

**PERFORMANCE STANDARDS
FOR
INITIAL CERTIFICATION PROGRAMS**

EARLY CHILDHOOD EDUCATION

PREAMBLE

VINCENTIAN SPIRIT AND URBAN MISSION

Given that the School of Education subscribes to the Vincentian spirit and urban mission of DePaul University:

- we are committed to the improvement of pre-collegiate education, particularly in Chicago, and more generally in the Chicago metropolitan area;
- we are committed to programs which promote recognition of the dignity of every human being, especially the poor and abandoned, respect for persons, personal responsibility, appreciation of diversity, and the ongoing examination of values; and
- we are committed to fostering change in those educational and social structures and institutions that reinforce and perpetuate poverty and an inequitable distribution of resources.

These commitments permeate the performance standards expected of each student in the School of Education.

STANDARDS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

Disciplinary Foundations (SOE). Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology, history, philosophy, psychology, and sociology of education.).

Transformation (SOE). Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

Identity Development (SOE). Understands the dynamic nature of identity development and maintains the role of individual agency in bringing about personal and social transformation.

Understanding Differences (SOE). Understands the multiple subjectivities and social dynamics of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understands pedagogy as a project aimed at helping to realize the greatest range of possibilities for all children and youth irrespective of differences

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

Teaching and Learning – Understanding Content Knowledge in Early Education --English Language Arts (NAEYC 4c, IPTS 1, ISBE ECE 2). Understands the importance of English language arts in young children=s learning. They know the essential concepts, inquiry tools, and structure of English language arts and can identify resources to deepen their understanding.

Language Arts: Literacy Techniques & Strategies (ISBE Core LA 1). Knows a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline

Language Arts: Modeling Literacy Skills (ISBE Core LA 2). Models effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities

Language Arts: Instruction & Improvement (ISBE Core LA 3). provides a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills

(Teaching and Learning – Understanding Content Knowledge in Early Education –Mathematics NAEYC 4c, IPTS 1, ISBE ECE 3). Understands the importance of mathematics in young children=s learning. They know the essential concepts, inquiry tools, and structure of mathematics and can identify resources to deepen their understanding.

Teaching and Learning – Understanding Content Knowledge in Early Education – Science (NAEYC 4c, IPTS 1, ISBE ECE 4). Understands the importance of science in young children=s learning. They know the essential concepts, inquiry tools, and structure of science and can identify resources to deepen their understanding.

Teaching and Learning – Understanding Content Knowledge in Early Education --Social Sciences (NAEYC 4c, IPTS 1, ISBE ECE 5). Understands the importance of social sciences in young children=s learning. They know the essential concepts, inquiry tools, and structure of social sciences and can identify resources to deepen their understanding.

Teaching and Learning – Understanding Content Knowledge in Early Education --Physical and Health Education (NAEYC 4c, IPTS 1, ISBE ECE 6). Understands the importance of physical and health education in young children=s learning. They know the essential concepts, inquiry tools, and structure of physical development, health & safety and can identify resources to deepen their understanding.

Teaching and Learning – Understanding Content Knowledge in Early Education --Fine Arts (NAEYC 4c, IPTS 1, ISBE ECE 7). Understands the importance of fine arts in young children=s learning. They know the essential concepts, inquiry tools, and structure of fine arts and can identify resources to deepen their understanding.

Promoting Child Development and Learning (NAEYC 1, IPTS 2, 5, ISBE ECE 8,11). Uses their understanding of young children=s characteristics and needs, and of multiple interacting influences on children=s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children

Building Family and Community Relations (NAEYC 2, IPTS 3, ISBE ECE 9). Knows about, understands, and values the importance and complex characteristics of children=s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children=s development and learning

Observing, Documenting, and Assessing to Support Young Children and Families (NAEYC 3, IPTS 8, ISBE ECE 14). Knows about and understands the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children=s development and learning

Teaching and Learning – Connecting with Children and Families (NAEYC 4a). Knows, understands and uses positive relationships and supportive interactions as the foundation for work with young children

Teaching and Learning – Using Developmentally Effective Approaches (NAEYC 4b, IPTS 4, 6, ISBE ECE 10, 12) . Knows, understands, and uses a wide array of effective approaches, strategies, and tools to support children=s development and learning.

Teaching and Learning – Building Meaningful Curriculum (NAEYC 4d, IPTS 1, ISBE ECE). Use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children

Classroom Communication (IPTS 7). Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

Disabilities (ISBE core). Implements appropriate assessment, instruction, and environment that supports children and youth with disabilities in mainstream/inclusive settings.

Technology I (ISBE core). As appropriate for the discipline, enables students to learn about and to use technology.

Technology II (ISBE core). Understands and uses technology to enhance his/her teaching

For T&L Students

Inquiry (SOE). Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

REFLECTIVE PROFESSIONAL PRACTICE & LIFE-LONG LEARNING

Becoming a Professional (NAEYC 5, IPTS 9, 10, 11, ISBE ECE 15, 16, 17). Identifies and conducts oneself as a member of the early childhood profession. Knows and uses ethical guidelines and other professional standards related to early childhood practice. Is a continuous, collaborative learner who demonstrates knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. Is an informed advocates for sound educational practices and policies.

PERFORMANCE STANDARDS FOR INITIAL CERTIFICATION PROGRAMS

EARLY CHILDHOOD EDUCATION

The Early Childhood Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

Disciplinary Foundations. Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).

Indicators

Knowledge

- Understands one or more of the disciplinary foundations of education knowledge bases that inform the anthropological, historical, philosophical, psychological and/or sociological contexts of educational phenomenon and/or praxis.
- Understands theoretical frameworks of one or more of the disciplinary foundations of education for the interpretive study of the complexities of class, ethnic, gender, racial and/or sexual, as well as other cultural, contexts of educational phenomenon and/or praxis.
- Understands modes of educational inquiry of one or more of the disciplinary foundations of education knowledge bases: for example, anthropology, history, philosophy, psychology and/or sociology of education
- Understands the theoretical significance of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Dispositions

- Appreciates the disciplinary foundations of education knowledge bases as a theoretical context for the interpretive study of educational phenomenon and/or praxis.
- Develops habits of using one or more of the disciplinary foundations of education's modes of educational inquiry for critically understanding educational phenomenon and/or praxis in social and cultural contexts.
- Appreciates past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

Performances

- Demonstrates clarity, creativity and critical/analytical understanding in using the concepts and theories of one or more of the disciplinary foundations of education knowledge bases to address the social and cultural contexts and complexities of educational phenomenon and/or praxis.
- Demonstrates an ability to develop a systematic logical argument by using one or more of the disciplinary foundations of education knowledge bases to address the problematics of educational phenomenon and/or praxis.
- Demonstrates the ability to use the disciplinary foundations of education knowledge bases to synthesis issues and ideas related to educational phenomenon and/or praxis.

Transformation. Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

Indicators

Knowledge

- Understands theoretical frameworks that inform an understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understands the relationship between the organizing principles of a social order and educational phenomenon and/or praxis, and the influence of that relationship on human self and/or social transformation.

Dispositions

- Appreciates the significance of educational phenomenon and /or praxis as a social and cultural force in human self and/or social transformation.
- Develops habits for understanding the social and cultural dynamics that define the normative character of human self and/or social transformation as related to educational phenomenon and/or praxis.

Performances

- Demonstrates clarity, creativity and critical/analytical understanding in using theoretical frameworks to understand the social and cultural complexities and contexts of educational phenomenon and/or praxis.

Identity Development. Understands the dynamic nature of identity development and maintains the role of individual agency in bringing about personal and social transformation.

Indicators

Knowledge

- Understands that human development occurs at the intersection of the individual, social institutions, and existing social relations of power and privilege.
- Understands that social identities of race, ethnicity, class, gender, and sexuality reflect hierarchies of power and privilege.
- Understands that human development is multiple, complex, and in constant flux.
- Understands that human development involves individuals actively working to shape identities in accommodation to and resistance against existing relations and structures of power and privilege.

Dispositions

- Appreciates the diversity of identities and lived experiences
- Demonstrates commitment to educational process and practice that recognizes and addresses diverse identities, cultures, and lived experiences

Performances

- Reflects on one=s own identities as they reflect broader hierarchies of power and privilege
- Integrates an appreciation for the diversity of identities, cultures, and lived experiences into curriculum
- Integrates an appreciation for the diversity of identities, cultures, and lived experiences into educational policy
- Works towards the goal of individual and collective empowerment and broader social transformation in diverse and multiple educational contexts

Understanding Difference. Understands the multiple subjectivities and social dynamics of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all children and youth irrespective of difference

Indicators

Knowledge

- Understands that social relations of race, ethnicity, class, gender, and sexuality are arrangements of power and privilege that serve the interests of some groups while significantly marginalizing those of others
- Understands that individuals negotiate a diversity of identities and lived experiences
- Understands that educational contexts can both facilitate and present barriers to individual and collective expressions of difference and diversity

Dispositions

- Appreciates diverse identities and lived experiences

Performances

- Considers diverse identities, cultures, and lived experiences in the design and implementation of curriculum and teaching
- Applies the appreciation of diverse identities, cultures, and lived experiences to the design and implementation of policy

MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

Teaching and Learning-- Understanding Content Knowledge in Early Education --English Language Arts.

Understands the importance of English language arts in young children=s learning. They know the essential concepts, inquiry tools, and structure of English language arts and can identify resources to deepen their understanding.

Indicators

Knowledge

- Demonstrates understanding of the importance of English Language Arts in young children's learning
- Explains the essential concepts, inquiry tools, and structure of English Language Arts
- Demonstrates understanding of the Illinois State Board of Education Learning Standards for English Language Arts
- Identifies resources to deepen one's professional understanding of the English Language Arts appropriate for early education
- Recognizes English Language Arts curriculum content that is bias free as well as capable of challenging bias
- Possesses requisite content knowledge in the English Language Arts

Dispositions

- Demonstrates willingness to engage actively in lifelong learning about curriculum content in English Language Arts
- Indicates awareness of the professional need to continuously deliberate English Language Arts curriculum content shared with young children

Performances

- Demonstrates understanding of the myriad components of language structure and use—phonemic (sounds), morphemic (words & meaningful parts of them), semantic (definitions), syntactic (grammar, parts of speech), and

pragmatic (social use of language)—and how to promote their development in young children

- Demonstrates awareness of the reciprocal nature of oral and written language processes and how they foster each other through instruction and use
- Demonstrates knowledge of a variety of materials and technologies to develop and promote literacy (genres, authors, specific titles of age-appropriate books, newspapers, magazines, software, hardware, etc.)
- Demonstrates knowledge of the various developmental stages in reading, drawing and writing, speaking and listening
- Demonstrates ability to set appropriate learning outcomes for children's development of listening and speaking for various purposes including discussion and comprehension, the ability to ask and respond to questions, and the ability to understand different literary and social contexts
- Demonstrates ability to plan and use age-appropriate, differentiated strategies that promote language process development (reading, writing, listening, speaking) including shared, guided, and interactive reading and writing
- Provides differentiated, age-appropriate opportunities for children to develop basic print awareness and concepts about print, to use developmental writing conventions, and to grow in their use of the four language processes for various purposes including securing information, communicating ideas, and demonstrating learning
- Exhibits a lifelong learner perspective on the development of one's own personal literacy proficiency
- Demonstrates personal mastery in using the English language arts conventions in oral and written forms

Language Arts: Literacy Techniques & Strategies Knows a broad range of literacy techniques and strategies for every aspect of communication and develops each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

Indicators

Knowledge

- understands and can articulate the needs for literacy development in general and in specific disciplines or at specific grade levels.
- understands effective literacy techniques to activate prior student knowledge and build schema to enhance comprehension of "text."
- knows strategies and techniques for teaching communication skills to those students' whose first language is not English.

Dispositions

- Demonstrates commitment to viewing one's self as a literacy teacher, whatever the age/grade level or specialty area of the certificate(s) held
- Demonstrates awareness and sensitivity to the ethical, legal, and human issues involved in helping all students develop their personal literacy
- Demonstrates commitment to bridging the literacy equity gap that affects marginalized populations
- Views all students as readers, authors, and thinkers
- Demonstrates respect for all students' literacy voices and languages
- Views literacy as a developmental process for making and representing meaning, not merely a series of discrete skills for reading, writing, listening, and speaking
- Acknowledges the need to instill in students a desire to use literacy skills

Performance

- practices effectively the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text," and between student and "text".
- practices effective literacy techniques to make reading purposeful and meaningful.
- practices effective questioning and discussion techniques to extend content knowledge acquired from "text."
- uses a variety of "text" and research resources with students/ in an attempt to enhance student learning from reading, learning from writing, and learning from oral communication.

Language Arts: Modeling Literacy Models effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities.

Indicators

Knowledge

- knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.
- understands how to communicate ideas in writing to accomplish a variety of purposes.

Dispositions

- Recognizes that the teacher is the most important communicator in the classroom

Performance

- models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.
- reads, understands, and clearly conveys ideas from texts or other supplementary materials.
- writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
- expresses ideas orally with explanations, examples, and support in a clear, succinct style.
- helps students understand a variety of modes of writing (persuasive, descriptive, informative, and narrative).
- listens well.

Language Arts: Instruction & Improvement Provides a variety of instructional strategies, constructive feedback, criticism, and improvement strategies in Language Arts while being aware of diverse learners' needs.

Indicators

Knowledge

- understands how to analyze an audience to determine culturally appropriate communication strategies to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators, and the community and business in general.
- understands how to use diverse instructional strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written and oral work.

Dispositions

- Approaches literacy curriculum planning as a process aimed at meeting learners' individual needs, not the imposition of a prescribed, inflexible program

Performance

- analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking, and listening.
- assists students whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English.
- conducts effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing for comprehension.
- uses a variety of media to enhance and supplement instruction.
- uses multi-disciplinary instructional approaches.

Teaching and Learning -- Understanding Content Knowledge in Early Education --Mathematics.

Understands the importance of mathematics in young children=s learning. They know the essential concepts, inquiry tools, and structure of mathematics and can identify resources to deepen their understanding.

Indicators

Knowledge

- Demonstrates understanding of the importance of Mathematics in young children's learning
- Explain the essential concepts, inquiry tools, and structure of Mathematics
- Demonstrates understanding of the Illinois State Board of Education Learning Standards for Mathematics
- Identifies resources to deepen one's professional understanding of the Mathematics appropriate for early education
- Recognizes Mathematics curriculum content that is bias free as well as capable of challenging bias
- Possesses requisite content knowledge in the Mathematics

Dispositions

- Demonstrates willingness to engage actively in lifelong learning about curriculum content in Mathematics
- Indicates awareness of the professional need to continuously deliberate Mathematics curriculum content shared with young children

Performances

- Demonstrates personal understanding of problem-solving approaches to investigate and understand mathematical content
- Demonstrates personal mastery of concepts, skills, and procedures related to number, number sense, computation, and numeration
- Demonstrates personal mastery of concepts, skills, and procedures related to geometry and spatial relationships, determining chance and probability, and collecting and analyzing data
- Demonstrates ability to plan through using various approaches (e.g., estimation, mental math, manipulative modeling, pattern recognition, and technology) that enable all children to explore and communicate mathematical ideas, solve problems, and investigate everyday situations
- Creates differentiated, age-appropriate opportunities for children to learn, apply, and demonstrate their understanding of number sense, computation, numeration, and problem-solving strategies for mathematical content
- Demonstrates knowledge of a variety of materials, including technologies, for developing and promoting proficiency in mathematical thinking and skills

Teaching and Learning -- Understanding Content Knowledge in Early Education -- Science. Understands the importance of science in young children=s learning. They know the essential concepts, inquiry tools, and structure of science and can identify resources to deepen their understanding.

Indicators

Knowledge

- Demonstrates understanding of the importance of Science in young children's learning
- Explains the essential concepts, inquiry tools, and structure of Science
- Demonstrates understanding of the Illinois State Board of Education Learning Standards for Science
- Identifies resources to deepen one's professional understanding of the Science appropriate for early education
- Recognizes Science curriculum content that is bias free as well as capable of challenging bias
- Possesses requisite content knowledge in the Science

Dispositions

- Demonstrates willingness to engage actively in lifelong learning about curriculum content in Science
- Indicates awareness of the professional need to continuously deliberate Science curriculum content shared with young children

Performances

- Demonstrates personal understanding of the scientific inquiry process and the interrelationships among science, technology, and society
- Demonstrates personal understanding of the basic principles of earth/space science, life, and the physical sciences as well as their interconnectedness in everyday environments
- Promotes and encourages children's innate curiosity about objects and events, respect for living organisms, and appreciation of the environment
- Creates age appropriate, differentiated learning opportunities in which all children conduct experiments, solve problems, apply the scientific process, and incorporate safety practices during all investigations
- Implements activities that foster children's application of the principles of earth/space, life, and physical sciences as well as exploration of their interconnectedness in everyday environments
- Demonstrates knowledge of a variety of materials, including technologies, for developing and promoting proficiency in scientific thinking and skills

Teaching and Learning -- Understanding Content Knowledge in Early Education --Social Sciences.

Understands the importance of social sciences in young children's learning. They know the essential concepts, inquiry tools, and structure of social sciences and can identify resources to deepen their understanding.

Indicators

Knowledge

- Demonstrates understanding of the importance of Social Sciences in young children's learning
- Explains the essential concepts, inquiry tools, and structure of Social Sciences
- Demonstrates understanding of the Illinois State Board of Education Learning Standards for Social Sciences
- Identifies resources to deepen one's professional understanding of the Social Sciences appropriate for early education
- Recognizes Social Sciences curriculum content that is bias free as well as capable of challenging bias
- Possesses requisite content knowledge in the Social Sciences

Dispositions

- Demonstrates willingness to engage actively in lifelong learning about curriculum content in Social Sciences
- Indicates awareness of the professional need to continuously deliberate Social Sciences curriculum content shared with young children

Performances

- Demonstrates personal understanding of the basic concepts of and the interrelationships among the social sciences as well as the ways in which geography, history, civics, and economics relate to everyday situations and experiences
- Demonstrates personal understanding of the essential concepts related to the structure and organization of human societies and the relationships among social, economic, cultural, and political activities and institutions
- Demonstrates ability to design differentiated learning experiences for children to use maps and symbols, observe and describe physical characteristics of local communities, and explain the interdependence of people, places, and regions
- Designs learning experiences for children to develop beginning historical concepts involving people, cultures, families, folklore, and related events
- Plans activities for children to explore the interrelationships among people and the roles of individuals and groups in the world in which we live
- Plans lessons in which children come to understand the relationship of self to others and to social, economic, cultural, and political activities and institutions
- Provides differentiated, age-appropriate opportunities for children to gather, organize, map, and interpret data as well as to use technology to communicate concepts, information, and procedures
- Creates differentiated, age-appropriate opportunities for children to develop beginning concepts, skills, and dispositions that focus on how geography, history, civics, and economics relate to everyday situations and experiences

- Demonstrates knowledge of a variety of materials, including technologies, for developing and promoting proficiency in building social science concepts and related skills

Teaching and Learning -- Understanding Content Knowledge in Early Education -- Physical and Health education.

education. Understands the importance of physical and health education in young children's learning. They know the essential concepts, inquiry tools, and structure of physical development and health and safety and can identify resources to deepen their understanding.

Indicators

Knowledge

- Demonstrates understanding of the importance of physical and health education in young children's learning
- Explain the essential concepts, inquiry tools, and structure of physical and health education
- Describes the phases, stages, and continuity of motor development
- Demonstrates understanding of the Illinois State Board of Education Learning Standards for physical and health education
- Identifies resources to deepen one's professional understanding of the physical and health education appropriate for early education
- Recognizes physical and health education curriculum content that is bias free as well as capable of challenging bias
- Possesses requisite content knowledge in the physical and health education

Dispositions

- Demonstrates willingness to engage actively in lifelong learning about curriculum content in physical and health education
- Indicates awareness of the professional need to continuously deliberate physical and health education curriculum content shared with young children
- Demonstrates sensitivity to and respect for differences among children in physical activity settings

Performances

- Demonstrates how the physical, social, and emotional well-being of children enhances their enjoyment, self-expression, and social interaction
- Indicates personal understanding of human body systems and the interrelationships between fitness and body systems
- Demonstrates personal understanding of the basic principles and practices of personal, interpersonal, and community health and safety, including the prevention and treatment of illness and injury
- Explains the relationship between resolution of conflicts and health and well-being
- Plans age-appropriate, differentiated opportunities for children to explore concepts and make decisions that have a positive impact on their health and safety
- Plan age-appropriate, differentiated learning opportunities for children to resolve conflicts, communicate positively, and cooperate in a variety of contexts
- Demonstrates knowledge of a variety of materials, including technologies, for developing and promoting proficiency in building physical and health education curriculum as well as the necessary related skills

Teaching and Learning -- Understanding Content Knowledge in Early Education --Fine Arts. Understands

the importance of fine arts in young children=s learning. They know the essential concepts, inquiry tools, and structure of fine arts and can identify resources to deepen their understanding.

Indicators

Knowledge

- Demonstrates understanding of the importance of Fine Arts in young children's learning
- Explain the essential concepts, inquiry tools, and structure of English Language Arts
- Demonstrates understanding of the Illinois State Board of Education Learning Standards for Fine Arts
- Identifies resources to deepen one's professional understanding of the Fine Arts appropriate for early education
- Recognizes Fine Arts curriculum content that is bias free as well as capable of challenging bias
- Possesses requisite content knowledge in the Fine Arts

Dispositions

- Demonstrates willingness to engage actively in lifelong learning about curriculum content in Fine Arts
- Indicates awareness of the professional need to continuously deliberate Fine Arts curriculum content shared with young children

Performances

- Demonstrates personal understanding of the concepts, techniques, elements, and materials of the visual arts, the cultural dimensions of the visual arts, and the interrelationships between the visual arts and other art forms
- Identifies the concepts, techniques, elements, and materials for producing, listening to, and responding to music, the cultural dimensions of music, and the interrelationships between music and other art forms
- Describes the concepts, techniques, elements, and materials related to drama and dance, the cultural dimension of drama and dance, and the interrelationships between drama and dance and other art forms
- Demonstrates awareness of the various tools, including technology, for creating, analyzing, and performing works of art
- Explains the interrelationship of the arts and their representations in past and present society
- Plans age-appropriate, differentiated activities for children to explore music in a variety of contexts and to communicate ideas, experiences, and stories
- Provides age-appropriate, differentiated opportunities for children to explore media, techniques, elements, and processes to communicate ideas, experiences, and stories
- Prepares age-appropriate, differentiated activities for children to explore drama and dance in a variety of contexts and to communicate ideas
- Develops ways for children to apply various tools (including technology) as they create, interpret, and perform
- Guides children in examining relationships among the arts
- Demonstrates knowledge of a variety of materials, including technologies, for developing and promoting proficiency in building knowledge about the fine arts as well as the necessary related skills for exploring them

Promoting Child Development and Learning. Uses their understanding of young children=s characteristics and needs, and of multiple interacting influences on children=s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children

Indicators**Knowledge**

- Demonstrates knowledge of theories regarding children's physical, cognitive, social, emotional, language, and aesthetic learning domains
- Demonstrates knowledge of leading theorists in the field of early childhood education
- Demonstrates knowledge of young children's characteristics and needs
- Demonstrates knowledge of the multiple influences on young children's development and learning, including culture, language, economic conditions, relationships with adults and peers, health status, and disabilities
- Demonstrates knowledge of early intervention programs and their typical outcomes

Dispositions

- Expresses dedication to providing healthy, supportive, and challenging learning environments for all young children

Performances

- Uses child development knowledge to create healthy, respectful, supportive, and challenging learning environments for all young children

Building Family and Community Relations. Knows about, understand, and value the importance and complex characteristics of children=s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children=s development and learning

Indicators**Knowledge**

- Demonstrates knowledge about and understanding of a variety of family and community characteristics
- Demonstrates knowledge of family theory and research
- Identify the multiple influences on families' involvement in their young children's development and learning

Dispositions

- Demonstrates respect for variations across cultures in family strengths, expectations, values, and child-rearing practices
- Demonstrates sensitivity to incorporating children's families and communities into plans and practices

Performances

- Uses knowledge of family theory to plan appropriate support for involving families and communities in their young children's development and learning
- Uses appropriate communication tools and techniques in relating to families and communities
- Develops plans for involving families and communities in their children's development and learning

Observing, Documenting, and Assessing to Support Young Children and Families. Knows about and understands the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children=s development and learning

Indicators**Knowledge**

- Describes the central goals, benefits, and uses of assessment
- Aligns assessment practices with curriculum and learning goal setting, instructional strategies, and communication needs with various education stakeholders
- Explains the differences between and among assessment tools, including summative and formative measures
- Demonstrates knowledge of the hallmarks of responsible assessment—ethical grounding and reflective of professional standards
- Demonstrates knowledge of the legal and ethical issues involved in assessment practices and dissemination of data, including active and committed participation in Child Find

Dispositions

- Expresses commitment to developing assessment partnerships with all stakeholders
- Indicates willingness and readiness to practice responsible assessment

- Views assessment as a support for children, not to exclude or deny them services

Performances

- Appropriately uses observation, documentation, and other assessment strategies
- Creates natural opportunities in which to conduct assessments
- Demonstrates ability to choose assessment practices appropriate for culturally and/or linguistically diverse children as well as children with developmental delay, disability, or other special characteristics
- Develops systems for conducting, interpreting, and communicating assessment information with stakeholders, especially children, their families, and/or other professionals involved in their care
- Knowledgeably discusses the strengths and limitations of a variety of assessment techniques, including performance-based and standardized measures

Teaching and Learning -- Connecting with Children and Families. Knows, understands and uses positive relationships and supportive interactions as the foundation for work with young children

Indicators

Knowledge

- Explains the theories and research that support the importance of positive relationships and high-quality interactions in early childhood education

Dispositions

- Demonstrates the essential disposition to develop positive, respectful relationships with all children and their families

Performances

- Displays ability to facilitate warm, nurturing interactions with individual children and their families
- Displays ability to vary interaction approaches with culturally and/or linguistically diverse children and their families

Teaching and Learning -- Using Developmentally Effective Approaches. Knows, understands, and uses a wide array of effective approaches, strategies, and tools to support children=s development and learning.

Indicators

Knowledge

- Identifies a range of core teaching approaches that are supported by research
- Explains the roles of children's needs, characteristics, and interests in choosing instructional approaches
- Describes the elements necessary for supporting play
- Demonstrates understanding of research-based, appropriate guidance approaches to meet individual children's needs and to address children's challenging behaviors

Dispositions

- Demonstrates commitment to individualizing approaches, strategies, and tools for positively influencing young children's development and learning

Performances

- Demonstrates proficiency in the use of oral and written English
- Facilitates children's oral language and communication throughout the instructional day and across the program
- Uses knowledge of the individual child to choose appropriate curriculum content, instructional techniques, and materials
- Fosters appropriate social interactions to promote learning
- Creates physical and emotional support for play
- Varies the types of instructional approaches used throughout the learning day

Teaching and Learning -- Building Meaningful Curriculum. Use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children

Indicators

Knowledge

- Identifies and classify the myriad factors that influence curriculum choices—individual children's learning needs and interests, teachers' personal professional beliefs and values, community expectations, and board of education-plus professional organization-issued learning standards
- Analyzes and critique the professional organizations' content area standards in terms of their applicability to young children's education
- Demonstrates an ability to plan meaningful, relevant, and purposeful learning engagements that teach the necessary content and skills
- Recognizes the roles of assessment in curriculum development, for student as well as program evaluation

Dispositions

- Demonstrates firm commitment to providing all children with meaningful, relevant, and purposeful learning engagements
- Perceives young children as competent problem solvers
- Views curriculum development as including need to plan content knowledge, academic and social skills, and attitudinal outcomes for all children

Performances

- Organizes curriculum for instruction so that it builds upon children's foundational knowledge and skills (i.e., 'spirals')
- Sets clear, appropriate learning goals
- Through planning, integrates appropriate content, skills, and dispositions instruction
- Demonstrates ability to teach from personally prepared lesson plans rather than relying solely upon publishers' manuals or other scripted teaching texts

Classroom Communication. Use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

Indicators

Knowledge

- Understands communication theory and language development
- Understands the role of language in learning

Dispositions

- Is sensitive to how cultural and gender differences can affect communication in the classroom

Performances

- Models effective communication strategies
- Conveys information effectively
- Asks questions effectively
- Uses visual, aural, kinesthetic and nonverbal cues
- Uses oral and written discourse effectively
- Helps students develop and extend their oral and written communication skills to promote subject matter learning
- Uses variety of media tools to enrich learning opportunities

Disabilities. Implements appropriate assessment, instruction, and environment that support children and youth with disabilities in mainstream/inclusive settings.

Indicators**Knowledge**

- Knows the implications of various disabilities on human development and learning
- Knows legal provisions for assessment, planning, and instruction for students with disabilities
- Knows techniques for assessment and instruction of students with disabilities
- Demonstrates understanding of the influence of second language acquisition on assessment and instruction of children with disabilities

Dispositions

- Demonstrates commitment to helping students with disabilities achieve to their highest educational and quality of life potential.
- Views children with disabilities as part of the natural learning environment mosaic

Skills

- Adapts curriculum and uses instructional strategies, materials, and assistive equipment/technology according to the characteristics of the learner.
- Creates a positive climate and promotes social interaction between disabled and non-disabled students
- Collaborates with professional colleagues, families, and communities to support students with disabilities.

Technology I. As appropriate for the discipline, enables students to learn about and to use technology.

Indicators**Knowledge**

- Knows the technology-related Illinois Learning Standards that apply to the teaching certificate area(s) held, as well as the scope and sequence of their instruction
- Knows research-based, developmentally appropriate, >best= practices focusing on a variety of technological

instructional tools

- Knows programs, hardware, etc. appropriate for use with diverse learners, including adaptive/assistive technologies for students with special needs
- Knows how to assess and monitor students= engagements with technology to insure ethical, legal, and equitable uses
- Demonstrates ability to critique educational software, hardware, and technological innovations from a variety of stancesCphilosophical, pedagogical, and ethical

Dispositions

- \$ Demonstrates awareness and sensitivity to the ethical, legal, and human issues involved in using technology with students
- Demonstrates commitment to bridging the access equity gap, or >digital divide=, that affects marginalized populations
- Demonstrates commitment to providing engaging, technology-based learning opportunities for all students

Skills

- Uses technology terminology accurately in written and oral communications
- Integrates technology into the curriculum to expand students' knowledge and skills
- Matches technology to the particular learning situation and each learner's needs
- Observes and evaluates students= technology knowledge, skills, and dispositions
- Creates opportunities for students to use technology tools for learning, demonstrating their learning, and reflecting on it
- Uses software and hardware appropriately

Technology II. Understands and uses technology to enhance his/her teaching

Indicators

Knowledge

- Knows particular technology resources to aid in designing learning opportunities for a variety of student grouping situations and diverse learning needs
- Knows the uses of computers and technology in business, industry, and society
- Knows resources for developing a personal professional network or community for ongoing professional development

Dispositions

- Demonstrates commitment to using technology in instruction
- Explores and evaluates technology-based resources regularly, as part of ongoing personal professional development
- Adheres to ethical principles in exploring, using, and sharing technology resources on a personal professional basis

Skills

- Uses technology to research, communicate, and collaborate in an ongoing fashion
- Uses productivity tools (e.g., word processing, presentation graphics) for classroom/program management and instruction

For T&L Students

Inquiry. Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

Indicators

Knowledge

- Understands the value of research to inquiry in education
- Understands key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education
- Understands the use of technology as one tool to assist with the overall inquiry process in education
- Understands the roles that technology plays in schools and society

Dispositions

- Appreciates the value of reading and conducting research in education
- Appreciates the role of technology in assisting with the design, conduct, and analysis of research in education

Performances

- Conducts meaningful inquiry on an independent basis in education
- Makes meaningful evaluative judgments about the quality of existing research in education
- Builds on existing theoretical frameworks through independent inquiry in education
- Demonstrates familiarity with a range of technological resources that support educational inquiry
- Accesses a range of technological resources relevant to educational inquiry

REFLECTIVE PROFESSIONAL PRACTICE & LIFE-LONG LEARNING

Becoming a Professional. Identifies and conducts oneself as a member of the early childhood profession. Knows and uses ethical guidelines and other professional standards related to early childhood practice. Is a continuous, collaborative learner who demonstrates knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. Is an informed advocate for sound educational practices and policies.

Indicators

Knowledge

- Demonstrates knowledge of the history of the early childhood field and how it influences policy and practice today
- Demonstrates understanding and application of the NAEYC *Code of Ethical Conduct* and other professional standards (e.g., NBPTS, ISBE) to their education philosophy and practice
- Demonstrates knowledge of a variety of communication skills and practices (e.g., effective listening, questioning techniques, conflict resolution, group facilitation alternatives) and when best to use them

Dispositions

- Demonstrates commitment to all children, their families, and professional colleagues
- Demonstrates commitment to participate actively in the profession, to better serve young children and their families
- Indicates desire to be lifelong learners and to maintain an informed practice
- When conveying ideas and information, as well as when asking questions and responding to students, demonstrates sensitivity to individual variations in communication styles and abilities

Performances

- Justifies professional decisions based on knowledge of central issues, professional values and standards, and research findings
- Routinely critiques and reflects upon their work and practices

- Serves as informed advocates for young children and their families
- Uses knowledge of communication theory in planning and practice
- Applies knowledge of cultural, gender, and/or socioeconomic differences in professional communication endeavors