

# EARLY CHILDHOOD 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.