

Standards for Certification in Elementary Education

[26.300-26.470]

STANDARD 1 – Curriculum

The competent elementary teacher understands and demonstrates the central concepts, tools of inquiry, and structures of content and creates meaningful integrated learning experiences that develop all students' competence in subject matter and skills for various developmental levels. [26.310]

Knowledge Indicators - *The competent elementary teacher:*

- 1A. understands the connections among various content areas and is able to analyze ideas, problems, and real-world situations within and across content areas.
- 1B. understands the connections among various content areas and is able to interpret and communicate information, reasoning, concepts, and procedures within and across content areas.

Performance Indicators - *The competent elementary teacher:*

- 1C. uses teaching techniques that demonstrate analysis of ideas, problems, and real-world situations within and across content areas.
- 1D. interprets and communicates information, reasoning, concepts, and procedures within and across content areas.

STANDARD 2 – Curriculum: English Language Arts

The competent elementary teacher demonstrates proficiency in the use of oral and written English; understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening; and promotes all students' ability to apply language and thinking skills to many different genres, concepts, and situations. [26.320]

Knowledge Indicators - *The competent elementary teacher:*

- 2A. understands phonological, word analysis, and vocabulary strategies.
- 2B. understands skills and strategies involved in reading for various purposes: factual information, personal response, literary appreciation, critical analysis, and social interaction.
- 2C. understands a diverse body of works, authors and movements in U.S. and world literature, literature for children and young adults, and characteristic features of various literary genres.
- 2D. understands skills and strategies involved in writing for various purposes and audiences, incorporating knowledge of English grammar and mechanics, and the critical analysis of written work in terms of organization, clarity, and style.
- 2E. understands skills and strategies involved in listening for various purposes: factual information, personal response, literary appreciation, critical analysis, and social interaction.
- 2F. understands skills and strategies involved in speaking to audiences for various purposes: information, persuasion, and entertainment.
- 2G. understands the research process and study skills.

Performance Indicators - *The competent elementary teacher:*

- 2H. demonstrates proficiency in the use of oral and written English.
- 2I. teaches the reading, writing, speaking, and listening processes.
- 2J. teaches using a diverse body of works, authors, and movements in U.S. and world literature, literature for children and young adults, and characteristic features of various literary genres.
- 2K. selects and uses a wide range of instructional resources and technologies to support reading, writing, and research.

STANDARD 3 - Curriculum: Mathematics

The competent elementary teacher demonstrates proficiency in the use of mathematics; understands, communicates, and connects the major concepts, procedures, and reasoning processes of mathematics, including number systems and number sense, geometry, measurement, statistics, probability, and algebra; and promotes all students' ability to apply, interpret, and construct mathematical thinking skills in a variety of situations. [26.330]

Knowledge Indicators - *The competent elementary teacher:*

- 3A. understands various approaches used (estimation, mental mathematics, manipulative modeling, numerical/geometric/algebraic pattern recognition, and technology) to analyze mathematical ideas, solve problems, and investigate real-world situations.
- 3B. understands approaches used (estimation, mental mathematics, manipulative modeling, numerical/geometric/algebraic pattern recognition, and technology) to interpret and communicate mathematical information, reasoning, concepts, applications, and procedures.
- 3C. understands concepts, skills, and procedures related to number (e.g., integers and natural, rational, and real numbers), number sense, and numeration and their use in real-world situations.
- 3D. understands concepts, skills, and procedures related to synthetic/analytical geometry and spatial relationships and their use in real-world situations.
- 3E. understands concepts, skills, and procedures related to algebraic relations/functions and their use in real-world situations.
- 3F. understands concepts, skills, and procedures related to measurement and their use in real-world situations.
- 3G. understands concepts, skills, and procedures related to statistics/data analysis and their use in real-world situations.
- 3H. understands concepts, skills, and procedures related to probability/expectations and their use in real-world situations.

Performance Indicators - *The competent elementary teacher:*

- 3I. demonstrates proficiency in the use of mathematics.
- 3J. teaches major concepts, procedures, and reasoning processes related to number systems and number sense, geometry, measurement, statistics, probability, and algebra.
- 3K. selects and uses a wide range of manipulatives, instructional resources, and technologies to support the learning of mathematics.

STANDARD 4 – Curriculum: Science

The competent elementary teacher understands the interrelationships among science, technology, and society; understands the fundamental concepts of life, physical, environmental, earth, and space sciences; and uses strategies to engage all students in acquiring new knowledge through the use of scientific thinking and reasoning. [26.340]

Knowledge Indicators - *The competent elementary teacher:*

- 4A. understands the interrelationships among science, technology, and society in historical and contemporary contexts.
- 4B. understands the fundamental concepts, principles, and interconnections of life, physical, environmental, earth, and space sciences and their use to interpret, analyze, and explain phenomena.
- 4C. understands principles and procedures, including safety practices, related to the design and implementation of scientific investigations and the application of inquiry skills and processes to develop explanations of natural phenomena.
- 4D. understands the use of scientific investigation and inquiry skills across the sciences to conduct experiments and solve problems.

Performance Indicators - *The competent elementary teacher:*

- 4E. demonstrates and communicates the concepts, theories, and practices of science.
- 4F. demonstrates and uses strategies to engage students in acquiring new knowledge through the use of scientific thinking and reasoning.
- 4G. selects and uses a wide range of instructional resources and technologies to support scientific learning.

STANDARD 5 – Curriculum: Social Science

The competent elementary teacher understands the interrelationships among the social sciences; uses concepts and modes of inquiry appropriate to history, geography, economics, political science, sociology, anthropology, psychology, and archaeology; and promotes all students' ability to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world. [26.350]

Knowledge Indicators - *The competent elementary teacher:*

- 5A. understands the rights and responsibilities of citizenship in the United States and the skills, knowledge, and attitudes necessary for successful participation in civic life.
- 5B. understands the interrelationships of economic and political principles, concepts, and systems and their relationship to historical and contemporary developments in Illinois, the United States and the world.
- 5C. understands from multiple perspectives the significant eras, themes, developments, and turning points in the history of Illinois, the United States, and the world.
- 5D. understands the interrelationships between people and their environment.
- 5E. understands geographic concepts and phenomena and their impact on Illinois, the United States, and the world.

- 5F. understands concepts related to the structure and organization of human societies and processes of socialization and social interaction.
- 5G. understands the implications of cultural heritage and diversity, as well as cohesion, within and across groups.

Performance Indicators - *The competent elementary teacher:*

- 5H. demonstrates proficiency in the principles of social science.
- 5I. uses history and modes of inquiry to make informed decisions.
- 5J. uses literature for children and young adults to support learning in the social sciences.
- 5K. uses social science processes, skills, and concepts (e.g., gathering, organizing, mapping, interpreting, and analyzing information).
- 5L. models and teaches the rights and responsibilities of citizenship in a democratic society.
- 5M. selects and uses a wide range of instructional resources and technologies to support learning in the social sciences.

STANDARD 6 – Curriculum: Physical Development and Health

The competent elementary teacher understands the comprehensive nature of students' physical, emotional, and social well-being; understands the role of human movement and physical activity as elements central to active healthy lifestyles; and promotes all students' ability to develop and practice skills that contribute to good health and enhanced quality of life. [26.360]

Knowledge Indicators - *The competent elementary teacher:*

- 6A. understands concepts related to movement, sports, and team-building skills.
- 6B. understands the systems of the human body, physical fitness concepts and practices, and interrelationships between fitness and body systems.
- 6C. understands basic principles and practices of personal, interpersonal, and community health and safety.
- 6D. understands conflict resolution and its relationship to health and well-being.

Performance Indicators - *The competent elementary teacher:*

- 6E. uses communication and decision-making skills to promote personal, interpersonal, and community health and well-being.
- 6F. promotes and adapts skills that contribute to health and safety.
- 6G. provides opportunities for individual and team physical activities.
- 6H. models, teaches, and promotes conflict resolution and its relationship to health and well-being.
- 6I. selects and uses a wide range of instructional resources and technologies to support physical development and health.

STANDARD 7 – Curriculum: Fine Arts

The competent elementary teacher understands the educational, communicative, and aesthetic value of dance, drama, music, and visual art and the role fine arts plays in reflecting history and culture and promotes all students' ability to express themselves creatively. [26.370]

Knowledge Indicators - *The competent elementary teacher:*

- 7A. understands concepts, techniques, and materials of the visual arts; cultural dimensions of the visual arts; and interrelationships among the visual arts and the other art forms.

- 7B. understands concepts, techniques, and materials for producing, listening to, and responding to music; cultural dimensions of music; and interrelationships among music and the other art forms.
- 7C. understands concepts, techniques, and materials related to drama; cultural dimensions of drama; and interrelationships among drama and the other art forms.
- 7D. understands concepts, techniques, and materials related to dance; cultural dimensions of dance; and interrelationships among dance and the other art forms.

Performance Indicators - *The competent elementary teacher:*

- 7E. promotes artistic development, appreciation, and performance.
- 7F. teaches the use of various tools, including technology, for creating, analyzing and performing works of art.

STANDARD 8 – Human Development and Learning

The competent elementary teacher understands how individuals grow, develop, and learn and provides learning opportunities that support all students' cognitive, social, emotional, moral/ethical, and physical development. [26.380]

Knowledge Indicators - *The competent elementary teacher:*

- 8A. understands that physical, social, emotional, moral/ethical, cognitive, and linguistic development influence learning and uses this understanding when planning curriculum, delivering instruction, and constructing assessment.
- 8B. understands human and cognitive development, learning theories, and the ranges of individual variation within each developmental domain.

Performance Indicators - *The competent elementary teacher:*

- 8C. assesses individual and group performance in relation to cognitive, social, emotional, moral/ethical, and physical development.
- 8D. recognizes and respects differences among students and designs instruction so all students can learn.

STANDARD 9 – Diversity

The competent elementary teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. [26.390]

Knowledge Indicators - *The competent elementary teacher:*

- 9A. understands characteristics of gifted and talented students and the characteristics of students with various disabilities.
- 9B. understands the process of second-language acquisition and strategies that support the learning of students whose first language is not English.
- 9C. understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
- 9D. understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.

Performance Indicators - *The competent elementary teacher:*

- 9E. facilitates a learning community in which individual differences and cultural diversity are respected.
- 9F. makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for all students.
- 9G. uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
- 9H. uses cultural diversity and individual student experiences to enrich instruction.
- 9I. uses a wide range of instructional strategies and technologies to meet diverse student needs.
- 9J. identifies and makes use of appropriate services or resources to assist students with exceptional learning needs.

STANDARD 10 – Planning for Instruction

The competent elementary teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, community, and curriculum goals. [26.400]

Knowledge Indicators - *The competent elementary teacher:*

- 10A. understands the Illinois Learning Standards (see 23 Ill. Adm. Code 1. App. D), content knowledge, learning theories, and student needs, including IEPs.
- 10B. understands how to develop flexible short- and long-range plans consistent with curriculum goals, learners' diversity, and learning theories.
- 10C. understands how to integrate career awareness in the curriculum.
- 10D. understands how students' individualized education programs (IEPs) relate to the instruction they receive.
- 10E. understands how to evaluate and integrate technologies, including assistive technology, into classroom instruction.
- 10F. understands how to use various technological tools to locate and manage information.

Performance Indicators - *The competent elementary teacher:*

- 10G. establishes goals and selects learning materials, based on the Illinois Learning Standards, content knowledge, learning theories, and students' needs, including IEPs.
- 10H. creates flexible short-range and long-term plans based on elementary-level scope and sequence when planning curriculum and instruction.
- 10I. creates learning activities to allow for variation in students' learning styles and performance modes.
- 10J. incorporates experiences into instructional practices that relate to the students' life experiences and to future career and work experiences.
- 10K. creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
- 10L. selects and uses a wide range of instructional resources and technologies.

STANDARD 11 – Learning Environment

The competent elementary teacher understands individual/group motivation and behavior and uses that understanding to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [26.410]

Knowledge Indicators - *The competent elementary teacher:*

- 11A. understands principles of and strategies for effective classroom management.

- 11B. understands how individuals influence groups, how groups influence individuals, and how groups function in society.
- 11C. understands how to help students work cooperatively and productively in groups.
- 11D. understands factors that influence motivation and engagement and how to help students become self-motivated.

Performance Indicators - *The competent elementary teacher:*

- 11E. creates a learning community in which students take responsibility for themselves and others, participate in decision-making, and work independently and in cooperative learning groups.
- 11F. promotes social relationships, students' motivation and engagement in productive work through mutual respect, and support for one another.
- 11G. organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.

STANDARD 12 – Instructional Delivery

The competent elementary teacher understands and uses a variety of instructional strategies to encourage all students' development of critical-thinking, problem-solving, and performance skills. [26.420]

Knowledge Indicators - *The competent elementary teacher:*

- 12A. understands cognitive processes associated with various kinds of learning.
- 12B. understands principles and techniques associated with various instructional strategies.
- 12C. understands how to enhance learning through the use of a wide variety of materials and resources.
- 12D. understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.

Performance Indicators - *The competent elementary teacher:*

- 12E. uses multiple teaching and learning strategies and varied resources to promote the development of critical and creative thinking skills.
- 12F. monitors and adjusts strategies in response to learners' feedback.
- 12G. 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.
- 12H. uses a variety of clear, accurate presentations and representations of concepts; uses alternative explanations; and presents diverse perspectives.
- 12I. presents curriculum that demonstrates an interconnection among subject areas that will reflect life and career experiences.
- 12J. selects and uses a wide range of instructional resources and technologies to support learning.

STANDARD 13 – Communication

The competent elementary teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction. [26.430]

Knowledge Indicators - *The competent elementary teacher:*

- 13A. understands communication theory, language development, and the role of language in learning.

- 13B. understands how individual, cultural, linguistic, and gender differences can affect communication in the classroom.
- 13C. understands the social, intellectual, and political implications of language use.
- 13D. understands the importance of audience and purpose when communicating ideas.

Performance Indicators - *The competent elementary teacher:*

- 13E. models accurate, effective modes of communication and uses a variety of communication tools, including technology.
- 13F. uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.
- 13G. creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication.
- 13H. communicates with all students in a supportive manner.
- 13I. practices effective listening, conflict-resolution, and group-facilitation skills as a team member.

STANDARD 14 – Assessment

The competent elementary teacher understands and uses various formal and informal assessment strategies to support the learning of all students. [26.440]

Knowledge Indicators - *The competent elementary teacher:*

- 14A. understands assessment as a means of evaluating how students learn; what they know and are able to do in relation to national, State, and local standards; and what kinds of experiences will support students' future growth and development.
- 14B. understands the purposes, characteristics, and limitations of different kinds of assessments.
- 14C. understands measurement theory and assessment-related issues such as validity, reliability, bias, and scoring.
- 14D. understands how to select, construct, and use assessment and evaluation strategies and instruments for diagnosis and prescription for the learner.

Performance Indicators - *The competent elementary teacher:*

- 14E. uses assessment results to diagnose students' learning, develop a student profile, align and modify instruction, and design teaching strategies.
- 14F. develops and uses a variety of formal and informal assessments to evaluate the progress and performance of students.
- 14G. involves students in self-assessment, reflection, and goal setting.
- 14H. maintains useful, accurate, and ethical records of students' work and performance and communicates regarding students' progress knowledgeably and responsibly to students, parents, school, and community.
- 14I. selects and uses appropriate instructional resources and technologies to monitor and assess student progress.

STANDARD 15 – Collaborative Relationships

The competent elementary teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/family, and the community to promote the cognitive, social, emotional, moral/ethical, and physical growth of all learners. [26.450]

Knowledge Indicators - *The competent elementary teacher:*

- 15A. understands schools as organizations within the larger community context.
- 15B. understands the benefits of, barriers to, and techniques for working collaboratively with parents/family, community, colleagues, specialists, support personnel, and administrators.
- 15C. understands school- and work-based learning environments and the need for collaboration with business organizations in the community.

Performance Indicators - *The competent elementary teacher:*

- 15D. initiates and creates situations for collaborative decision-making and problem-solving with parents/family and other professionals, including colleagues, specialists, and support personnel, to facilitate students' progress and advocate for students' needs.
- 15E. develops relationships with parents/family and other community professionals in a professional manner that is fair and equitable in order to acquire an understanding of the students' lives outside of the school.
- 15F. works effectively with parents/family and other members of the community from diverse homes and community situations.
- 15G. identifies and uses community resources to enhance students' learning and to provide opportunities for students to explore career opportunities.

STANDARD 16 – Reflection and Professional Growth

The competent elementary 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. [26.460]

Knowledge Indicators - *The competent elementary teacher:*

- 16A. understands that reflection is an integral part of professional growth and improvement of instruction.
- 16B. understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies.
- 16C. understands major resources for professional development, including professional literature, professional associations, professional development opportunities, and procedures for action-based research.

Performance Indicators - *The competent elementary teacher:*

- 16D. uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
- 16E. collaborates with other professionals as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback.

- 16F. participates in continuous learning to support his or her own development.
- 16G. applies knowledge of current research related to national, State, and local guidelines/standards.

STANDARD 17 – Professional Conduct and Leadership

The competent elementary teacher understands education as a profession, maintains standards of professional conduct, serves as a positive role model, and provides leadership to improve students' learning and well-being. [26.470]

Knowledge Indicators - *The competent elementary teacher:*

- 17A. understands the unique characteristics of education as a profession and the ethical considerations that apply to educators.
- 17B. understands how school systems are organized and operate.
- 17C. understands school policies and procedures.
- 17D. understands legal issues in education.
- 17E. understands the importance of active participation and leadership in professional organizations.

Performance Indicators - *The competent elementary teacher:*

- 17F. contributes knowledge and expertise about teaching and learning to the profession.
- 17G. acts in accordance with current legal directives.
- 17H. follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
- 17L. initiates and develops educational projects and programs.
- 17J. participates actively in curriculum development, staff development, and student organizations.
- 17K. participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.