<table>
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<th>Standard</th>
<th>Reading/Literacy</th>
<th>Individualized Instruction</th>
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<td><strong>Early Childhood Education</strong></td>
<td><strong>STANDARD 1 – Curriculum</strong> 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]</td>
<td><strong>STANDARD 5 – Curriculum: Social Science</strong> The competent early childhood teacher understands the interrelationships among the 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 interdependent world. [26.150]</td>
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<td>1A. (KI) 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.</td>
<td>5J. (PI) provides opportunities for children to explore the interrelationships among people and the roles of individuals and groups in the world in which we live.</td>
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<td><strong>STANDARD 2 – Curriculum: English Language Arts</strong> 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 they apply language and thinking skills to many different genres, concepts, and situations. [26.120]</td>
<td>5L. (PI) creates opportunities for children to understand the relationship of self to others and to social, economic, cultural, and political activities and institutions.</td>
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<td>2A. (KI) understands vocabulary and word analysis skills that promote comprehension of meaning in a variety of contexts.</td>
<td><strong>STANDARD 8 – Human Development and Learning</strong> The competent early childhood 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. [26.180]</td>
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<td>2B. (KI) 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).</td>
<td>8C. (KI) understands how brain development from birth through grade three is promoted through developmentally and culturally appropriate learning experiences.</td>
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<td>2C. (KI) 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.</td>
<td>8D. (KI) understands how children from birth through grade three differ in their development and in their approaches to learning.</td>
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<td>2D. (KI) 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.</td>
<td>8E. (KI) understands how to support the development and learning of individual children from birth through grade three.</td>
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<td>2E. (KI) understands the relationships among oral language, written</td>
<td>8F. (KI) understands the developmental consequences of stress and trauma on children and their families, including protective factors and resilience.</td>
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<td>8J. (PI) applies knowledge of development and individual differences when designing developmentally and culturally appropriate learning experiences for children from birth through grade three.</td>
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<td>8K. (PI) 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.</td>
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<td>8L. (PI) 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’</td>
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language, and the basic concepts of print.
2F. (KI) understands the appropriate use of the conventions involved in various forms of writing, such as stories, letters, journals, and poetry.
2G. (KI) 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. (KI) understands how to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
2I. (KI) understands children's abilities to communicate ideas through technology.
2J. (PI) uses vocabulary and word analysis skills that promote comprehension of meaning in a variety of contexts.
2K. (PI) promotes integration of various language components in literacy development.
2L. (PI) 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. (PI) 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. (PI) assists students in developing basic concepts of print using activities based on oral and written language.
2O. (PI) provides opportunities for students to use writing conventions involved in various forms of writing, such as stories, letters, journals, and poetry.
2P. (PI) 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. (PI) provides opportunities for children to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
2R. (PI) promotes children's abilities to communicate ideas through technology.

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]
9A. (KI) understands conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns related to specific disabilities.
9B. (KI) understands cultural and linguistic diversity and the significance of familial, socio-cultural, and political contexts for development and learning.
9C. (KI) recognizes that children are best understood within the contexts of family, culture, and society.
9D. (KI) understands the function of the home language in the development of young children and the interrelationships among culture, language, and thought.
9E. (PI) 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. (PI) respects and affirms culturally and linguistically diverse children from birth through grade three and their families.
9G. (PI) supports home language preservation and creates learning environments and experiences that are free of bias.
9H. (PI) demonstrates sensitivity to differences in family structures and social and cultural backgrounds.
9I. (PI) 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 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]
10A. (KI) understands how to plan developmentally and culturally appropriate curriculum.
10B. (KI) understands the rationale for developmentally and culturally appropriate practice.
10E. (PI) 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.

10G. (PI) 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. (PI) creates, selects, evaluates, and incorporates developmentally and culturally appropriate materials and equipment into the instructional plans.

**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 motivation, and self-esteem. [26.210]

11B. (KI) 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.

11G. (PI) 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. (PI) designs learning environments for children from birth through grade three that include and integrate developmentally and culturally appropriate materials, equipment, and technological resources.

**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]

12D. (KI) 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.

12G. (PI) 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. (PI) 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, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

13B. (KI) understands how cultural, gender, and socioeconomic differences can affect communication in the classroom.
13C. (KI) understands the interrelationships among culture, language and thought and the function of the home language in the development of young children.
13I. (PI) uses a variety of communication modes to communicate with a diverse student population effectively.

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.

14C. (KI) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.
14D. (KI) understands how to use the results of assessment to reflect on and modify teaching.
14E. (KI) understands how to select, construct, and use assessment and evaluation strategies and instruments for diagnosis and prescription.
14F. (PI) uses a variety of assessment results to diagnose students’ learning and development, develop a student profile, align and modify instruction, and design teaching strategies.
14H. (PI) uses assessment results for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.
14K. (PI) communicates assessment results and integrates assessment results from others as an active participant in the development and implementation of students’ IEPs and IFSPs.
14L. (PI) involves families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.

Elementary Education

STANDARD 2 – Curriculum: English Language Arts
The competent elementary 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 all students’ ability to apply language and thinking skills to many different genres, concepts, and situations.

2B. (KI) understands skills and strategies involved in reading for

STANDARD 5 – Curriculum: Social Science
The competent elementary teacher understands the interrelationships among the social sciences; uses concepts and modes of inquiry appropriate to history, geography, economics, political science, sociology, anthropology, psychology, and archaeology; and promotes all students’ ability to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.
various purposes: factual information, personal response, literary appreciation, critical analysis, and social interaction.

2C. (KI) understands a diverse body of works, authors and movements in U.S. and world literature, literature for children and young adults, and characteristic features of various literary genres.

2D. (KI) understands skills and strategies involved in writing for various purposes and audiences, incorporating knowledge of English grammar and mechanics, and the critical analysis of written work in terms of organization, clarity, and style.

2I. (PI) teaches the reading, writing, speaking, and listening processes.

5G. (KI) understands the implications of cultural heritage and diversity, as well as cohesion, within and across groups.

STANDARD 8 – Human Development and Learning
The competent elementary teacher understands how individuals grow, develop, and learn and provides learning opportunities that support all students' cognitive, social, emotional, moral/ethical, and physical development. [26.380]

8D. (PI) recognizes and respects differences among students and designs instruction so all students can learn.

STANDARD 9 – Diversity
The competent elementary teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. [26.390]

Knowledge Indicators - The competent elementary teacher:

9A. (KI) understands characteristics of gifted and talented students and the characteristics of students with various disabilities.

9B. (KI) understands the process of second-language acquisition and strategies that support the learning of students whose first language is not English.

9C. (KI) understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

9D. (KI) understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.

9E. (PI) facilitates a learning community in which individual differences and cultural diversity are respected.

9F. (PI) makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for all students.

9G. (PI) uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.

9H. (PI) uses cultural diversity and individual student experiences to enrich instruction.

9I. (PI) uses a wide range of instructional strategies and technologies to meet diverse student needs.

9J. (PI) identifies and makes use of appropriate services or resources to assist students with exceptional learning needs.

STANDARD 10 – Planning for Instruction
The competent elementary teacher understands instructional planning and designs instruction based upon knowledge of the discipline,
students, community, and curriculum goals. [26.400]
10B. (KI) understands how to develop flexible short- and long-range plans consistent with curriculum goals, learners’ diversity, and learning theories.
10D. (KI) understands how students’ individualized education programs (IEPs) relate to the instruction they receive.
10G. (PI) establishes goals and selects learning materials, based on the Illinois Learning Standards, content knowledge, learning theories, and students’ needs, including IEPs.

**STANDARD 13 – Communication** The competent elementary teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction. [26.430]
13B. (KI) understands how individual, cultural, linguistic, and gender differences can affect communication in the classroom.

**STANDARD 14 – Assessment** The competent elementary teacher understands and uses various formal and informal assessment strategies to support the learning of all students. [26.440]
14C. (KI) understands measurement theory and assessment-related issues such as validity, reliability, bias, and scoring.
14D. (KI) understands how to select, construct, and use assessment and evaluation strategies and instruments for diagnosis and prescription for the learner.
14E. (PI) uses assessment results to diagnose students’ learning, develop a student profile, align and modify instruction, and design teaching strategies.

**STANDARD 15 – Collaborative Relationships** The competent elementary teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/family, and the community to promote the cognitive, social, emotional, moral/ethical, and physical growth of all learners. [26.450]
15F. (PI) works effectively with parents/family and other members of the community from diverse homes and community situations.