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SUBAREA I—DEVELOPMENT AND LEARNING

0001 Understand human development, factors that influence development, and strategies for providing learning experiences and environments that promote growth and development of all students.

For example:

- Demonstrate knowledge of major theories, processes, and principles of human development.
- Recognize characteristics and developmental milestones in the cognitive, physical, language, social-emotional, and moral development domains of students in prekindergarten through grade 12.
- Demonstrate knowledge of variations in students' development, the implications of this variation for teaching and learning, and how development in one domain can affect development and performance in other domains.
- Analyze factors and conditions that influence students' development and strategies for promoting the growth and development of students with given characteristics and needs.
- Demonstrate knowledge of methods for introducing concepts and creating learning experiences that are responsive to the needs of students at various levels of development.
- Recognize cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem solving, recall) and strategies for promoting students’ cognitive development.
Understanding how individuals learn within the context of their social, economic, cultural, linguistic, and academic experiences and strategies for creating meaningful learning experiences for all students.

For example:

- Demonstrate familiarity with various theories and philosophies of learning.
- Apply knowledge of how students construct knowledge, acquire skills, and develop effective and efficient critical-thinking and problem-solving capabilities and strategies for providing scaffolding for learning new skills and concepts.
- Demonstrate understanding of the relationships between language acquisition, literacy development, and acquisition of academic content and skills.
- Analyze factors and conditions that influence students' learning and inquiry processes (e.g., past experiences, talents, prior knowledge, economic circumstances, diversity within the community).
- Select appropriate strategies for supporting meaningful learning for diverse groups of students (e.g., stimulating prior knowledge, linking new ideas to familiar ideas and experiences, promoting interdisciplinary and real-world connections, applying content-area literacy strategies).
- Demonstrate knowledge of major concepts, assumptions, debates, processes of inquiry, and theories that are central to the disciplines as well as how to use differing viewpoints, theories, and processes of inquiry and critical thinking to promote students' acquisition of content and skills.
0003 Understand the diverse characteristics and abilities of students, the impact of diverse characteristics and abilities on learning, and how to create learning experiences that promote all students' learning and development.

For example:

- Demonstrate knowledge of the full spectrum of student diversity (e.g., race and ethnicity, culture, religion, language, socioeconomic status, disabilities, giftedness, sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum.
- Demonstrate understanding of the implications of diversity for teaching and learning and the ways in which personal biases affect teaching.
- Apply knowledge of strategies for learning about and incorporating students' experiences and cultures into instruction and for creating a classroom community that respects and appreciates diversity.
- Recognize the impact of cognitive, emotional, physical, and sensory disabilities and of cultural and linguistic diversity on learning and communication; methods that can be used to identify diverse student needs; and how to access technology, services, and resources to address identified needs.
- Identify appropriate adaptations to teaching practices to make content accessible for students with diverse characteristics and abilities.
- Demonstrate knowledge of strategies for providing students with disabilities access to the general curriculum, including the use of appropriate assistive technology and digital tools.
SUBAREA II—LEARNING ENVIRONMENT

0004 Understand strategies for creating safe, inclusive, and culturally and linguistically responsive learning environments for students that foster cooperation, mutual respect, and positive social interactions.

For example:

- Demonstrate knowledge of strategies for creating a positive, safe, and inclusive classroom environment that fosters cooperation, mutual respect, and a sense of community.

- Recognize characteristics of learning environments that help students develop positive self-esteem, self-efficacy, and personal goal-setting skills.

- Demonstrate understanding of methods for facilitating a learning environment in which individual differences are respected and for incorporating elements of students' individual experiences, cultures, families, and communities to enrich the learning environment.

- Apply knowledge of strategies for helping students work cooperatively and productively in groups; promoting positive interactions; and preparing students to live harmoniously and productively in a diverse world.

- Analyze the learning environment and make decisions to enhance cultural and linguistic responsiveness, to promote positive social relationships, and to meet the individual needs of students with diverse characteristics.
0005 Understand strategies for structuring organized, productive, and smoothly functioning learning environments for students that maximize learning and promote active engagement, responsibility, and appropriate behavior.

For example:

- Demonstrate knowledge of strategies for creating a smoothly functioning learning environment in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

- Apply knowledge of principles and practices of effective classroom and behavior management; strategies for communicating high expectations for students' learning and behavior as well as developing and supporting positive student behaviors; and methods for modifying the learning environment to facilitate learning and appropriate behavior for students with diverse characteristics.

- Apply knowledge of strategies for establishing clear expectations and procedures for communication and behavior and for structuring the learning environment (e.g., schedules, routines, transitions) to maximize learning and achieve classroom goals.

- Demonstrate knowledge of strategies for implementing behavior intervention planning and for analyzing and using formative and summative data (e.g., academic, behavioral, social-emotional) to design and implement behavior management strategies to ensure a safe and productive learning environment.

- Demonstrate understanding of techniques for organizing, allocating, and managing time, materials, technology, and space to promote active and equitable engagement in productive learning.

- Analyze the learning environment and make decisions to enhance students' engagement, responsibility, and productivity.
0006 Understand best practices related to motivation and communication and how to use various motivation and communication strategies to promote learning, facilitate achievement of student goals, and help students develop self-motivation and independence.

For example:

- Demonstrate understanding of communication theory, language development, the role of language in learning, and the impact of linguistic and cultural diversity and other factors on communication.

- Demonstrate knowledge of how individuals influence groups and how groups function in society as well as effective listening, conflict-resolution, and collaboration skills.

- Demonstrate knowledge of effective strategies for communicating with a diverse student population; providing clear explanations and representations of concepts to address common misunderstandings and help students develop conceptual understanding; and presenting diverse perspectives to promote critical thinking.

- Apply knowledge of effective communication strategies for various purposes (e.g., questioning, conveying high expectations, modeling stimulating discussion, confirming student understanding, providing feedback).

- Demonstrate knowledge of human motivation; factors and conditions that influence motivation and engagement; and strategies for helping students develop self-motivation, independence, and habits of lifelong learning.

- Demonstrate understanding of strategies for engaging students in individual and group activities to enhance their motivation to learn as well as how to analyze the classroom environment and make decisions to promote students’ motivation and engagement.
SUBAREA III—INSTRUCTION AND ASSESSMENT

0007 Understand best practices for planning and delivering differentiated instruction to promote continuous growth and learning and to support critical and creative thinking and problem solving for students with diverse characteristics, strengths, and needs.

For example:

- Demonstrate knowledge of factors to consider in planning instruction (e.g., Illinois Learning Standards, curriculum development process, content, learning theory, assessment data, student characteristics) and how to incorporate this knowledge in developing differentiated instruction.

- Demonstrate understanding of how to create short- and long-range instructional plans, including transition plans, that are consistent with curriculum goals, learning theory, and student diversity and how to adjust instructional plans based on outcome data as well as students' needs, goals, responses, and feedback.

- Apply knowledge of principles, techniques, advantages, and limitations of a wide range of evidence-based and developmentally appropriate instructional approaches (e.g., cooperative learning, thematic instruction, direct instruction, project-based learning, inquiry learning) as well as how to vary the teacher's role in the instructional process (e.g., instructor, facilitator, coach) in relation to content, purposes of instruction, and student needs.

- Demonstrate knowledge of a variety of strategies (e.g., pacing, flexible grouping) for maximizing student attentiveness and for engaging students in active learning to promote the development of critical- and creative-thinking, problem-solving, and performance capabilities.

- Demonstrate understanding of how to differentiate instruction and facilitate learning for students with diverse characteristics by using a wide variety of materials, technologies, and resources; by developing or selecting relevant instructional content, materials, and resources; and by modifying instructional methods, materials, and the environment.

- Demonstrate knowledge of how to plan and implement instruction that provides for different pathways to learning, integrates concepts and ideas from multiple content areas, and is relevant to students' current and future life experiences.

- Apply knowledge of the appropriate role of technology, including assistive technology, in addressing student needs; how to incorporate contemporary tools and resources into instruction to accomplish differentiated objectives and enhance learning for all students; and strategies for modeling and facilitating the use of current and emerging digital tools to locate, analyze, evaluate, and use information.
• Recognize strategies for facilitating meaningful inclusion of students with a wide range of abilities and experiences; addressing goals and objectives in Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and Section 504 Plans as well as including students, as appropriate, in developing these plans; and working with others to adapt and modify instruction to meet individual student needs.

0008 Understand assessment, strategies for using assessment to determine student needs, monitor progress, measure growth, evaluate outcomes, and guide data-driven instructional decisions.

For example:

• Recognize central measurement concepts (e.g., validity, reliability, bias) and their application for classroom teachers as well as the role of assessment in evaluating how students learn and what they know in order to meet the Illinois Learning Standards.

• Demonstrate knowledge of the characteristics, purposes, uses, and limitations of various forms of assessment (e.g., standardized assessments, universal screening, progress monitoring) and how to select, construct, and adapt assessment strategies and instruments for specific purposes.

• Apply knowledge of various formal and informal assessment strategies and technologies that can be used to evaluate understanding, monitor progress, assess performance, and determine the effectiveness of instruction for individual students and groups of students as well as how to collaborate with families and others involved in the assessment of individual students.

• Demonstrate understanding of nondiscriminatory and age-appropriate assessment practices and strategies that take into consideration the effects of disabilities, primary language, cultural background, and other factors in measuring the progress and learning of diverse groups of students; strategies for making accommodations for individual students in specific contexts; and legal provisions, rules, and guidelines regarding assessment accommodations as applied to all student populations.

• Apply knowledge of strategies for promoting student self-assessment and supporting students in using self-assessment to become aware of their strengths and needs and establish goals for learning.

• Demonstrate knowledge of terminology and procedures used in analyzing and interpreting assessment data as well as how to use assessment results to determine student performance needs, identify learning targets, and select and implement appropriate research-based instructional strategies to enhance learning outcomes for all students.
• Demonstrate understanding of how to interpret and clearly communicate student performance data to students, parents/guardians, colleagues, and the community in compliance with state and federal privacy laws as well as methods for maintaining useful and accurate records of student work and performance.

0009 Understand the reading, writing, and oral communication foundations of content learning and strategies for facilitating and addressing the content-area reading, writing, and oral communication needs of students in prekindergarten through grade 12.

For example:

• Demonstrate knowledge of reading foundations (e.g., word identification strategies, vocabulary knowledge, fluency, comprehension strategies) that are critical in supporting students' content learning and strategies for developing students' foundational reading skills to promote their understanding and comprehension of content.

• Recognize that the reading process involves construction of meaning through the interaction of the students' background knowledge and experiences, information in the text, and the purpose for reading and apply knowledge of the reading process to select developmentally appropriate strategies to use before, during, and after reading to facilitate students' comprehension.

• Demonstrate knowledge of strategies (e.g., differentiation, intervention, enrichment) for addressing the reading needs and levels of each student, including English language learners and struggling and advanced readers, to support students' content learning, including designing, selecting, modifying, and evaluating printed, visual, auditory, and online materials appropriate for teaching given content and addressing a range of reading needs and levels.

• Demonstrate knowledge of research-based reading comprehension strategies (e.g., making predictions, applying prior knowledge, monitoring for comprehension, using think-aloud, analyzing text structure, making graphic representations, using mental imagery, questioning, inferencing, summarizing) and how to provide explicit modeling, explanation, practice, and feedback in comprehension strategies to promote students' independent use of these strategies and increase their content learning.

• Demonstrate knowledge of the role and importance of reading, writing, and oral communication (i.e., listening, speaking) in content learning; the interrelationships between reading, writing, and oral communication; and strategies for integrating reading, writing, and oral communication (e.g., discussions) into content learning.
• Apply knowledge of developmentally appropriate instructional strategies for developing written and oral communication skills to engage students in content learning (e.g., writing for authentic purposes, sharing information with various audiences), including strategies for teaching students how to analyze, evaluate, synthesize, and summarize information from one or more sources.

• Apply knowledge of developmentally appropriate instructional strategies for teaching students how to develop written text in the content areas that utilizes organization, focus, elaboration, word choice, and standard conventions as well as how to use oral communication effectively for various purposes related to content learning.

• Demonstrate understanding of how to use a variety of formal and informal assessments to identify the content-area reading, writing, and oral communication needs of each student as well as how to use assessment data, student work samples, and observations from continuous monitoring of student progress to provide effective content-area reading, writing, and oral communication instruction for diverse groups of students.

SUBAREA IV—PROFESSIONAL ENVIRONMENT

0010 Understand strategies for building and maintaining collaborative and productive partnerships with families to promote students' learning and well-being.

For example:

• Recognize the benefits, barriers, and techniques involved in developing and maintaining collaborative partnerships with families to promote students' learning and well-being.

• Demonstrate knowledge of strategies for establishing productive relationships with families that result in the fair and equitable treatment of each student and that support growth and learning.

• Apply knowledge of strategies that can be used to initiate and maintain ongoing communication with families, including appropriate and effective methods for communicating information and ideas to families with diverse characteristics and for encouraging families to share information and insights about their children.

• Demonstrate understanding of culturally responsive techniques for addressing families' concerns in given situations, including the concerns of families of students with disabilities.

• Identify appropriate and respectful strategies for learning about students' lives outside of school and for enhancing families' participation in their children's education.
0011 Understand strategies for building and maintaining collaborative relationships within and beyond the school community to promote learning and success for students with diverse characteristics and needs.

For example:

- Apply knowledge of strategies for working with other school personnel (e.g., administrators, other teachers, paraprofessionals) to develop learning climates for the school that support a shared sense of purpose, value individuals, and encourage unity and mutual trust.

- Apply understanding of the collaborative process, strategies for initiating and implementing collaboration, and ways in which digital tools and resources can be used to promote collaborative interactions.

- Demonstrate knowledge of various co-teaching models as well as how to use effective co-planning and co-teaching techniques to deliver instruction to students with diverse characteristics and needs.

- Demonstrate understanding of strategies for engaging in collaborative, data-driven decision making and problem solving with colleagues and other professionals in order to implement appropriate assessment and instruction and create effective academic and behavioral interventions for students with diverse characteristics and needs.

- Demonstrate knowledge of schools as organizations within the larger community context; methods for identifying and utilizing community resources to support student learning; and strategies for collaborating with various organizations in the community (e.g., businesses, agencies, nonprofit organizations) to enhance learning for students in prekindergarten through grade 12.
0012 Understand the professional roles and responsibilities of Illinois educators, including legal requirements and the principles of ethical and reflective practice, leadership, and advocacy in the professional environment.

For example:

- Demonstrate knowledge of opportunities for continuous professional growth and improvement, the benefits of participation in different forms of professional development, and strategies for designing a professional growth plan that includes activities to remain current in research-validated practices and develop knowledge and skills related to teaching a diverse population of students.

- Select appropriate strategies for reflecting on professional practice and outcomes; engaging in self-assessment; adjusting practice to improve student performance, achieve school goals, and promote professional growth; and using personal leadership skills to facilitate personal and collegial growth, support school improvement, and develop a deeper understanding of the teaching profession.

- Recognize local and global issues and responsibilities in an evolving digital culture, including the importance of modeling and teaching the safe, legal, and ethical use of digital information and technologies.

- Demonstrate knowledge of laws and rules for Illinois educators (e.g., mandatory reporting, record keeping, confidentiality, crisis management, school safety, classroom safety, behavior intervention and management) and the role of laws and rules in providing a foundation for fair and just treatment of students and families.

- Demonstrate knowledge of the advocacy process and the role of the advocate in addressing issues and policies that affect students in prekindergarten through grade 12 to ensure all students' learning and well-being.

- Demonstrate knowledge of ethical and appropriate professional actions in given educational contexts as well as the responsibility Illinois educators have to model appropriate dispositions in the classroom and to demonstrate professional behavior that reflects characteristics such as respect, integrity, and personal responsibility.