


DOMAIN	THE ILLINOIS PROFESSIONAL EDUCATOR STANDARDS (IPES)	THE ILLINOIS CULTURALLY RESPONSIVE TEACHING AND LEADING STANDARDS (CRTL)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LEARNING ENVIRONMENT</p> 	<p>Learning Environment (LE).</p> <p>The competent teacher designs and provides a learning environment (e.g., policies, procedures, routines, and physical arrangement) that is safe, healthy, equitable, accessible, developmentally appropriate, collaborative, and responsive by:</p> <p>LE1. Reflecting school, local, and State safety expectations in the learning environment.</p> <p>LE2. Reflecting school, local, and State public health regulations in the learning environment.</p> <p>LE3. Integrating culturally responsive materials and resources in the learning environment.</p> <p>LE4. Accommodating and modifying the learning environment based on learner needs.</p> <p>LE5. Utilizing engaging, developmentally appropriate resources in the learning environment.</p> <p>LE6. Integrating developmentally appropriate routines, procedures, and expectations.</p> <p>LE7. Encouraging individual and cooperative experiences through the physical arrangement and materials.</p> <p>LE8. Co-constructing the learning environment with learners and families</p> <p>LE9. Systematically evaluating the learning environment to inform modifications</p>	<p>d) Students as Co-Creators – Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students’ experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students. The culturally responsive teacher and leader will:</p> <ol style="list-style-type: none"> 1) Encourage and affirm the personal experiences (family, community, culture, etc.) students share in the classroom. 2) Make authentic connections between academic learning and students’ prior knowledge, native language, culture, and values. 3) Consistently solicit students’ input on the curriculum (e.g., interests, people, or concepts). 4) Co-create, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school. 5) Create and embed student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives). 6) Persistently solicit student feedback, value that feedback (resist defensiveness), and adjust based on that feedback.

This table displays the relationship or common themes between IPES and CRTL, however, CRTL can be applied to all IPES standards because it is overarching.





Instruction (IN).

The competent teacher plans and implements instruction that is justifiable, equitable, accessible, developmentally appropriate, challenging, and engaging by:

- IN1.** Using research, theory, and data to undergird instructional choices.
- IN2.** Anchoring instruction in deep content knowledge.
- IN3.** Aligning instruction with learning goals and standards.
- IN4.** Incorporating applicable laws, rules, and policies in instructional decisions.
- IN5.** Engaging learners in challenging assumptions that sustain a system of inequity.
- IN6.** Making instructional choices that empower students to self-advocate.
- IN7.** Creating equitable educational learning opportunities for all learners.

h) Students Representation in the Learning Environment – Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment. In turn, all members of the student population feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to underrepresented or misrepresented minority groups, even when they are not present within the population of their school and community at large. The culturally responsive teacher and leader will:

- 1)** Uphold systems of support that create, promote, and sustain a welcoming and inclusive community.
- 2)** Ensure linguistic diversity is represented throughout the building and seek ways to reflect representation of world languages.
- 3)** Verify that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc.
- 4)** Ensure classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.

e) Leveraging Student Advocacy – Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom. The culturally responsive teacher and leader will:

- 1)** Emphasize and connect with students about their identities, advocacies, and self-interest.
- 2)** Offer guidance to students on how to develop a self-advocacy plan to inform decisions and choices.
- 3)** Include students in the creation of an inclusive learning community with more opportunities for student expression.
- 4)** Help students identify actions that can be taken to apply learning to develop opportunities and relationships for alliances.
- 5)** Create a risk-taking space that promotes student advocacy.
- 6)** Research and offer student advocacy content with real world implications.

- IN8.** Integrating curricular content based on individual learners' and families' cultural assets.
- IN9.** Integrating instructional technology and remote learning strategies that are accessible and developmentally appropriate for learners.
- IN10.** Adapting instruction to support learner accessibility.
- IN11.** Scaffolding instruction from learners' prior knowledge.
- IN12.** Differentiating instruction based on learners' skills, knowledge, strengths, interests, and experiences.
- IN13.** Nurturing higher-order thinking skills in instruction.
- IN14.** Integrating culturally responsive instructional strategies.
- IN15.** Reflecting substantive content knowledge in instruction.
- IN16.** Embedding collaborative experiences and student choice in instruction
- IN17.** Incorporating real-world applications in instruction.
- IN18.** Engaging learners in using academic language.
- IN19.** Incorporating methods of inquiry and standards specific to pedagogical content knowledge.

7) Communicate high expectations to which all students can be held and urge students to lead as student advocates appropriate to the students' age and development.

8) Give students space to solve their own problems, negotiate their advocacy needs, and present their perspectives.

h) Content Selections in All Curricula – Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities. The culturally responsive teacher and leader will:

- 1)** Curate the curriculum
- 2)** Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources.
- 3)** Employ authentic and modern technology usage inspiring digital literacy through an equity lens.
- 4)** Ensure assessments reflect the enriched curriculum that has embedded student identities.
- 5)** Embrace and encourage a balance of viewpoints and perspectives that leverage asset thinking toward traditionally marginalized populations.
- 6)** Assess one's story through multiple vantage points to gain a whole narrative that includes all sides of parties involved.
- 7)** Implement and integrate the wide spectrum and fluidity of identities in the curriculum.
- 8)** Ensure text selections reflect students' classroom, community, and family culture.
- 9)** Ensure teacher and students co-create content that encourages critical thinking about culture and includes counternarratives to dominant culture.
- 10)** Use a resource tool to assess the curriculum and assessments for biases.
- 11)** Promote robust discussion with the intent of raising consciousness that reflects modern society and the ways in which cultures and communities intersect.



Instructional Assessment (A).

The competent teacher creates and facilitates instructional assessment that is justifiable, equitable, accessible, developmentally appropriate, challenging, engaging, collaborative, supportive, protective, and informative by:

- A1.** Using theory, research, and data as the foundation of assessment choices.
- A2.** Aligning assessments with standards.
- A3.** Recognizing and minimizing bias in assessment measurement tools and evidence collection.
- A4.** Reflecting the spectrum of diversity individually and for groups of learners in assessment choices.
- A5.** Scaffolding assessments to meet learners' individual and developmental needs.
- A6.** Using assessment to inform progress across the developmental spectrum (physical, cognitive, social, emotional, linguistic, etc.).
- A7.** Differentiating assessment, allowing learners to demonstrate progress in different ways.
- A8.** Collaborating with learners and colleagues in designing and implementing assessments.
- A9.** Facilitating self- and peer-assessment strategies to support student learning and development.
- A10.** Protecting and safeguarding learner and family privacy, personal information, and data.
- A11.** Integrating curricular content based on individual learners' and families' cultural assets.
- A12.** Implementing assessment in ways that follow professional and ethical standards.
- A13.** Using assessment data analysis to inform instructional modification and differentiation.

12) Consider a broader modality of student assessments, such as performance portfolios, essays, multiple choice, State exams, oral examination, community assessments, work experiences, social justice work, action research projects, and recognition beyond academia.

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- A14.** Effectively and consistently communicating with students and stakeholders regarding student performance. Integrating curricular content based on individual learners' and families' cultural assets.
- A15.** Reflecting on learner data to improve practice.

- 12)** Consider a broader modality of student assessments, such as performance portfolios, essays, multiple choice, State exams, oral examination, community assessments, work experiences, social justice work, action research projects, and recognition beyond academia.

Collaboration and Cooperation (CC).

The competent teacher collaborates and communicates with families, colleagues, and the community to enhance educational opportunities and the learning experience for all learners by:

- CC1.** Utilizing multiple perspectives, theories, and methods in collaboration.
- CC2.** Collaborating with families and professionals in culturally sustaining ways.
- CC3.** Cultivating equitable and inclusive relationships with learners, families, and colleagues.
- CC4.** Applying the multiple perspectives of learners, families, and colleagues in practice.
- CC5.** Collaborating with community partners to improve access and opportunities for learners.
- CC6.** Effectively communicating in culturally sustaining ways (in writing and verbally).
- CC7.** Investigating opportunities to collaborate with community and school partners for improving access and equitable opportunities for students' development/learning.

c) Students as Individuals – Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities. The culturally responsive teacher and leader will:

- 1)** Learn from and about their students' culture, language, and learning styles to make instruction more meaningful and relevant to their students' lives.
- 2)** Engage with students' families and community members outside of the classroom to develop a more holistic understanding of the students' lived experiences.
- 3)** Develop positive, strength-based partnerships with students and their families by learning about them, soliciting their opinions, and valuing their expectations, especially with those marginalized by schools in the past.
- 4)** Provide parents with information about what their child is expected to learn, know, and do at his or her grade level and ways to reinforce concepts at home.
- 5)** Share the classroom systems and policies (expectations, agreements, recognition and incentive practices, etc.) used in the classroom with students' families and align them to the values and cultural norms of those families.
- 6)** Provide multiple opportunities for parents to communicate in their language and method of preference, to the greatest extent possible.
- 7)** Set holistic goals for students that accommodate multiple ways of demonstrating strengths and success (e.g., alternate academic achievement metrics, growth indicators, leadership, character development, social emotional learning competencies, and school values).

f) Family and Community Collaboration – Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication. The culturally responsive teacher and leader will:

- 1) Regularly interact with students, families, and communities in both English and home language through methods of their preference.**
- 2) Actively seek multiple perspectives and contribution from families and the community and invite them to actively share their opinions, feedback, and concerns that impact the school community.**
- 3) Forge ongoing participation with families and community members to meet the diverse needs and interests of students.**
- 4) Continuously learn and build cultural knowledge that families and the community bring to the school community to nurture and foster relationships and inform student learning experiences.**
- 5) Use best practices that are culturally responsive to value students and their families' cultural traditions when recognizing, motivating, encouraging, and supporting student success and growth.**
- 6) Develop relationships with families and the community outside of the classroom setting.**
- 7) Foster students' cultural understanding and connection to the surrounding community.**
- 8) Invite family and community members to teach about topics that are culturally specific and aligned to the classroom curriculum or content area.**
- 9) Welcome communication from parents and reply in a timely manner.**
- 10) Communicate and provide appropriate techniques and materials to support and enrich student learning at home.**
- 11) Collaborate effectively over time with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.**



Professional Expectations and Pursuit of Growth Opportunities (PR).

The competent teacher meets professional expectations and pursues growth opportunities through analysis, reflection, and goal setting by:

- PR1.** Critically analyzing how personal biases and perceptions affect practice.
- PR2.** Critically analyzing policies that are discriminatory, oppressive, or otherwise harmful to students, families, communities, or teachers.
- PR3.** Reflecting on external professional feedback on practice from colleagues, mentors, and leadership to improve practice.
- PR4.** Creating personal goals targeting future professional growth, leadership, and advocacy.

a) Self-Awareness and Relationships to Others – Culturally responsive teachers and leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students. The culturally responsive teacher and leader will:

- 1)** Understand and value the notion that multiple lived experiences exist, that there is often not one “correct” way of doing or understanding something, and that what is seen as “correct” is most often based on our lived experiences.
- 2)** Approach their work and students with an asset-based mindset, affirming the validity of the students’ backgrounds and identities.
- 3)** Know about their students and their lives outside of school, using this knowledge to build instruction that leverages prior knowledge and skills.
- 4)** Include representative, familiar content in the curriculum to legitimize students’ backgrounds, while also exposing them to new ideas and worldviews different from their own.
- 5)** Engage in self-reflection about their own actions and interactions and what ideas and biases motivated those actions.
- 6)** Explore their own intersecting identities, how they were developed, and how they impact daily experience of the world.
- 7)** Recognize how their identity (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/ emotional ability, socioeconomic class, religion, etc.) affects their perspectives and beliefs about pedagogy and students.
- 8)** Educate themselves about students’ communities, cultures, and histories.
- 9)** Critically think about the institutions in which they find themselves, working to reform these institutions whenever and wherever necessary.
- 10)** Assess how their biases and perceptions affect their teaching practice and how they access tools to mitigate their own behavior (racism, sexism, homophobia, unearned privilege, Eurocentrism, etc.).

b) Systems of Oppression – Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system, that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions. The culturally responsive teacher and leader will:

- 1)** Understand the difference between prejudice, discrimination, racism, and how to operate at the interpersonal, intergroup, and institutional levels.
- 2)** Collaborate with colleagues to determine how students from different backgrounds experience the classroom, school, or district.
- 3)** Know and understand how the system of inequity has impacted them as an educator.
- 4)** Understand how current curriculum and approaches to teaching impact students who are not a part of the dominant culture.
- 5)** Be aware of the effects of power and privilege and the need for social advocacy and social action to better empower diverse students and communities.
- 6)** Understand how a system of inequity creates rules regarding student punishment that negatively impact students of color.
- 7)** Understand how a system of inequity reinforces certain suppositions as the norm.