

APT Test Objectives Aligned with Professional Education Courses

y= topic is covered; y* = limited coverage

| APT Objectives | C&I 210 | Psych 215 | C&I 212 | C&I 214 | C&I 216 | EAF 228 |
|--|------------|--------------|------------|------------|------------|------------|
| SUB AREA I -- FOUNDATIONS, CHARACTERISTICS AND ASSESSMENT | | | | | | |
| 0001 Understand how children learn and develop | | | | | | |
| Demonstrate knowledge of human development, learning theory, neural science, and the ranges of individual variation within each domain | y | y | | | | |
| Demonstrate knowledge of how students construct knowledge, acquire skills, and develop habits of mind. | y | y | | | y | |
| Identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes. | y | y | | | y | |
| Demonstrate understanding of the cognitive processes associated with various kinds of learning and how these processes can be stimulated and developed | y | y | | | | |
| Demonstrate knowledge of the interaction among students' physical, social, emotional, ethical, and cognitive development and students' approaches to learning and performance. | y | y | | | | y |
| Recognize key aspects of the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences | y | y | | | | |
| 0002 Understand factors that may affect students' development and learning. | | | | | | |
| Demonstrate understanding of how students' development, behavior, and learning are influenced by individual experiences, talents, and prior learning, as well as language, culture, family background, and community values. | y | y | | | | y |
| Analyze how variance in cognitive, emotional, physical, and sensory abilities affects development, learning, behavior, and communication. | y | y | | | | y* |
| Recognize the effects of behavior on learning and the differences between behavioral and emotional disorders. | y | | | | | |
| Demonstrate knowledge of the effects of sensory input on the development of language and cognition of students with sensory impairments, including the effects on cultural development and familial structures. | y | | | y | | y* |

0003 Understand human diversity, create learning opportunities and environments that respond to differences among students, and foster an appreciation of and respect for diversity in the classroom and in the community.

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| Demonstrate understanding of variations in beliefs, traditions, and values across cultures within society and the effects of the relationships among child, family, and schooling on behavior and learning. | y | y | | | y |
| Demonstrate knowledge of cultural and community diversity through a well-grounded framework, and demonstrate understanding of how to learn about and incorporate students' experiences, cultures, and community resources into instruction. | y | y | y | | y |
| Recognize personal attitudes and biases that affect acceptance of individuals with disabilities, individuals of differing gender and sexual orientation, and individuals with various cultural, racial, linguistic, religious, and socioeconomic backgrounds. | y | y | | | y |
| Identify a variety of instructional approaches that promote social interaction between students with disabilities and students without disabilities. | y | y | y | | y y |
| Demonstrate of strategies for facilitating a learning community in which individual differences of students and their families are respected, regardless of race, culture, religion, gender, sexual orientation, socioeconomic background, and/or varying abilities. | y | y | | | y y |

0004 Understand assessment and use a variety of assessment strategies to evaluate students' development and learning, monitor progress, and guide teaching decisions.

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| Demonstrate understanding of assessment as an educational process; measurement theory and assessment-related issues such as validity, reliability, bias, and scoring; the purposes, characteristics, strengths, and limitations of different kinds of assessments; and terminology used in assessments. | | y | | y | y |
| Demonstrate knowledge of how to select, construct, and use a variety of formal and informal assessment instruments, technologies, and strategies, including self-assessment, to diagnose and evaluate students' learning needs and progress, align and modify instruction, design and evaluate teaching strategies, and match the purposes of assessment. | | | | y | y |
| Demonstrate knowledge of appropriate methods and technologies for monitoring and analyzing changes in individual and group behavior and performance across settings, curricular areas, and activities; gathering background information regarding academic history; creating and maintaining useful and accurate records of students' work and performance; and communicating students' progress knowledgeably and responsibly to students, parents/guardians, and colleagues. | | | | y | y |

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| Demonstrate knowledge of nondiscriminatory assessment strategies and instruments that take into consideration the effect of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students; apply strategies for modifying and adapting formal tests, including accommodations and modifications of national, state, and local assessments and the Illinois Alternative Assessment; and develop individualized assessment strategies for instruction | y | y | | |
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| Demonstrate understanding of how to interpret information obtained from formal and informal assessment instruments and procedures (e.g., age/grade scores, stanines, standard error of measurement), teachers, other professionals, students with disabilities, and parents/guardians to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development | y | y | y | |
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SUBAREA II—PLANNING AND DELIVERING INSTRUCTION

0005 Understand the use of instructional planning processes to design effective, meaningful, integrated, and developmentally appropriate learning experiences that facilitate achievement of individual and group goals.

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| Identify learning materials and experiences that are chronologically age-appropriate; developmentally and functionally valid; appropriate for the discipline and curriculum goals; interdisciplinary; relevant to students' prior knowledge; responsive to students' learning styles, strengths, and needs; reflective of the principles of effective instruction; and supported by research and that have been evaluated for comprehensiveness, accuracy, and usefulness. | y | y | y | |
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| Demonstrate understanding of how to structure instruction and design learning tasks and assignments to reflect higher-level thinking skills; stimulate student reflection on proper knowledge; link new ideas to already familiar ideas and experiences; promote students' skills in the use of technologies; and reflect an expectation for students to intellectually access, evaluate, and use information to solve problems and make decisions in all subject areas. | y | y | y | |
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| Demonstrate understanding of the principles and processes for creating short- and long-term plans consistent with curriculum goals, learner diversity, and learning theory to achieve expectations for students' learning. | | y | y | |
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| Recognize effective strategies for using information about students' individual experiences, families, cultures, and communities as a basis for connecting instruction to students' experiences and enriching instruction. | y | y | y | y |
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| | Demonstrate knowledge of how to take the contextual considerations of instructional materials, individual students' interests, and career needs into account in planning instruction that creates an effective bridge between students' experiences and career and educational goals | y* | y | y | |
| 0006 | Understand that there are multiple paths to learning, and apply knowledge of how to adapt instruction in response to individual strengths, needs, and interests to promote achievement for all students. | | | | |
| | Demonstrate understanding of techniques for modifying instructional methods, curricular materials, and the environment to meet learners' needs that are appropriate to those learners' ages and skill levels. | | y | y | |
| | Demonstrate knowledge of methods for including student development factors when making instructional decisions | | y | y | |
| | Demonstrate understanding of how to develop and adjust plans and strategies based on students' responses and provide for different pathways based on students' needs. | | y | y | |
| | Demonstrate knowledge of methods for developing and/or selecting relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences and that reflect individualized education goals and benchmarks. | | y | y | |
| | Recognize the principle of partial participation as it is used in the planning of instruction for all students. | | y | y | |
| 0007 | Understand and apply multiple approaches to instruction and use this knowledge to facilitate learning and encourage students' development. | | | | |
| | Demonstrate understanding of the principles, advantages, and limitations of a range of instructional and learning strategies (e.g., multidisciplinary instructional approaches, cooperative learning groups) and how to use these 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. | | y | y | y* |
| | Identify strategies for enhancing learning through the use of multiple learning activities and a wide variety of materials, including human and technological resources, that allow for variation in students' developmental levels, learning needs, learning styles, and performance modes. | | y | y | y* |
| | Demonstrate knowledge of methods for developing a variety of clear, accurate presentations and representations of concepts, using alternative explanations at different levels of complexity to help students develop conceptual understandings, and presenting diverse perspectives to encourage critical thinking. | | y | y | y* |

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| Demonstrate knowledge of strategies for facilitating maintenance and generalization of skills across learning environments. | y | y | | |
| Recognize the variety of the teacher's 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 | y | y | y* | |

0008 Understand curriculum development and apply knowledge of factors and processes in curricular decision making.

Demonstrate understanding of the scope and sequence of the general curriculum, including language arts and mathematics

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| Demonstrate knowledge of general curriculum practices and materials. | y | | | |
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| Demonstrate understanding of the central concepts of language arts (e.g., reading, writing, speaking, listening) and mathematics (e.g., numeration, geometry, measurement, statistics and probability, algebra). | | y* | not math | |
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| Demonstrate knowledge of the Illinois Learning Standards, curriculum development, content, learning theory, and student development and how to incorporate this knowledge in planning instruction. | y | | y | |
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| Recognize effective methods for developing a curriculum that reflects the principles of scope and sequence and demonstrates an interconnection among subject areas that reflects life and career expectations. | y* | | | y* |
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SUBAREA III—MANAGING THE LEARNING ENVIRONMENT

0009 Understand how to structure and manage a learning environment that encourages positive social interaction and engagement in learning; promotes cooperative, purposeful, and responsible behavior; and facilitates students' achievement of educational goals

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| Demonstrate understanding of basic principles and theories of classroom management and strategies and methods for creating a learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities. | y | y* | y | y |
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| Demonstrate knowledge of strategies for individual behavior management; crisis prevention and intervention; conflict resolution; appropriate, nonaversive, least-intrusive procedures for managing spontaneous behavioral problems; and procedures to help individuals develop selfawareness, self-control, self-reliance, self-esteem, and self-determination and manage their own behavior. | y | y* | y | |
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| Recognize the characteristics of environments, including materials, equipment, and spatial arrangements, that facilitate all students' development, learning, motivation, engagement in productive work, positive behavior, and social relationships. | | | y* | y | y |
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| Demonstrate knowledge of methods for organizing, allocating, and managing time, routines, transitions, materials, and physical space to provide active and equitable engagement of students in productive tasks; maximizing the amount of class time spent in learning; and facilitating appropriate behaviors, development, and learning for students with diverse learning characteristics. | Y | | y* | y | |
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| Recognize effective methods for coordinating, training, monitoring, directing the activities of, evaluating, and providing feedback to paraeducators, volunteers, and/or peer tutors and facilitating the integration of related services into the instructional program. | | | y* | y | |
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0010 Understand best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning.

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| Demonstrate understanding of how individuals influence groups and how groups function in society. | y | | y* | y | |
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| Analyze factors that influence motivation and engagement and help students become selfmotivated | y | y | y* | y | |
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| Demonstrate knowledge of strategies for engaging students in and monitoring individual and group learning activities that help them develop the motivation to achieve. | y | y | y* | y | |
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| Identify and evaluate appropriate reinforcers to enhance learning and motivation. | y | y | y* | y | |
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| Demonstrate knowledge of effective methods for collaborating with parents and educators in the use of specific academic or behavior management strategies and counseling techniques. | y | | y* | y | |
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0011 Understand strategies for enhancing students' social skills development.

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| Demonstrate knowledge of effective methods and strategies for teaching social skills development to all students. | y* | | | y* | |
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| Demonstrate understanding of strategies for preparing individuals to live harmoniously and productively in a multiethnic, multicultural, and multinational world. | y* | | | y* | y |
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| Recognize effective strategies for helping students work cooperatively and productively in groups | y* | | | y* | y |
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| Demonstrate knowledge of methods for designing, implementing, and evaluating instructional programs that enhance an individual's social participation in family, school, and community activities. | y* | y* | y |
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0012 Understand how to communicate effectively to promote active inquiry, learning, collaboration, and positive interaction in the classroom; foster a climate of trust and support; and facilitate achievement of student goals.

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| Recognize methods for establishing and communicating expectations for students' learning. | | y | y |
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| Identify realistic expectations for student behavior in various settings | y | y | |
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| Identify ways to enhance a reinforcer's effectiveness in instruction. | y | y | |
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| Demonstrate understanding of strategies for maintaining proper classroom decorum. | y | y | |
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| Demonstrate understanding of teachers' attitudes and behaviors that can positively or negatively influence the behavior of all students. | y | y | y |
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SUBAREA IV—COLLABORATION, COMMUNICATION, AND PROFESSIONALISM

0013 Understand how to establish and maintain collaborative relationships with other members of the learning community to enhance learning for all students.

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| Demonstrate understanding of the processes and skills necessary to initiate collaboration with others (e.g., individual students, parents/guardians, families, school and community personnel) and create situations in which collaboration will enhance students' learning in a culturally responsive program. | | y | |
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| Recognize the benefits of participating in collaborative decision making and problem solving with other professionals to create an effective learning climate within the school and to achieve success for students. | | y | y* |
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| Identify the skills involved in co-teaching and co-planning with other educators and members of the larger school community. | | y | |
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| Demonstrate knowledge of strategies for communicating and collaborating effectively with parents/guardians and other members of the community from diverse home and community situations, encouraging and supporting families' participation in their children's programs, and developing cooperative partnerships to promote students' learning and well-being. | | y | y* |
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0014 Understand how to establish and maintain positive school-home and school community relationships and how to use these relationships to support students' learning and development.

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| Demonstrate knowledge of family systems theory and dynamics and diversity in family structures and beliefs. | y | | |
| Demonstrate understanding of the benefits, barriers, and techniques involved in parent/family relationships. | y | | |
| Recognize effective strategies for developing relationships with parents/guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable. | y | y* | |
| Identify community resources that enhance students' learning and provide opportunities for students to explore career opportunities. | y | y | |
| Demonstrate understanding of school- and work-based learning environments and the need for collaboration with business organizations in the community. | y | | |

0015 Understand how to use professional development opportunities, relationships with other education professionals, and personal reflection to enhance teaching effectiveness and professional growth.

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| Demonstrate understanding of the unique characteristics of education as a profession, the continuum of lifelong professional development, and the importance of creating a professional development plan that includes activities to remain current regarding research validated practices. | y | y | |
| Demonstrate understanding of the role of reflection on one's practice as an integral part of professional growth and improvement of instruction; central concepts and methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice; methods for using classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice; and strategies for assessing one's own needs for knowledge and skills related to teaching a diverse population of students and seeking assistance and resources. | y | y | y |
| Identify major areas of research on the learning process and resources that are available for professional development; opportunities for seeking and sharing collaboratively a variety of instructional resources with colleagues; and strategies for accessing, evaluating, and using information to improve learning and teaching. | y | y | |
| Recognize the benefits of participating in professional collaboration, dialogue, mentoring relationships, and continuous learning to solve problems, generate new ideas, share experiences, and seek and give feedback and of contributing knowledge and expertise about teaching and learning to the profession. | y | y | |

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| Recognize the benefits of participating in courses and other professional development activities to enhance teaching and learning; initiating and developing educational projects and programs; actively participating in or leading such activities as curriculum development, staff development, and student organizations; and serving on curriculum committees and policy design and development committees to develop single-subject and cross-subject teaching goals and objectives. | y | y |
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| Demonstrate understanding of the importance of active participation and leadership in professional organizations, and make use of resources and activities offered by professional and trade organizations, including those that benefit individuals with disabilities and their families, to improve teaching and learning. | y | y |
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0016 Understand the professional roles, expectations, and responsibilities of Illinois educators.

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| Demonstrate understanding of schools as organizations within the larger community context, school policies and procedures, and how school systems are organized and operate. | y | y | y |
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| Recognize the importance of serving as a role model and advocate for all students. | y* | y | y | y |
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| Identify strategies for promoting and maintaining a high level of integrity in the practice of the profession. | y | y | y |
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| Demonstrate knowledge of codes of professional conduct, legal directives, rules and regulations, and school policy and procedures; respecting the boundaries of professional responsibilities; and exercising objective professional judgment when working with students, colleagues, and families | y | y | y |
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| Demonstrate knowledge of the effects of teacher attitudes and behaviors, including personal and cultural perspectives and biases that affect one's teaching and interactions with others, on all students; and demonstrate respect for individual students and their families, regardless of race, culture, religion, gender, sexual orientation, socioeconomic background, and/or varying abilities. | y* | y | y | y |
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| Recognize signs of emotional distress, child abuse, and neglect and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities. | y | y |
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SUBAREA V—LANGUAGE ARTS

0017 Understand processes and theories of communication.

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| Demonstrate knowledge of communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with varying abilities. | y* | y | | |
| Demonstrate understanding of how cultural and gender differences affect communication | y* | y | | y |
| Demonstrate understanding of the social, intellectual, and political implications of language use and how they influence meaning. | y* | y | | y |
| Demonstrate understanding of the needs for literacy development in general and in specific disciplines or at specific grade levels. | y* | y | | |
| Demonstrate understanding of the effects of second-language acquisition on communication patterns. | y* | | | |

0018 Understand strategies for using communication effectively in instruction.

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| Demonstrate knowledge of accurate, effective communication methods for conveying ideas and information, asking questions, and responding to students. | | y | | y |
| Identify effective strategies for communicating with and challenging students in a supportive manner, and provide students with constructive feedback. | | y | | y |
| Recognize a variety of communication modes and tools that can be used to communicate effectively with a diverse student population and enrich learning opportunities. | | y | | y |
| Demonstrate knowledge of effective listening, conflict resolution, and group-facilitation skills. | | y | y | y |
| Demonstrate understanding of how to analyze an audience to determine culturally appropriate communication strategies and 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. | | y | | y |
| Demonstrate knowledge of how to use diverse instructional strategies and assessments that include an appropriate balance of direct instruction, discussion, activity, and written and oral work. | | y | y | y |

0019 Understand strategies for providing effective language arts instruction to students.

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| Demonstrate knowledge of methods for creating varied formal and informal opportunities for all students to use effective written, verbal, nonverbal, and visual communication using appropriate materials. | | y* | | y |
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| Demonstrate understanding of effective literacy techniques that activate prior student knowledge and build schema to enhance comprehension of text, and that make reading purposeful and meaningful. | y* | y | |
| Demonstrate knowledge of strategies for conducting effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing. | y | y* | y |
| Identify a variety of resources that can be used to enhance students' learning from reading, writing, and oral communication. | y | y* | y |
| Demonstrate knowledge of methods for helping students understand a variety of modes of writing (e.g., persuasive, descriptive, expository, narrative). | y | y* | |
| Demonstrate understanding of the process of second-language acquisition and strategies to support the learning of students whose first language is not English. | | | |

SUBAREA VI—EDUCATIONAL TECHNOLOGY

0020 Understand basic computer/technology operations and issues related to the use of computer/technology resources.

Demonstrate understanding of appropriate terminology related to computers and technology.

Demonstrate knowledge of how to use computer systems to run software; access, generate, and manipulate data; and publish results.

Demonstrate understanding of methods for evaluating the performance of hardware and software components of computer systems and applying basic troubleshooting strategies.

Recognize the social, ethical, legal, and human issues related to computing and technology, including the uses and effects of computers and technology in education, business and industry, and society.

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Recognize the historical development and important trends affecting the evolution of technology and its probable future roles in society.

Identify strategies for facilitating consideration of ethical, legal, and human issues involving school purchasing and policy decisions.

0021 Understand the use of technology for enhancing personal professional growth and productivity.

Demonstrate knowledge of how to use technology in communicating, collaborating, conducting research, and solving problems.

Identify computer and other related technology resources for facilitating distance and lifelong learning.

Demonstrate knowledge of how to use computers and other learning technologies to support problem solving, data collection, information management, communications, presentations, and decision making.

y*

Demonstrate knowledge of productivity tools used for word processing, database management, spreadsheet applications, and the creation of basic multimedia presentations.

y y y

Recognize socially responsible, ethical, and legal uses of technology, information, and software resources (e.g., application of copyright laws).

Apply information literacy skills to access, evaluate, and use information to improve teaching and learning.

y

0022 Understand the application of technology in instruction.

Demonstrate knowledge of strategies and criteria for exploring, evaluating, and using computer and technology resources, including applications, tools, educational software, and associated documentation.

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Identify current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.

Demonstrate an understanding of methods for designing, implementing, and assessing student learning activities that integrate computers and technology for a variety of student grouping strategies and for diverse student populations.

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Demonstrate awareness of resources for adaptive and assistive devices for students with special needs.

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Demonstrate knowledge of methods for designing policies and learning activities that foster equitable, ethical, and legal use of technology resources by students.

0023 Understand the use of technology to facilitate productivity, communication, information access, research, problem solving, and product development.

Recognize advanced features and uses of technology-based productivity tools, including word processing, desktop publishing, graphics programs, spreadsheets, databases, and teacher utility and classroom management tools.

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| Identify features and applications of specific-purpose electronic devices (e.g., graphing calculator, language translator, scientific probeware, electronic thesaurus) in appropriate content areas. | y* | | |
| Recognize features and uses of telecommunications tools and resources (e.g., e-mail, Web browsers, online search tools) for information sharing, remote information access and retrieval, and multimedia and hypermedia publishing. | y | y | y |
| Identify basic principles of instructional design associated with the development of multimedia and hypermedia learning materials. | | | |
| Select appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose. | | | y |
| Demonstrate knowledge of strategies for collaborating with online workgroups to build bodies of knowledge about specific topics. | | | |