**Early Childhood Teacher Preparation Program Standards**

ISBE Standards for Certification in Early Childhood Education [26.110-26.270]

IL Professional Teaching Standards

NAEYC Standards for Early Childhood Professional Preparation Programs

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| **Standards** | **Indicators** | **Course(s)** | **Major or Minor Element** |
| **Child Development** | | | |
| Standard 8: Human Development and Learning  The competent early child 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. | Knowledge Indicators - The competent early childhood teacher: |  | |
| 8A.  understands how children from birth through grade three develop physically, socially, emotionally, cognitively, linguistically, and aesthetically. |  |  |
| 8B.  understands how to provide learning opportunities that support and enhance each area of development-physical, social, emotional, cognitive, linguistic, and aesthetic. |  |  |
| 8C.  understands how brain development from birth through grade three is promoted through developmentally and culturally appropriate learning experiences. |  |  |
| 8D.  understands how children from birth through grade three differ in their development and in their approaches to learning. |  |  |
| 8E.  understands how to support the development and learning of individual children from birth through grade three. |  |  |
| 8F.  understands the developmental consequences of stress and trauma on children and their families, including protective factors and resilience. |  |  |
| 8G.  understands the development of mental health and the importance of supportive relationships. |  |  |
| 8H.  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. |  |  |
| 8I.  understands appropriate procedures for responding to childhood illnesses and communicable diseases. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 8J.  applies knowledge of development and individual differences when designing developmentally and culturally appropriate learning experiences for children from birth through grade three. |  |  |
| 8K.  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. |  |  |
| 8L.  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. |  |  |
| 8M.  applies knowledge of mental health and supportive relationships when providing learning opportunities for children from birth through grade three. |  |  |
| 8N.  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. |  |  |
| 8O.  follows appropriate procedures when responding to childhood illnesses and communicable diseases. |  |  |
| Standard 1: Promoting Child Development and Learning | N/A |  |  |
| **Diversity** | | | |
| Standard 9: 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. [26.190] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 9A.  understands conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns related to specific disabilities. |  |  |
| 9B.  understands cultural and linguistic diversity and the significance of familial, socio-cultural, and political contexts for development and learning. |  |  |
| 9C.  recognizes that children are best understood within the contexts of family, culture, and society. |  |  |
| 9D.  understands the function of the home language in the development of young children and the interrelationships among culture, language, and thought. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 9E.  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. |  |  |
| 9F.  respects and affirms culturally and linguistically diverse children from birth through grade three and their families. |  |  |
| 9G.  supports home language preservation and creates learning environments and experiences that are free of bias. |  |  |
| 9H.  demonstrates sensitivity to differences in family structures and social and cultural backgrounds. |  |  |
| 9I.  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. |  |  |
| Standard 1: Teaching Diverse Students  The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning. | Knowledge Indicators – The competent teacher: |  | |
| 1A. understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; |  |  |
| 1B. understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities; |  |  |
| 1C. understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community; |  |  |
| 1D. understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education); |  |  |
| 1E. understands the impact of linguistic and cultural diversity on learning and communication; |  |  |
| 1F. understands his or her personal perspectives and biases and their effects on one’s teaching; and |  |  |
| 1G. understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs. |  |  |
| Performance Indicators – The competent teacher: |  | |
| 1H. analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement; |  |  |
| 1I. stimulates prior knowledge and links new ideas to already familiar ideas and experiences; |  |  |
| 1J. differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs; |  |  |
| 1K. facilitates a learning community in which individual differences are respected; and |  |  |
| 1L. uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students. |  |  |
| **Family and Community** | | | |
| Standard 2: Building Family and Community Relationships | N/A |  |  |
| Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families \*\* Cross referenced with Professional Responsibilities | N/A |  |  |
| Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families | N/A |  |  |
| Standard 15: Collaborative Relationships  \*\*Cross referenced with Professional Responsibilities | See Processional Responsibilities |  |  |
| **Planning for Instruction** | | | |
| Standard 10: 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. [26.200] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 10A.  understands how to plan developmentally and culturally appropriate curriculum. |  |  |
| 10B.  understands the rationale for developmentally and culturally appropriate practice. |  |  |
| 10C.  understands how to develop short- and long-range instructional plans based on play, open-ended inquiry, and long-term investigation. |  |  |
| 10D.  understands how to use and integrate appropriate technological resources into classroom instruction. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 10E. 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. |  |  |
| 10F.  incorporates a variety of instructional strategies when designing learning experiences that promote children's physical, social, emotional, aesthetic, linguistic, and cognitive development. |  |  |
| 10G.  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. |  |  |
| 10H.  creates, selects, evaluates, and incorporates developmentally and culturally appropriate materials and equipment into the instructional plans. |  |  |
| 10I.  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. |  |  |
| Standard 3: Planning for Differentiated Instruction  The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement. | Knowledge Indicators – The competent teacher: |  | |
| 3A. understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction; |  |  |
| 3B. understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory; |  |  |
| 3C. understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction; |  |  |
| 3D. understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses; |  |  |
| 3E. understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning; |  |  |
| 3F. understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and |  |  |
| 3G. understands how research and data guide instructional planning, delivery, and adaptation. |  |  |
| Performance Indicators – The competent teacher: |  | |
| 3H. establishes high expectations for each student’s learning and behavior; |  |  |
| 3I. creates short-term and long-term plans to achieve the expectations for student learning; |  |  |
| 3J. uses data to plan for differentiated instruction to allow for variations in individual learning needs; |  |  |
| 3K. incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences; |  |  |
| 3L. creates approaches to learning that are interdisciplinary and that integrate multiple content areas; |  |  |
| 3M. develops plans based on student responses and provides for different pathways based on student needs; |  |  |
| 3N. accesses and uses a wide range of information and instructional technologies to enhance a student’s ongoing growth and achievement; |  |  |
| 3O. when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006); |  |  |
| 3P. works with others to adapt and modify instruction to meet individual student needs; and |  |  |
| 3Q. develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction. |  |  |
| **Curriculum** | | | |
| Standard 1: Curriculum  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. [26.110] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 1A.  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. |  |  |
| 1B.  understands conceptually sound and meaningful curriculum for children from birth through grade three. |  |  |
| 1C.  demonstrates an understanding of current research, best practice, and professional standards. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 1D.  plans, implements, and evaluates integrated, conceptually sound, meaningful learning experiences for children from birth through grade three. |  |  |
| 1E.  structures a variety of experiences that reflect standards set forth in this Subpart A. |  |  |
| Standard 5: Using Content Knowledge to Build Meaningful Curriculum | N/A |  |  |
| **English Language Arts** | | | |
| Standard 2: 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 the apply language and thinking skills to many different genres, concepts, and situations [26.120] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 2A.  understands vocabulary and word analysis skills that promote comprehension of meaning in a variety of contexts. |  |  |
| 2B.  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, parts of speech); as well as the pragmatic aspect of language (how language works in social context). |  |  |
| 2C. 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. |  |  |
| 2D.  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. |  |  |
| 2E.  understands the relationships among oral language, written language, and the basic concepts of print. |  |  |
| 2F.  understands the appropriate use of the conventions involved in various forms of writing, such as stories, letters, journals, and poetry. |  |  |
| 2G.  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. |  |  |
| 2H.  understands how to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas. |  |  |
| 2I.  understands children's abilities to communicate ideas through technology. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 2J.  uses vocabulary and word analysis skills that promote comprehension of meaning in a variety of contexts. |  |  |
| 2K.  promotes integration of various language components in literacy development. |  |  |
| 2L.  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. |  |  |
| 2M.  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. |  |  |
| 2N.  assists students in developing basic concepts of print using activities based on oral and written language. |  |  |
| 2O.  provides opportunities for students to use writing conventions involved in various forms of writing, such as stories, letters, journals, and poetry. |  |  |
| 2P.  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. |  |  |
| 2Q.  provides opportunities for children to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas. |  |  |
| 2R.  promotes children's abilities to communicate ideas through technology. |  |  |
| Standard 6: Reading, Writing, and Oral Communication  The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. | Knowledge Indicators – The competent teacher: |  | |
| 6A. understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas; |  |  |
| 6B. understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation; |  |  |
| 6C. understands communication theory, language development, and the role of language in learning; |  |  |
| 6D. understands writing processes and their importance to content learning; |  |  |
| 6E. knows and models standard conventions of written and oral communications; |  |  |
| 6F. recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning; |  |  |
| 6G. understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student; |  |  |
| 6H. understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and |  |  |
| 6I. knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas. |  |  |
| Performance Indicators – The competent teacher: |  | |
| 6J. selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers); |  |  |
| 6K. uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction; |  |  |
| 6L. facilitates the use of appropriate word identification and vocabulary strategies to develop each student’s understanding of content; |  |  |
| 6M. teaches fluency strategies to facilitate comprehension of content; |  |  |
| 6N. uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning; |  |  |
| 6O. teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources; |  |  |
| 6P. teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar); |  |  |
| 6Q. integrates reading, writing, and oral communication to engage students in content learning; |  |  |
| 6R. works with other teachers and support personnel to design, adjust, and modify instruction to meet students’ reading, writing, and oral communication needs; and |  |  |
| 6S. stimulates discussion in the content areas for varied instructional and conversational purposes. |  |  |
| **Mathematics** | | | |
| Standard 3: 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. [26.130] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 3A.  understands problem-solving approaches that children may use to investigate and understand mathematical content. |  |  |
| 3B.  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. |  |  |
| 3C. understands concepts, skills, and procedures related to number, number sense, computation and numeration. |  |  |
| 3D.  understands concepts, skills, and procedures related to geometry and spatial relationships. |  |  |
| 3E.  understands concepts, skills, and procedures related to measurement of attributes such as length, weight, volume, and temperature. |  |  |
| 3F.  understands concepts, skills, and procedures needed to collect and analyze data. |  |  |
| 3G.  understands concepts, skills, and procedures related to exploring concepts of chance. |  |  |
| 3H.  understands and uses patterns and relationships to analyze mathematical situations. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 3I.  provides opportunities for students to apply problem-solving strategies in order to investigate and understand mathematical content. |  |  |
| 3J.  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. |  |  |
| 3K.  provides opportunities for children to learn and apply number, number sense, computation and numeration in everyday situations.  3L.  provides opportunities for children to learn and apply geometry and spatial relationships in everyday situations. |  |  |
| 3M.  provides opportunities for children to learn and apply measurements such as length, weight, volume, and temperature in everyday situations. |  |  |
| 3N.  provides opportunities for children to learn and apply procedures needed to collect and analyze data in everyday situations as they use graphing and estimation. |  |  |
| 3O.  provides opportunities for children to learn and apply concepts of chance in everyday situations. |  |  |
| 3P.  provides opportunities for children to learn and apply patterns and relationships in their analysis of everyday situations. |  |  |
| **Science** | | | |
| Standard 4: 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 for children from birth through grade three as they acquire new knowledge through the use of scientific thinking, reasoning, and inquiry. [26.140] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 4A.  understands the process of scientific inquiry and the interrelationships among science, technology, and society. |  |  |
| 4B.  understands the principles of earth and space science, the life sciences, and the physical sciences and their interconnectedness in everyday environments. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 4C. promotes and encourages children's innate curiosity about objects and events, respect for living organisms, and appreciation of the environment. |  |  |
| 4D.  provides opportunities for children to conduct experiments, solve problems, apply the scientific process, and incorporate safety practices during all investigations. |  |  |
| 4E.  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. |  |  |
| **Social Science** | | | |
| Standard 5: Curriculum – Social Science  The competent early childhood teacher understands the interrelationships among 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 independent world. [26.150] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 5A.  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. |  |  |
| 5B.  understands geographic concepts and phenomena. |  |  |
| 5C.  understands the major ideas, eras, themes, developments, and turning points in the history of Illinois, the United States, and the world. |  |  |
| 5D.  understands the rights and responsibilities of citizenship in the United States. |  |  |
| 5E.  understands the basic concepts of economic systems with an emphasis on the United States. |  |  |
| 5F.  understands concepts related to the structure and organization of human societies and relationships among social, economic, cultural, and political activities and institutions. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 5G.  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. |  |  |
| 5H.  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. |  |  |
| 5I.  creates opportunities for children to develop beginning historical concepts involving people, cultures, families, folklore, and related events. |  |  |
| 5J.  provides opportunities for children to explore the interrelationships among people and the roles of individuals and groups in the world in which we live. |  |  |
| 5K.  provides opportunities for children to gather, organize, map, and interpret data, and to use technology to communicate concepts, information, and procedures. |  |  |
| 5L.  creates opportunities for children to understand the relationship of self to others and to social, economic, cultural, and political activities and institutions. |  |  |
| **Physical Development and Health** | | | |
| Standard 6: Curriculum – Physical  Development and Health  The competent early childhood teacher understands the comprehensive natures 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. [26.160] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 6A.  understands ways in which physical, social, and emotional well-being of children enhances enjoyment, challenge, self-expression, and social interaction. |  |  |
| 6B.  understands basic principles and practices of personal, interpersonal, and community health and safety, including the prevention and treatment of illness and injury. |  |  |
| 6C. understands human body systems and interrelationships between fitness and body systems. |  |  |
| 6D.  understands the phases, stages, and continuity of motor development. |  |  |
| 6E.  understands the relationship between resolution of conflicts and health and well-being. |  |  |
| 6F.  understands and respects differences among children in settings where children engage in physical activity |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 6G.  applies basic principles and practices of personal, interpersonal, and community health and safety, including the prevention and treatment of illness and injury. |  |  |
| 6H.  provides opportunities for children to explore concepts and make decisions that positively influence their health and safety. |  |  |
| 6I.  applies health-related physical fitness concepts and practices. |  |  |
| 6J.  provides opportunities for children to explore movement activities in a variety of contexts. |  |  |
| 6K.  provides opportunities for children to resolve conflicts, communicate positively, and cooperate in a variety of contexts. |  |  |
| **Fine Arts** |  |  | |
| Standard 7: 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. [26.170] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 7A.  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. |  |  |
| 7B.  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. |  |  |
| 7C.  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. |  |  |
| 7D.  understands various tools, including technology, for creating, analyzing, and performing works of art. |  |  |
| 7E.  understands the interrelationship of the arts and their representations in past and present society. |  |  |
| 7F.  understands the elements of visual art, music, dance, and drama. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 7G.  provides opportunities for children to explore media, techniques, and processes for communicating ideas, experiences, and stories. |  |  |
| 7H.  provides opportunities for children to explore music in a variety of contexts and communicate ideas, experiences, and stories through music. |  |  |
| 7I.  provides opportunities for children to explore drama and dance in a variety of contexts and to communicate ideas. |  |  |
| 7J.  provides opportunities for children to apply various tools, including technology, as they create, interpret, and perform. |  |  |
| 7K.  provides opportunities for children to examine relationships among the arts. |  |  |
| **Instruction** | | | |
| Standard 12: 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. [26.220] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 12A.  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. |  |  |
| 12B.  understands how to enhance the intellectual curiosity, problem-solving, and decision-making of children from birth through grade three. |  |  |
| 12C.  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. |  |  |
| 12D.  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. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 12E.  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. |  |  |
| 12F.  implements and evaluates instructional strategies that promote the development of intellectual curiosity, problem-solving, and decision-making for children from birth through grade three. |  |  |
| 12G.  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. |  |  |
| 12H.  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 IFSP's and IEP's. |  |  |
| Standard 13: Communication  The competent early childhood teacher uses knowledge of effective written, verbal, and nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. [26.230] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 13A.  understands communication theory, language development, and the role of language in learning. |  |  |
| 13B.  understands how cultural, gender, and socioeconomic differences can affect communication in the classroom. |  |  |
| 13C.  understands the interrelationships among culture, language and thought and the function of the home language in the development of young children. |  |  |
| 13D.  understands the importance of audience and purpose when selecting ways to communicate ideas. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 13E. models accurate, effective communication when conveying ideas and information and when asking questions and responding to students. |  |  |
| 13F. uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes. |  |  |
| 13G. creates varied opportunities for all students to use effective written, verbal, nonverbal, and visual communication. |  |  |
| 13H. communicates with and challenges students in a supportive manner and provides students with constructive feedback. |  |  |
| 13I. uses a variety of communication modes to communicate with a diverse student population effectively. |  |  |
| 13J. practices effective listening, conflict resolution, and group-facilitation skills as a team member. uses a variety of communication tools to enrich learning opportunities. |  |  |
| 13K. 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. |  |  |
| 13L. practices effective listening, conflict resolution, and group-facilitation skills as a team member. uses a variety of communication tools to enrich learning opportunities. |  |  |
| Standard 14: Assessment  The competent early childhood teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all children. [26.240] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 14A.  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. |  |  |
| 14B.  understands the purposes, characteristics, and limitations of different kinds of assessments. |  |  |
| 14C.  understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring. |  |  |
| 14D.  understands how to use the results of assessment to reflect on and modify teaching. |  |  |
| 14E.  understands how to select, construct, and use assessment and evaluation strategies and instruments for diagnosis and prescription. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 14F.  uses a variety of assessment results to diagnose students’ learning and development, develop a student profile, align and modify instruction, and design teaching strategies. |  |  |
| 14G.  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. |  |  |
| 14H.  uses assessment results for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences. |  |  |
| 14I.  participates and assists other professionals in conducting family-centered assessments. |  |  |
| 14J.  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. |  |  |
| 14K.  communicates assessment results and integrates assessment results from others as an active participant in the development and implementation of students’ IEPs and IFSPs. |  |  |
| 14L.  involves families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities. |  |  |
| 14M.  uses appropriate technologies to monitor and assess students’ progress. |  |  |
| Standard 7: Assessment  The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. | Knowledge Indicators – The competent teacher: |  | |
| 7A. understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools; |  |  |
| 7B. understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards; |  |  |
| 7C. understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring; |  |  |
| 7D. understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data; |  |  |
| 7E. understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction; |  |  |
| 7F. knows research-based assessment strategies appropriate for each student; |  |  |
| 7G. understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student; |  |  |
| 7H. knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and |  |  |
| 7I. knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student. |  |  |
| Performance Indicators – The competent teacher: |  | |
| 7J. uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes; |  |  |
| 7K. appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole; |  |  |
| 7L. involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning; |  |  |
| 7M. maintains useful and accurate records of student work and performance; |  |  |
| 7N. accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008); |  |  |
| 7O. effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress; |  |  |
| 7P. collaborates with families and other professionals involved in the assessment of each student; |  |  |
| 7Q. uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and |  |  |
| 7R. uses assessment strategies and devices that 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. |  |  |
| Standard 2 - Content Area and Pedagogical Knowledge  The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. | Knowledge Indicators – The competent teacher: |  | |
| 2A. understands theories and philosophies of learning and human development as they relate to the range of students in the classroom; |  |  |
| 2B. understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines; |  |  |
| 2C. understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards; |  |  |
| 2D. understands the relationship of knowledge within the disciplines to other content areas and to life applications; |  |  |
| 2E. understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning; |  |  |
| 2F. knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines; |  |  |
| 2G. understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and |  |  |
| 2H. understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. |  |  |
| Performance Indicators – The competent teacher: |  | |
| 2I. evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs; |  |  |
| 2J. uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts; |  |  |
| 2K. engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines; |  |  |
| 2L. demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines; |  |  |
| 2M. uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings; |  |  |
| 2N. facilitates learning experiences that make connections to other content areas and to life experiences; |  |  |
| 2O. designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities; |  |  |
| 2P. adjusts practice to meet the needs of each student in the content areas; and |  |  |
| 2Q. applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student. |  |  |
| Standard 5: Instructional Delivery  The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student. | Knowledge Indicators – The competent teacher: |  | |
| 5A. understands the cognitive processes associated with various kinds of learning; |  |  |
| 5B. understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices; |  |  |
| 5C. knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources; |  |  |
| 5D. understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences; |  |  |
| 5E. knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics; |  |  |
| 5F. knows strategies to maximize student attentiveness and engagement; |  |  |
| 5G. knows how to evaluate and use student performance data to adjust instruction while teaching; and |  |  |
| 5H. understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses. |  |  |
| Performance Indicators – The competent teacher: |  | |
| 5I. uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities; |  |  |
| 5J. monitors and adjusts strategies in response to feedback from the student; |  |  |
| 5K. 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; |  |  |
| 5L. 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 and creative thinking; |  |  |
| 5M. uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences; |  |  |
| 5N. uses technology to accomplish differentiated instructional objectives that enhance learning for each student; |  |  |
| 5O. models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning; |  |  |
| 5P. uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student; |  |  |
| 5Q. uses effective co-planning and co-teaching techniques to deliver instruction to all students; |  |  |
| 5R. maximizes instructional time (e.g., minimizes transitional time); and |  |  |
| 5S. implements appropriate evidence-based instructional strategies. |  |  |
| **Learning Environment** | | | |
| Standard 11: 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 motivations, and self-esteem. [26.210] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 11A.  understands how to create, select, and evaluate developmentally appropriate materials, equipment and technology for inclusion in the learning environment. |  |  |
| 11B.  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. |  |  |
| 11C.  understands how to design learning environments that support the educational needs and interests of all children from birth through grade three. |  |  |
| 11D.  understands how to design and maintain physically and psychologically safe, healthy, and productive learning environments. |  |  |
| 11E.  understands the influence of the physical setting, schedule, routines, and transitions on children from birth through grade three. |  |  |
| 11F.  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. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 11G.  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. |  |  |
| 11H.  designs learning environments for children from birth through grade three that include and integrate developmentally and culturally appropriate materials, equipment, and technological resources. |  |  |
| 11I.  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. |  |  |
| 11J.  designs and maintains physically and psychologically safe, healthy, and productive learning environments for children from birth through grade three. |  |  |
| 11K.  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. |  |  |
| 11L.  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. |  |  |
| Standard 4: Learning Environment  The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting. | Knowledge Indicators – The competent teacher: |  | |
| 4A. understands principles of and strategies for effective classroom and behavior management; |  |  |
| 4B. understands how individuals influence groups and how groups function in society; |  |  |
| 4C. understands how to help students work cooperatively and productively in groups; |  |  |
| 4D. understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement; |  |  |
| 4E. knows how to assess the instructional environment to determine how best to meet a student’s individual needs; |  |  |
| 4F. understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint); |  |  |
| 4G. knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; and |  |  |
| 4H. understands the use of student data (formative and summative) to design and implement behavior management strategies. |  |  |
| Performance Indicators – The competent teacher: |  | |
| 4I. creates a safe and healthy environment that maximizes student learning; |  |  |
| 4J. creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals; |  |  |
| 4K. uses strategies to create a smoothly functioning 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; |  |  |
| 4L. analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement; |  |  |
| 4M. organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities; |  |  |
| 4N. engages students in and monitors individual and group-learning activities that help them develop the motivation to learn; |  |  |
| 4O. uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports; |  |  |
| 4P. modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and |  |  |
| 4Q. analyzes student behavior data to develop and support positive behavior. |  |  |
| **Professional Responsibilities** | | | |
| Standard 15: 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 the community service agencies in order to support children’s learning and well-being. [26.250]  \*\*Cross referenced with Family and Community | Knowledge Indicators - The competent early childhood teacher: |  | |
| 15A.  understands schools as organizations within the larger community context. |  |  |
| 15B.  understands the benefits, barriers and techniques involved in school/family relationships. |  |  |
| 15C.  understands the collaborative process and skills that are necessary to carry out the process. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 15D.  uses appropriate health appraisal procedures and recommends referral to appropriate community health and social services when necessary. |  |  |
| 15E.  establishes and maintains positive collaborative relations with families, colleagues, and other professionals working effectively to support child development, learning, and well-being. |  |  |
| 15F.  develops relationships with parents/family to acquire an understanding of the students' lives outside of the school and to support parents/family in making decisions related to their child's development and learning. |  |  |
| 15G.  supports parents in making decisions related to their child's development. |  |  |
| 15H.  applies family systems theory and knowledge of the dynamics, roles, and relationships within families and communities. |  |  |
| 15I.  links families with a range of family-oriented services based on identified resources, priorities, and concerns. |  |  |
| 15J.  establishes and maintains positive, collaborative relationships with colleagues, other professionals, and families and works effectively as a member of a professional team. |  |  |
| 15K.  identifies and uses community resources to enhance children's development, learning, and well- being and to explore career opportunities. |  |  |
| Standard 8: Collaborative Relationships  The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members. | Knowledge Indicators – The competent teacher: |  | |
| 8A. understands schools as organizations within the larger community context; |  |  |
| 8B. understands the collaborative process and the skills necessary to initiate and carry out that process; |  |  |
| 8C. collaborates with others in the use of data to design and implement effective school interventions that benefit all students; |  |  |
| 8D)  understands the benefits, barriers, and techniques involved in parent and family collaborations; |  |  |
| 8E. understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning; |  |  |
| 8F. understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students; |  |  |
| 8G. understands the various models of co-teaching and the procedures for implementing them across the curriculum; |  |  |
| 8H. understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and |  |  |
| 8I. understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities. |  |  |
| Performance Indicators – The competent teacher: |  | |
| 8J. works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals; |  |  |
| 8K. participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students; |  |  |
| 8L. initiates collaboration with others to create opportunities that enhance student learning; |  |  |
| 8M. uses digital tools and resources to promote collaborative interactions; |  |  |
| 8N. uses effective co-planning and co-teaching techniques to deliver instruction to each student; |  |  |
| 8O. collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students; |  |  |
| 8P. develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning; |  |  |
| 8Q. establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being; |  |  |
| 8R. uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork; |  |  |
| 8S. participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted; and |  |  |
| 8T. identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities. |  |  |
| Standard 16: 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. [26.260] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 16A.  understands that reflection is an integral part of professional growth and improvement of instruction. |  |  |
| 16B.  understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice. |  |  |
| 16C.  understands major areas of research on the learning process and resources that are available for professional development. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 16D.  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. |  |  |
| 16E.  actively seeks out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. |  |  |
| 16F.  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). |  |  |
| 16G.  demonstrates ability to work effectively serving children of two different age groups (infant/toddler, preprimary, or primary age) and with varying abilities. |  |  |
| 16H.  analyzes and evaluates experiences in working with parents and with interdisciplinary teams of professionals. |  |  |
| 16I.  uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice. |  |  |
| Standard 17: 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. [26.270] | Knowledge Indicators - The competent early childhood teacher: |  | |
| 17A.  understands the unique characteristics of education as a profession and the ethnical considerations that apply to educators. |  |  |
| 17B.  understands how school systems are organized and operate. |  |  |
| 17C.  understands school policies and procedures. |  |  |
| 17D.  understands legal issues in education. |  |  |
| 17E.  understands the importance of active participation and leadership in professional education organizations. |  |  |
| Performance Indicators - The competent early childhood teacher: |  | |
| 17F.  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; and programs for young children, and the early childhood profession. |  |  |
| 17G.  demonstrates an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. |  |  |
| 17H.  acts in accordance with current legal directives. |  |  |
| 17I.  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. |  |  |
| 17J.  demonstrates an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation. |  |  |
| 17K.  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. |  |  |
| 17L.  communicates effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being. |  |  |
| 17M.  follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families. |  |  |
| Standard 9: Professionalism, Leadership, and Advocacy  The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. | Knowledge Indicators – The competent teacher: |  | |
| 9A. evaluates best practices and research-based materials against benchmarks within the disciplines; |  |  |
| 9B. knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school; |  |  |
| 9C. understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128/1], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques); |  |  |
| 9D. identifies paths for continuous professional growth and improvement, including the design of a professional growth plan; |  |  |
| 9E. is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities; |  |  |
| 9F. understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students; |  |  |
| 9G. understands local and global societal issues and responsibilities in an evolving digital culture; and |  |  |
| 9H. understands the importance of modeling appropriate dispositions in the classroom. |  |  |
| Performance Indicators – The competent teacher: |  | |
| 9I. models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect; |  |  |
| 9J. maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family; |  |  |
| 9K. reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth; |  |  |
| 9L. communicates with families, responds to concerns, and contributes to enhanced family participation in student education; |  |  |
| 9M. communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats; |  |  |
| 9N. collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students’ learning and school improvement; |  |  |
| 9O. participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development; |  |  |
| 9P. uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession; |  |  |
| 9Q. proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom; |  |  |
| 9R. is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4]; |  |  |
| 9S. models digital etiquette and responsible social actions in the use of digital technology; and |  |  |
| 9T. models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. |  |  |
| Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families  \*\*Cross referenced with Family and Community | N/A |  |  |
| Standard 6: Becoming a Professional (Initial)  Standard 6: Growing as a Professional (Advanced) | N/A |  |  |