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ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

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SUBCHAPTER b: PERSONNEL

PART 26

STANDARDS FOR ENDORSEMENTS IN EARLY CHILDHOOD
EDUCATION AND IN ELEMENTARY EDUCATION

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AUTHORITY: Implementing Article 21B and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21B and 2-3.6].

SOURCE: Adopted at 26 Ill. Reg. 6263, effective April 22, 2002; amended at 37 Ill. Reg. 16759, effective October 2, 2013; amended at 39 Ill. Reg. 2413, effective February 2, 2015; amended at 39 Ill. Reg. 13472, effective September 24, 2015; amended at 40 Ill. Reg. 12433, effective August 9, 2016; amended at 41 Ill. Reg. 6962, effective June 2, 2017; amended at 45 Ill. Reg. _____, effective _____.

SUBPART A: STANDARDS FOR ENDORSEMENTS
IN EARLY CHILDHOOD EDUCATION

Section 26.100 Purpose and Effective Dates of Standards in Subpart A

~~Beginning September 1, 2019, the provisions of Sections 26.120, 26.130, and 26.240 are replaced by Sections 26.125, 26.135, and 26.245 as the standards that, These standards,~~ together with the standards set forth in Standards for All Illinois ~~Educators Teachers~~ (23 Ill. Adm. Code 24) and the standards in this Subpart A, shall apply to the issuance of endorsements in early childhood education on professional educator licenses pursuant to Article 21B of the School Code [105 ILCS 5]. ~~The standards set forth in this Subpart A shall apply both to candidates for an endorsement in early childhood education and to the programs that prepare them.~~

- a) Approval of any teacher preparation program or course of study in early

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childhood education pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Subpart A.

- b) The examinations required for issuance of an endorsement in early childhood education shall be based on the standards identified in this Subpart A.
- c) Beginning September 1, 2017, no candidate shall be admitted to a program that has not shown alignment to the standards set forth in Sections 26.125, 26.135, and 26.245. -Any candidate who is enrolled in an early childhood education program aligned to the standards set forth in Sections 26.120, 26.130, and 26.240 shall complete the program on or before September 1, 2019 and be entitled (i.e., receive verification by the candidate's institution of higher education that the candidate has completed an approved early childhood education program and has met the testing and experience requirements for licensure) for that endorsement for the early childhood education endorsement by September 1, 2020. -Applicants undergoing the State Board's transcript evaluation process must submit their application for the endorsement by September 1, 2020.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 26.110 Curriculum: General

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.

- a) Knowledge Indicators – The competent early childhood teacher:
 - 1) demonstrates current knowledge of integrated learning experiences for children from birth through grade 2 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;
 - 2) understands conceptually sound and meaningful curriculum for children from birth through grade 2; and
 - 3) demonstrates an understanding of current research, best practice and professional standards.

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- b) Performance Indicators – The competent early childhood teacher:
- 1) plans, implements and evaluates integrated, conceptually sound, meaningful learning experiences for children from birth through grade 2; and
 - 2) structures a variety of learning experiences that reflect the standards set forth in this Subpart A.
- c) National Standards
Each early childhood preparation program shall align to "2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs" (2010) published by the National Association for the Education of Young Children, 1313 L Street, Suite 500, Washington DC 20005 and posted at <https://www.naeyc.org/accreditation/higher-ed/standards> ~~<http://www.naeyc.org/ncate/standards>~~. (No later amendments to or editions of these standards are incorporated.)
- 1) Recognized institutions seeking initial approval for early childhood education preparation programs on or after January 1, 2015 shall align to the standards set forth in this subsection (c).
 - 2) ~~Early childhood education preparation programs approved prior to January 1, 2015 shall meet the standards set forth in this subsection (c) no later than September 1, 2019.~~
- d) Gateways to Opportunity Credential Entitlement
~~Beginning~~ ~~By no later than~~ September 1, 2019, each early childhood education program shall become entitled by the Gateways to Opportunity Illinois Professional Development System, by aligning its coursework to the benchmarks for the ECE Credential Level 5 (see <http://www.ilgateways.com/en/gateways-credential-entitlement-information>).
- 1) Satisfactory evidence of entitlement status either shall be the name of the program's recognized institution listed at <http://www.ilgateways.com/en/entitled-institutions> or a letter communicating the name and level of the credential of entitlement and the date upon which the entitlement was granted.

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- 2) The program shall resubmit the evidence required under subsection (d)(1) to the State Superintendent of Education each time a renewal of entitlement is granted.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 26.120 Curriculum: English Language Arts Standards Through August 31, 2019
(Repealed)

~~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 3 as they apply language and thinking skills to many different genres, concepts and situations.~~

- ~~a) Knowledge Indicators—The competent early childhood teacher:~~
 - ~~1) understands vocabulary and word analysis skills that promote comprehension of meaning in a variety of contexts;~~
 - ~~2) 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 and parts of speech); as well as the pragmatic aspect of language (how language works in social contexts);~~
 - ~~3) 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;~~
 - ~~4) 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;~~
 - ~~5) understands the relationships among oral language, written language and the basic concepts of print;~~
 - ~~6) understands the appropriate use of the conventions involved in various forms of writing, such as stories, letters, journals and poetry;~~

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- ~~7) 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;~~
 - ~~8) understands how to locate, organize and use information from various sources to answer questions, solve problems and communicate ideas; and~~
 - ~~9) understands children's abilities to communicate ideas through technology.~~
- b) ~~Performance Indicators—The competent early childhood teacher:~~
- ~~1) uses vocabulary and word analysis skills that promote comprehension of meaning in a variety of contexts;~~
 - ~~2) promotes integration of various language components in literacy development;~~
 - ~~3) 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;~~
 - ~~4) 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;~~
 - ~~5) assists students in developing basic concepts of print using activities based on oral and written language;~~
 - ~~6) provides opportunities for students to use writing conventions involved in various forms of writing, such as stories, letters, journals and poetry;~~
 - ~~7) 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;~~
 - ~~8) provides opportunities for children to locate, organize and use information from various sources to answer questions, solve problems and~~

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~~communicate ideas; and~~

~~9) promotes children's abilities to communicate ideas through technology.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 26.125 Curriculum: English Language Arts Standards ~~Beginning September 1, 2019~~

Each teacher holding an early childhood education endorsement shall possess the knowledge and skills articulated in this Section.

a) Foundational Knowledge

1) Language

The effective early childhood education teacher:

- A) applies major theories, stages, and processes of first and second language acquisition, in particular understanding the importance of social interaction, culture, play, emergence of social discourse, and the relationship between first and second language development during the early years;
- B) applies the nature, development, and communicative role of various features of language, including the four cuing systems of graphophonemic, syntactic, semantic and pragmatic, in the language experiences of children;
- C) demonstrates the importance of play as the cognitive and social basis for the development of phonemic, semantic, and pragmatic knowledge across languages in young children;
- D) supports the role of the home (the first) language in learning to read and write in a second language;
- E) applies the theories, principles, and practices of emergent literacy, including the development of speaking and listening and their relationship to the developmental process of reading and writing acquisition;

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- F) recognizes the sequence of stages in language, reading, and writing development from birth through grade 2 using supporting evidence from theory and research, and acknowledges individual differences among children progressing through those stages. Applies understanding of the particularities of these processes for children whose first language is other than English;
 - G) utilizes social discourse in developing critical thinking, argumentation and analysis;
 - H) acknowledges the role of fine motor development in children's emergent literacy, specifically the ability to form letters and words through a variety of media;
 - I) provides experiences with content-specific vocabulary and decontextualized language that develop children's understanding of concepts, content, skills and processes;
 - J) applies understanding of the relationship between first and second language content-specific vocabulary for children whose first language is other than English;
 - K) provides experiences explicitly designed to facilitate the acquisition of academic decontextualized language and English vocabulary for children whose first language is not English;
 - L) models and supports children's use of conventions of grammar and language of wider communication; and
 - M) supports bilingual children's awareness of differences and commonalities between the conventions of grammar and language of English and that of the home language.
- 2) Alphabetic Code
The effective early childhood teacher:
- A) models and supports the development of phonological awareness (recognition of phonemes and the sound structure of words, including rhyming words; initial, middle, and ending sounds; syllables; and onsets and rimes) and its relationship to reading and writing proficiency;

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- B) supports children's developing understanding of the orthographic-phonological system, including sound-letter relationships and common English spelling patterns and their relationship to pronunciation and developmental spelling;
 - C) supports bilingual children's awareness of the differences and commonalities between the orthographic-phonological systems of English and the home language; and
 - D) supports structural analysis (e.g., syllabication, affixes, root words) for decoding unknown words in language experiences for children.
- 3) Text
The effective early childhood teacher:
- A) supports the development of narratives in young children's spoken language and understanding of narrative structure;
 - B) supports the development of text awareness and emergent reading behaviors in young children, including concepts of print, book knowledge, and narrative structure evidenced in picture reading, story-telling, and retelling of the story;
 - C) uses "read-alouds" and shared reading experiences to support emerging language and literacy, and ongoing literacy development;
 - D) acknowledges and uses the quantitative, qualitative, and individual factors that affect text complexity, including how to estimate developmentally appropriate levels of text;
 - E) uses texts that engage children with the organizational structures, literary devices, rhetorical features, text features, and graphics commonly used in literary and informational texts;
 - F) uses texts that engage children with the characteristics of various genre or forms of literary and informational text;
 - G) uses a variety of textual and authentic resources that promote differentiated instruction that meets the needs of all learners;

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- H) understands the role, perspective, and purpose of text in all content areas; and
 - I) supports the transference of text competencies from the home language to English for bilingual children.
- b) The Language and Literacy Curriculum
The effective early childhood teacher:
- 1) understands and uses developmentally appropriate and evidence-based practices to plan, evaluate and modify instruction (e.g., use of appropriate research in identifying and implementing effective instructional practices);
 - 2) knows the developmental sequence of language acquisition and emergent literacy strategies and skills, along with age-level or grade-level benchmarks of development, and utilizes them in classroom practice;
 - 3) demonstrates the understanding that language is acquired through social interaction and that social discourse, in spoken and written formats, underlies all learning in literacy;
 - 4) incorporates the Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age set forth in 23 Ill. Adm. Code 235.Appendix A, the Illinois Early Learning Guidelines – Children from Birth to Age 3 set forth in 23 Ill. Adm. Code 235.Appendix C, and the Illinois Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects set forth in 23 Ill. Adm. Code 1.Appendix D, including their organization and progressions and the interconnections among the strategies and skills;
 - 5) evaluates the components of a comprehensive curriculum that develops children's language and literacy skills and strategies, and ensures that instructional goals and objectives are met;
 - 6) creates a developmentally appropriate language- and literacy-rich classroom environment that incorporates opportunities, experiences, routines, and activities that promote literacy;
 - 7) intentionally engages children in experiences that will build foundational literacy skills;

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- 8) understands and uses evidence-based instructional strategies that have been demonstrated to be particularly successful in differentiating instruction for all learners;
 - 9) builds upon children's skills in their home language to develop language and literacy skills that are transferable to English;
 - 10) understands and uses the relationship between first and second language and literacy development to support the transfer of language and literacy skills from the home language to English; and
 - 11) utilizes a wide range of developmentally appropriate literacy assessments (e.g., informal, observational, performance-based, standardized, diagnostic measures, universal screening, curriculum-based, and progress monitoring), recognizing their purposes, strengths, and limitations.
- c) Using Research-based Instructional Approaches
- 1) Current Research
The effective early childhood teacher:
 - A) critically reviews current research in English language arts; and
 - B) applies research to instructional practice as appropriate.
 - 2) Decoding and Fluency
The effective early childhood teacher:
 - A) uses a developmentally appropriate, balanced literacy framework, such as "read-alouds", guided reading, centers, and independent reading and writing;
 - B) systematically and intentionally engages children with authentic functions of print to develop awareness and build understanding of concepts of print and text, including the use of illustrations and graphic representations; the use and understanding of graphemes and grapheme patterns; and understanding directionality of print in a wide variety of graphic and textual formats;

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- C) intentionally and systematically engages and supports children in developing the use of oral language, play, and experimentation with language;
 - D) utilizes phonologically significant text to build children's knowledge and understanding of the phonological aspects of language, including the patterns of sounds and segmentation in and blending of speech at the word, syllable, and phoneme levels;
 - E) engages children in textual experiences that provide opportunities for exploration of sound-symbol relationships at the word, syllable, and phoneme levels;
 - F) intentionally and systematically engages children in textual experiences that provide opportunities for exploration and for embedded implicit and explicit instruction of varied and appropriate word identification strategies, including sight word recognition, phonics, and context and morphemic cues;
 - G) models and supports fluent language use in dialogue and in numerous and varied print sources and encourages children's developing use of fluent oral language;
 - H) provides intentional instruction of strategies that support the development of fluency, such as recognition of word and letter patterns, use of high frequency words, and development of reading comprehension; and
 - I) intentionally supports the transfer of literacy competencies from the first to the second language for English learners, particularly in regards to functions of print (e.g., understanding the concepts of print and text, use of illustrations and graphic representations, use of oral language, play and experimentation with language, and sound-symbol relationships).
- 3) Reading Comprehension
The effective early childhood teacher:
- A) selects a balance of developmentally appropriate, high-quality, complex information and narrative texts that match children's

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interests, cultural backgrounds, developmental levels, and reading purposes;

- B) recognizes text features that may challenge readers' understanding (e.g., prior knowledge assumptions, unfamiliar vocabulary, sentence complexity, unclear cohesive links, subtlety of relationships among characters or ideas, sophistication of tone, complexity of text structure, literary devices, or data) and provides explicit modeling, instruction, and discussion of these features to support reading comprehension;
- C) selects texts that support and build comprehension, vocabulary, understanding of text structure and literary devices and that provide clear and cohesive links between ideas and relationships. Illustrations, photographs, charts, and graphs should meet the same criteria;
- D) models for and engages children in social discourse about texts as a means of scaffolding their understanding of more complex texts;
- E) provides text-appropriate supports, such as background experiences, previewing text, pre-teaching vocabulary or key information, repeated reading, discussing illustrations or other graphic features, and other strategies to enable children to understand and learn from challenging text;
- F) provides developmentally appropriate introductions to text, including materials, experiences, discussion, and background connections that support children's motivation, purpose, and understanding;
- G) provides developmentally appropriate modeling of and instruction on close reading of text, including identification of key ideas and details; analysis of craft, structure and illustrations; critical text evaluation; and numerous opportunities for guided and independent practice;
- H) models and engages children in the interpretation of graphic text features (e.g., tables, charts, illustrations, tables of contents, captions, headings, indexes) and includes numerous opportunities for guided and independent practice;

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- I) models for and engages children in developmentally appropriate guided and independent discussions of high-level, text-dependent topics and ideas requiring complex thinking, understanding, inference, application, evaluation, analysis, synthesis, persuasion, and evidentiary argument;
- J) models for and engages children in developmentally appropriate independent practice of comparing multiple texts and evaluating and synthesizing information between and across texts to support coherent understanding of a topic;
- K) models for and engages children in the use of developmentally appropriate reading comprehension strategies (e.g., predicting, sequencing, connecting, visualizing, monitoring, questioning, summarizing, synthesizing, making inferences, evaluating), and includes numerous opportunities for guided and independent practice of these strategies' use in understanding text;
- L) models, discusses, and supports children's developmentally appropriate use of literary elements and text features across multiple genres and disciplines in age-appropriate text;
- M) shares varied print sources, discussing, as appropriate, alternate views and perspectives of topics presented in texts;
- N) models, discusses, and supports children's use of critical reading strategies, including the evaluation of text claims through identification of supporting evidence, such as evidentiary argument and persuasion;
- O) shares varied print sources, discussing, as appropriate, text structures that support children's understanding of the text;
- P) provides intentional modeling of and instruction on the use of the organizational structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole, and offers numerous opportunities for guided and independent practice; and

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Q) intentionally plans experiences for English learners that facilitate the transfer of effective reading comprehension strategies and competencies from the home language to English.

4) Writing

The effective early childhood teacher:

A) introduces children to the organization and basic features of print;

B) provides opportunities for children to write, including pictures and dictation, for authentic purposes in multiple forms and genres to demonstrate how ideas, thoughts, and language can be represented by pictures and/or texts;

C) engages children in using drawing and writing to develop an understanding of content-area concepts and skills;

D) encourages and guides children in all stages of writing development from the earliest scribbles through conventional writing;

E) models and provides instruction in producing coherent and clear writing with organization, development, substance, and style appropriate to the task, purpose and audience;

F) confers with children to motivate and scaffold children's development throughout the writing process;

G) models and provides instruction in creating a text (oral or written) that represents information learned through a hands-on experience;

H) introduces and provides instruction in creating an informative and explanatory text that introduces a topic supported by logically ordered facts, definitions, details, examples, quotations, and other types of information; uses precise language, academic vocabulary, and appropriate transitional devices; and concludes with a statement related to the topic;

I) models and provides instruction in creating a text (oral or written) with a beginning, middle, and end, based on real or imagined experiences or events;

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- J) introduces and provides instruction in creating a narrative text based on real or imagined experiences or events that introduces a narrator ~~and~~/or characters; uses dialogue, description, and pacing to develop and organize a sequence of events; uses concrete words, phrases, sensory details, and transitional devices; and uses a conclusion that follows from the experiences or events;
- K) models and provides instruction in creating a text (oral or written) that shares an opinion about a hands-on experience;
- L) provides instruction in creating a text that introduces an opinion on a topic, supports the opinion with information and reasons based on facts and details, uses appropriate transitional devices, and concludes with a statement supporting the opinion;
- M) models and provides instruction in developing written and oral arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence;
- N) teaches children to conduct research projects, as developmentally appropriate, using evidence drawn from multiple sources, including how to select and develop topics; gather information from a variety of sources, including the Internet; synthesize information; and paraphrase, summarize, and quote and cite sources;
- O) models and provides instruction in the conventions of standard English grammar and usage (e.g., irregular verbs, plural nouns, past tense of irregular verbs, subject-verb agreement, pronoun-antecedent agreement, conjunctions, prepositions, interjections, perfect verb tenses) in children's oral and written work;
- P) models, encourages, and guides the use of widely accepted English conventions of capitalization, punctuation, and spelling as children use these conventions in creating written work;
- Q) models and provides instruction in using technology to produce and publish oral and written texts and to interact and collaborate with others;

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- R) provides feedback to written work to guide the process of children's revising and editing their work; and
 - S) intentionally plans experiences for English learners that facilitate the transfer of effective writing strategies and competencies from the home language to English.
- 5) Speaking and Listening
The effective early childhood teacher:
- A) provides opportunities for social discourse between individual children and in whole and small group collaborative discussions and assists them in following appropriate social conventions, such as eye contact, body language, and taking turns;
 - B) engages children in a variety of developmentally appropriate oral language and listening activities, including following directions, asking and responding to questions, conveying information and ideas, describing feelings, and arguing and persuading;
 - C) engages children in a variety of listening activities, including identifying rhymes and sounds in the environment, discriminating phonemes and conducting other phonemic awareness activities;
 - D) models and supports children in listening actively and critically in order to understand, evaluate, and respond to a speaker's message;
 - E) models, guides, and instructs children in presenting ideas, opinions, and information using facts and relevant details to support main ideas;
 - F) accepts children's home language and developing English language skills while modeling the widely accepted conventions of English grammar and usage; and
 - G) intentionally plans experiences for English learners that facilitate the transfer of speaking and listening strategies and competencies from the home language to English.
- 6) Vocabulary
The effective early childhood teacher:

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- A) supports vocabulary development daily by intentionally selecting literacy materials that expand children's knowledge and language development;
- B) guides and supports children's explorations of word relationships and nuances in word meanings;
- C) understands the socio-cultural context for language use and social discourse;
- D) uses information about children's individual experiences, families, cultures, and communities to create meaningful vocabulary learning opportunities and enrich instruction for all children;
- E) for the instructional focus, selects appropriate words central to the meaning of the text and likely to be unknown, academic vocabulary and word relationships;
- F) introduces children to word play and forms of language that enhance vocabulary and understanding of language (e.g., poetic devices, synonyms, antonyms, homonyms);
- G) introduces strategies for clarifying the meaning of unknown words, including contextual analysis, structural analysis, and the use of reference materials;
- H) plans experiences that promote oral and written language development and the use of newly acquired vocabulary across disciplines;
- I) understands and implements the forms and functions of academic language to help children develop and express content understandings;
- J) utilizes authentic text (e.g., informational text, fiction, newspapers, recipes, charts) to help children develop word consciousness;
- K) actively engages children in using a wide variety of strategies and authentic materials for developing and expanding vocabularies; and

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L) uses home language vocabulary to develop and expand English vocabulary for English learners.

d) Authentic Materials

The effective early childhood teacher:

- 1) selects and uses a wide range of high-quality, diverse literature and informational, narrative, and other texts that address the interests and social and cultural backgrounds of children at levels that are appropriate to their development and build background knowledge and understanding;
- 2) uses evidence-based and developmentally based criteria for evaluating and selecting texts and instructional materials;
- 3) estimates the accessibility of texts using qualitative and quantitative factors, as well as children's background knowledge;
- 4) uses culturally responsive texts to promote children's understanding of their lives, society, and other cultures and societies;
- 5) uses a variety of technology and technologically based texts and online resources to support literacy instruction; and
- 6) makes available to English learners a wide range of high-quality, diverse literature and informational, narrative, and other texts that address the interests and social, cultural, and language backgrounds of these children at levels that are appropriate to their development and build background knowledge and understanding.

e) Constructing a Supportive Language and Literacy Environment

The effective early childhood teacher:

- 1) understands the foundational role that literacy and language play across the classroom environment and in content areas;
- 2) sets up an environment that is safe and low risk that encourages children and allows them to be comfortable taking risks;
- 3) designs a literacy-rich environment incorporating authentic, diverse, inclusive, and developmentally appropriate materials and experiences;

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- 4) understands motivation and engagement and the use of the "gradual-release-of-responsibility" approach to design learning experiences that build children's self-direction and ownership of literacy learning;
- 5) establishes classroom routines that promote independence, self-direction, collaboration, and responsibility for literacy learning;
- 6) uses a strategic combination of flexible groupings (individual, group, and whole class) to meet the learning needs of each child efficiently and effectively;
- 7) incorporates children's choices in choosing literacy materials and activities; and
- 8) builds collaborative classroom communities that support and engage all children in reading, writing, listening, speaking, viewing, and visually representing in their home language and English.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 26.130 Curriculum: Mathematics Standards Through August 31, 2019 (Repealed)

~~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 3 as they apply, interpret and construct mathematical thinking skills in a variety of situations.~~

~~a) Knowledge Indicators The competent early childhood teacher:~~

- ~~1) understands problem solving approaches that children may use to investigate and understand mathematical content;~~
- ~~2) 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;~~
- ~~3) understands concepts, skills and procedures related to number, number sense, computation and numeration;~~

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- ~~4) understands concepts, skills and procedures related to geometry and spatial relationships;~~
 - ~~5) understands concepts, skills and procedures related to measurement of attributes such as length, weight, volume and temperature;~~
 - ~~6) understands concepts, skills and procedures needed to collect and analyze data;~~
 - ~~7) understands concepts, skills and procedures related to exploring concepts of chance; and~~
 - ~~8) understands and uses patterns and relationships to analyze mathematical situations.~~
- ~~b) Performance Indicators — The competent early childhood teacher:~~
- ~~1) provides opportunities for students to apply problem-solving strategies in order to investigate and understand mathematical content;~~
 - ~~2) 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;~~
 - ~~3) provides opportunities for children to learn and apply number, number sense, computation and numeration in everyday situations;~~
 - ~~4) provides opportunities for children to learn and apply geometry and spatial relationships in everyday situations;~~
 - ~~5) provides opportunities for children to learn and apply measurements, such as length, weight, volume and temperature, in everyday situations;~~
 - ~~6) provides opportunities for children to learn and apply procedures needed to collect and analyze data in everyday situations as they use graphing and estimation;~~
 - ~~7) provides opportunities for children to learn and apply concepts of chance in everyday situations; and~~

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~~8) — provides opportunities for children to learn and apply patterns and relationships in their analysis of everyday situations.~~

(Source: Repealed at 45 Ill. Reg. _____, effective _____)

Section 26.135 Curriculum: Mathematics Standards ~~Beginning September 1, 2019~~

Each teacher holding an early childhood education endorsement shall possess the knowledge and skills articulated in this Section.

- a) Foundational Mathematical Knowledge
 - 1) Mathematical Proficiency
The effective early childhood teacher:
 - A) understands conceptually the mathematical content taught during preschool to grade 2 as well as the content taught in grades 3 to 8; can explain and apply mathematical concepts and procedures; and can make connections to everyday mathematical applications or real-world analogies necessary to translate formal mathematical content into meaningful instruction that children can understand and learn;
 - B) understands the mathematical procedures taught during the early childhood years and just beyond, including the skills to link procedural knowledge to conceptual understanding so each step in a procedure can be explained or a procedure can be readily adapted to solve a novel problem; and
 - C) possesses affective capacities, including a productive disposition with positive beliefs about mathematics (e.g., nearly everyone is capable of understanding at an elementary level) and the confidence to tackle challenging problems and teach mathematics.
 - 2) Children's Mathematical Development
The effective early childhood teacher:
 - A) understands how children develop mathematical proficiency from birth to age 8 and what conditions foster or impede this development;

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- B) understands how informal mathematical knowledge based on everyday experiences develops and provides a basis for understanding and learning formal mathematics (i.e., school-taught and largely symbolic) during the early childhood years and beyond; and
 - C) understands the developmental progressions of key early childhood concepts and skills.
- b) Pedagogical Knowledge
- 1) Best Practices
The effective early childhood teacher:
 - A) understands the importance of using a variety of teaching techniques (including regular instruction that specifically targets mathematics, integrated instruction, and unstructured and structured play) and how to systematically and intentionally engage children with developmentally appropriate and worthwhile mathematical activities, materials and ideas; take advantage of spontaneous learning moments; structure the classroom environment to elicit self-directed mathematical engagement; and choose and use games to serve as the basis for intentional, spontaneous or self-directed learning;
 - B) understands the importance of using instructional activities and materials or manipulatives thoughtfully and how these are used to transmit key concepts and skills;
 - C) understands the importance of focusing on the learning of both skills and concepts that is meaningful;
 - D) understands the importance of engaging children in the processes of mathematical inquiry (problem-solving, reasoning, conjecturing and communicating/justifying or "talking math") and how to do so effectively;
 - E) understands the importance of fostering a positive disposition and how to do so effectively (e.g., encouraging children to do as much

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for themselves as possible), including how to prevent or remedy math anxiety; and

- F) understands the importance of using assessment on an ongoing basis in planning and evaluating instruction, targeting student needs and evaluating student progress.

2) Psychological Development

The effective early childhood teacher:

- A) understands the importance of building on what children already know, so that instruction is meaningful (e.g., how to relate or connect formal terms and procedures to children's informal knowledge);
- B) understands the importance of using developmental progressions effectively in assessing developmental readiness (e.g., identifying whether developmental prerequisites for an instructional goal have been acquired), planning developmentally appropriate instruction and determining the next instruction, step, or a remedial plan;
- C) understands the importance of the limitations of children's informal knowledge and how developmentally inappropriate instruction can cause misconceptions or other learning difficulties, as well as how to address common learning pitfalls; and
- D) understands the importance of the progression in children's thinking from concrete (relatively specific and context-bound) to abstract (relatively general and context free), including the need to help children "mathematize" situations (going beyond appearances to consider underlying commonalities or patterns).

c) Standards

1) Counting and Cardinality

The effective early childhood teacher:

- A) understands that subitizing (i.e., immediately and reliably recognizing the total number of items in small collections of items and labeling the total with an appropriate number word) is the

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basis for a learning trajectory of verbal-based number, counting and arithmetic concepts and skills;

- B) understands the requirements, components, and principles of meaningful object counting (i.e., stable order principle, one-for-one principle, cardinality principle, and abstraction principle);
- C) understands key, more advanced verbal and object counting skills on the learning trajectory for counting and cardinality and knows how these skills are logically and developmentally related;
- D) understands how children's ability to make verbal-based magnitude comparisons develops, including the mathematical ideas this entails;
- E) understands why written numbers (numerals) are valuable tools (e.g., can serve as a memory aid; make written calculations with large numbers easier or even possible) and how to promote the meaningful learning of numeral reading and writing to 10; and
- F) understands the role of estimation (e.g., useful when exact answers are not possible or an approximate answer is sufficient) and why children resist estimating answers (e.g., fear of being wrong, obsession with the correct answer as reinforced by the guess-and-check).

2) Operations and Algebraic Thinking
The effective early childhood teacher:

- A) understands the specific addition and subtraction concepts and skills children need to learn in early childhood;
- B) understands the formal meaning of relational symbols and how these symbols are or can be interpreted by children; and
- C) understands the specific multiplication and division concepts and skills children need to learn in early childhood.

3) Numbers and Operations in Base Ten
The effective early childhood teacher:

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- A) understands, can identify, and can apply the fundamental concepts of grouping and place-value that underlie the Hindu-Arabic numeral system and operations with multi-digit numbers;
 - B) understands the application of place value, the properties of operations, and the relation between addition and subtraction to adding and subtracting multi-digit numbers up to 1,000, including demonstrating and explaining renaming (carrying and borrowing) algorithms with base-ten blocks; and
 - C) understands the application of place value and properties of operations to multiply one-digit whole numbers and multiples of 10 up to 90 (e.g., 9×80), including demonstrating and explaining how the meaning of multiplication can be demonstrated with base-ten blocks.
- 4) Numbers and Operations: Fractions
The effective early childhood teacher:
- A) understands, and can explain, two common meanings of fraction notation in terms of the conceptual basis for fractions (equal partitioning) using the informal analogy of "fair" sharing;
 - B) understands, and can justify, equivalent fractions in terms of the informal analogy of "fair" sharing; and
 - C) understands, and can justify, fraction comparisons in terms of the informal analogy of "fair" sharing.
- 5) Measurement and Data
The effective early childhood teacher:
- A) understands the general principles of measurement (e.g., object attributes, direct and indirect comparisons, unit value);
 - B) explicitly understands purposes of and procedures for measurements (e.g., length, time, currency, volume) commonly used in everyday life, including how to derive formulas for area and perimeter; and

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C) understands the role of data, data analysis, and data representations (e.g., graphs, tables) in solving problems, raising or addressing issues or questions (e.g., scientific, social, economic or political), and informing others about the importance of involving participants in collecting and analyzing their own data.

6) Geometry

The effective early childhood teacher:

A) understands the van Hiele developmental levels of geometric thinking and demonstrates achievement of at least Level 2 (i.e., Level 0, visual; Level 1, analysis; Level 2, informal reasoning or abstraction; Level 3, deduction; and Level 4, rigor);

B) understands how the "big ideas" of composition and decomposition and equal partitioning apply to geometry and the developmental trajectory children follow in becoming competent composers and decomposers;

C) understands basic geometric concepts, such as angle, parallel, and perpendicular, and can describe these ideas in terms of an informal analogy (e.g., an angle is the "amount of turn");

D) understands and can summarize and illustrate the cognitive developmental progression from visual to descriptive to analytic to abstract characterizations of shapes; uses this progression to understand children's thinking;

E) understands the importance of precision in describing and reasoning about spatial locations and relationships, including descriptive power of prepositions (and their imprecise mapping among languages and dialects) and mathematically precise tools, such as measurements, grids, and the coordinate plane;

F) understands that spatial relationships can be manipulated mentally and that point of view affects both experiences and representations of spatial relationships; and

G) describes the connections (relationships) between geometric properties and arithmetic and algebraic properties, and adapts a problem in one domain to be solved in the other domain.

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(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 26.160 Curriculum: Physical Development and Health

The competent early childhood teacher understands the comprehensive nature 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 [lifestyles-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.

- a) Knowledge Indicators – The competent early childhood teacher:
 - 1) understands ways in which the physical, social, and emotional well-being of children enhances enjoyment, challenge, self-expression, and social interaction.
 - 2) understands basic principles and practices of personal, interpersonal, and community health and safety, including the prevention and treatment of illness and injury.
 - 3) understands human body systems and interrelationships between fitness and body systems.
 - 4) understands the phases, stages, and continuity of motor development.
 - 5) understands the relationship between resolution of conflicts and health and well-being.
 - 6) understands and respects differences among children in settings where children engage in physical activity.
- b) Performance Indicators – The competent early childhood teacher:
 - 1) applies basic principles and practices of personal, interpersonal, and community health and safety, including the prevention and treatment of illness and injury.
 - 2) provides opportunities for children to explore concepts and make decisions that positively influence their health and safety.

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- 3) applies health-related physical fitness concepts and practices.
- 4) provides opportunities for children to explore movement activities in a variety of contexts.
- 5) provides opportunities for children to resolve conflicts, communicate positively, and cooperate in a variety of contexts.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 26.245 Assessment Standards *Beginning September 1, 2019*

The effective early childhood teacher:

- a) creates and uses assessment information both for the facilitation of child development and measuring academic achievement;
- b) uses a variety of assessment tools, including developmental continuums, universal screening, authentic assessment, diagnostic measures, curriculum-based assessment, and progress monitoring procedures;
- c) monitors child progress for content area benchmarks and developmental outcomes;
- d) assesses children's interests, motivation, and engagement in instruction;
- e) uses assessment data, including observational records and children's work products to plan instruction;
- f) partners with families to understand children's background and ongoing learning progress;
- g) empowers children to self-assess their learning progress;
- h) communicates academic progress and personal development to all stakeholders, including children, families, other teachers and school administrators, and communicates aggregated trends to the school board and other policy bodies;
- i) aligns assessments with required reporting mechanisms to assure that benchmarks for learning standards and developmental growth are monitored systematically; and

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- j) uses, interprets, and plans instruction with all forms of assessment instruments appropriate to the developmental level. -These instruments include standardized instruments, [textbooks](#), [textbook](#) and other curricular instruments and teacher-developed approaches.

(Source: Amended at 45 Ill. Reg. _____, effective _____)

Section 26.250 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 community service agencies in order to support children's learning and well-being.

- a) Knowledge Indicators – The competent early childhood teacher:
- 1) understands schools as organizations within the larger community context.
 - 2) understands the benefits, barriers, and techniques involved in school/family relationships.
 - 3) understands the collaborative process and the skills that are necessary to carry out the process.
- b) Performance Indicators – The competent early childhood teacher:
- 1) uses appropriate health appraisal procedures and recommends [referrals](#)~~referral~~ to appropriate community health and social services when necessary.
 - 2) establishes and maintains positive collaborative relations with families, colleagues, and other professionals working effectively to support children's development, learning, and well-being.
 - 3) develops relationships with parents/family to acquire an understanding of students' lives outside of the school and to support parents/family in making decisions related to their child's development and learning.
 - 4) supports parents in making decisions related to parenting and their child's development.

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- 5) applies family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.
- 6) links families with a range of family-oriented services based on identified resources, priorities, and concerns.
- 7) establishes and maintains positive, collaborative relationships with colleagues, other professionals, and families and works effectively as a member of a professional team.
- 8) identifies and uses community resources to enhance children's development, learning, and well-being and to explore career opportunities.

(Source: Amended at 45 Ill. Reg. _____, effective _____)