

Early Childhood Education Crosswalk of Standards

Northwest Suburban Education to Careers Partnership
Developed by the Early Childhood Education Learning Community representing Districts 211, 214, 220 & Harper College

Program Competencies	Local Business Standards (Dacum)	National Competencies NAEYC	IL (ECE) Professional Development Network IL Gateway Competencies	Illinois Learning Standards & Social Emotional Learning Standards (SEL)	ACT Standards for Transition College Readiness and Work Keys (WK)	IPTS Illinois Professional Teaching Standards
Communication						
A.1 Speak clearly and with confidence	A.1 Speak Clearly A.3 Speak with Confidence	5B Knowing about and upholding ethical standards and other professional guidelines 4A Knowing, understanding, and using positive relationships and supportive interactions	G.4.1 Communication strategies that demonstrate honesty, integrity and positive regard for others and their contributions, and respond to situations in a professionally appropriate, emotionally mature manner.	LANG 4.B Speak effectively using language appropriate to the situation and audience SEL 1.2C Use communication and social skills to interact effectively with others		Standard 7 Communication - The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster activity inquiry, collaboration and supportive interaction in the classroom. Standard 9 Collaborative Relationships - The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being. Standard 1 Professional Conduct - The teacher understands education as a professional, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.
A.2 Demonstrate customer service skills	A.5 Demonstrate customer service skills	5B Knowing about and upholding ethical standards and other professional guidelines 4A Knowing, understanding, and using positive relationships and supportive interactions	G.4.1 Communication strategies that demonstrate honesty, integrity and positive regard for others and their contributions, and respond to situations in a professionally appropriate, emotionally mature manner. F1.1 Skills for effective oral communication including active listening, establishing lines of communication, and matching communication style and level to the listener.	LANG 5.A Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas LANG 4.B Speak effectively using language appropriate to the situation and audience LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats SOC 18.B Understand the roles and interactions of individuals and groups in society SEL 1.2A.1 Recognize the feelings and perspectives of others. SEL 1.2D.1 Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways		Standard 7 Communication - The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster activity inquiry, collaboration and supportive interaction in the classroom. Standard 9 Collaborative Relationships - The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being. Standard 1 Professional Conduct - The teacher understands education as a professional, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.
A.3 Interpret non-verbal cues	A.9 Interpret non-verbal cues	4A Knowing, understanding, and using positive relationships and supportive interactions	F1.2 Skills for effective use and interpretation of different forms of written communication common in early childhood settings (e.g., program-home exchanges, newsletters, reports), including knowledge of formats accurate portrayal of events, correct grammatical usage, and matching style to listener and to purpose of communication.	LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats SCI 12.B Know and apply concepts that describe how living things interact with each other and with their environment SEL J 2A.4 Recognize the feelings and perspectives of others		Standard 7 Communication - The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster activity inquiry, collaboration and supportive interaction in the classroom.
A.4 Practice non-verbal cues	A.8 Practice non-verbal cues	4A Knowing, understanding, and using positive relationships and supportive interactions	E1.2 Characteristics of interpersonal relationships and interactions that provide a solid foundation for work with young children and families and for supporting children's motivation to develop and learn.	LANG A.5.C Apply acquired information, concepts and ideas to communicate in a variety of formats SCI 12.B Know and apply concepts that describe how living things interact with each other and with their environment SEL J 2A.4 Recognize the feelings and perspectives of others		Standard 7 Communication - The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster activity inquiry, collaboration and supportive interaction in the classroom.

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A.5 Practice positive phrasing	A.7 Practice positive phrasing	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	E1.4 Guidance strategies that reflect the professional understanding and belief that children need healthy, affirming support for developing their social-emotional identity.	LANG 4.B Speak effectively using language appropriate to the situation and audience PHY&H 24.A Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict SEL I 1A.2 Identify and manage one's emotions and behavior	"E20Identify the central idea of main topic of a straightforward piece of writing *Determine relevancy when presented with a variety of sentence-level details *Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response) *Decide the most logical place to add a sentence in an essay *Add a sentence that introduces a simple paragraph *Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly started") *Use the word or phrase most consistent with the style and tone of a fairly straightforward essay *Determine the clearest and most logical conjunction to link clauses *Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) *Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to) *Ensure that a verb agrees with its subject when there *Use commas to set off simple parenthetical phrases *Delete unnecessary commas when an incorrect readi	
A.6 Practice listening skills	A.6 Practice listening skills	4A Knowing, understanding, and using positive relationships and supportive interactions	F1.1 Skills for effective oral communication including active listening, establishing lines of communication, and matching communication style and level to the listener.	LANG 5.B Analyze and evaluate information acquired from various sources LANG A4.A Listen effectively in formal and informal situations SEL J 2D.3 Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.		Standard 7 Communication - The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster activity inquiry, collaboration and supportive interaction in the classroom.
A.7 B13Practice basic writing skills i.e. grammar, spelling, punctuation	A.4 Practice basic writing skills - i.e. grammar, spelling, punctuation	4A Knowing, understanding, and using positive relationships and supportive interactions	F1.2 Skills for effective use and interpretation of different forms of written communication common in early childhood settings (e.g., program-home exchanges, newsletters, reports), including knowledge of formats accurate portrayal of events, correct grammatical usage, and matching style to listener and to purpose of communication.	LANG 3.C Communicate ideas in writing to accomplish a variety of purposes	"E20-23E20Identify the central idea or main topic of a straightforward piece of writing *Determine relevancy when presented with a variety of sentence-level details *Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response) *Decide the most logical place to add a sentence in an essay *Add a sentence that introduces a simple paragraph *Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly started") *Use the word or phrase most consistent with the style and tone of a fairly straightforward essay *Determine the clearest and most logical conjunction to link clauses G10 *Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) *Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to) *Ensure that a verb agrees with its subject when there *Delete unnecessary commas when an incorrect readi	Standard 7 Communication - The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster activity inquiry, collaboration and supportive interaction in the classroom.

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Legibly complete daily or incident reports	A.2 Write legibly A.10 Complete daily or incident reports	4A Knowing, understanding, and using positive relationships and supportive interactions	F.1.2 Skills for effective use and interpretation of different forms of written communication common in early childhood settings (e.g., program-home exchanges, newsletters, reports), including knowledge of formats accurate portrayal of events, correct grammatical usage, and matching style to listener and to purpose of communication.	LANG 3.C Communicate ideas in writing to accomplish a variety of purposes	"E20-23E20Identify the central idea or main topic of a straightforward piece of writing *Determine relevancy when presented with a variety of sentence-level details *Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response) *Decide the most logical place to add a sentence in an essay *Add a sentence that introduces a simple paragraph *Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") *Use the word or phrase most consistent with the style and tone of a fairly straightforward essay *Determine the clearest and most logical conjunction to link clauses *Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) *Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to) *Ensure that a verb agrees with its subject when there *Use commas to set off simple parenthetical phrases *Delete unnecessary commas when an incorrect readi	Standard 7 Communication - The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster activity inquiry, collaboration and supportive interaction in the classroom.
A.8 Demonstrate effective use of current technology	A.11 Demonstrate effective use of current technology	4B Knowing, understanding, and using effective approaches, strategies, and tools for early education.	E.2.6 Developmentally appropriate ways of using technology to enhance development and learning D2.5 Types of functions of technologies appropriate for young children, birth-age 8, and approaches for teaching children to use technology (e.g., writing tools, digital camera, computer programs) to gain knowledge, for creative application and expression, and for recreation.	LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats MATH 6.C Compute and estimate using mental mathematics, paper and pencil methods, calculators, and computers		Standard 4 Planning for Instruction The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community and curriculum goals. Standard 5 Learning Environment - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. Standard 6 Instructional Delivery - The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
A.10 Display a caring and nurturing attitude	F.6 Display a caring & nurturing attitude	2B Supporting and empowering families and communities through respectful, reciprocal relationships 2C Involving families and communities in their children's development and learning	F.2.4 Skills for collaboration with families to identify their priorities, concerns and resources and to make decisions about their child's development and learning, including skills to demonstrate sensitivity to differences in family structures, backgrounds, and preferences for involvement, and to respect and support family decisions. E.1.2 Characteristics of interpersonal relationships and interactions that provide a solid foundation for work with young children and families and for supporting children's motivation to develop and learn.	SOC 18.B Understand the roles and interactions of individuals and groups in society SEL I 2A.4 Recognize the feelings and perspectives of others		Standard 6 Instructional Delivery - The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. Standard 7 Communication - The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster activity inquiry, collaboration and supportive interaction in the classroom.

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A.11 Work with parents	F.7 Work with parents	2A Knowing and understanding family and community characteristics 2B Supporting and empowering families and communities through respectful, reciprocal relationships 2C Involving families and communities in their children's development and learning 3D Knowing about assessment partnerships with families and other professionals 4A Knowing, understanding, and using positive relationships and supportive interactions	F (F.2.1-F.2.8) Collaborates with families and provides multiple opportunities for program-family and partnership, as appropriate to the age of the child and to the priorities and choices of families of young children, birth - age 8.	LANG 3.C Communicate ideas in writing to accomplish a variety of purposes LANG 4.B Speak effectively using language appropriate to the situation and audience LANG 5.A Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats SEL J 1B.5 Recognize personal qualities and external supports, SEL J 3B.4 Apply decision-making skills to deal responsibly with daily academic and social situations		Standard 9 Collaborative Relationships - the teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.
Child Development						
B.1 B19 Demonstrate knowledge of ages & stages of developmental milestones	B.1 Demonstrate knowledge of ages & stages of developmental milestones	1A Knowing and understanding young children's characteristics and needs	A.2.1 Developmental sequences in the physical/motor, emotional, cognitive language, and social domains.	PHY&H 23.C Describe factors that effect growth and development	*R20-23 Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives *Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Locate important details in uncomplicated passages *Make simple inferences about how details are used in passages Order simple sequences of events in uncomplicated literary narratives *Identify clear relationships between people, ideas, and so on in uncomplicated passages *Identify clear cause-effect relationships in uncomplicated passages Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages *Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages *Draw simple generalizations and conclusions using details that support the main points of more challenging passages *S20-23 Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram) *Compare or combine data from a simple data presentation *Translate information into a table, graph, or diagram *Understand a simple experimental design *Identify a control in an experiment *Identify similarities and differences between experiments *Select a simple hypothesis, prediction, or conclusion to test *Identify key issues or assumptions in a model	Standard 2 Human Development and Learning - the teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of students

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B.2 Demonstrate knowledge of developmentally appropriate practices	B.2 Demonstrate knowledge of developmentally appropriate practices	1A Knowing and understanding young children's characteristics and needs	D.1.1 Critical developmental goals for children, birth-age 8, based on knowledge of children's development in the domains of emotions and relationships, social roles and interactions, language and communication, cognition, and physical development and health.	LANG 1.C Comprehend a broad range of reading materials LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats	*S24-27 Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) *Compare or combine data from a complex data presentation *Interpolate between data points in a table or graph *Determine how the value of one variable changes as the value of another variable changes in a complex data presentation *Identify and/or use a simple (e.g., linear) mathematical relationship between data *Analyze given information when presented with new, simple information Understand the methods and tools used in a complex experiment *Understand a complex experimental design *Predict the results of an additional trial or measurement in an experiment *Determine the experimental conditions that would produce specified results Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models *Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why *Identify strengths and weaknesses in one or more models *Identify similarities and differences between models *Determine which model(s) is(are) supported or weaker *Select a data presentation or a model that supports or	Standard 2 Human Development and Learning - the teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of students. Standard 4 Planning for Instruction - the teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community and curriculum goals.
B.3 Demonstrate appropriate interactions with children by age group	B.3 Demonstrate appropriate interactions with children by age group	4B Knowing, understanding, and using effective approaches, strategies, and tools for early education. 4C Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines	E.3.3 Array of effective, developmentally, culturally, and individually appropriate activities, materials, and family and community resources that support exploration and acquisition of knowledge, skills, and dispositions within and across content areas, birth-8 (e.g., use of an emergent curriculum, individual and group projects, and learning centers)	PHY&H 19.A Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities PHY&H 21.A Demonstrate individual responsibility during group physical activities SEL 1 1A.1-6 Identify and manage one's emotions and behavior, SEL 1 2A.1-6 Recognize the feelings and perspectives of others, SEL 1 2B.4 Recognize individual and group similarities and differences, SEL 1 2D.1 - Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.		Standard 4-Planning for Instruction: The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
B.4 Practice positive guidance & discipline	B.4 Practice positive guidance & discipline	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments 4B Knowing, understanding, and using effective approaches, strategies, and tools for early education.	E.1.4 Guidance strategies that reflect the professional understanding and belief that children need healthy, affirming support for developing their social-emotional. E 1.5 Multiple developmentally and individually appropriate opportunities for children to express emotions and ideas in positive ways, to cooperate, and to resolve conflicts through listening, group discussion, and conflict resolution strategies.	LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats SEL 1 1A.1-6 Identify and manage one's emotions and behavior		Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. Standard 7-Communication: The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

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B.5 Demonstrate awareness of special needs	B.6 Demonstrate awareness of special needs	4C Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines 4D Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes. 1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments 4A, Knowing, understanding, and using positive relationships and supportive interactions 4B Knowing, understanding and using effective approaches, strategies, and tools for early education	E.3.4 Variety of approaches for fostering learning within and across developmental domains and curriculum areas and for matching content and strategies to individual children's abilities, interests and needs. E.4.2 Teaching and environmental accommodations that promote participation in ongoing activities by children with diverse needs and abilities (e.g., modification of schedule, physical environment, activities, expected response mode) E.4.3 Common types of assistive technology used to enhance teaching and learning in children with disabilities, and to expand children's options for demonstrating learning.	LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats SEL I.2A.1,2,5,6 Recognize the feelings and perspectives of others.		Standard 3-Diversity: The competent teacher understands how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. Standard 4-Planning for Instruction: The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals. Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. Standard 6-Instructional Diversity: The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.
B.6 Recognize cultural, socio-economic, ethnic, gender, religious differences	B.5 Recognize cultural, socio-economic, ethnic, gender, religious, etc. differences	1A Knowing and understanding young children's characteristics and needs 1B Knowing and understanding the multiple influences on development and learning. 2A Knowing about and D27understanding family and community characteristics	A.1.4 Characteristics of social and physical environments that influence early development and learning, including those related to culture, language, and socioeconomic factors in family, community, and programs. E.1.1 Influence of culture, socioeconomic status, and individual differences such as age, ability, gender, temperament, and second language acquisition, on communication among children and between children and adults. F2.2 Sources of diversity that influence families' approaches to parenting and preferences for program-home collaboration, including differences that may be related to family structures, social, cultural, linguistic, or religious backgrounds, or to individual characteristics of the child or family.	SOC 18.B Understand the roles and interactions of individuals and groups in society SOS 18.C Understand how social systems form and develop over time SEL I.2B Recognize individual and group similarities and differences		Standard 3-Diversity: The competent teacher understands how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
Health & Safety						

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C.1 Demonstrate group awareness - i.e. locations of children at all times	C.2 Demonstrate group awareness - i.e. locations of children at all times	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.2.4 Current regulations, standards and guidelines related to safe environments for young children (e.g., recommendations for sleeping; procedures for safe transportation; responds to accidents and common emergencies and to disaster-related emergencies and to disaster-related emergencies such as evacuations; release to authorized persons; and responsibilities as a mandated reporter)	PHY&H+F23 21.B Demonstrate cooperative skills during structured group physical activity PHY&H 22.A Explain the basic principles of health promotion, illness prevention and safety SEL I 3A.1-5 Consider ethical, safety, and societal factors in making decisions	S 16-19 Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram) *Compare or combine data from a simple data presentation (e.g., order or sum data from a table) *Translate information into a table, graph, or diagram *Understand the methods and tools used in a moderately complex experiment *Understand a simple experimental design *Identify a control in an experiment *Identify similarities and differences between experiments * Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model *Identify key issues or assumptions in a model S20-23 *Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram) *Compare or combine data from a simple data presentation (e.g., order or sum data from a table) *Translate information into a table, graph, or diagram *Understand the methods and tools used in a moderately complex experiment *Understand a simple experimental design *Identify a control in an experiment *Identify similarities and differences between experiments *Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model *Identify key issues or assumptions in a model	Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students. Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. Standard 11-Professional Conduct and Leadership: The competent teacher understands education as a profession conduct, and provides leadership to improve students' learning and well-being.
C.2 Use attendance & tracking sheets to ensure every child is attended to at all times	C.1 Use attendance & tracking sheets to ensure every child is attended to at all times	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.2.4 Current regulations, standards and guidelines related to safe environments for young children (e.g., recommendations for sleeping; procedures for safe transportation; responds to accidents and common emergencies and to disaster-related emergencies and to disaster-related emergencies such as evacuations; release to authorized persons; and responsibilities as a mandated reporter)	MATH 6.C Compute and estimate using mental mathematics, paper and pencil methods, calculators, and computers MATH 6.D Solve problems using comparison of quantities, ratios, proportions and percents SEL J 2C.6 Use communication and social skills to interact effectively with others		Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students. Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. Standard 11-Professional Conduct and Leadership: The competent teacher understands education as a profession conduct, and provides leadership to improve students' learning and well-being.
C.3 Maintain physical facility security procedure	C.13 Maintain physical facility security procedure	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.2.4 Current regulations, standards and guidelines related to safe environments for young children (e.g., recommendations for sleeping; procedures for safe transportation; responds to accidents and common emergencies and to disaster-related emergencies and to disaster-related emergencies such as evacuations; release to authorized persons; and responsibilities as a mandated reporter)	PHY&H 24.B Apply decisions-making skills related to the protection and promotion of individual health SEL I 3A.3 Consider ethical, safety, and societal factors in making decisions		Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students. Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. Standard 11-Professional Conduct and Leadership: The competent teacher understands education as a profession conduct, and provides leadership to improve students' learning and well-being.

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C.4 Adhere to child release procedures	C.14 Adhere to child release procedures	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.2.4 Current regulations, standards and guidelines related to safe environments for young children (e.g., recommendations for sleeping; procedures for safe transportation; responds to accidents and common emergencies and to disaster-related emergencies and to disaster-related emergencies such as evacuations; release to authorized persons; and responsibilities as a mandated reporter)	PHY&H 22.A Explain the basic principles of health promotion, illness prevention and safety SEL I 3A.3 Consider ethical, safety, and societal factors in making decisions		Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students. Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. Standard 11-Professional Conduct and Leadership: The competent teacher understands education as a profession conduct, and provides leadership to improve students' learning and well-being.
C.5 B31 Identify signs of illness	C.9 Identify signs of illness	1B Knowing and understanding the multiple influences on development and learning	B.1.4. Procedures for monitoring physical and emotional well-being and health, including signs of communicable diseases, emotional distress, abuse, and neglect.	PHY&H 24.B Apply decision-making skills related to the protection and promotion of individual health SEL I 2A.4, 5 Recognize the feelings and perspectives of others	S20-23 Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram) *Compare or combine data from a simple data presentation (e.g., order or sum data from a table) *Translate information into a table, graph, or diagram *Understand the methods and tools used in a moderately complex experiment *Understand a simple experimental design *Identify a control in an experiment *Identify similarities and differences between experiments *Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model *Identify key issues or assumptions in a model	Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.
C.6 Identify signs of child abuse & neglect	C.10 Identify signs of child abuse & neglect	1A Knowing and understanding young children's characteristics and needs. +D321B Knowing and understanding the multiple influences on development and learning	B.1.4. Procedures for monitoring physical and emotional well-being and health, including signs of communicable diseases, emotional distress, abuse, and neglect. B.2.2 Signs of emotional distress, child abuse, and neglect in children, and responsible and procedures for reporting.	PHY&H24.B Apply decisions-making skills related to the protection and promotion of individual health LANGS.B Analyze and evaluate information acquired from various sources SCI 12.B Know and apply concepts that describe how living things interact with each other and with their environment SEL J 2D.2,3 Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	*S20-23 Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram) *Compare or combine data from a simple data presentation (e.g., order or sum data from a table) *Translate information into a table, graph, or diagram *Understand the methods and tools used in a moderately complex experiment *Understand a simple experimental design *Identify a control in an experiment *Identify similarities and differences between experiments *Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model *Identify key issues or assumptions in a model	Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

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C.7 Demonstrate knowledge of first aid	C.12 Demonstrate knowledge of first aid	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.1.6. Regulations including required immunizations and procedures for providing first aid and CPR and for responding to medical emergencies.	PHY&H 23.A Describe and explain the structure and functions of the human body systems and how they interrelate PHY&H 22.A Explain the basic principles of health promotion, illness prevention and safety SEL 1.3A.3 Consider ethical, safety, and societal factors in making decisions	*S24-27 Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) *Compare or combine data from a complex data presentation *Interpolate between data points in a table or graph *Determine how the value of one variable changes as the value of another variable changes in a complex data presentation *Identify and/or use a simple (e.g., linear) mathematical relationship between data *Analyze given information when presented with new, simple information Understand the methods and tools used in a complex experiment *Understand a complex experimental design *Predict the results of an additional trial or measurement in an experiment *Determine the experimental conditions that would produce specified results Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models *Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why *Identify strengths and weaknesses in one or more models *Identify similarities and differences between models *Determine which model(s) is(are) supported or weaker *Select a data presentation or a model that supports or	Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.
C.8 Follow emergency procedures	C.11 Follow emergency procedures	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.1.6. Regulations including required immunizations and procedures for providing first aid and CPR and for responding to medical emergencies.	LANG 5.B Analyze and evaluate information acquired from various sources LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats PHY&H 24.B Apply decisions-making skills related to the protection and promotion of individual health SEL 1.3A.3 Consider ethical, safety, and societal factors in making decisions	*R24-32Infer the main idea or purpose of more challenging passages or their paragraphs *Summarize events and ideas in virtually any passage *Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage Locate and interpret minor or subtly stated details in more challenging passages *Use details from different sections of some complex informational passages to support a specific point or argument Order sequences of events in more challenging passages *Understand the dynamics between people, ideas, and so on in more challenging passages *Understand implied or subtly stated cause-effect relationships in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on	Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

Early Childhood Education Crosswalk of Standards

Northwest Suburban Education to Careers Partnership
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Program Competencies	Local Business Standards (Dacum)	National Competencies NAEYC	IL (ECE) Professional Development Network IL Gateway Competencies	Illinois Learning Standards & Social Emotional Learning Standards (SEL)	ACT Standards for Transition College Readiness and Work Keys (WK)	IPTS Illinois Professional Teaching Standards
C.9 Ensure children use equipment safely	C.3 Ensure children use equipment safely	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments 4A Knowing, understanding, and using positive relationships and supportive interactions, 4B Knowing, understanding, and using effective approaches, strategies, and tools for early education, +D34D34D Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes	B.2.4 Current regulations, standards and guidelines related to safe environments for young children (e.g., recommendations for sleeping; procedures for safe transportation; responds to accidents and common emergencies and to disaster-related emergencies and to disaster-related emergencies such as evacuations; release to authorized persons; and responsibilities as a mandated reporter) B.2.5 Approaches for teaching young children about safety (e.g., setting and enforcing behavioral expectations; modeling, discussing and providing skill instruction within daily routines; using pictures and diagrams of safety procedures; and sharing resources with families)	PHY&H 22.A Explain the basic principles of health promotion, illness prevention and safety SEL I 3A.3 Consider ethical, safety, and societal factors in making decisions		
C.10 Practice proper cleaning & disinfecting procedures	C.8 Practice proper cleaning & disinfecting procedures	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.1.3. Standards and procedures for cleanliness and sanitation, including universal precautions related to health care monitoring, hand washing, surface cleanliness, and toileting and diapering.	PHY&H 22.A Explain the basic principles of health promotion, illness prevention and safety PHY&H 22.B Describe and explain the factors that influence health among individuals, groups, and communities SEL I 3A.3 Consider ethical, safety, and societal factors in making decisions		Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.
C.11 Follow nutrition guidelines	C.6 Follow nutrition guidelines	1A Knowing and understanding young children's characteristics and needs, 1B Knowing and understanding the multiple influences on development and learning, 1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments, 4B Knowing, understanding, and using effective approaches, strategies, and tools for early education	Performance Area B3 Promotes good nutrition and healthy eating habits in young children, birth-age8.	MATH 7.B Estimate measurements and determine acceptable levels of accuracy PHY&H24.B Apply decisions-making skills related to the protection and promotion of individual health SCI 13.B Know and apply concepts that describe the interaction between science, technology, and society SEL I 3A.3 Consider ethical, safety, and societal factors in making decisions	*S24-27 Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) *Compare or combine data from a complex data presentation *Interpolate between data points in a table or graph *Determine how the value of one variable changes as the value of another variable changes in a complex data presentation *Identify and/or use a simple (e.g., linear) mathematical relationship between data *Analyze given information when presented with new, simple information *Understand a complex experimental design *Predict the results of an additional trial or measurement in an experiment *Determine the experimental conditions that would produce specified results. Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models *Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why *Identify strengths and weaknesses in one or more models *Identify similarities and differences between models *Determine which model(s) is(are) supported or weakened *Select a data presentation or a model that supports or	Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students. Standard 4- Planning for Instruction: The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
C.12 Demonstrate proper hand washing procedures	C.4 Demonstrate proper hand washing procedures	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.1.3. Standards and procedures for cleanliness and sanitation, including universal precautions related to health care monitoring, hand washing, surface cleanliness, and toileting and diapering.	PHY&H 4.B Apply decisions-making skills related to the protection and promotion of individual health SEL I 3A.3 Consider ethical, safety, and societal factors in making decisions		Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

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C.13 Report unsafe conditions immediately	C.15 Report unsafe conditions immediately	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.2.4. Current regulations, standards and guidelines, related to safe environments for young children (e.g., recommendations for sleeping; procedures for safe transportation; responds to accidents and common emergencies and to disaster-related emergencies such as evacuations; release to authorized persons; and responsibilities as a mandated reporter)	LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats PHY&H 24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations LANG B Speak effectively using language appropriate to the situation and audience SEL 1 3B.5. 7 Apply decision-making skills to deal responsibly with daily academic and social situations		Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.
C.14 Practice universal precautions (OSHA)	C.7 Practice universal precautions (OSHA)	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.1.3. Standards and procedures for cleanliness and sanitation, including universal precautions related to health care monitoring, hand washing, surface cleanliness, and toileting and diapering.	PHY&H 22.A Explain the basic principles of health promotion, illness prevention and safety PHY&H 23.B Explain the effects of health-related actions on the body systems SEL 1 3A.3 Consider ethical, safety, and societal factors in making decisions	*24-32 Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage Locate and interpret minor or subtly stated details in more challenging passages *Use details from different sections of some complex informational passages to support a specific point or argument Order sequences of events in more challenging passages *Understand the dynamics between people, ideas, and so on in more challenging passages *Understand implied or subtly stated cause-effect relationships in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on	Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.
C.15 Demonstrate proper diapering procedures	C.5 Demonstrate proper diapering procedures	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.1.3. Standards and procedures for cleanliness and sanitation, including universal precautions related to health care monitoring, hand washing, surface cleanliness, and toileting and diapering.	PHY&H 24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations		Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.
Programming						
D.1 Identify goals & objectives	D.1 Identify goals & objectives	1A Knowing and understanding young children's characteristics and needs	D.1.1. Critical developmental goals for children, birth-age 8, based on knowledge of children's development in the domains of emotions and relationships, social roles and interactions, language and communication, cognition, and physical development and health.	SCI 11.A Know and apply the concepts, principles and processes of scientific inquiry SEL 1 1C.1-4 Demonstrate skills related to achieving personal and academic goals, SEL 1 3B.1 Apply decision-making skills to deal responsibly with daily academic and social situations	S24-27 Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) Compare or combine data from a complex data presentation Interpolate between data points in a table or graph Determine how the value of one variable changes as the value of another variable changes in a complex data presentation Identify and/or use a simple (e.g., linear) mathematical relationship between data Analyze given information when presented with new, simple information Understand the methods and tools used in a complex experiment Understand a complex experimental design Predict the results of an additional trial or measurement in an experiment Determine the experimental conditions that would produce specified results Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Identify strengths and weaknesses in one or more models Identify similarities and differences between models Determine which model(s) is(are) supported or weaker Select a data presentation or a model that supports or	4 - Planning for Instruction - The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals. Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. Standard 6-Instructional Diversity: The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

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Program Competencies	Local Business Standards (Dacum)	National Competencies NAEYC	IL (ECE) Professional Development Network IL Gateway Competencies	Illinois Learning Standards & Social Emotional Learning Standards (SEL)	ACT Standards for Transition College Readiness and Work Keys (WK)	IPTS Illinois Professional Teaching Standards
D.2 Write a basic lesson plan	D.6 Write a basic lesson plan	1B Knowing and understanding the multiple influences on development and learning, 1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	D.3.1. Short-and long-term planning approaches for organizing curriculum content and experiences	LANG 3.B Compose well organized and coherent writing for specific purposes and audiences LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats	E20-23	4 - Planning for Instruction - The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
D.3 Define the uses of a lesson plan	D.5 Define the uses of a lesson plan	1A Knowing and understanding young children's characteristics and needs, 1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments, 4B Knowing, understanding, and using effective approaches, strategies, and tools for early education, 4C Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines, 4D Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.	E.3+E.4.1 Provides multiple, varied developmentally, culturally, and individually appropriate learning opportunities for children to acquire knowledge, skills, and dispositions that are integrated across curriculum and developmental domains.	LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats SEL 1.3B.2 Apply decision-making skills to deal responsibly with daily academic and social situations	*Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives *Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages Locate important details in uncomplicated passages *Make simple inferences about how details are used in passages Order simple sequences of events in uncomplicated literary narratives Identify clear relationships between people, ideas, and so on in uncomplicated passages *Identify clear cause-effect relationships in uncomplicated passages Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages *Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages *Draw simple generalizations and conclusions using details that support the main points of more challenging passages	Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students. Standard 4- Planning for Instruction: The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals. 4 - Planning for Instruction - The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
D.4 Implement a basic lesson plan	D.8 Implement a basic lesson plan	1A Knowing and understanding young children's characteristics and needs, 1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments, 4B Knowing, understanding, and using effective approaches, strategies, and tools for early education, 4C Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines, 4D Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.	E.E423 Provides multiple, varied developmentally, culturally, and individually appropriate learning opportunities for children to acquire knowledge, skills, and dispositions that are integrated across curriculum and developmental domains.	LANG 4.B Speak effectively using language appropriate to the situation and audience PHY&H 21.A Demonstrate individual responsibility during group physical activities PHY&H23.C Describe factors that effect growth and development SEL 1.1A.6 Identify and manage one's emotions and behavior, SEL 1.2A.1.5 Recognize the feelings and perspectives of others, SEL 1.2D.5.6 Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways		Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students. Standard 4- Planning for Instruction: The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals. Standard 6-Instructional Diversity: The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills. Standard 2 - Human Development and Learning: The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

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D.5 Lead a group	D.13 Lead a group	4A Knowing, understanding, and using positive relationships and supportive interactions	E.1.2 Characteristics of interpersonal relationships and interactions that provide a solid foundation for work with young children and families and for supporting children's motivation to develop and learn	PHY&H 21.A Demonstrate individual responsibility during group physical activities SEL I 2C.4.5 Use communication and social skills to interact effectively with others		Standard 4-Planning for Instruction: The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals. Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. Standard 7-Communication: The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.
D.6 Implement developmentally appropriate practice	D.7 Implement developmentally appropriate practice	4C Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines. 4D Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes. 5A Identifying and involving oneself with the early childhood field. 5C Engaging in continuous, collaborative learning to inform practice	D.1.6 Common theoretical frameworks, curricula used with young children, birth-age8, including their assumptions, rationales, research, and advantages and disadvantages for children of different ages, genders, interests, linguistic and cultural backgrounds, and needs. 3.3 Array of effective, developmentally, culturally, and individually appropriate interaction strategies that enable children to gain conceptual and practical knowledge, as appropriate to the content being taught and to the child, birth-8 (e.g., describing, questioning, identifying and clarifying misunderstanding, establishing bridges to prior experiences and knowledge, modeling, and using explicit instruction.	SCI 12.B Know and apply concepts that describe how living things interact with each other and with their environment PHY&H 23.C Describe factors that effect growth and development SEL I 3B.2 Apply decision-making skills to deal responsibly with daily academic and social situations		Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students. Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation Standard 2 - Human Development and Learning: The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.
D.7 Create an inviting & stimulating environment	D.4 Create an inviting & stimulating environment	1A Knowing and understanding young children's characteristics and needs	A.1.4 Characteristics of social and physical environments that influence early development and learning, including those related to culture, language, and socioeconomic factors in family, community, and programs.	PHY&H 23.C Describe factors that effect growth and development PHYZ7H 24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations		Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.
D.8 Use observation tools & techniques	B.7 Use observation tools & techniques	3C Understanding and practicing responsible assessment	D.1.4. Goals that emerge from observations of children's interactions, interests, and relationships with ideas.	MATH 10.A Organize, describe and make predictions from existing data SEL I 2A.3 Recognize the feelings and perspectives of others		Standard 4-Planning for Instruction: The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals. Standard 8 - Assessment - The competent teacher understands various formal and informal assessment strategies and used them to support the continuous development of all students.

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D.9 Individualize curriculum	D.9 Individualize curriculum	4C Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines, 4D Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.	D.1.6 Common theoretical frameworks, curricula used with young children, birth-age8, including their assumptions, rationales, research, and advantages and disadvantages for children of different ages, genders, interests, linguistic and cultural backgrounds and needs	PHY&H 23.C Describe factors that effect growth and development SEL I 2A.5 - Recognize the feelings and perspectives of others	*R Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage Locate and interpret minor or subtly stated details in more challenging passages *Use details from different sections of some complex informational passages to support a specific point or argument Order sequences of events in more challenging passages *Understand the dynamics between people, ideas, and so on in more challenging passages *Understand implied or subtly stated cause-effect relationships in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on	Standard 4-Planning for Instruction: The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals. Standard 6-Instructional Diversity: The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.
D.10 Demonstrate flexibility with the curriculum	D.10 Demonstrate flexibility with the curriculum	4C Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines, 4D Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.	D.1.6 Common theoretical frameworks, curricula used with young children, birth-age8, including their assumptions, rationales, research, and advantages and disadvantages for children of different ages, genders, interests, linguistic and cultural backgrounds and needs	LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats SEL I 1B.2 Recognize personal qualities and external supports, SEL I 1C.2,3 Demonstrate skills related to achieving personal and academic goals		Standard 4-Planning for Instruction: The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals. Standard 6-Instructional Diversity: The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.
D.11 Practice various classroom management techniques	D.12 Practice various classroom management techniques	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	E.1.4 Guidance strategies that reflect the professional understanding and belief that children need healthy, affirming support for developing their social-emotional identity.	LANG 4.B Speak effectively using language appropriate to the situation and audience LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats SEL I 1A.2 Identify and manage one's emotions and behavior, SEL I 2A.1,4,5,6 Recognize the feelings and perspectives of others, SEL I 2B.4,5 Recognize individual and group similarities and differences, SEL I 2C.4,5 Use communication and social skills to interact effectively with others, SEL I 2D.1,5 Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways		Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. Standard 6-Instructional Diversity: The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills. Standard 7-Communication: The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

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D.12 Use teachable moments	D.11 Utilize teachable moments	3C Understanding and practicing responsible assessment	D.1.4. Goals that emerge from observations of children's interactions, interests, and relationships with ideas.	LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats SEL 1.2C.5.6 Use communication and social skills to interact effectively with others		9- Collaborative Relationships- The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being. Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.
D.13 Demonstrate knowledge of various teaching methodologies	D.2 Demonstrate knowledge of various teaching methodologies	4C Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines, 4D Using own knowledge and other resources to design, implement, and evaluate meaningful , challenging curriculum to promote positive outcomes.	D.1.6 Common theoretical frameworks, curricula used with young children, birth-age8, including their assumptions, rationales, research, and advantages and disadvantages for children of different ages, genders, interests, linguistic and cultural backgrounds and needs	LANG 4.B Speak effectively using language appropriate to the situation and audience PHY&H 24.B Apply decisions-making skills related to the protection and promotion of individual health PHY&H 23.C Describe factors that effect growth and development SEL 1.2A.6 Recognize the feelings and perspectives of others, SEL 1.3B.2 Apply decision-making skills to deal responsibly with daily academic and social situations		Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students. Standard 4 - Planning for Instruction - The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals. Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. Standard 6-Instructional Diversity: The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.
D.14 Use technology for effective curriculum mapping/planning	D.14 Use technology for effective curriculum mapping/planning	4B Knowing, understanding, and using effective approaches, strategies, and tools for early education.	D.2.5 Types and functions of technologies appropriate for young children, birth-age8, and approaches for teaching children to use technology (e.g. writing tools, digital camera, computer programs) to gain knowledge, for creative appreciation and expression, and for recreation	LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats LANG 5.B Analyze and evaluate information acquired from various sources		Standard 1 - Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students. Standard 4-Planning for Instruction: The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
D.15 ID accreditation req – i.e. , IL Early Learning Standards, & others	D.3 ID accreditation req – i.e. , IL Early Learning Standards, & others	4C Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines	D.1.5 Learning standards that govern or guide curriculum content in Illinois, birth-age8, including the Illinois Early Learning Standards, the Head Start Outcomes Framework, and the Illinois Learning Standards	LANG 5.B Analyze and evaluate information acquired from various sources	*R 24-32Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage Locate and interpret minor or subtly stated details in more challenging passages *Use details from different sections of some complex informational passages to support a specific point or argument Order sequences of events in more challenging passages *Understand the dynamics between people, ideas, and so on in more challenging passages *Understand implied or subtly stated cause-effect relationships in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on	Standard 1-Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students. Standard 11-Professional Conduct and Leadership- The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
DCFS Policies & Procedures						

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E.1 Describe the importance of DCFS policies & regulations	E.1 Describe the importance of DCFS policies & regulations	1A Knowing and understanding young children's characteristics and needs 1B Knowing and understanding the multiple influences on development and learning. 1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments. 4C Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines. 4D Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes. 5A Identifying and involving oneself with the early childhood field	Performance Area B1 Complies with safety and health regulations and provides and evaluates environments and curriculum that meet the emotional and physical health needs of young children, birth-age 8.	LANG 5.C Apply acquired information, concepts and ideas to communicate in a variety of formats SEL J 1B.1 Recognize personal qualities and external supports, SEL I 3A.2 Consider ethical, safety, and societal factors in making decisions	E 20-23E20 Identify the central idea or main topic of a straightforward piece of writing *Determine relevancy when presented with a variety of sentence-level details Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response) *Decide the most logical place to add a sentence in an essay *Add a sentence that introduces a simple paragraph *Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly started") *Use the word or phrase most consistent with the style and tone of a fairly straightforward essay *Determine the clearest and most logical conjunction to link clauses *Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) *Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to) *Ensure that a verb agrees with its subject when there *Use commas to set off simple parenthetical phrases *Delete unnecessary commas when an incorrect readi	Standard 1 - Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.
E.2 Demonstrate knowledge of DCFS regulations	E.2 Demonstrate knowledge of DCFS regulations	1A Knowing and understanding young children's characteristics and needs 1B Knowing and understanding the multiple influences on development and learning. 1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments. 4C Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines. 4D Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes. 5A Identifying and involving oneself with the early childhood field	Performance Area B1 Complies with safety and health regulations and provides and evaluates environments and curriculum that meet the emotional and physical health needs of young children, birth-age 8.	PHY&H24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations SEL I 3A.3 Consider ethical, safety and societal factors in making decisions		Standard 1 - Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

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E.3 Demonstrate knowledge of DCFS teacher qualifications	E.3 Identify DCFS teacher qualifications	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.2.4. Current regulations, standards and guidelines, related to safe environments for young children (e.g., recommendations for sleeping; procedures for safe transportation; responds to accidents and common emergencies and to disaster-related emergencies such as evacuations; release to authorized persons; and responsibilities as a mandated reporter)	LANG 5.B Analyze and evaluate information acquired from various sources SEL J 1B.1 Recognize personal qualities and external supports		Standard 1 - Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.
E.4 Describe responsibilities of mandated reporter	E.5 Describe responsibilities of mandated reporter	1A Knowing and understanding young children's characteristics and needs 1B Knowing and understanding the multiple influences on development and learning	B.2.2. Signs of emotional distress, child abuse, and neglect in children, and responsibilities and procedures for reporting	PHY&H& 22.B Describe and explain the factors that influence health among individuals, groups, and communities PHY&H 24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations LANG 4.B Speak effectively using language appropriate to the situation and audience SEL J 2A.2 Recognize the feelings and perspectives of others, SEL J 3A.4 Consider ethical, safety, and societal factors in making decisions, SEL I 3A.1-3 Consider ethical, safety, and societal factors in making decisions	E 20-23E20 Identify the central idea or main topic of a straightforward piece of writing *Determine relevancy when presented with a variety of sentence-level details *Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response) *Decide the most logical place to add a sentence in an essay *Add a sentence that introduces a simple paragraph *Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") *Use the word or phrase most consistent with the style and tone of a fairly straightforward essay *Determine the clearest and most logical conjunction to link clauses *Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) *Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to) *Ensure that a verb agrees with its subject when there *Use commas to set off simple parenthetical phrases *Delete unnecessary commas when an incorrect reading	Standard 1 - Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.
General Care						
F.1 Maintain a clean & organized environment	F.1 Maintain a clean & organized environment	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.2.1. Basic physical and emotional needs of children and adults, and personal and professional commitment to creating safe, healthy early childhood environments.	SEL I 3A.3 Consider ethical, safety and societal factors in making decisions	Work Keys 4.2.3 Apply instructions with several steps to a situation that is the same as the situation in the reading material	Standard 5-Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation., Standard 11-Professional Conduct and Leadership: The competent teacher understands education as a profession conduct, and provides leadership to improve students' learning and well-being.
F.2 Care for children's personal appearance	F.2 Care for children's personal appearance	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.2.1. Basic physical and emotional needs of children and adults, and personal and professional commitment to creating safe, healthy early childhood environments.	SEL I 3A.3 Consider ethical, safety and societal factors in making decisions	Work Keys 4.2.3 Apply instructions with several steps to a situation that is the same as the situation in the reading material	
F.3 Recognize signs of emotional stress	F.3 Recognize signs of emotional stress	1A Knowing and understanding young children's characteristics and needs 1B Knowing and understanding the multiple influences on development and learning	B.2.2. Signs of emotional distress, child abuse, and neglect in children, and responsibilities and procedures for reporting	SEL I 1A.4 Identify and manage one's emotions and behavior	Work Keys Reading for Information 4.2 Reading materials are straightforward, but have longer sentences and contain a number of details	Standard 2-Human Development and Learning: The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

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F.4 Feed children	F.4 Feed children	1B Knowing and understanding the multiple influences on development and learning. 1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.3.1. Nutritional needs of children, birth-8, and the interrelationships among nutrition, physical health development (including Central Nervous System development), fitness, emotional well-being, and learning	SEL I 3A.3 Consider ethical, safety and societal factors in making decisions	Work Keys 4.2.3 Apply instructions with several steps to a situation that is the same as the situation in the reading material	Standard 8-Assessment: The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
F.5 Change diapers	F.5 Change diapers	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.1.3. Standards and procedures for cleanliness and sanitation, including universal precautions related to health care monitoring, hand washing, surface cleanliness, and toileting and diapering.	SEL I 3A.3 Consider ethical, safety and societal factors in making decisions	Work Keys 4.2.3 Apply instructions with several steps to a situation that is the same as the situation in the reading material	
Professional Development						
G.1 Recognize the importance of the role of the child care professional	G.1 Recognize the importance of the role of the child care worker	1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	B.2.1. Basic physical and emotional needs of children and adults, and personal and professional commitment to creating safe, healthy early childhood environments.	SEL J 1B.5 Recognize personal qualities and external supports.	Work Keys Reading for Information 4.2.1 Identify important details that may not be clearly stated	Standard 10-Reflection and Professional Growth-The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
G.2 Organize and manage a facility		1C Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	E.2.1 Personal and professional commitment to maintaining a safe, interactive, individualized, exploratory early childhood setting for all children.	SEL I 1A.3.4 Identify and manage one's emotions and behavior, SEL I 1B.2 Recognize personal qualities and external supports, SEL I 2A.1 Recognize the feelings and perspectives of others, SEL 2.B.3-6 Recognize individual and group similarities and differences, SEL 2.C.3-6 Use communication and social skills to interact effectively with others, SEL I 3.B.1-3 Apply decision-making skills and responsible behaviors in personal, school and community contexts, SEL J 1B.1 Recognize personal qualities and supports, SEL J 2A.4-6 Recognize the feelings and perspectives of others, SEL J 2B.7 Recognize individual and group similarities and differences, SEL J 2C.1-6 Use communication and social skills to interact effectively with others	Work Keys Reading for Information 3.1.5 Apply instructions to a situation that is the same as the one in the reading materials	Standard 11-Professional Conduct and Leadership-The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
G.3 Demonstrate enthusiasm, passion & positive attitude	G.2 Display a positive attitude G.3 Demonstrate enthusiasm & passion	5B Knowing about and upholding ethical standards and other professional guidelines 4A Knowing, understanding, and using positive relationships and supportive interactions	G.4.1 Communication strategies that demonstrate honesty, integrity, and positive regard for others and their contributions, and respond to situations in a professionally appropriate, emotionally mature manner.	SEL I 2A.1 Recognize the feelings and perspectives of others		Standard 11-Professional Conduct and Leadership-The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

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G.4 Maintain confidentiality	G.8 Maintain confidentiality	2C Involving families and communities in their children's developmental learning, 3A Understanding the goals, benefits, and uses of assessment, 3B Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, 3C Understanding and practicing responsible assessment, 4A Students know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children, 5B Knowing about and upholding ethical standards and other professional guidelines	Performance Area C4 Maintains legal and ethical requirements and responsibilities related to data collection and sharing of information with children, parents, school and community including those pertaining to children with special needs.	SEL I 2C.2 Use communication and social skills to interact effectively with others.	Work Keys Reading for Information 3.1.5 Apply instructions to a situation that is the same as the one in the reading materials	Standard 11-Professional Conduct and Leadership The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
G.5 Demonstrate informed decision making skills		5A Identifying and involving oneself with the early childhood field, 5C Engaging in continuous, collaborative learning to inform practice, 5B Knowing about and upholding ethical standards and other professional guidelines 4A Knowing, understanding, and using positive relationships and supportive interactions	G.4.1 Communication strategies that demonstrate honesty, integrity, and positive regard for others and their contributions, and respond to situations in a professionally appropriate, emotionally mature manner. G.3.1 Self-assessment and problem-solving strategies for reflecting on practice, including classroom observation, consideration of responses of children, families and other team members to one's own actions, and evaluation of one's own beliefs and actions against professional standards	SEL J 1B.3 Recognize personal qualities and external supports, SEL I 3A.1 Consider ethical, safety, and societal factors in making decisions, SEL I 3B.1 Apply decision-making skills to deal responsibly with daily academic and social situations	Work Keys Reading for Information 5.1.6 Apply complex instructions that include conditionals to situations described in the materials College Readiness S 24-27 Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) *Compare or combine data from a complex data presentation *Interpolate between data points in a table or graph *Determine how the value of one variable changes as the value of another variable changes in a complex data presentation *Identify and/or use a simple (e.g., linear) mathematical relationship between data *Analyze given information when presented with new, simple information Understand the methods and tools used in a complex experiment *Understand a complex experimental design *Predict the results of an additional trial or measurement in an experiment	Standard 10-Reflection and Professional Growth- The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

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G.6 Demonstrate use of basic math, science, & English applications	G.4 Demonstrate use of basic math, science, & English applications	4A Knowing, understanding, and using positive relationships and supportive interactions	F.1.2 Skills for effective use and interpretation of different forms of written communication common in early childhood settings (e.g., program-home exchanges, newsletters, reports), including knowledge of formats, accurate portrayal of events, correct grammatical usage, and matching style to listener and to purpose of communication.	N/A	<p>Work Keys Reading for Information 3.1.5 Apply instructions to a situation that is the same as the one in the reading materials</p> <p>College Readiness E 20-23 M20-23 Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p> <p>Calculate the missing data value, given the average and all data values but one</p> <p>*Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>*Determine the probability of a simple event</p> <p>*Exhibit knowledge of simple counting techniques*</p> <p>*Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor</p> <p>Evaluate algebraic expressions by substituting integers for unknown quantities</p> <p>*Add and subtract simple algebraic expressions</p> <p>*Solve routine first-degree equations</p> <p>*Perform straightforward word-to-symbol translations</p> <p>*Multiply two binomials* S 20-23 Select data from a complex data presentation (e.g., a table or graph with r</p> <p>*Compare or combine data from a simple data present</p> <p>*Translate information into a table, graph, or diagram</p> <p>*Understand a simple experimental design</p> <p>*Identify a control in an experiment</p> <p>*Identify similarities and differences between experime</p> <p>*Identify key issues or assumptions in a model</p>	Standard 1-Content Knowledge- The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.
G.7 Develop a career plan for continuing education & training	G.15 Develop a career plan	4A Knowing, understanding, and using positive relationships and supportive interactions	G.3.4 Opportunities and resources for training and professional development, including those available through professional literature; organizations; program, local, state and national agencies or entities, and college and universities	<p>SEL I 1.C.1-5 Demonstrate skills related to achieving personal and academic goals,</p> <p>SEL I 3B.1-4 Apply decision-making skills to deal responsibly with daily academic and social situations,</p> <p>SEL J 1B.1-3.5 Recognize personal qualities and external supports,</p> <p>SEL J 1C.1-5 Demonstrate skills related to achieving personal and academic goals,</p> <p>SEL J 3B.1-6 Apply decision-making skills to deal responsibly with daily academic and social situations</p>	<p>Work Keys Reading for Information 4.5.4 Choose what to do when changing conditions call for different action</p> <p>Work Keys Math 3.1.1 Solve problems that require a single type of mathematics operation</p> <p>College Readiness E 20-23Identify the central idea or main topic of a straightforward piece of writing</p> <p>*Determine relevancy when presented with a variety of sentence-level details</p> <p>*Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response)</p> <p>*Decide the most logical place to add a sentence in an essay</p> <p>*Add a sentence that introduces a simple paragraph</p> <p>*Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled")</p> <p>*Use the word or phrase most consistent with the style and tone of a fairly straightforward essay</p> <p>*Determine the clearest and most logical conjunction to link clauses</p> <p>*Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dang</p> <p>*Use idiomatically appropriate prepositions, especially i</p> <p>*Ensure that a verb agrees with its subject when there</p> <p>*Use commas to set off simple parenthetical phrases</p> <p>*Delete unnecessary commas when an incorrect readin</p>	Standard 11-Professional Conduct and Leadership- The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

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G.8 Demonstrate professional work ethic - i.e. punctuality, attendance, accountability, etc.	G.7 Demonstrate professional work ethic - i.e. punctuality, attendance, accountability, etc.	2C Involving families and communities in their children's developmental learning	G.4.2 Standards of professional conduct for education as a profession and for early childhood education as a field, including those contained in the Illinois School Code and those outlined by professional organizations such as NAEYC	SEL J 1B.1 Recognize personal qualities and external supports, SEL I 1A.3 Identify and manage one's emotions and behavior, SEL I 1C.4 Demonstrate skills related to achieving personal and academic goals, SEL I 3B.1 Apply decision-making skills to deal responsibly with daily academic and social situations		Standard 11-Professional Conduct and Leadership The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
G.9 Maintain a neat, professional appearance	G.10 Maintain a neat, professional appearance	5A Identifying and involving oneself with the early childhood field	G.4.4 Professional dispositions and program standards related to personal appearance, hygiene, and work habits	SEL I 3B.2 Apply decision-making skills to deal responsibly with daily academic and social situations		Standard 11-Professional Conduct and Leadership The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
G.10 Demonstrate good interpersonal skills	G.13 Demonstrate good interpersonal skills	2C Involving families and communities in their children's developmental learning, 4A Knowing, understanding, and using positive relationships and supportive interactions	Performance Area F1 Employs communication approaches and skills that form the basis of collaborative relationships on behalf of young children, birth-age 8, and their families.	SEL I 2A.1 Recognize ways to share and reciprocate feelings, SEL I 2A.2 Identify people's varying attitudes and feelings about current issues, SEL I 2A.3 Differentiate between the factual and emotional content of what a person says, SEL I 2A.4 Demonstrate empathy with others in a variety of situations, SEL I 2A.5 Develop strategies to provide support to others who are experiencing problems, SEL I 2A.6 Demonstrate strategies to mentor others	Work Keys Reading for Information 5.1.6 Apply complex instructions that include conditionals to situations described in the materials	Standard 9- Collaborative Relationships - The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.
G.11 Assessment of child care professional		5A Identifying and involving oneself with the early childhood field, 5C Engaging in continuous, collaborative learning to inform practice	G.3.1. Self-assessment and problem-solving strategies for reflecting on practice, including classroom observation, consideration of responses of children, families and other team members to one's own actions, and evaluation of one's own beliefs and actions against professional standards	SEL I 2A.6 Recognize the feelings and perspectives of others.	Work Keys Reading for Information 5.1.6 Apply complex instructions that include conditionals to situations described in the materials College Readiness S 20-23Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram) *Compare or combine data from a simple data presentation (e.g., order or sum data from a table) *Translate information into a table, graph, or diagram *Understand the methods and tools used in a moderately complex experiment *Understand a simple experimental design *Identify a control in an experiment *Identify similarities and differences between experiments *Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model *Identify key issues or assumptions in a model	Standard 8 - Assessment - The competent teacher understands various formal and informal assessment strategies and used them to support the continuous development of all students.

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G.12 Follow job description	G.6 Follow job description	5A Identifying and involving oneself with the early childhood field, 5C Engaging in continuous, collaborative learning to inform practice	F.3.1 Roles, responsibilities, and referral procedures for typical members of early childhood teams (e.g., teacher, speech therapist, social worker, service coordinator), including those defined by law and policy, and the resources and skills that each discipline brings to the team	SEL.1.1.C Demonstrate skills related to achieving personal and academic goals.	Work Keys Reading for Information 3.1.5 Apply instructions to a situation that is the same as the one in the reading materials College Readiness E 20-23 Identify the central idea or main topic of a straightforward piece of writing *Determine relevancy when presented with a variety of sentence-level details *Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response) *Decide the most logical place to add a sentence in an essay *Add a sentence that introduces a simple paragraph *Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") *Use the word or phrase most consistent with the style and tone of a fairly straightforward essay *Determine the clearest and most logical conjunction to link clauses *Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) *Use idiomatically appropriate prepositions, especially *Ensure that a verb agrees with its subject when there *Use commas to set off simple parenthetical phrases *Delete unnecessary commas when an incorrect readi	11-Professional Conduct and Leadership- The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
G.13 Practice conflict resolution	G.14 Practice conflict resolution	2C Involving families and communities in their children's developmental learning	F1.3 Skills to work collaboratively with others in gaining perspectives, making decisions, solving problems, and resolving conflicts	SEL.1.2.A Recognize the feelings and perspectives of others, SEL.1.2.D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways, SEL.J.2.A Recognize the feelings and perspectives of others, SEL.J.2.D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Work Keys Reading for Information 5.1.6 Apply complex instructions that include conditionals to situations described in the materials	Standard 9- Collaborative Relationships - The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.

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G.14 Develop a professional portfolio	G.5 Develop a professional portfolio	2A Knowing and understanding family and community characteristics	G.1.3 Strategies to recognize, learn about and demonstrate respect and sensitivity for the varied, individual talents and strengths of children, families, and team members, as well as for the multiple perspectives and actions that reflect differences in socioeconomic, ethnic, cultural and linguistic heritages and contexts.	SEL 1 1B.4 Recognize personal qualities and external supports	Work Keys Reading for Information 5.3.5 Apply straightforward instructions to a new situation that is similar to the one described in the material College Readiness E 24-27 Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal *Delete material primarily because it disturbs the flow and development of the paragraph *Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., therefore, however, in addition) *Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic R 24-27 Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage Locate and interpret minor or subtly stated details in more challenging passages *Use details from different sections of some complex informational passages to support a specific point or argument *Understand the dynamics between people, ideas, and events *Understand implied or subtly stated cause-effect relationships *Add a sentence to introduce or conclude the essay or paragraph *Identify and correct ambiguous pronoun references *Use the word or phrase most appropriate in terms of tone and style *Maintain consistent verb tense and pronoun person or number *Identify the correct past and past participle forms of irregular verbs *Recognize and delete unnecessary commas based on meaning *Use apostrophes to indicate simple possessive nouns *Recognize inappropriate uses of colons and semicolons	Standard 11-Professional Conduct and Leadership The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. Standard 10-Reflection and Professional Growth- The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

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Program Competencies	Local Business Standards (Dacum)	National Competencies NAEYC	IL (ECE) Professional Development Network IL Gateway Competencies	Illinois Learning Standards & Social Emotional Learning Standards (SEL)	ACT Standards for Transition College Readiness and Work Keys (WK)	IPTS Illinois Professional Teaching Standards
G.15 Demonstrate flexibility on the job	G.9 Demonstrate flexibility on the job	1B Knowing and understanding the multiple influences on development and learning. 2A Knowing about and understanding family and community characteristics. 2C Involving families and communities in their children's development and learning. 3A Understanding the goals, benefits, and uses of assessment. 4A Students know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children. 4D Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children. 2B Supporting and empowering families and communities through respectful, reciprocal relationships	D3 Combines and integrates developmental and learning curriculum goals from multiple sources into integrated, dynamic, ongoing curriculum experiences that reflect the interests, abilities, backgrounds and needs of children, birth-age8. F.2.5 Variety of opportunities for home-program collaboration and participation in family-oriented services and opportunities, to address families priorities and concerns for their child and for themselves (e.g., observation of and assistance with program activities, decision making about program's structure, program evaluation, newsletters, home visits and parenting classes that provide knowledge and skills to enhance their child's development and learning) G.1.3 Strategies to recognize, learn about and demonstrate respect and sensitivity for the varied, individual talents and strengths of children, families, and team members, as well as for the multiple perspectives and actions that reflect differences in socioeconomic, ethnic, cultural and linguistic heritages and contexts.	SEL 1 1A.4 Identify and manage one's emotions and behavior	Work Keys 4.2.3 Apply instructions with several steps to a situation that is the same as the situation in the reading material	11-Professional Conduct and Leadership- The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
G.16 Identify community resources	G.11 Identify community resources			SEL 1 1B.1, 5 Recognize personal qualities and external supports	College Readiness R 24-27Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage Locate and interpret minor or subtly stated details in more challenging passages *Use details from different sections of some complex informational passages to support a specific point or argument Order sequences of events in more challenging passages *Understand the dynamics between people, ideas, and so on in more challenging passages *Understand implied or subtly stated cause-effect relationships in more challenging passages Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on	Standard 9- Collaborative Relationships - The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.