

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 24
STANDARDS FOR ALL ILLINOIS TEACHERS

Section

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Section 24.10 Purpose and Effective Dates

This Part establishes certain standards that shall apply to the issuance of all Illinois initial teaching certificates beginning July 1, 2003. The standards set forth in this Part shall apply both to candidates for certification and to the programs that prepare them. That is:

- a) beginning July 1, 2003, 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 standards identified in this Part; and
- b) beginning on October 1, 2003, the examination(s) required for issuance of an initial teaching certificate shall be based on the standards set forth in this Part.

Section 24.100 The Illinois Professional Teaching Standards

- 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 discipline(s) in which certification 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.
 - D) Understands the relationship of knowledge within the discipline to other content areas and to life and career applications.
 - E) Understands how a student's disability affects processes of inquiry and influences patterns of learning.
 - 2) Performance Indicators - The competent teacher:
 - A) Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
 - B) Uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.

- C) Engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
 - D) Designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
 - E) Anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
 - F) Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
 - G) Facilitates learning experiences that make connections to other content areas and to life and career experiences.
 - H) Designs learning experiences and utilizes adaptive devices/technology to provide access to general curricular content to individuals with disabilities.
- b) Human Development and Learning - The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.
- 1) Knowledge Indicators - The competent teacher:
 - 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.
- c) 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.
 - C) 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.

Section 24.110 Language Arts Standards for All Illinois Teachers

- 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, punctuation, capitalization, and syntax for both written and oral contexts.
 - B) Understands how to communicate ideas in writing to accomplish a variety of purposes.
 - 2) Performance Indicators - The competent teacher:
 - A) Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.
 - B) Reads, understands, and clearly conveys ideas from texts or other supplementary materials.
 - C) Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
 - D) Expresses ideas orally with explanations, examples, and support in a clear, succinct style.
 - E) Helps students understand a variety of modes of writing (persuasive, descriptive, informative, and narrative).
 - F) Listens well.

- c) All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.
 - 1) Knowledge Indicators - The competent teacher:
 - A) Understands how to analyze an audience to determine culturally appropriate communication strategies to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators, and the community and business in general.
 - B) Understands how to use diverse instructional strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written and oral work.
 - 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.

Section 24.120 Technology Standards for All Illinois Teachers

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.

- a) 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.
- b) 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.
 - C) 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.
- c) 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.
- d) 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.

- e) 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.
- f) 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.
- g) 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.
- h) 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.