Performance Indicators—The competent teacher:~~
- A) ~~Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.~~
- B) ~~Uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.~~
- C) ~~Creates varied opportunities for all students to use effective written, verbal, non-verbal, and visual communication.~~
- D) ~~Communicates with and challenges students in a supportive manner and provides students with constructive feedback.~~
- E) ~~Uses a variety of communication modes to effectively communicate with a diverse student population.~~
- F) ~~Practices effective listening, conflict resolution, and group-facilitation skills as a team member.~~
- G) ~~Communicates using a variety of communication tools to enrich learning opportunities.~~
- h) ~~Assessment—The competent teacher understands various formal and informal~~

assessment strategies and uses them to support the continuous development of all students.

1) Knowledge Indicators—The competent teacher:

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

2) Performance Indicators—The competent teacher:

- A) Uses assessment results to diagnose students' learning needs, align and modify instruction, and design teaching strategies.
- B) 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.

- C) Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
 - D) Maintains useful and accurate records of students' work and performance and communicates students' progress knowledgeably and responsibly to students, parents, and colleagues.
 - E) Uses appropriate technologies to monitor and assess students' progress.
 - F) Collaborates with families and other professionals involved in the assessment of individuals with disabilities.
 - G) Uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.
 - H) Uses technology appropriately in conducting assessments and interpreting results.
 - I) 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.
 - i) Collaborative Relationships—The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.
 - 1) Knowledge Indicators—The competent teacher:
 - A) Understands schools as organizations within the larger community context.
 - B) Understands the benefits, barriers, and techniques involved in parent/family relationships.
 - C) Understands school and work-based learning environments and the need for collaboration with business organizations in the community.

- ~~D) Understands the collaborative process.~~
- ~~E) Understands collaborative skills which are necessary to carry out the collaborative process.~~
- ~~F) Understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.~~
- ~~G) Understands roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities.~~
- 2) Performance Indicators—The competent teacher:
 - ~~A) Initiates collaboration with others and creates situations where collaboration with others will enhance students' learning.~~
 - ~~B) Works with colleagues to develop an effective learning climate within the school.~~
 - ~~C) Participates in collaborative decision-making and problem-solving with other professionals to achieve success for students.~~
 - ~~D) 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.~~
 - ~~E) 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 students' learning and well-being.~~
 - ~~F) Identifies and uses community resources to enhance students' learning and to provide opportunities for students to explore career opportunities.~~
 - ~~G) Collaborates in the development of comprehensive individualized education programs for students with disabilities.~~
 - ~~H) Coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor.~~

- ~~I) Collaborates with the student and family in setting instructional goals and charting progress of students with disabilities.~~
 - ~~J) Communicates with team members about characteristics and needs of individuals with specific disabilities.~~
 - ~~K) Implements and monitors individual students' programs, working in collaboration with team members.~~
 - ~~L) Demonstrates the ability to co-teach and co-plan.~~
 - ~~j) Reflection and Professional Growth—The competent 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.~~
 - ~~1) Knowledge Indicators—The competent teacher:~~
 - ~~A) Understands that reflection is an integral part of professional growth and improvement of instruction.~~
 - ~~B) Understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.~~
 - ~~C) Understands major areas of research on the learning process and resources that are available for professional development.~~
 - ~~D) Understands teachers' attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities.~~
 - ~~2) Performance Indicators—The competent teacher:~~
 - ~~A) Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.~~
 - ~~B) Collaborates with other professionals as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback.~~
 - ~~C) Participates in professional dialogue and continuous learning to~~

support his/her own development as a learner and a teacher.

D) Actively seeks and collaboratively shares a variety of instructional resources with colleagues.

E) Assesses his or her own needs for knowledge and skills related to teaching students with disabilities and seeks assistance and resources.

k) Professional Conduct and Leadership—The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

1) Knowledge Indicators—The competent teacher:

A) Understands the unique characteristics of education as a profession.

B) Understands how school systems are organized and operate.

C) Understands school policies and procedures.

D) Understands legal issues in education.

E) Understands the importance of active participation and leadership in professional organizations.

F) Is familiar with the rights of students with disabilities.

G) Knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.

H) Knows identification and referral procedures for students with disabilities.

2) Performance Indicators—The competent teacher:

A) Contributes knowledge and expertise about teaching and learning to the profession.

B) Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.

- G) Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
- D) Initiates and develops educational projects and programs.
- E) Actively participates in or leads in such activities as curriculum development, staff development, and student organizations.
- F) Participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.
- G) Demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.
- H) Demonstrates positive regard for individual students and their families regardless of culture, religion, gender, and sexual orientation.
- I) Promotes and maintains a high level of integrity in the practice of the profession.
- J) Complies with local, State, and federal monitoring and evaluation requirements related to students with disabilities.
- K) Complies with local, State, and federal regulations and policies related to students with disabilities.
- L) Uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 24.110 Language Arts Standards for All Illinois Teachers Through June 30, 2013
(Repealed)

Beginning July 1, 2013, the provisions of this Section are replaced by Section 24.130 of this Part as the minimum requirements both for the approval of any teacher preparation program or course of study in any teaching field pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25.Subpart C) and the basis of the examinations required for issuance of a professional educator license endorsed in a teaching field. Further limitations on institutions submitting applications for approval of new teacher preparation programs or courses of study are described

in Section 24.130 of this Part.

- a) ~~All teachers must know 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.~~

1) ~~Knowledge Indicators—The competent teacher:~~

- ~~A) Understands and can articulate the needs for literacy development in general and in specific disciplines or at specific grade levels.~~
- ~~B) Understands effective literacy techniques to activate prior student knowledge and build schema to enhance comprehension of "text".~~
- ~~C) Knows strategies and techniques for teaching communication skills to those students whose first language is not English.~~

2) ~~Performance Indicators—The competent teacher:~~

- ~~A) 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".~~
- ~~B) Practices effective literacy techniques to make reading purposeful and meaningful.~~
- ~~C) Practices effective questioning and discussion techniques to extend content knowledge acquired from "text".~~
- ~~D) Uses a variety of "text" and research resources with students in an attempt to enhance students' learning from reading, learning from writing, and learning from oral communication.~~

- b) ~~All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.~~

1) ~~Knowledge Indicators—The competent teacher:~~

- ~~A) Knows and understands the rules of English grammar, spelling,~~

- 1027 punctuation, capitalization, and syntax for both written and oral
 1028 contexts.
 1029
 1030 B) Understands how to communicate ideas in writing to accomplish a
 1031 variety of purposes.
 1032
 1033 2) Performance Indicators—The competent teacher:
 1034
 1035 A) Models the rules of English grammar, spelling, punctuation,
 1036 capitalization, and syntax in both written and oral contexts.
 1037
 1038 B) Reads, understands, and clearly conveys ideas from texts or other
 1039 supplementary materials.
 1040
 1041 C) Writes and speaks in a well-organized and coherent manner that
 1042 adapts to the individual needs of readers/listeners.
 1043
 1044 D) Expresses ideas orally with explanations, examples, and support in
 1045 a clear, succinct style.
 1046
 1047 E) Helps students understand a variety of modes of writing
 1048 (persuasive, descriptive, informative, and narrative).
 1049
 1050 F) Listens well.
 1051
 1052 e) All teachers should give constructive instruction and feedback to students in both
 1053 written and oral contexts while being aware of diverse learners' needs. Teachers
 1054 should effectively provide a variety of instructional strategies, constructive
 1055 feedback, criticism, and improvement strategies.
 1056
 1057 1) Knowledge Indicators—The competent teacher:
 1058
 1059 A) Understands how to analyze an audience to determine culturally
 1060 appropriate communication strategies to share ideas effectively in
 1061 both written and oral formats with students and their families,
 1062 other faculty and administrators, and the community and business
 1063 in general.
 1064
 1065 B) Understands how to use diverse instructional strategies and
 1066 assessments that include an appropriate balance of lecture,
 1067 discussion, activity, and written and oral work.
 1068
 1069 2) Performance Indicators—The competent teacher:

- A) ~~Analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking, and listening.~~
- B) ~~Assists students whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English.~~
- C) ~~Conducts effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing for comprehension.~~
- D) ~~Uses a variety of media to enhance and supplement instruction.~~
- E) ~~Uses multi-disciplinary instructional approaches.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 24.120 Technology Standards for All Illinois Teachers Through June 30, 2013
(Repealed)

~~Beginning July 1, 2013, the provisions of this Section are replaced by Section 24.130 of this Part as the minimum requirements both for the approval of any teacher preparation program or course of study in any teaching field pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25.Subpart C) and the basis of the examinations required for issuance of a professional educator license endorsed in a teaching field. Further limitations on institutions submitting applications for approval of new teacher preparation programs or courses of study are described in Section 24.130 of this Part.~~

- a) ~~The competent teacher will have, and continually develop, the knowledge and skills in learning technologies to be able to appropriately and responsibly use tools, resources, processes, and systems to retrieve, assess, and evaluate information from various media. The competent teacher will use that knowledge, along with the necessary skills and information, to assist Illinois learners in solving problems, in communicating clearly, in making informed decisions, and in constructing new knowledge, products, or systems in diverse, engaged learning environments.~~
- b) ~~Basic Computer/Technology Operations and Concepts—The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting~~

strategies as needed.

1) Knowledge Indicator—The competent teacher understands how to run computer software; access, generate, and manipulate data; and publish results.

2) Performance Indicators—The competent teacher:

A) Operates a multi-media computer system with related peripheral devices to successfully install and use a variety of software packages.

B) Uses appropriate terminology related to computers and technology in written and oral communications.

C) Describes and implements basic trouble-shooting techniques for multi-media computer systems with related peripheral devices.

D) Uses imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software.

E) Demonstrates knowledge of uses of computers and technology in education, business and industry, and society.

e) Personal and Professional Use of Technology—The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

1) Knowledge Indicator—The competent teacher understands how to use technology in communicating, collaborating, conducting research, and solving problems.

2) Performance Indicators—The competent teacher:

A) Identifies computer and other related technology resources for facilitating life-long learning and emerging roles of the learner and the educator in engaged, collaborative learning environments.

B) Uses computers and other learning technologies to support problem-solving, data collection, information management, communications, presentations, and decision-making.

- G) Uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.
 - D) Uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
 - E) Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.
 - F) Demonstrates knowledge of ethical and legal issues concerning use of computers and technology.
 - G) Adheres to copyright laws and guidelines in the access and use of information from various technologies.
 - H) Demonstrates knowledge of broadcast instruction, audio/video conferencing, and other distant learning applications.
 - I) Ensures policies and practices are in place to provide equal access to media and technology resources for students regardless of race, ethnicity, gender, religion, or socio-economic status.
- d) **Application of Technology in Instruction**—The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.
- 1) **Knowledge Indicator**—The competent teacher understands how to apply learning technologies that support instruction in his or her grade level and subject areas.
 - 2) **Performance Indicators**—The competent teacher:
 - A) Explores, evaluates, and uses computer/technology resources, including applications, tools, educational software, and associated documentation.
 - B) Describes current instructional principles, research, and appropriate assessment practices as related to the use of computers

and technology resources in the curriculum.

C) Designs, implements, and assesses student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.

D) Practices socially responsible, ethical, and legal use of technology, information, and software resources.

E) Designs student learning activities that foster equitable, ethical, and legal use of technology by students.

e) Social, Ethical, and Human Issues—The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.

1) Knowledge Indicator—The competent teacher understands the social, ethical, and human issues related to computing and technology.

2) Performance Indicators—The competent teacher:

A) Describes the historical development and important trends affecting the evolution of technology and its probable future roles in society.

B) Describes strategies for facilitating consideration of ethical, legal, and human issues involving school purchasing and policy decisions.

f) Productivity Tools—The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

1) Knowledge Indicator—The competent teacher knows advanced features of technology-based productivity tools.

2) Performance Indicators—The competent teacher:

A) Uses advanced features of word processing, desktop publishing,

graphics programs, and utilities to develop professional products.

B) Uses spreadsheets for analyzing, organizing, and displaying numeric data graphically.

C) Designs and manipulates databases and generates customized reports.

D) Uses teacher utility and classroom management tools to design solutions for a specific purpose.

E) Identifies, selects, and integrates video and digital images in varying formats for use in presentations, publications, and/or other products.

F) Applies specific-purpose electronic devices (such as a graphing calculator, language translator, scientific probeware, or electronic thesaurus) in appropriate content areas.

G) Uses features of applications that integrate word processing, database, spreadsheet, communication, and other tools.

g) Telecommunications and Information Access—The competent teacher will use telecommunications and information access resources to support instruction.

1) Knowledge Indicator—The competent teacher knows how to access telecommunications resources to support instruction.

2) Performance Indicators—The competent teacher:

A) Accesses and uses telecommunications tools and resources for information sharing, remote information access and retrieval, and multi-media/hypermedia publishing.

B) Uses electronic mail and web browser applications for communications and for research to support instruction.

C) uses automated, on-line search tools and intelligent agents to identify and index desired information resources.

h) Research, Problem Solving, and Product Development—The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of

media, presentation, and authorizing packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

1) Knowledge Indicator—The competent teacher understands how to use computers and other technologies in research, problem solving, and product development.

2) Performance Indicators—The competent teacher:

A) Identifies basic principles of instructional design associated with the development of multimedia and hypermedia learning materials.

B) Develops simple hypermedia and multimedia products that apply basic instructional design principles.

C) Selects appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.

D) Identifies examples of emerging programming, authoring, or problem solving environments.

E) Collaborates with on-line workgroups to build bodies of knowledge around specific topics.

F) uses a computer projection device to support and deliver oral presentations.

G) Designs and publishes simple on-line documents that present information and include links to critical resources.

H) Develops instructional units that involve compiling, organizing, analyzing, and synthesizing of information, and uses technology to support these processes.

I) Conducts research and evaluates on-line sources of information that support and enhance the curriculum.

J) Makes use of development readings and other resource materials from professional and trade organizations to improve teaching learning.

K) Participates in courses and other professional development activities to enhance teaching and learning.

i) Information Literacy Skills—The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.

1) Knowledge Indicator—The competent teacher understands how to access, evaluate, and use information to improve teaching and learning.

2) Performance Indicators—The competent teacher:

A) Models evaluation and use of information to solve problems and make decisions.

B) Expects students to intellectually access, evaluate, and use information to solve problems and make decisions in all subject areas.

C) Structures instruction and designs learning tasks and assignments to reflect higher-level thinking skills.

D) Structures and/or facilitates cooperative learning groups as part of students' tasks and assignments.

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 24.130 The Illinois Professional Teaching Standards **Beginning July 1, 2013**

The ~~Beginning July 1, 2013, the~~ provisions of this Section establish the minimum requirements both for the approval of any teacher preparation program or course of study in any teaching field pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25.Subpart C) and the basis of the examinations required for issuance of a professional educator license endorsed in a teaching field. ~~No later than December 1, 2013, all approved teacher preparation programs shall submit the course of study for that program with evidence that the program's or course's content is congruent with the standards identified in this Section. An application for approval of a new preparation program or course of study submitted on or after February 1, 2013, shall provide evidence of congruence with the standards identified in this Section. No later than September 1, 2014, the assessment of professional teaching (APT) required for the issuance of a professional educator license endorsed in a teaching field under 23 Ill. Adm. Code 25.720 (Applicability of Testing Requirements and Scores) shall be based on the standards set forth in this Section.~~

- a) Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
 - 1) Knowledge Indicators – The competent teacher:
 - A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;
 - B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
 - C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
 - D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as IDEA) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
 - E) understands the impact of linguistic and cultural diversity on learning and communication;
 - F) understands his or her personal perspectives and biases and their effects on one's teaching; and
 - G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.
 - 2) Performance Indicators – The competent teacher:

- 1412 A) analyzes and uses student information to design instruction that
 1413 meets the diverse needs of students and leads to ongoing growth
 1414 and achievement;
 1415
 1416 B) stimulates prior knowledge and links new ideas to already familiar
 1417 ideas and experiences;
 1418
 1419 C) differentiates strategies, materials, pace, levels of complexity, and
 1420 language to introduce concepts and principles so that they are
 1421 meaningful to students at varying levels of development and to
 1422 students with diverse learning needs;
 1423
 1424 D) facilitates a learning community in which individual differences
 1425 are respected; and
 1426
 1427 E) uses information about students' individual experiences, families,
 1428 cultures, and communities to create meaningful learning
 1429 opportunities and enrich instruction for all students.
 1430
 1431 b) Content Area and Pedagogical Knowledge – The competent teacher has in-depth
 1432 understanding of content area knowledge that includes central concepts, methods
 1433 of inquiry, structures of the disciplines, and content area literacy. The teacher
 1434 creates meaningful learning experiences for each student based upon interactions
 1435 among content area and pedagogical knowledge, and evidence-based practice.
 1436
 1437 1) Knowledge Indicators – The competent teacher:
 1438
 1439 A) understands theories and philosophies of learning and human
 1440 development as they relate to the range of students in the
 1441 classroom;
 1442
 1443 B) understands major concepts, assumptions, debates, and principles;
 1444 processes of inquiry; and theories that are central to the disciplines;
 1445
 1446 C) understands the cognitive processes associated with various kinds
 1447 of learning (e.g., critical and creative thinking, problem-structuring
 1448 and problem-solving, invention, memorization, and recall) and
 1449 ensures attention to these learning processes so that students can
 1450 master content standards;
 1451
 1452 D) understands the relationship of knowledge within the disciplines to
 1453 other content areas and to life applications;
 1454

- E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;
- F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;
- G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and
- H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.

2) Performance Indicators – The competent teacher:

- A) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;
- B) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts;
- C) engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines;
- D) demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines;
- E) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings;
- F) facilitates learning experiences that make connections to other content areas and to life experiences;
- G) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities;

- 1497 H) adjusts practice to meet the needs of each student in the content
1498 areas; and
1499
1500 I) applies and adapts an array of content area literacy strategies to
1501 make all subject matter accessible to each student.
1502
1503 c) Planning for Differentiated Instruction – The competent teacher plans and designs
1504 instruction based on content area knowledge, diverse student characteristics,
1505 student performance data, curriculum goals, and the community context. The
1506 teacher plans for ongoing student growth and achievement.
1507
1508 1) Knowledge Indicators – The competent teacher:
1509
1510 A) understands the Illinois Learning Standards (23 Ill. Adm. Code
1511 1.Appendix D), curriculum development process, content, learning
1512 theory, assessment, and student development and knows how to
1513 incorporate this knowledge in planning differentiated instruction;
1514
1515 B) understands how to develop short- and long-range plans, including
1516 transition plans, consistent with curriculum goals, student
1517 diversity, and learning theory;
1518
1519 C) understands cultural, linguistic, cognitive, physical, and social and
1520 emotional differences, and considers the needs of each student
1521 when planning instruction;
1522
1523 D) understands when and how to adjust plans based on outcome data,
1524 as well as student needs, goals, and responses;
1525
1526 E) understands the appropriate role of technology, including assistive
1527 technology, to address student needs, as well as how to incorporate
1528 contemporary tools and resources to maximize student learning;
1529
1530 F) understands how to co-plan with other classroom teachers, parents
1531 or guardians, paraprofessionals, school specialists, and community
1532 representatives to design learning experiences; and
1533
1534 G) understands how research and data guide instructional planning,
1535 delivery, and adaptation.
1536
1537 2) Performance Indicators – The competent teacher:
1538

- 1539 A) establishes high expectations for each student's learning and
- 1540 behavior;
- 1541
- 1542 B) creates short-term and long-term plans to achieve the expectations
- 1543 for student learning;
- 1544
- 1545 C) uses data to plan for differentiated instruction to allow for
- 1546 variations in individual learning needs;
- 1547
- 1548 D) incorporates experiences into instructional practices that relate to a
- 1549 student's current life experiences and to future life experiences;
- 1550
- 1551 E) creates approaches to learning that are interdisciplinary and that
- 1552 integrate multiple content areas;
- 1553
- 1554 F) develops plans based on student responses and provides for
- 1555 different pathways based on student needs;
- 1556
- 1557 G) accesses and uses a wide range of information and instructional
- 1558 technologies to enhance a student's ongoing growth and
- 1559 achievement;
- 1560
- 1561 H) when planning instruction, addresses goals and objectives
- 1562 contained in plans developed under Section 504 of the
- 1563 Rehabilitation Act of 1973 (29 USC 794), individualized education
- 1564 programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or
- 1565 individual family service plans (IFSP) (see 23 Ill. Adm. Code 226
- 1566 and 34 CFR 300.24; 2006);
- 1567
- 1568 I) works with others to adapt and modify instruction to meet
- 1569 individual student needs; and
- 1570
- 1571 J) develops or selects relevant instructional content, materials,
- 1572 resources, and strategies (e.g., project-based learning) for
- 1573 differentiating instruction.
- 1574
- 1575 d) Learning Environment – The competent teacher structures a safe and healthy
- 1576 learning environment that facilitates cultural and linguistic responsiveness,
- 1577 emotional well-being, self-efficacy, positive social interaction, mutual respect,
- 1578 active engagement, academic risk-taking, self-motivation, and personal goal-
- 1579 setting.
- 1580
- 1581 1) Knowledge Indicators – The competent teacher:

- A) understands principles of and strategies for effective classroom and behavior management;
 - B) understands how individuals influence groups and how groups function in society;
 - C) understands how to help students work cooperatively and productively in groups;
 - D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
 - E) knows how to assess the instructional environment to determine how best to meet a student's individual needs;
 - F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint);
 - G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; and
 - H) understands the use of student data (formative and summative) to design and implement behavior management strategies.
- 2) Performance Indicators – The competent teacher:
- A) creates a safe and healthy environment that maximizes student learning;
 - B) creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;
 - C) 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;

- D) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;
 - E) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;
 - F) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;
 - G) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports;
 - H) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and
 - I) analyzes student behavior data to develop and support positive behavior.
- e) Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
 - 1) Knowledge Indicators – The competent teacher:
 - A) understands the cognitive processes associated with various kinds of learning;
 - B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;
 - C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;

- D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;
- E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;
- F) knows strategies to maximize student attentiveness and engagement;
- G) knows how to evaluate and use student performance data to adjust instruction while teaching; and
- H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.

2) Performance Indicators – The competent teacher:

- A) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities;
- B) monitors and adjusts strategies in response to feedback from the student;
- C) 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;
- D) 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 and creative thinking;
- E) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;
- F) uses technology to accomplish differentiated instructional objectives that enhance learning for each student;

- G) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;
 - H) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;
 - I) uses effective co-planning and co-teaching techniques to deliver instruction to all students;
 - J) maximizes instructional time (e.g., minimizes transitional time); and
 - K) implements appropriate evidence-based instructional strategies.
- f) Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
- 1) Knowledge Indicators – The competent teacher:
- A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;
 - B) understands that the reading process involves 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;
 - C) understands communication theory, language development, and the role of language in learning;
 - D) understands writing processes and their importance to content learning;
 - E) knows and models standard conventions of written and oral communications;

- F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;
- G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;
- H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and
- I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas.

2) Performance Indicators – The competent teacher:

- A) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers);
- B) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;
- C) facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content;
- D) teaches fluency strategies to facilitate comprehension of content;
- E) uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning;
- F) teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources;

- 1791 G) teaches students to develop written text appropriate to the content
 1792 areas that utilizes organization (e.g., compare/contrast,
 1793 problem/solution), focus, elaboration, word choice, and standard
 1794 conventions (e.g., punctuation, grammar);
 1795
 1796 H) integrates reading, writing, and oral communication to engage
 1797 students in content learning;
 1798
 1799 I) works with other teachers and support personnel to design, adjust,
 1800 and modify instruction to meet students' reading, writing, and oral
 1801 communication needs; and
 1802
 1803 J) stimulates discussion in the content areas for varied instructional
 1804 and conversational purposes.
 1805
 1806 g) Assessment – The competent teacher understands and uses appropriate formative
 1807 and summative assessments for determining student needs, monitoring student
 1808 progress, measuring student growth, and evaluating student outcomes. The
 1809 teacher makes decisions driven by data about curricular and instructional
 1810 effectiveness and adjusts practices to meet the needs of each student.
 1811
 1812 1) Knowledge Indicators – The competent teacher:
 1813
 1814 A) understands the purposes, characteristics, and limitations of
 1815 different types of assessments, including standardized assessments,
 1816 universal screening, curriculum-based assessment, and progress
 1817 monitoring tools;
 1818
 1819 B) understands that assessment is a means of evaluating how students
 1820 learn and what they know and are able to do in order to meet the
 1821 Illinois Learning Standards;
 1822
 1823 C) understands measurement theory and assessment-related issues,
 1824 such as validity, reliability, bias, and appropriate and accurate
 1825 scoring;
 1826
 1827 D) understands current terminology and procedures necessary for the
 1828 appropriate analysis and interpretation of assessment data;
 1829
 1830 E) understands how to select, construct, and use assessment strategies
 1831 and instruments for diagnosis and evaluation of learning and
 1832 instruction;
 1833

- 1834 F) knows research-based assessment strategies appropriate for each
 1835 student;
 1836
 1837 G) understands how to make data-driven decisions using assessment
 1838 results to adjust practices to meet the needs of each student;
 1839
 1840 H) knows legal provisions, rules, and guidelines regarding assessment
 1841 and assessment accommodations for all student populations; and
 1842
 1843 I) knows assessment and progress monitoring techniques to assess
 1844 the effectiveness of instruction for each student.
 1845
 1846 2) Performance Indicators – The competent teacher:
 1847
 1848 A) uses assessment results to determine student performance levels,
 1849 identify learning targets, select appropriate research-based
 1850 instructional strategies, and implement instruction to enhance
 1851 learning outcomes;
 1852
 1853 B) appropriately uses a variety of formal and informal assessments to
 1854 evaluate the understanding, progress, and performance of an
 1855 individual student and the class as a whole;
 1856
 1857 C) involves students in self-assessment activities to help them become
 1858 aware of their strengths and needs and encourages them to
 1859 establish goals for learning;
 1860
 1861 D) maintains useful and accurate records of student work and
 1862 performance;
 1863
 1864 E) accurately interprets and clearly communicates aggregate student
 1865 performance data to students, parents or guardians, colleagues, and
 1866 the community in a manner that complies with the requirements of
 1867 the Illinois School Student Records Act [105 ILCS 10], 23 Ill.
 1868 Adm. Code 375 (Student Records), the Family Educational Rights
 1869 and Privacy Act (FERPA) (20 USC 1232g) and its implementing
 1870 regulations (34 CFR 99; December 9, 2008);
 1871
 1872 F) effectively uses appropriate technologies to conduct assessments,
 1873 monitor performance, and assess student progress;
 1874
 1875 G) collaborates with families and other professionals involved in the
 1876 assessment of each student;

- H) uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and
 - I) uses assessment strategies and devices that 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.
- h) Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.
- 1) Knowledge Indicators – The competent teacher:
- A) understands schools as organizations within the larger community context;
 - B) understands the collaborative process and the skills necessary to initiate and carry out that process;
 - C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students;
 - D) understands the benefits, barriers, and techniques involved in parent and family collaborations;
 - E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;
 - F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;
 - G) understands the various models of co-teaching and the procedures for implementing them across the curriculum;

- 1918 H) understands concerns of families of students with disabilities and
 1919 knows appropriate strategies to collaborate with students and their
 1920 families in addressing these concerns; and
 1921
 1922 I) understands the roles and the importance of including students
 1923 with disabilities, as appropriate, and all team members in planning
 1924 individualized education programs (i.e, IEP, IFSP, Section 504
 1925 plan) for students with disabilities.
 1926
 1927 2) Performance Indicators – The competent teacher:
 1928
 1929 A) works with all school personnel (e.g., support staff, teachers,
 1930 paraprofessionals) to develop learning climates for the school that
 1931 encourage unity, support a sense of shared purpose, show trust in
 1932 one another, and value individuals;
 1933
 1934 B) participates in collaborative decision-making and problem-solving
 1935 with colleagues and other professionals to achieve success for all
 1936 students;
 1937
 1938 C) initiates collaboration with others to create opportunities that
 1939 enhance student learning;
 1940
 1941 D) uses digital tools and resources to promote collaborative
 1942 interactions;
 1943
 1944 E) uses effective co-planning and co-teaching techniques to deliver
 1945 instruction to each student;
 1946
 1947 F) collaborates with school personnel in the implementation of
 1948 appropriate assessment and instruction for designated students;
 1949
 1950 G) develops professional relationships with parents and guardians that
 1951 result in fair and equitable treatment of each student to support
 1952 growth and learning;
 1953
 1954 H) establishes respectful and productive relationships with parents or
 1955 guardians and seeks to develop cooperative partnerships to
 1956 promote student learning and well-being;
 1957
 1958 I) uses conflict resolution skills to enhance the effectiveness of
 1959 collaboration and teamwork;
 1960

- 1961 J) participates in the design and implementation of individualized
 1962 instruction for students with special needs (i.e., IEPs, IFSP,
 1963 transition plans, Section 504 plans), ELLs, and students who are
 1964 gifted; and
 1965
 1966 K) identifies and utilizes community resources to enhance student
 1967 learning and to provide opportunities for students to explore career
 1968 opportunities.
 1969
 1970 i) Professionalism, Leadership, and Advocacy – The competent teacher is an ethical
 1971 and reflective practitioner who exhibits professionalism; provides leadership in
 1972 the learning community; and advocates for students, parents or guardians, and the
 1973 profession.
 1974
 1975 1) Knowledge Indicators – The competent teacher:
 1976
 1977 A) evaluates best practices and research-based materials against
 1978 benchmarks within the disciplines;
 1979
 1980 B) knows laws and rules (e.g., mandatory reporting, sexual
 1981 misconduct, corporal punishment) as a foundation for the fair and
 1982 just treatment of all students and their families in the classroom
 1983 and school;
 1984
 1985 C) understands emergency response procedures as required under the
 1986 School Safety Drill Act [105 ILCS 128], including school safety
 1987 and crisis intervention protocol, initial response actions (e.g.,
 1988 whether to stay in or evacuate a building), and first response to
 1989 medical emergencies (e.g., first aid and life-saving techniques);
 1990
 1991 D) identifies paths for continuous professional growth and
 1992 improvement, including the design of a professional growth plan;
 1993
 1994 E) is cognizant of his or her emerging and developed leadership skills
 1995 and the applicability of those skills within a variety of learning
 1996 communities;
 1997
 1998 F) understands the roles of an advocate, the process of advocacy, and
 1999 its place in combating or promoting certain school district practices
 2000 affecting students;
 2001
 2002 G) understands local and global societal issues and responsibilities in
 2003 an evolving digital culture; and

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- H) understands the importance of modeling appropriate dispositions in the classroom.
- 2) Performance Indicators – The competent teacher:
 - A) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;
 - B) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;
 - C) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;
 - D) communicates with families, responds to concerns, and contributes to enhanced family participation in student education;
 - E) communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats;
 - F) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement;
 - G) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;
 - H) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;
 - I) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;

- 2045 J) is aware of and complies with the mandatory reporter provisions of
2046 Section 4 of the Abused and Neglected Child Reporting Act [325
2047 ILCS 5/4];
2048
2049 K) models digital etiquette and responsible social actions in the use of
2050 digital technology; and
2051
2052 L) models and teaches safe, legal, and ethical use of digital
2053 information and technology, including respect for copyright,
2054 intellectual property, and the appropriate documentation of
2055 sources.
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(Source: Amended at 45 Ill. Reg. _____, effective _____)