

Illinois Professional Teaching Standards, English Language Arts, and Technology for All Illinois Teachers

Standard	Reading/Literacy	Individualized Instruction
<p>IPTS</p>	<p>STANDARD 7 – Communication The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>Knowledge Indicators - The competent teacher:</p> <p>7A. understands communication theory, language development, and the role of language in learning.</p> <p>7B. understands how cultural and gender differences can affect communication in the classroom.</p> <p>7C. understands the social, intellectual, and political implications of language use and how they influence meaning.</p> <p>7D. understands the importance of audience and purpose when selecting ways to communicate ideas.</p> <p>Performance Indicators - The competent teacher:</p> <p>7E. models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.</p> <p>7F. uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.</p> <p>7G. creates varied opportunities for all students to use effective written, verbal, non-verbal, and visual communication.</p> <p>7H. communicates with and challenges students in a supportive manner and provides students with constructive feedback.</p> <p>7I. uses a variety of communication modes to effectively communicate with a diverse student population.</p> <p>7J. practices effective listening, conflict resolution, and group-facilitation skills as a team member.</p> <p>7K. communicates using a variety of communication tools to enrich learning opportunities.</p>	<p>STANDARD 1 - Content Knowledge The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.</p> <p>1E.(KI) understands how a student’s disability affects processes of inquiry and influences patterns of learning. (Sp Ed)</p> <p>1G. (PI) uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.</p> <p>1M. (PI) designs learning experiences and utilizes adaptive devices/technology to provide access to general curricular content to individuals with disabilities. (Sp Ed)</p> <p>STANDARD 2 - Human Development and Learning</p> <p>The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.</p> <p>2B. (KI) understands that students' physical, social, emotional, ethical, and cognitive development influences learning.</p> <p>2C. (KI) understands human development, learning theory, neural science, and the ranges of individual variation within each domain.</p> <p>2F. (KI) knows the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes. (Sp Ed)</p> <p>2G. (PI) analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.</p> <p>2I. (PI) introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.</p> <p>STANDARD 3 – Diversity The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>3A. (KI) understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the State Board’s rules for Special Education (23 Ill. Adm. Code 226).</p>

3B. (KI) understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.

3C. (KI) understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

3D. (KI) understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.

3E. (KI) understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

3F. (KI) understands personal cultural perspectives and biases and their effects on one's teaching. (Sp Ed)

Performance Indicators - *The competent teacher:*

3G. (PI) facilitates a learning community in which individual differences are respected.

3H. (PI) Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.

3I. (PI) uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.

3J. (PI) uses cultural diversity and individual student experiences to enrich instruction.

3K. (PI) uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.

3L. (PI) identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.

3M. (PI) identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.

3N. (PI) demonstrates positive regard for individual students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities. (Sp Ed)

STANDARD 4 - Planning for Instruction The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

Knowledge Indicators - *The competent teacher:*

4A. (KI) understands the Illinois Learning Standards, curriculum

development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.

4B. (KI) understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.

4D. (KI) understands when and how to adjust plans based on students' responses and other contingencies.

4I. (PI) establishes expectations for students' learning.

4J. (PI) applies principles of scope and sequence when planning curriculum and instruction.

4K. (PI) creates short -range and long-term plans to achieve the expectations for students' learning.

4L. (PI) creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.

4M. (PI) creates multiple learning activities that allow for variation in students' learning styles and performance modes.

4N. (PI) incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.

4P. (PI) develops plans based on students' responses and provides for different pathways based on students' needs.

4Q. (PI) uses teaching resources and materials which have been evaluated for accuracy and usefulness.

4R. (PI) accesses and uses a wide range of information and instructional technologies to enhance students' learning.

4S. (PI) uses individualized education program (IEP) goals and objectives to plan instruction for students with disabilities. (Sp Ed)

STANDARD 5 - Learning Environment The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5E. (KI) knows procedures for inventorying the instructional environment to determine when and how best to meet a student's individual needs. (Sp Ed)

5F. (KI) knows applicable statutes, rules and regulations, procedural safeguards, and ethical considerations regarding planning and implementing behavioral change programs for individuals with disabilities. (Sp Ed)

5G. (KI) knows strategies for intervening in situations to

prevent crises from developing or escalating. (Sp Ed)

5H. (KI) knows environmental arrangements that promote positive behavior and learning for students with diverse learning characteristics (Sp Ed)

5O. (KI) demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students). (Sp Ed)

5P. (KI) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics. (Sp Ed)

5Q. (KI) uses a variety of approaches to promote social interaction between students with disabilities and students without disabilities. (Sp Ed)

5R. (KI) uses effective methods for teaching social skill development in all students. (Sp Ed)

STANDARD 6 - Instructional Delivery The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

6A. (KI) understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.

6B. (KI) understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.

6C. (KI) knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.

6E. (KI) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with disabilities and/or diverse learning characteristics. (Sp Ed)

6F. (PI) evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet students' needs.

6G. (PI) uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

6H. (PI) monitors and adjusts strategies in response to learners' feedback.

6I. (PI) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.

6J. (PI) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

6K. (PI) uses a wide range of instructional technologies to enhance students' learning.

6M. (PI) uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities. (Sp Ed)

6N. (PI) uses technology appropriately to accomplish instructional objectives. (Sp Ed)

6O. (PI) adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.

6P. (PI) implements and evaluates individual learning objectives. (Sp Ed)

STANDARD 7 – Communication The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7B. (KI) understands how cultural and gender differences can affect communication in the classroom.

7C. (KI) understands the social, intellectual, and political implications of language use and how they influence meaning.

7D. (KI) understands the importance of audience and purpose when selecting ways to communicate ideas.

7I. (PI) uses a variety of communication modes to effectively communicate with a diverse student population.

STANDARD 8 – Assessment The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

8E. (KI) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

8F. (KI) knows legal provisions, regulations, and guidelines regarding assessment (and inclusion in statewide assessments) of individuals with disabilities. (Sp Ed)

8G. (KI) knows methods for monitoring progress of individuals with disabilities. (Sp Ed)

8H. (KI) knows strategies that consider the influence of diversity and disability on assessment, eligibility,

programming, and placement of students with disabilities. (Sp Ed)

8I. (PI) uses assessment results to diagnose students' learning needs, align and modify instruction, and design teaching strategies.

8J. (PI) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.

8K. (PI) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.

8L. (PI) maintains useful and accurate records of students' work and performance and communicates students' progress knowledgeably and responsibly to students', parents and colleagues.

8M. (PI) uses appropriate technologies to monitor and assess students' progress.

8N. (PI) collaborates with families and other professionals involved in the assessment of individuals with disabilities.

8O. (PI) uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts. (Sp Ed)

8P. (PI) uses technology appropriately in conducting assessments and interpreting results. (Sp Ed)

8Q. (PI) uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (Sp Ed)

STANDARD 9 - Collaborative Relationships The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.

9F. (KI) understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.

9G. (KI) understands roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities.

9H. (PI) initiates collaboration with others and creates situations where collaboration with others will enhance students' learning.

9I. (PI) works with colleagues to develop an effective learning climate within the school.

9J. (PI) participates in collaborative decision-making and problem

solving with other professionals to achieve success for students.

9K. (PI) develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.

9L. (PI) works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote students' learning and well-being.

9M. (PI) identifies and uses community resources to enhance students' learning and to provide opportunities for students to explore career opportunities.

9N. (PI) collaborates in the development of comprehensive individualized education programs for students with disabilities. (Sp Ed)

9O. (PI) coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor. (Sp Ed)

9P. (PI) collaborates with the student and family in setting instructional goals and charting progress of students with disabilities. (Sp Ed)

9Q. (PI) communicates with team members about characteristics and needs of individuals with specific disabilities. (Sp Ed)

9R. (PI) implements and monitors individual students' programs, working in collaboration with team members. (Sp Ed)

9S. (PI) demonstrates the ability to co-teach and co-plan. (Sp Ed)

STANDARD 10 - Reflection and Professional Growth

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

10C. (KI) understands major areas of research on the learning process and resources that are available for professional development.

10D. (KI) understands teachers' attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities. (Sp Ed)

10E. (PI) uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

10F. (PI) collaborates with other professionals as resources for problem-solving, generating new ideas, sharing experiences, and

		<p>seeking and giving feedback.</p> <p>10G. (PI) participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.</p> <p>10H. (PI) actively seeks and collaboratively shares a variety of instructional resources with colleagues.</p> <p>10I. (PI) assesses his or her own needs for knowledge and skills related to teaching students with disabilities and seeks assistance and resources. (Sp Ed)</p> <p><i>STANDARD 11 - Professional Conduct and Leadership</i> The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.</p> <p>11D. (KI) understands legal issues in education.</p> <p>11F. (KI) is familiar with the rights of students with disabilities. (Sp Ed)</p> <p>11G. (KI) knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education. (Sp Ed)</p> <p>11H. (KI) knows identification and referral procedures for students with disabilities. (Sp Ed)</p> <p>11O. (PI) demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities. (Sp Ed)</p> <p>11P. (PI) demonstrates positive regard for individual students and their families regardless of culture, religion, gender, and sexual orientation. (Sp Ed)</p> <p>11Q. (PI) promotes and maintains a high level of integrity in the practice of the profession. (Sp Ed)</p> <p>11R. (PI) complies with local, State, and federal monitoring and evaluation requirements related to students with disabilities. (Sp Ed)</p> <p>11S. (PI) complies with local, State, and federal regulations and policies related to students with disabilities. (Sp Ed)</p> <p>11T. (PI) uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education. (Sp Ed)</p>
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**English
Language
Arts for All
Illinois
Teachers**

STANDARD 1 All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

1A. (KI) understands and can articulate the needs for literacy development in general and in specific disciplines or at specific grade levels.

1B. (KI) understands effective literacy techniques to activate prior student knowledge and build schema to enhance comprehension of "text."

1C. (KI) knows strategies and techniques for teaching communication skills to those students' whose first language is not English.

1D. (PI) practices effectively the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text," and between student and "text".

1E. (PI) practices effective literacy techniques to make reading purposeful and meaningful.

1F. (PI) practices effective questioning and discussion techniques to extend content knowledge acquired from "text."

1G. (PI) uses a variety of "text" and research resources with students/ in an attempt to enhance student learning from reading, learning from writing, and learning from oral communication.

STANDARD 2 All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

2A. (KI) knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.

2B. (KI) understands how to communicate ideas in writing to accomplish a variety of purposes.

2C. (PI) models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.

2D. (PI) reads, understands, and clearly conveys ideas from texts or other supplementary materials.

2E. (PI) writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.

2F. (PI) expresses ideas orally with explanations, examples, and support in a clear, succinct style.

2G. (PI) helps students understand a variety of modes of writing

STANDARD 1 All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

1C. (KI) knows strategies and techniques for teaching communication skills to those students' whose first language is not English.

STANDARD 2 All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

2E. (PI) writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.

STANDARD 3 All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

3A. (KI) understands how to analyze an audience to determine culturally appropriate communication strategies to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators, and the community and business in general.

3D. (PI) assists students whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English.

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	<p>(persuasive, descriptive, informative, and narrative). 2H. (PI) listens well. STANDARD 3 All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies. 3A. (KI) understands how to analyze an audience to determine culturally appropriate communication strategies to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators, and the community and business in general. 3B. (KI) understands how to use diverse instructional strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written and oral work. 3C. (PI) analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking, and listening. 3D. (PI) assists students whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English.</p>	
<p>Technology Standards for All Illinois Teachers</p>	<p>STANDARD 8 - Information Literacy Skills The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning. 8A. (KI) <i>The competent teacher</i> understands how to access, evaluate, and use information to improve teaching and learning. 8B. (PI) models evaluation and use of information to solve problems and make decisions. 8C. (PI) expects students to intellectually access, evaluate, and use information to solve problems and make decisions in all subject areas. 8D. (PI) structures instruction and designs learning tasks and assignments to reflect higher-level thinking skills. 8E. (PI) structures and/or facilitates cooperative learning groups as part of students' tasks and assignments.</p>	<p>STANDARD 2 - Personal and Professional Use of Technology The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources. 2F. (PI) demonstrates awareness of resources for adaptive/assistive devices for students with special needs. 2J. (PI) ensures policies and practices are in place to provide equal access to media and technology resources for students regardless of race, ethnicity, gender, religion or socio-economic status.</p>