

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

PART 26
STANDARDS FOR CERTIFICATION IN EARLY CHILDHOOD EDUCATION AND IN
ELEMENTARY EDUCATION

SUBPART A: STANDARDS FOR CERTIFICATION IN EARLY CHILDHOOD
EDUCATION

Section

- 26.100 Purpose and Effective Dates of Standards in Subpart A
- 26.110 Curriculum: General
- 26.120 Curriculum: English Language Arts
- 26.130 Curriculum: Mathematics
- 26.140 Curriculum: Science
- 26.150 Curriculum: Social Science
- 26.160 Curriculum: Physical Development and Health
- 26.170 Curriculum: Fine Arts
- 26.180 Human Development and Learning
- 26.190 Diversity
- 26.200 Planning for Instruction
- 26.210 Learning Environment
- 26.220 Instructional Delivery
- 26.230 Communication
- 26.240 Assessment
- 26.250 Collaborative Relationships
- 26.260 Reflection and Professional Growth
- 26.270 Professional Conduct and Leadership

SUBPART B: STANDARDS FOR CERTIFICATION IN ELEMENTARY EDUCATION

Section

- 26.300 Purpose and Effective Dates of Standards in Subpart B
- 26.310 Curriculum
- 26.320 Curriculum: English Language Arts
- 26.330 Curriculum: Mathematics
- 26.340 Curriculum: Science
- 26.350 Curriculum: Social Science
- 26.360 Curriculum: Physical Development and Health
- 26.370 Curriculum: Fine Arts

- 26.380 Human Development and Learning
- 26.390 Diversity
- 26.400 Planning for Instruction
- 26.410 Learning Environment
- 26.420 Instructional Delivery
- 26.430 Communication
- 26.440 Assessment
- 26.450 Collaborative Relationships
- 26.460 Reflection and Professional Growth
- 26.470 Professional Conduct and Leadership

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

SOURCE: Adopted at 26 Ill. Reg. 6263, effective April 22, 2002.

SUBPART A: STANDARDS FOR CERTIFICATION IN EARLY CHILDHOOD
EDUCATION

Section 26.100 Purpose and Effective Dates of Standards in
Subpart A

This Subpart A establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24), shall apply to the issuance of teaching certificates in early childhood education pursuant to Article 21 of the School Code [105 ILCS 5/Art. 21]. The standards set forth in this Subpart A shall apply both to candidates for certification in early childhood education and to the programs that prepare them. That is:

- a) beginning July 1, 2003, approval of any teacher preparation program or course of study in early childhood education 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 Subpart A; and
- b) beginning July 1, 2004, the examination(s) required for issuance of a certificate in early childhood education shall be based on the standards identified in this Subpart A.

Section 26.110 Curriculum: General

The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children's competence across all developmental areas and content areas.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) demonstrates current knowledge of integrated learning experiences for children from birth through grade three and understands the central concepts and tools of inquiry in each of the following content areas: language and literacy (English language arts); mathematics; science; health, safety, nutrition, and movement (physical development and health); art, music, and drama (fine arts); and social science.
 - 2) understands conceptually sound and meaningful curriculum for children from birth through grade three.
 - 3) demonstrates an understanding of current research, best practice, and professional standards.
- b) Performance Indicators - The competent early childhood teacher:
 - 1) plans, implements, and evaluates integrated, conceptually sound, meaningful learning experiences for children from birth through grade three.
 - 2) structures a variety of learning experiences that reflect the standards set forth in this Subpart A.

Section 26.120 Curriculum: English Language Arts

The competent early childhood 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 the abilities of children from birth through grade three as they apply language and thinking skills to many different genres, concepts, and situations.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands vocabulary and word analysis skills that promote comprehension of meaning in a variety of contexts.
 - 2) understands various language components in literacy development: phonemes (sounds of the language); morphemes (words and meaningful parts of words); semantics (meaning); and syntax (sentence structure and parts of speech); as well as the pragmatic aspect of language (how language works in social contexts).
 - 3) demonstrates knowledge of a variety of materials for promoting literacy, including various genres and authors of children's literature, trade books (fiction and nonfiction), books designed for beginning readers, "big books", anthologies, newspapers, and magazines.
 - 4) understands a variety of age-appropriate strategies that promote reading and listening comprehension and foster development within and among the four language arts (listening, speaking, reading, and writing), including shared, guided, and interactive reading and writing.
 - 5) understands the relationships among oral language, written language, and the basic concepts of print.

- 6) understands the appropriate use of the conventions involved in various forms of writing, such as stories, letters, journals, and poetry.
 - 7) understands skills and strategies that promote listening and speaking for various purposes, discussion and comprehension, the ability to ask and respond to questions, and the ability to understand different literary and social contexts.
 - 8) understands how to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
 - 9) understands children's abilities to communicate ideas through technology.
- b) Performance Indicators - The competent early childhood teacher:
- 1) uses vocabulary and word analysis skills that promote comprehension of meaning in a variety of contexts.
 - 2) promotes integration of various language components in literacy development.
 - 3) identifies, evaluates, and uses a variety of materials for promoting literacy, including various genres and authors of children's literature, trade books (fiction and nonfiction), books designed for beginning readers, "big books", anthologies, newspapers, and magazines.
 - 4) applies a variety of age-appropriate strategies that promote reading and listening comprehension and foster development within and among the four language arts, including shared, guided, and interactive reading and writing.

- 5) assists students in developing basic concepts of print using activities based on oral and written language.
- 6) provides opportunities for students to use writing conventions involved in various forms of writing, such as stories, letters, journals, and poetry.
- 7) facilitates skills and strategies that promote listening and speaking for various purposes, discussion and comprehension, the ability to ask and respond to questions, and the ability to understand different literary and social contexts.
- 8) provides opportunities for children to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- 9) promotes children's abilities to communicate ideas through technology.

Section 26.130 Curriculum: Mathematics

The competent early childhood teacher demonstrates proficiency in the use of mathematics; understands and communicates the major concepts, procedures, and reasoning processes of mathematics, which include number systems, number sense, geometry, measurement, statistics, probability, and algebra; and promotes the abilities of children from birth to grade three as they apply, interpret, and construct mathematical thinking skills in a variety of situations.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands problem-solving approaches that children may use to investigate and understand mathematical content.
 - 2) understands various approaches (estimation, mental math, manipulative modeling, pattern recognition, and technology) that can be used to explore and communicate mathematical ideas, solve problems, and investigate everyday situations.
 - 3) understands concepts, skills, and procedures related to number, number sense, computation and numeration.
 - 4) understands concepts, skills, and procedures related to geometry and spatial relationships.
 - 5) understands concepts, skills, and procedures related to measurement of attributes such as length, weight, volume, and temperature.
 - 6) understands concepts, skills, and procedures needed to collect and analyze data.
 - 7) understands concepts, skills, and procedures related to exploring concepts of chance.
 - 8) understands and uses patterns and relationships to analyze mathematical situations.

- b) Performance Indicators – The competent early childhood teacher:
- 1) provides opportunities for students to apply problem-solving strategies in order to investigate and understand mathematical content.
 - 2) uses various approaches (estimation, mental math, manipulative modeling, pattern recognition, and technology) to assist students as they explore and communicate mathematical ideas, solve problems, and investigate everyday situations.
 - 3) provides opportunities for children to learn and apply number, number sense, computation and numeration in everyday situations.
 - 4) provides opportunities for children to learn and apply geometry and spatial relationships in everyday situations.
 - 5) provides opportunities for children to learn and apply measurements such as length, weight, volume, and temperature in everyday situations.
 - 6) provides opportunities for children to learn and apply procedures needed to collect and analyze data in everyday situations as they use graphing and estimation.
 - 7) provides opportunities for children to learn and apply concepts of chance in everyday situations.
 - 8) provides opportunities for children to learn and apply patterns and relationships in their analysis of everyday situations.

Section 26.140 Curriculum: Science

The competent early childhood teacher understands the interrelationships among science, technology, and society; understands and applies fundamental concepts related to earth and space science, the life sciences, the physical sciences, and the environmental sciences; and promotes the scientific abilities of children from birth through grade three as they acquire new knowledge through the use of scientific thinking, reasoning, and inquiry.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands the process of scientific inquiry and the interrelationships among science, technology, and society.
 - 2) understands the principles of earth and space science, the life sciences, and the physical sciences and their interconnectedness in everyday environments.
- b) Performance Indicators - The competent early childhood teacher:
 - 1) promotes and encourages children's innate curiosity about objects and events, respect for living organisms, and appreciation of the environment.
 - 2) provides opportunities for children to conduct experiments, solve problems, apply the scientific process, and incorporate safety practices during all investigations.
 - 3) implements activities that foster children's application of the principles of earth and space science, the life sciences, and the physical sciences and exploration of their interconnectedness in everyday environments.

Section 26.150 Curriculum: Social Science

The competent early childhood teacher understands the interrelationships among the social sciences; uses historical, geographical, economic, and political concepts and modes of inquiry; and promotes the abilities of children from birth through grade three as they begin to experience, think about, and make informed decisions as members of a culturally diverse, democratic society and interdependent world.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands the basic concepts of and interrelationships among the social sciences and the ways in which geography, history, civics, and economics relate to everyday situations and experiences.
 - 2) understands geographic concepts and phenomena.
 - 3) understands the major ideas, eras, themes, developments, and turning points in the history of Illinois, the United States, and the world.
 - 4) understands the rights and responsibilities of citizenship in the United States.
 - 5) understands the basic concepts of economic systems, with emphasis on the United States.
 - 6) understands concepts related to the structure and organization of human societies and relationships among social, economic, cultural, and political activities and institutions.
- b) Performance Indicators - The competent early childhood teacher:
 - 1) provides opportunities for children to develop beginning concepts, skills, and dispositions that focus on how geography, history, civics

(participation and citizenship), and economics relate to everyday situations and experiences.

- 2) provides opportunities for children to use maps and symbols, observe and describe physical characteristics of local communities, and explain the interdependence of people, places, and regions.
- 3) creates opportunities for children to develop beginning historical concepts involving people, cultures, families, folklore, and related events.
- 4) provides opportunities for children to explore the interrelationships among people and the roles of individuals and groups in the world in which we live.
- 5) provides opportunities for children to gather, organize, map, and interpret data and to use technology to communicate concepts, information, and procedures.
- 6) creates opportunities for children to understand the relationship of self to others and to social, economic, cultural, and political activities and institutions.

Section 26.160 Curriculum: Physical Development and Health

The competent early childhood teacher understands the comprehensive nature of the physical, emotional, and social well-being of children from birth through grade three; understands the role of human movement and physical activity as elements central to active, healthy life styles; and promotes the abilities of children from birth through grade three as they develop and practice skills that contribute to good health and enhance quality of life.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands ways in which the physical, social, and emotional well-being of children enhances enjoyment, challenge, self-expression, and social interaction.
 - 2) understands basic principles and practices of personal, interpersonal, and community health and safety, including the prevention and treatment of illness and injury.
 - 3) understands human body systems and interrelationships between fitness and body systems.
 - 4) understands the phases, stages, and continuity of motor development.
 - 5) understands the relationship between resolution of conflicts and health and well-being.
 - 6) understands and respects differences among children in settings where children engage in physical activity.
- b) Performance Indicators - The competent early childhood teacher:

- 1) applies basic principles and practices of personal, interpersonal, and community health and safety, including the prevention and treatment of illness and injury.
- 2) provides opportunities for children to explore concepts and make decisions that positively influence their health and safety.
- 3) applies health-related physical fitness concepts and practices.
- 4) provides opportunities for children to explore movement activities in a variety of contexts.
- 5) provides opportunities for children to resolve conflicts, communicate positively, and cooperate in a variety of contexts.

Section 26.170 Curriculum: Fine Arts

The competent early childhood teacher understands the content, function, and achievements of dance, music, drama, and visual arts as primary media for communication, inquiry, and insight and promotes the abilities of children from birth through grade three as they express themselves through the arts.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands the concepts, techniques, and materials of the visual arts, the cultural dimensions of the visual arts, and the interrelationships between the visual arts and other art forms.
 - 2) understands the concepts, techniques, and materials for producing, listening to, and responding to music, the cultural dimensions of music, and the interrelationships between music and other art forms.
 - 3) understands concepts, techniques, and materials related to drama and dance, the cultural dimension of drama and dance, and interrelationships between drama and dance and other art forms.
 - 4) understands various tools, including technology, for creating, analyzing, and performing works of art.
 - 5) understands the interrelationship of the arts and their representations in past and present society.
 - 6) understands the elements of visual art, music, dance, and drama.
- b) Performance Indicators - The competent early childhood teacher:

- 1) provides opportunities for children to explore media, techniques, and processes for communicating ideas, experiences, and stories.
- 2) provides opportunities for children to explore music in a variety of contexts and communicate ideas, experiences, and stories through music.
- 3) provides opportunities for children to explore drama and dance in a variety of contexts and to communicate ideas.
- 4) provides opportunities for children to apply various tools, including technology, as they create, interpret, and perform.
- 5) provides opportunities for children to examine relationships among the arts.

Section 26.180 Human Development and Learning

The competent early childhood teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of all children from birth through grade three.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands how children from birth through grade three develop physically, socially, emotionally, cognitively, linguistically, and aesthetically.
 - 2) understands how to provide learning opportunities that support and enhance each area of development - physical, social, emotional, cognitive, linguistic, and aesthetic.
 - 3) understands how brain development from birth through grade three is promoted through developmentally and culturally appropriate learning experiences.
 - 4) understands how children from birth through grade three differ in their development and in their approaches to learning.
 - 5) understands how to support the development and learning of individual children from birth through grade three.
 - 6) understands the developmental consequences of stress and trauma on children and their families, including protective factors and resilience.
 - 7) understands the development of mental health and the importance of supportive relationships.
 - 8) understands the basic health, nutrition, and safety needs of children from birth through grade three, including specific procedures related to

health, safety, and nutrition for infants and toddlers.

- 9) understands appropriate procedures for responding to childhood illnesses and communicable diseases.
- b) Performance Indicators - The competent early childhood teacher:
- 1) applies knowledge of development and individual differences when designing developmentally and culturally appropriate learning experiences for children from birth through grade three.
 - 2) analyzes and evaluates learners' performance in order to design and facilitate learning experiences that are responsive to children's interests, developmental levels, and learning styles.
 - 3) examines the developmental consequences of stress and trauma on children and their families and responds by designing learning opportunities that promote resilience and support students' well-being.
 - 4) applies knowledge of mental health and supportive relationships when providing learning opportunities for children from birth through grade three.
 - 5) follows appropriate procedures and designs learning opportunities that are responsive to the health, safety, and nutritional needs of children from birth through grade three, including specific procedures and learning opportunities related to the health, safety, and nutrition of infants and toddlers.
 - 6) follows appropriate procedures when responding to childhood illnesses and communicable diseases.

Section 26.190 Diversity

The competent early childhood teacher understands how children and families differ in their perspectives and approaches to learning and creates opportunities for growth and learning that are developmentally and culturally appropriate and are adapted for children from birth through grade three.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns related to specific disabilities.
 - 2) understands cultural and linguistic diversity and the significance of familial, socio-cultural, and political contexts for development and learning.
 - 3) recognizes that children are best understood within the contexts of family, culture, and society.
 - 4) understands the function of the home language in the development of young children and the interrelationships among culture, language, and thought.
- b) Performance Indicators - The competent early childhood teacher:
 - 1) creates and modifies environments and experiences that meet the individual needs of all children from birth through grade three and their families, including children with disabilities, developmental delays, and special abilities.
 - 2) respects and affirms culturally and linguistically diverse children from birth through grade three and their families.

- 3) supports home language preservation and creates learning environments and experiences that are free of bias.
- 4) demonstrates sensitivity to differences in family structures and social and cultural backgrounds.
- 5) works effectively over time with children of diverse ages (infants, toddlers, preprimary and primary students), with children of differing abilities, and with children reflecting culturally and linguistically diverse family systems.

Section 26.200 Planning for Instruction

The competent early childhood teacher understands instructional planning and designs learning opportunities based on knowledge of the children, their families, and their communities and of content areas and curriculum goals.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands how to plan developmentally and culturally appropriate curriculum.
 - 2) understands the rationale for developmentally and culturally appropriate practice.
 - 3) understands how to develop short- and long-range instructional plans based on play, open-ended inquiry, and long-term investigation.
 - 4) understands how to use and integrate appropriate technological resources into classroom instruction.
- b) Performance Indicators - The competent early childhood teacher:
 - 1) plans, implements, and evaluates developmentally and culturally appropriate curriculum and instructional practices that are based on knowledge of individual children, their families, and their communities and of content areas and curriculum goals.
 - 2) incorporates a variety of instructional strategies when designing learning experiences that promote children's physical, social, emotional, aesthetic, linguistic, and cognitive development.
 - 3) develops, implements, and evaluates an integrated curriculum that focuses on children's needs and interests and takes into account culturally

valued content and children's experiences at home.

- 4) creates, selects, evaluates, and incorporates developmentally and culturally appropriate materials and equipment into the instructional plans.
- 5) uses and integrates appropriate technological resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) in instructional planning for problem-solving, communication, and the illustration of thoughts, ideas, and stories.

Section 26.210 Learning Environment

The competent early childhood teacher uses an understanding of individual and group motivation and behavior as well as of children's developmental levels and needs to create a learning environment that encourages positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands how to create, select, and evaluate developmentally appropriate materials, equipment and technology for inclusion in the learning environment.
 - 2) understands how to adapt strategies to meet the specific needs of all children from birth through grade three, including those with disabilities, developmental delays, or special abilities.
 - 3) understands how to design learning environments that support the educational needs and interests of all children from birth through grade three.
 - 4) understands how to design and maintain physically and psychologically safe, healthy, and productive learning environments.
 - 5) understands the influence of the physical setting, schedule, routines, and transitions on children from birth through grade three.
 - 6) understands how to interpret and apply information gained through formative and summative program evaluation to ensure a high-quality learning environment for children, their families, and the community.
- b) Performance Indicators - The competent early childhood teacher:

- 1) creates and modifies learning environments to meet the individual needs of children from birth through grade three, including children with disabilities, developmental delays, and special abilities.
- 2) designs learning environments for children from birth through grade three that include and integrate developmentally and culturally appropriate materials, equipment, and technological resources.
- 3) integrates and applies individual and group guidance and problem-solving strategies that develop positive and supportive relationships, encourage positive social interaction, promote conflict resolution, and develop personal self-control, self-motivation, and self-esteem in children from birth through grade three.
- 4) designs and maintains physically and psychologically safe, healthy, and productive learning environments for children from birth through grade three.
- 5) applies an understanding of developmentally appropriate physical settings, schedules, routines, and transitions when promoting the development and learning of children from birth through grade three.
- 6) interprets and applies information gained from formative and summative program evaluation to ensure a high-quality learning environment for children, their families, and the community.

Section 26.220 Instructional Delivery

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

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands the rationale for a variety of instructional strategies, including play, small group projects, open-ended questioning, group discussion, problem-solving, cooperative learning, and inquiry experiences for children from birth through grade three.
 - 2) understands how to enhance the intellectual curiosity, problem-solving, and decision-making of children from birth through grade three.
 - 3) understands how to select, integrate, and implement technology and multimedia resources with children from birth through grade three, including assistive technologies for children with special needs.
 - 4) understands the importance of utilizing knowledge and strategies from multiple disciplines and systems in instructional delivery and in the development of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) for children from birth through grade three.
- b) Performance Indicators - The competent early childhood teacher:
 - 1) implements and evaluates a variety of instructional strategies, including play, small group projects, open-ended questioning, group discussion, problem-solving, cooperative learning, and inquiry experiences for children from birth through grade three.

- 2) implements and evaluates instructional strategies that promote the development of intellectual curiosity, problem-solving, and decision-making for children from birth through grade three.
- 3) selects, evaluates, and implements technology and multimedia resources and activities for children from birth through grade three and is able to include and adapt assistive technologies for children with special needs.
- 4) makes decisions regarding intervention strategies and daily activities that incorporate knowledge and strategies from multiple disciplines, including health and social service systems, for children from birth through grade three and their families with IFSPs and IEPs.

Section 26.230 Communication

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

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands communication theory, language development, and the role of language in learning.
 - 2) understands how cultural, gender, and socioeconomic differences can affect communication in the classroom.
 - 3) understands the interrelationships among culture, language and thought and the function of the home language in the development of young children.
 - 4) understands the importance of audience and purpose when selecting ways to communicate ideas.
- b) Performance Indicators - The competent early childhood teacher:
 - 1) models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
 - 2) uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.
 - 3) creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication.
 - 4) communicates with and challenges students in a supportive manner and provides students with constructive feedback.

- 5) uses a variety of communication modes to communicate with a diverse student population effectively.
- 6) practices effective listening, conflict resolution, and group-facilitation skills as a team member.
- 7) uses a variety of communication tools to enrich learning opportunities.
- 8) uses individual and group guidance and problem-solving skills to develop positive and supportive relationships with children, to encourage positive social interaction among children, and to develop children's personal self-control, self-motivation, and self-esteem.

Section 26.240 Assessment

The competent early childhood teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all children.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands assessment as a means of evaluating how children learn, what they know and are able to do in relationship to national, State, and local standards, and what kinds of experiences will support their further growth and development.
 - 2) understands the purposes, characteristics, and limitations of different kinds of assessments.
 - 3) understands measurement theory and assessment-related issues such as validity, reliability, bias, and scoring.
 - 4) understands how to use the results of assessment to reflect on and modify teaching.
 - 5) understands how to select, construct, and use assessment and evaluation strategies and instruments for diagnosis and prescription.
- b) Performance Indicators - The competent early childhood teacher:
 - 1) uses a variety of assessment results to diagnose students' learning and development, develop a student profile, align and modify instruction, and design teaching strategies.
 - 2) maintains useful, accurate, and ethical records of students' work and performance and communicates about students' progress knowledgeably and responsibly to students, parents, school, and community.

- 3) uses assessment results for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.
- 4) participates and assists other professionals in conducting family-centered assessments.
- 5) selects, evaluates, and interprets formal, standardized assessment instruments and information used in the assessment of children and integrates authentic classroom assessment data with formal assessment information.
- 6) communicates assessment results and integrates assessment results from others as an active participant in the development and implementation of students' IEPs and IFSPs.
- 7) involves families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.
- 8) uses appropriate technologies to monitor and assess students' progress.

Section 26.250 Collaborative Relationships

The competent early childhood teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and representatives of community service agencies in order to support children's learning and well-being.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands schools as organizations within the larger community context.
 - 2) understands the benefits, barriers, and techniques involved in school/family relationships.
 - 3) understands the collaborative process and the skills that are necessary to carry out the process.
- b) Performance Indicators - The competent early childhood teacher:
 - 1) uses appropriate health appraisal procedures and recommends referral to appropriate community health and social services when necessary.
 - 2) establishes and maintains positive collaborative relations with families, colleagues, and other professionals working effectively to support children's development, learning, and well-being.
 - 3) develops relationships with parents/family to acquire an understanding of students' lives outside of the school and to support parents/family in making decisions related to their child's development and learning.
 - 4) supports parents in making decisions related to parenting and their child's development.

- 5) applies family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.
- 6) links families with a range of family-oriented services based on identified resources, priorities, and concerns.
- 7) establishes and maintains positive, collaborative relationships with colleagues, other professionals, and families and works effectively as a member of a professional team.
- 8) identifies and uses community resources to enhance children's development, learning, and well-being and to explore career opportunities.

Section 26.260 Reflection and Professional Growth

The competent early childhood 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.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands that reflection is an integral part of professional growth and the improvement of instruction.
 - 2) understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.
 - 3) understands major areas of research on the learning process and resources that are available for professional development.
- b) Performance Indicators - The competent early childhood teacher:
 - 1) reflects on his or her practice, articulates a philosophy and rationale for decisions, and continually evaluates the effects of his or her choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification and continuing professional development.
 - 2) actively seeks out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
 - 3) participates in a variety of settings in which children from birth through age eight are served

(such as public and private centers, schools, and community agencies).

- 4) demonstrates ability to work effectively serving children of two different age groups (infant/toddler, preprimary, or primary age) and with varying abilities.
- 5) analyzes and evaluates experiences in working with parents and with interdisciplinary teams of professionals.
- 6) uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

Section 26.270 Professional Conduct and Leadership

The competent early childhood teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve children's learning and well-being.

- a) Knowledge Indicators - The competent early childhood teacher:
 - 1) understands the unique characteristics of education as a profession and the ethical considerations that apply to educators.
 - 2) understands how school systems are organized and operate.
 - 3) understands school policies and procedures.
 - 4) understands legal issues in education.
 - 5) understands the importance of active participation and leadership in professional education organizations.

- b) Performance Indicators - The competent early childhood teacher:
 - 1) demonstrates an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, programs for young children, and the early childhood profession.
 - 2) demonstrates an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.
 - 3) acts in accordance with current legal directives.

- 4) serves as an advocate on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.
- 5) demonstrates an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation.
- 6) recognizes signs of emotional distress, child abuse, and neglect in young children and understands the responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- 7) communicates effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.
- 8) follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.

SUBPART B: STANDARDS FOR CERTIFICATION IN ELEMENTARY EDUCATION

Section 26.300 Purpose and Effective Dates of Standards in
Subpart B

This Subpart B establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24), shall apply to the issuance of teaching certificates in elementary education pursuant to Article 21 of the School Code [105 ILCS 5/Art. 21]. The standards set forth in this Subpart B shall apply both to candidates for certification in elementary education and to the programs that prepare them. That is:

- a) beginning July 1, 2003, approval of any teacher preparation program or course of study in elementary education 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 Subpart B; and
- b) beginning July 1, 2004, the examination(s) required for issuance of an elementary certificate shall be based on the standards identified in this Subpart B.

Section 26.310 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.

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands the connections among various content areas and is able to analyze ideas, problems, and real-world situations within and across content areas.
 - 2) understands the connections among various content areas and is able to interpret and communicate information, reasoning, concepts, and procedures within and across content areas.

- b) Performance Indicators - The competent elementary teacher:
 - 1) uses teaching techniques that demonstrate analysis of ideas, problems, and real-world situations within and across content areas.
 - 2) interprets and communicates information, reasoning, concepts, and procedures within and across content areas.

Section 26.320 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.

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands phonological, word analysis, and vocabulary strategies.
 - 2) understands skills and strategies involved in reading for various purposes: factual information, personal response, literary appreciation, critical analysis, and social interaction.
 - 3) 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.
 - 4) 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.
 - 5) understands skills and strategies involved in listening for various purposes: factual information, personal response, literary appreciation, critical analysis, and social interaction.
 - 6) understands skills and strategies involved in speaking to audiences for various purposes: information, persuasion, and entertainment.

- 7) understands the research process and study skills.
- b) Performance Indicators - The competent elementary teacher:
- 1) demonstrates proficiency in the use of oral and written English.
 - 2) teaches the reading, writing, speaking, and listening processes.
 - 3) 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.
 - 4) selects and uses a wide range of instructional resources and technologies to support reading, writing, and research.

Section 26.330 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.

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) 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.
 - 2) 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.
 - 3) 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.
 - 4) understands concepts, skills, and procedures related to synthetic/analytical geometry and spatial relationships and their use in real-world situations.
 - 5) understands concepts, skills, and procedures related to algebraic relations/functions and their use in real-world situations.

- 6) understands concepts, skills, and procedures related to measurement and their use in real-world situations.
 - 7) understands concepts, skills, and procedures related to statistics/data analysis and their use in real-world situations.
 - 8) understands concepts, skills, and procedures related to probability/expectations and their use in real-world situations.
- b) Performance Indicators - The competent elementary teacher:
- 1) demonstrates proficiency in the use of mathematics.
 - 2) teaches major concepts, procedures, and reasoning processes related to number systems and number sense, geometry, measurement, statistics, probability, and algebra.
 - 3) selects and uses a wide range of manipulatives, instructional resources, and technologies to support the learning of mathematics.

Section 26.340 Curriculum: Science

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

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands the interrelationships among science, technology, and society in historical and contemporary contexts.
 - 2) understands the fundamental concepts, principles, and interconnections of the life sciences, the physical sciences, the environmental sciences, and earth and space science and their use to interpret, analyze, and explain phenomena.
 - 3) 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.
 - 4) understands the use of scientific investigation and inquiry skills across the sciences to conduct experiments and solve problems.
- b) Performance Indicators - The competent elementary teacher:
 - 1) demonstrates and communicates the concepts, theories, and practices of science.
 - 2) demonstrates and uses strategies to engage students in acquiring new knowledge through the use of scientific thinking and reasoning.

- 3) selects and uses a wide range of instructional resources and technologies to support scientific learning.

Section 26.350 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.

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands the rights and responsibilities of citizenship in the United States and the skills, knowledge, and attitudes necessary for successful participation in civic life.
 - 2) 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.
 - 3) understands from multiple perspectives the significant eras, themes, developments, and turning points in the history of Illinois, the United States, and the world.
 - 4) understands the interrelationships between people and their environment.
 - 5) understands geographic concepts and phenomena and their impact on Illinois, the United States, and the world.
 - 6) understands concepts related to the structure and organization of human societies and processes of socialization and social interaction.
 - 7) understands the implications of cultural heritage and diversity, as well as cohesion, within and across groups.

- b) Performance Indicators - The competent elementary teacher:
- 1) demonstrates proficiency in the principles of social science.
 - 2) uses history and modes of inquiry to make informed decisions.
 - 3) uses literature for children and young adults to support learning in the social sciences.
 - 4) uses social science processes, skills, and concepts (e.g., gathering, organizing, mapping, interpreting, and analyzing information).
 - 5) models and teaches the rights and responsibilities of citizenship in a democratic society.
 - 6) selects and uses a wide range of instructional resources and technologies to support learning in the social sciences.

Section 26.360 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.

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands concepts related to movement, sports, and team-building skills.
 - 2) understands the systems of the human body, physical fitness concepts and practices, and interrelationships between fitness and body systems.
 - 3) understands basic principles and practices of personal, interpersonal, and community health and safety.
 - 4) understands conflict resolution and its relationship to health and well-being.
- b) Performance Indicators - The competent elementary teacher:
 - 1) uses communication and decision-making skills to promote personal, interpersonal, and community health and well-being.
 - 2) promotes and adapts skills that contribute to health and safety.
 - 3) provides opportunities for individual and team physical activities.
 - 4) models, teaches, and promotes conflict resolution and its relationship to health and well-being.

- 5) selects and uses a wide range of instructional resources and technologies to support physical development and health.

Section 26.370 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 play in reflecting history and culture and promotes all students' ability to express themselves creatively.

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) 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.
 - 2) 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.
 - 3) understands concepts, techniques, and materials related to drama; cultural dimensions of drama; and interrelationships among drama and the other art forms.
 - 4) understands concepts, techniques, and materials related to dance; cultural dimensions of dance; and interrelationships among dance and the other art forms.
- b) Performance Indicators - The competent elementary teacher:
 - 1) promotes artistic development, appreciation, and performance.
 - 2) teaches the use of various tools, including technology, for creating, analyzing and performing works of art.

Section 26.380 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.

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands that physical, social, emotional, moral/ethical, cognitive, and linguistic development influences learning and uses this understanding when planning curriculum, delivering instruction, and constructing assessment.
 - 2) understands human and cognitive development, learning theories, and the ranges of individual variation within each developmental domain.
- b) Performance Indicators - The competent elementary teacher:
 - 1) assesses individual and group performance in relation to cognitive, social, emotional, moral/ethical, and physical development.
 - 2) recognizes and respects differences among students and designs instruction so all students can learn.

Section 26.390 Diversity

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

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands characteristics of gifted and talented students and the characteristics of students with various disabilities.
 - 2) understands the process of second-language acquisition and strategies that support the learning of students whose first language is not English.
 - 3) understands how students' learning is influenced by individual experiences, talents, and prior learning as well as language, culture, family, and community values.
 - 4) understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
- b) Performance Indicators - The competent elementary teacher:
 - 1) facilitates a learning community in which individual differences and cultural diversity are respected.
 - 2) makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for all students.
 - 3) uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.

- 4) uses cultural diversity and individual student experiences to enrich instruction.
- 5) uses a wide range of instructional strategies and technologies to meet diverse student needs.
- 6) identifies and makes use of appropriate services or resources to assist students with exceptional learning needs.

Section 26.400 Planning for Instruction

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

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D), content knowledge, learning theories, and student needs, including IEPs.
 - 2) understands how to develop flexible short- and long-range plans consistent with curriculum goals, learners' diversity, and learning theories.
 - 3) understands how to integrate career awareness into the curriculum.
 - 4) understands how students' individualized education programs (IEPs) relate to the instruction they receive.
 - 5) understands how to evaluate and integrate technologies, including assistive technology, into classroom instruction.
 - 6) understands how to use various technological tools to locate and manage information.
- b) Performance Indicators - The competent elementary teacher:
 - 1) establishes goals and selects learning materials based on the Illinois Learning Standards, content knowledge, learning theories, and students' needs, including IEPs.

- 2) creates flexible short-range and long-term plans based on elementary-level scope and sequence when planning curriculum and instruction.
- 3) creates learning activities to allow for variation in students' learning styles and performance modes.
- 4) incorporates experiences into instructional practices that relate to the students' life experiences and to future career and work experiences.
- 5) creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
- 6) selects and uses a wide range of instructional resources and technologies.

Section 26.410 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.

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands principles of and strategies for effective classroom management.
 - 2) understands how individuals influence groups, how groups influence individuals, and how groups function in society.
 - 3) understands how to help students work cooperatively and productively in groups.
 - 4) understands factors that influence motivation and engagement and how to help students become self-motivated.
- b) Performance Indicators - The competent elementary teacher:
 - 1) 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.
 - 2) promotes social relationships, students' motivation and engagement in productive work through mutual respect, and support for one another.
 - 3) organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.

Section 26.420 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.

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands cognitive processes associated with various kinds of learning.
 - 2) understands principles and techniques associated with various instructional strategies.
 - 3) understands how to enhance learning through the use of a wide variety of materials and resources.
 - 4) understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.
- b) Performance Indicators - The competent elementary teacher:
 - 1) uses multiple teaching and learning strategies and varied resources to promote the development of critical and creative thinking skills.
 - 2) monitors and adjusts strategies in response to learners' feedback.
 - 3) 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.
 - 4) uses a variety of clear, accurate presentations and representations of concepts; uses alternative explanations; and presents diverse perspectives.

- 5) presents curriculum that demonstrates an interconnection among subject areas that will reflect life and career experiences.
- 6) selects and uses a wide range of instructional resources and technologies to support learning.

Section 26.430 Communication

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

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands communication theory, language development, and the role of language in learning.
 - 2) understands how individual, cultural, linguistic, and gender differences can affect communication in the classroom.
 - 3) understands the social, intellectual, and political implications of language use.
 - 4) understands the importance of audience and purpose when communicating ideas.
- b) Performance Indicators - The competent elementary teacher:
 - 1) models accurate, effective modes of communication and uses a variety of communication tools, including technology.
 - 2) uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.
 - 3) creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication.
 - 4) communicates with all students in a supportive manner.

- 5) practices effective listening, conflict-resolution, and group-facilitation skills as a team member.

Section 26.440 Assessment

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

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) 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.
 - 2) understands the purposes, characteristics, and limitations of different kinds of assessments.
 - 3) understands measurement theory and assessment-related issues such as validity, reliability, bias, and scoring.
 - 4) understands how to select, construct, and use assessment and evaluation strategies and instruments for diagnosis and prescription for the learner.
- b) Performance Indicators - The competent elementary teacher:
 - 1) uses assessment results to diagnose students' learning, develop a student profile, align and modify instruction, and design teaching strategies.
 - 2) develops and uses a variety of formal and informal assessments to evaluate the progress and performance of students.
 - 3) involves students in self-assessment, reflection, and goal-setting.

- 4) 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.
- 5) selects and uses appropriate instructional resources and technologies to monitor and assess students' progress.

Section 26.450 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.

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands schools as organizations within the larger community context.
 - 2) understands the benefits of, barriers to, and techniques for working collaboratively with parents/family, community, colleagues, specialists, support personnel, and administrators.
 - 3) understands school- and work-based learning environments and the need for collaboration with business organizations in the community.
- b) Performance Indicators - The competent elementary teacher:
 - 1) 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.
 - 2) 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.
 - 3) works effectively with parents/family and other members of the community from diverse homes and community situations.

- 4) identifies and uses community resources to enhance students' learning and to provide opportunities for students to explore career opportunities.

Section 26.460 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.

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands that reflection is an integral part of professional growth and improvement of instruction.
 - 2) understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies.
 - 3) understands major resources for professional development, including professional literature, professional associations, professional development opportunities, and procedures for action-based research.
- b) Performance Indicators - The competent elementary teacher:
 - 1) uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
 - 2) collaborates with other professionals as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback.
 - 3) participates in continuous learning to support his or her own development.
 - 4) applies knowledge of current research related to national, State, and local guidelines/standards.

Section 26.470 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.

- a) Knowledge Indicators - The competent elementary teacher:
 - 1) understands the unique characteristics of education as a profession and the ethical considerations that apply to educators.
 - 2) understands how school systems are organized and operate.
 - 3) understands school policies and procedures.
 - 4) understands legal issues in education.
 - 5) understands the importance of active participation and leadership in professional organizations.

- b) Performance Indicators - The competent elementary teacher:
 - 1) contributes knowledge and expertise about teaching and learning to the profession.
 - 2) acts in accordance with current legal directives.
 - 3) follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
 - 4) initiates and develops educational projects and programs.
 - 5) participates actively in curriculum development, staff development, and student organizations.

- 6) participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.