

Culturally Responsive Teaching and Leading Standards

The standards will help future teachers engage and connect with students from all different backgrounds.

They encourage teachers to engage in self-reflection, to get to know their students' families, to connect the curriculum to students' lives, and to support student leadership. Great teachers already use these best practices; the standards offer more support to ensure educators are adequately prepared to teach all students effectively on day one in the classroom.



The standards apply to teacher preparation programs, not to in-service educators or the K-12 curriculum.

Future educators will incorporate these practices into their teaching in subject- and age-appropriate ways.



The standards come from research for closing achievement gaps.

Cultural responsiveness improves student outcomes across a range of indicators from math and reading scores, to attendance, to postsecondary enrollment.



ISBE developed the standards over multiple years and incorporated stakeholder feedback and public comment.

ISBE's Diverse and Learner-Ready Teacher Network created the standards. An earlier version included the word "progressive," meaning, "to make progress." The word was never intended to be political and was removed in November 2020 in response to public comment.



The standards will help combat the teacher shortage.

They will help educators become better teachers and experience higher job satisfaction, which makes them more likely to stay in the profession. They will also help recruit and retain teachers of color.



The standards prepare educators to support student leadership and community service.

Supporting student advocacy means providing opportunities for students to get involved in issues they care about in their community.



The standards invite future teachers to examine how their personal convictions and their own backgrounds can influence their teaching practice.

The standards outline strategies for how educators of all backgrounds can ensure students of all identities and upbringings feel welcome and affirmed in their classrooms, which is critical for students to be able to learn.



What people are saying about the standards

"Illinois' new standards will better prepare teachers to support and educate all of their students, regardless of background."

-Joshua Kaufmann

Senior Executive Director, Teach Plus Illinois



"Given the diversity of students across the state, it is imperative that educators be well versed in culturally responsive pedagogical principles...These standards provide a path to ensure educators are equipped with the tools and training needed to provide welcoming and inclusive classrooms for every student."

-Dan Montgomery

President, Illinois Federation of Teachers



Illinois Federation of Teachers
A Union of Professionals

"Good teachers understand that a student's background and lived experiences will influence how they experience the school setting. These standards will put the best practices that good teachers do every day, as well as those already in some teacher training programs at the forefront."

-Rep. Katie Stuart

"The IEA's mission is focused on providing an equitable education to all our students in Illinois, no matter their religion, sexual orientation or what color their skin is, and the Culturally Responsive Teaching and Leading Standards are another step in that direction."

-Kathi Griffin

President, Illinois Education Association



"It's important for us to equip [teachers] with a wide range of tools so they can welcome all students in their classroom... We're already doing these standards. They align with our Franciscan values and mission."

-Glenda McCarty

Director of Teacher Education, Quincy University

"We're just wanting to make sure those teachers are prepared and readily able to give all children the support they need."

-Senate Majority Leader Kimberly Lightford



Illinois
State Board of Education