

illinois early learning and development standards

illinois early learning and development standards serve as a foundational framework designed to guide educators, caregivers, and policymakers in supporting the growth and development of young children across the state. These standards outline clear expectations for children's learning and development from birth through age five, emphasizing a holistic approach that encompasses cognitive, social, emotional, physical, and language domains. The Illinois Early Learning and Development Standards (IELDS) are aligned with best practices and research in early childhood education, ensuring that children entering kindergarten are prepared to succeed academically and socially. This article provides a comprehensive overview of the ILEDS, including their purpose, structure, implementation strategies, and impact on early childhood programs. Additionally, it explores the alignment of these standards with state educational goals and offers insights into how educators and families can collaborate to support children's development effectively.

- Overview of Illinois Early Learning and Development Standards
- Key Domains and Learning Areas
- Implementation and Application in Early Childhood Programs
- Alignment with State and National Educational Frameworks
- Role of Families and Caregivers
- Benefits and Impact of the Standards

Overview of Illinois Early Learning and Development Standards

The Illinois Early Learning and Development Standards provide a structured outline of developmental milestones and learning goals for children from birth to age five. Developed through a collaborative process involving educators, child development experts, and policymakers, these standards are designed to ensure consistency and quality in early childhood education across Illinois. The primary objective of the ILEDS is to promote school readiness by fostering essential skills in various developmental areas. The standards are periodically reviewed and updated to reflect the latest research findings and educational practices. As a guiding document, the ILEDS supports early childhood programs in planning curriculum, assessment, and instructional strategies that are developmentally appropriate and culturally responsive.

Purpose and Goals

The purpose of the Illinois Early Learning and Development Standards is to provide clear and measurable expectations that support children's learning and development in the early years. The goals include promoting positive outcomes for all children, reducing achievement gaps, and enhancing the quality of early childhood education programs. By establishing a shared understanding of what children should know and be able to do at various stages, the ILEDS help educators tailor learning experiences that meet individual needs and foster continuous growth.

Key Domains and Learning Areas

The ILEDS are organized into several key developmental domains that reflect the holistic nature of early childhood learning. These domains encompass a wide range of skills and abilities that are critical for children's success in school and life. Each domain includes specific learning standards that describe what children should achieve at different age levels, providing a roadmap for developmentally appropriate teaching and assessment.

Major Domains Covered in ILEDS

- **Approaches to Learning:** Focuses on children's attitudes, habits, and learning styles, including curiosity, persistence, and problem-solving skills.
- **Social and Emotional Development:** Emphasizes self-regulation, cooperation, relationships, and emotional understanding.
- **Language and Literacy:** Covers communication skills, vocabulary development, storytelling, and early reading and writing behaviors.
- **Cognition and General Knowledge:** Includes early math concepts, scientific thinking, and understanding of the world.
- **Physical Development and Health:** Addresses fine and gross motor skills, health habits, and safety awareness.

Age-Specific Learning Expectations

The standards break down developmental expectations into three age ranges: birth to 3 years, 3 to 4 years, and 4 to 5 years. This age segmentation allows educators to focus on age-appropriate milestones and tailor

activities that support growth in each domain effectively. For example, language and literacy goals for infants emphasize sound recognition and early communication, while preschool-aged children focus on vocabulary expansion and storytelling skills.

Implementation and Application in Early Childhood Programs

Successful implementation of the Illinois Early Learning and Development Standards requires thoughtful integration into early childhood education settings. Programs across Illinois—including public preschools, child care centers, and home-based care—use the ILEDS to develop curriculum frameworks, plan daily activities, and conduct assessments that inform instruction.

Curriculum Development

Educators utilize the ILEDS to design curriculum that aligns with developmental goals and supports individualized learning. By referencing the standards, teachers can create lesson plans that foster development in all domains while meeting the unique interests and abilities of each child. The standards also encourage the use of play-based and experiential learning methods, which are essential for young children's engagement and understanding.

Assessment and Monitoring

Assessment tools aligned with the Illinois Early Learning and Development Standards help educators monitor children's progress and identify areas needing additional support. These assessments may include observational checklists, developmental screenings, and work samples. Regular monitoring ensures that instruction remains responsive and that children receive timely interventions if necessary.

Professional Development

To enhance the effective application of ILEDS, ongoing professional development is critical. Training sessions help educators understand the standards thoroughly, implement best practices, and utilize assessment data effectively. This continuous learning supports a high-quality early childhood workforce dedicated to promoting positive outcomes for young learners.

Alignment with State and National Educational Frameworks

The Illinois Early Learning and Development Standards are intentionally aligned with broader state educational goals and national early learning frameworks. This alignment ensures coherence from early childhood through elementary education, facilitating a smooth transition for children entering kindergarten.

and beyond.

Connection to Illinois State Board of Education Initiatives

IELDS supports the Illinois State Board of Education's mission to provide high-quality educational experiences to all children. The standards serve as a foundation for early childhood programs regulated by the state and inform policy decisions related to early learning quality and accountability.

Integration with National Early Learning Frameworks

The standards correspond with national guidelines such as the Head Start Early Learning Outcomes Framework and the Common Core State Standards for kindergarten readiness. This consistency promotes shared expectations across various early education programs and helps maintain a cohesive approach to early childhood education throughout the country.

Role of Families and Caregivers

Families and caregivers play a vital role in supporting the goals outlined in the Illinois Early Learning and Development Standards. Engagement with families enhances children's learning experiences and ensures that early learning extends beyond the classroom environment.

Family Involvement Strategies

Early childhood programs encourage family participation through regular communication, workshops, and shared learning activities. These strategies enable parents and caregivers to reinforce developmental goals at home and contribute insights that inform individualized learning plans.

Supporting Development at Home

Guidance provided to families helps them create nurturing and stimulating environments that align with the ILEDS domains. Activities such as reading together, engaging in play, and promoting healthy routines are essential components of supporting children's growth in language, social skills, and physical development.

Benefits and Impact of the Standards

The Illinois Early Learning and Development Standards positively influence early childhood education quality and child outcomes across the state. By providing a clear and comprehensive framework, the ILEDS contribute to improved school readiness, equitable learning opportunities, and enhanced educator effectiveness.

Enhancing School Readiness

Children who experience instruction and care aligned with the ILEDS demonstrate stronger foundational skills in literacy, numeracy, and social-emotional development. These competencies are critical for academic success and lifelong learning.

Promoting Equity and Inclusion

The standards emphasize culturally responsive practices and address diverse developmental needs, supporting equitable access to high-quality early learning experiences for all children, including those from underserved and vulnerable populations.

Supporting Educators and Programs

By offering a structured framework, the ILEDS assist educators in delivering consistent, developmentally appropriate instruction. This support enhances professional practice and contributes to program quality improvement efforts throughout Illinois.

Frequently Asked Questions

What are the Illinois Early Learning and Development Standards (IELDS)?

The Illinois Early Learning and Development Standards (IELDS) are a set of guidelines that outline what children from birth to age 5 should know and be able to do to support their learning and development in various domains.

Who uses the Illinois Early Learning and Development Standards?

Early childhood educators, caregivers, and administrators in Illinois use the IELDS to guide curriculum development, assessment, and instruction for young children.

Which age groups are covered by the Illinois Early Learning and Development Standards?

IELDS cover children from birth through age 5, including infants, toddlers, and preschoolers, to ensure age-appropriate learning and development.

What domains of development are included in the Illinois Early Learning and Development Standards?

IELDS address multiple developmental domains including social-emotional development, language and literacy, cognitive development, physical development, and approaches to learning.

How do the Illinois Early Learning and Development Standards support school readiness?

IELDS provide a framework to prepare children with the skills and knowledge necessary for success in kindergarten and beyond by promoting developmentally appropriate learning experiences.

Are the Illinois Early Learning and Development Standards aligned with K-12 standards?

Yes, the IELDS are aligned with Illinois K-12 learning standards to ensure a smooth transition from early childhood programs into elementary education.

Where can educators access the Illinois Early Learning and Development Standards?

Educators can access the IELDS on the Illinois State Board of Education website, which provides downloadable documents and resources for implementation.

How often are the Illinois Early Learning and Development Standards updated?

The IELDS are periodically reviewed and updated to reflect current research and best practices in early childhood education, with the most recent revision completed in 2022.

Do the Illinois Early Learning and Development Standards include guidance for children with special needs?

Yes, the IELDS include inclusive strategies and accommodations to support the learning and development

of children with diverse abilities, including those with special needs.

How do the Illinois Early Learning and Development Standards impact early childhood curriculum planning?

The IELDS serve as a foundation for developing curriculum by providing clear learning goals and expectations, helping educators design activities that promote holistic child development.

Additional Resources

1. Illinois Early Learning and Development Standards: A Comprehensive Guide

This book provides an in-depth overview of the Illinois Early Learning and Development Standards (IELDS), offering educators and caregivers practical strategies to implement the standards effectively. It covers key developmental domains such as language, cognitive skills, social-emotional growth, and physical development. The guide also includes assessment tools and sample lesson plans tailored to Illinois' early childhood education framework.

2. Implementing Illinois Early Learning Standards in the Classroom

Designed for early childhood educators, this book offers step-by-step guidance on integrating Illinois Early Learning Standards into daily classroom activities. It emphasizes creating developmentally appropriate learning environments and using play-based learning to meet standards. The text also provides case studies and real-world examples from Illinois classrooms to illustrate best practices.

3. Family Engagement and Illinois Early Learning Standards

This resource focuses on the vital role families play in supporting early childhood development aligned with Illinois standards. It offers strategies for educators to foster strong partnerships with families and communities. The book includes tools for communicating standards in accessible language and encouraging family involvement in early learning.

4. Assessment and Observation in Illinois Early Childhood Programs

This book explores effective methods for assessing young children's progress according to Illinois Early Learning Standards. It highlights observational techniques, formative assessments, and documentation practices that inform instruction. Educators will find guidance on using assessment data to support individualized learning plans and meet state requirements.

5. Language and Literacy Development in Illinois Early Learners

Focusing on the language and literacy domain of the Illinois Early Learning Standards, this book provides research-based strategies to enhance young children's communication skills. It covers emergent literacy, vocabulary building, and language-rich classroom interactions. The text also addresses cultural and linguistic diversity in Illinois early childhood settings.

6. Social-Emotional Learning and Illinois Early Learning Standards

This book delves into promoting social-emotional development in young children in alignment with Illinois standards. It discusses techniques for fostering self-regulation, empathy, and positive relationships. Educators will find practical approaches to create supportive classroom climates that nurture children's emotional well-being.

7. Integrating STEM into Illinois Early Learning Standards

Highlighting the importance of science, technology, engineering, and math in early childhood education, this book offers guidance on embedding STEM concepts within Illinois Early Learning Standards. It provides hands-on activities and lesson ideas that encourage inquiry and problem-solving. The book also addresses how to make STEM accessible and engaging for all young learners.

8. Cultural Competence and Equity in Illinois Early Learning Standards

This text addresses the need for culturally responsive teaching practices within the framework of Illinois Early Learning Standards. It explores how to honor diversity and promote equity in early childhood programs. The book includes strategies for adapting curriculum and instruction to meet the needs of Illinois' diverse child populations.

9. Professional Development for Illinois Early Childhood Educators

Targeting educators working with Illinois Early Learning Standards, this book outlines effective professional development models and continuing education opportunities. It emphasizes reflective practice, collaboration, and ongoing learning to improve teaching quality. The book also provides resources for staying current with changes in Illinois early childhood education policies and standards.

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illinois early learning and development standards: Illinois Early Learning and Development Standards Illinois State Board of Education (1973-). Division of Early Childhood, 2013 The purpose of the updated IELDS is to assist the Illinois early childhood community in providing high-quality programs and services for children age 3 years to kindergarten--Page 4.

illinois early learning and development standards: Make Early Learning Standards Come Alive Gaye Gronlund, 2014-09-22 Every state has developed some form of early learning standards. Find out how you can apply and use them in ways that are most beneficial to children. Updated to reflect the continuing evolution of early learning standards, this book offers help and hints, support and clarification, and clear explanations of how you can make early learning standards come alive in your early childhood classroom or program. You'll find tools to communicate exactly how you are addressing children's learning as you plan for cognitive and foundational skill development, as well as suggestions to assess children's progress. Easy-to-read charts present information about each major content area or area of development and descriptions of what those standards might look like

in classrooms. The charts also suggest activities and interactions to support a child as he or she makes the first attempts toward the standard, progresses toward it, and finally accomplishes the standard. New to this edition: A chapter focusing on Approaches to Learning standards The most recent information on early learning standards from across the country References to the Common Core State Standards and their relationship to early learning standards Gaye Gronlund has consulted for national organizations, state agencies, school districts, and early childhood programs for more than twenty years. She helped two states write their early learning standards. Gronlund is well known for her many books and keynote presentations.

Illinois early learning and development standards: Leading Anti-Bias Early Childhood Programs Louise Derman-Sparks, Debbie LeeKeenan, John Nimmo, 2015 With a focus on the leader's role in initiating and sustaining anti-bias education in programs for young children and their families, this book is both a stand-alone text and a perfect companion for Anti-Bias Education for Young Children and Ourselves. It emphasizes that this work is not only about changing curriculum, but requires thoughtful, strategic, long-term planning that addresses all components of an early childhood program. With a powerful combination of conceptual frameworks, strategies, and practical tools, Louise Derman-Sparks, renowned expert on anti-bias education, together with experienced early childhood directors Debbie LeeKeenan and John Nimmo explain the structural and individual changes leaders must foster. Featuring the authors' extensive experience in the field, supplemented with insights from other anti-bias educators, they build on and expand current thinking about best early childhood leadership practices. This is an essential resource for anti-bias education leaders engaged in change in the wide range of early childhood care and education settings. Book Features: The principles, guidelines, and strategies needed for school- and program-wide transformation. Activities for working with teachers and families to integrate an anti-bias approach. Strategies for supporting and strengthening the leader's ability to initiate and sustain anti-bias education change, including resources to increase staff skills for implementing anti-bias education with children. Tools for assessing anti-bias education progress and managing mandated standards and assessments. "A concise and powerful message for anti-bias leaders in early childhood education everywhere. A truly inspired gift of lessons from the movement, for the movement." —Carol Brunson Day, President of the Board, National Association for the Education of Young Children "If you are an educator wanting to see more equity and inclusiveness in the world, at times discouraged confused, or overwhelmed with how to manage the conflict that always emerges in the change process, you'll find reassurance, resources, and strategic thinking to engage in this anti-bias work." —Margie Carter, author, *The Visionary Director*, and international early childhood consultant It is never too early to prepare children to deal effectively with issues of race, class, gender, family, and ability and equity. This book is a tool box for building early childhood programs that foster sentiments of justice and fairness in leaders, teachers, and young children, and help them to act on these values." —Herbert Kohl, educator and bestselling author of *The Herb Kohl Reader: Awakening the Heart of Teaching*

Illinois early learning and development standards: Everyday SEL in Early Childhood Carla Tantillo Philibert, 2021-07-29 With this bestselling book from educational consultant Carla Tantillo Philibert, you'll gain practical strategies for teaching Social Emotional Learning (SEL), mindfulness, and well-being to help improve the human connection between you and your students. You'll find out how to lead students through mindfulness activities, simple yoga poses, and breath-work techniques. Topics include mindful practices, well-being strategies to combat stress and anxiety, giving your students the space to understand their emotions and strengthen peer-to-peer communication, developing the foremost and essential SEL competencies, and engaging in experiential activities to strengthen SEL skills. The new edition reflects the latest CASEL guidelines and includes updated activities, as well as a brand-new directory of terms, and an intentional focus on educators' and students' socio-emotional well-being. Perfect for early childhood educators at any level of experience, the book will help you develop positive youth identity and promote connectedness so students can deal successfully with life's stressors beyond school doors.

Illinois early learning and development standards: Handbook of Social and Emotional

Learning Joseph A. Durlak, Celene E. Domitrovich, Roger P. Weissberg, Thomas P. Gullotta, 2016-10-26 The burgeoning multidisciplinary field of social and emotional learning (SEL) now has a comprehensive and definitive handbook covering all aspects of research, practice, and policy. The prominent editors and contributors describe state-of-the-art intervention and prevention programs designed to build students' skills for managing emotions, showing concern for others, making responsible decisions, and forming positive relationships. Conceptual and scientific underpinnings of SEL are explored and its relationship to children's and adolescents' academic success and mental health examined. Issues in implementing and assessing SEL programs in diverse educational settings are analyzed in depth, including the roles of school- and district-level leadership, teacher training, and school-family partnerships.

illinois early learning and development standards: The Pre-K Home Companion Sheryl R. Kaufman, Michael J. Kaufman, Elizabeth C. Nelson, 2016-07-29 This book is a one-stop resource for parents and families facing decisions about how to provide their children the best educational experiences before kindergarten. We know that early childhood learning experiences have a dramatic impact on the success and well-being of children, the community, and the country. Children who have positive early childhood experiences develop cognitive and socio-emotional abilities that lead to positive school performance, income, family stability, and health, in turn producing particularly robust educational, social, and economic benefits for your community and our country. This companion offers background on why early childhood education is important in your child's life. It provides an overview of current research about how young children learn. It suggests questions you may ask potential service providers about a program's policies and practices. It empowers you to make the critically important decision about the best learning environment for your child. A companion makes a journey more enriching, while providing support and perspective. We hope that this book will be helpful to parents and families as they make vital decisions about the welfare of their children, and their community.

illinois early learning and development standards: Visible Learning in Early Childhood Kateri Thunder, John Almarode, John Hattie, 2021-09-13 Make learning visible in the early years Early childhood is a uniquely sensitive time, when young learners are rapidly developing across multiple domains, including language and literacy, mathematics, and motor skills. Knowing which teaching strategies work best and when can have a significant impact on a child's development and future success. Visible Learning in Early Childhood investigates the critical years between ages 3 and 6 and, backed by evidence from the Visible Learning® research, explores seven core strategies for learning success: working together as evaluators, setting high expectations, measuring learning with explicit success criteria, establishing developmentally appropriate levels of learning, viewing mistakes as opportunities, continually seeking feedback, and balancing surface, deep, and transfer learning. The authors unpack the symbiotic relationship between these seven tenets through Authentic examples of diverse learners and settings Voices of master teachers from the US, UK, and Australia Multiple assessment and differentiation strategies Multidisciplinary approaches depicting mathematics, literacy, art and music, social-emotional learning, and more Using the Visible Learning research, teachers partner with children to encourage high expectations, developmentally appropriate practices, the right level of challenge, and a focus on explicit success criteria. Get started today and watch your young learners thrive!

illinois early learning and development standards: Teacher Education Yearbook XXV Nancy P. Gallavan, LeAnn G. Putney, 2017-02-01 The Association of Teacher Educators (ATE) Teacher Education Yearbook XXV is dedicated to building upon inspirations and aspirations with hope, courage, and strength by examining teacher educators' commitment to today's teachers and tomorrow's leaders. The 16 chapters in ATE Yearbook XXV relay the research findings from 38 authors whose hearts, heads, and hands connect with the constructs of hope, courage, and strength.

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and movement to help your elementary students maintain positive relationships, assume responsibility, become bodily aware, and grow into productive, contributing citizens. You'll find out how to lead students through games, simple yoga poses, breathing techniques, and other activities that are easy to incorporate and help you manage your classroom. Topics include: Empowering your students to understand their emotions, improve their focus, manage stress, and regulate their behavior through structured activities Introducing your students to the concept of SEL and setting up your own SEL classroom Engaging your students in activities to strengthen peer-to-peer communication, community-building, and leadership skills Allowing your students to test their SEL skills through interactive stories and class discussions Honing your own SEL competency through professional development sessions so your students can get the most out of their SEL experience The book also offers a Professional Development Facilitator's Guide to help you and your colleagues master the core concepts of SEL and implement them effectively in the classroom. The appendix provides additional strategies for overcoming common difficulties when first beginning your school's SEL journey.

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illinois early learning and development standards: Speech-Language Pathologists in Early Childhood Intervention Kathleen D. Ross, 2017-11-01 Speech-Language Pathologists in Early Childhood Intervention: Working with Infants, Toddlers, Families, and Other Care Providers presents practicing clinicians and graduate students with the skills necessary to provide evidence-based best practice services to young clients struggling to gain functional communication skills and their families. It also serves to broaden the understanding of early intervention within the field of speech-language pathology. Through research, real life scenarios, and practical documents the text presents positive advocacy for this population. The text begins with a general overview of the history and rationale for early childhood intervention, including the Individuals with Disabilities Education Act (IDEA), Part C program, and Early Head Start, as well as a description of the need for speech-language pathologists in early intervention. The majority of the text offers assessment and intervention strategies and tools, including specific tests and curricula, training resources, and the importance of using ongoing assessment for this young age. Strategies for coaching parents and

collaborating with professional colleagues as well as working within daily routines in natural environments for the child - all integral components of the Part C early intervention program - are interwoven throughout. The text concludes with the importance of viewing children holistically - taking into consideration all aspects of a child's being and acknowledging the interrelatedness of their developing skills as well as the importance of family in their development. Speech-language pathologists have a critical role in evaluation, assessment, and intervention for young children with or at risk for communication disorders. Speech-Language Pathologists in Early Childhood Intervention creates a pathway for investing in the principles and activities of early intervention that can lead to best practice and positive outcomes for this young population. *Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

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illinois early learning and development standards: Success for Our Youngest Learners Barbara W. Cirigliano, 2020-07-21 Put young learners on the path to a great education by embracing the professional learning community (PLC) process. Designed specifically for early childhood educators, this practical resource details the foundational ideas and concepts of a successful PLC. Discover how to build collaborative preK teacher teams, develop a guaranteed and viable curriculum, design meaningful assessment and intervention, and more. Use this practical guide to implement the PLC at Work® process to provide quality education to young learners during a vital stage of child development: Discover how to use the PLC process to specifically cater to the needs of preK students. Receive guidance and strategies necessary to build a strong collaborative structure in your school, including for blended classrooms. Acquire best practices for organizing teams and making the most of team time. Understand how to construct assessment for young students, including those in preschool, kindergarten, and special education. Learn how to collect data and provide interventions based on the results. Contents: Acknowledgments Table of Contents About the Author Introduction Chapter 1: The Need for High-Quality Early Childhood Programs Chapter 2: The Building Blocks of a PLC Chapter 3: Collaborative Teams in Early Childhood Programs Chapter 4: A Focus on Learning Chapter 5: Assessment Chapter 6: Data and Interventions Conclusion References and Resources Index

illinois early learning and development standards: *International Research on Education for Sustainable Development in Early Childhood* John Siraj-Blatchford, Cathy Mogharreban, Eunhye Park, 2016-10-14 This book offers a perspective on Education for Sustainable Development in Early Childhood (ESDEC) that is far removed from the 'business as usual' notion of an extended, predominantly environmental, educational curriculum for preschools. It presents a vision of sustainable development that has relevance to Early Childhood Care and Education (ECCE) from birth to school; it is relevant as much to homes, family support and health settings as it is to

educational settings, and is as much concerned with health and wellbeing as with education. The book provides a perspective that is fundamentally embedded in notions of interdependency. It places an emphasis upon the importance of recognising the interdependency of peoples within and between nation states; the ecological interdependencies of the natural world; of humanity and nature; and most significantly the interdependency of adults and children. These emphases have their origins in the grassroots studies included in the ten chapters representing countries from around the world. The book reflects the idea that only global solutions and initiatives are capable of addressing the global challenges of climate change, environmental pollution, and global threats to ecological systems and biodiversity.

illinois early learning and development standards: SAGE Handbook of Play and Learning in Early Childhood Elizabeth Brooker, Mindy Blaise, Susan Edwards, 2014-06-17 'This Handbook offers diverse perspectives from scholars across the globe who help us see play in new ways. At the same time the basic nature of play gives a context for us to learn new theoretical frameworks and methods. A real gem!' - Beth Graue, Department of Curriculum and Instruction, Wisconsin Center for Education Research, USA Play and learning scholarship has developed considerably over the last decade, as has the recognition of its importance to children's learning and development. Containing chapters from highly respected researchers, whose work has been critical to building knowledge and expertise in the field, this Handbook focuses on examining historical, current and future research issues in play and learning scholarship. Organized into three sections which consider: theoretical and philosophical perspectives on play and learning play in pedagogy, curriculum and assessment play contexts. The Handbook's breadth, clarity and rigor will make it essential reading for researchers and postgraduate students, as well as professionals with interest in this dynamic and changing field. Liz Brooker is Reader in Early Childhood in the Faculty of Children and Learning at the Institute of Education, University of London. Mindy Blaise is an Associate Professor of Early Childhood Education in the Department of Early Childhood Education at the Hong Kong Institute of Education. Susan Edwards is Associate Professor in Curriculum and Pedagogy at Australian Catholic University. This handbook's International Advisory Board included: Jo Aliwood, The University of Newcastle, Australia Pat Broadhead, Leeds Metropolitan University, Australia Stig Brostrom, Aarhus University, Denmark Hasina Ebrahim, University of the Free State, South Africa Beth Graue, Wisconsin Center for Education Research, USA Amita Gupta, The City College of New York, CUNY, USA Marjatta Kalliala, University of Helsinki, Finland Rebecca Kantor, University of Colorado Denver, USA Colette Murphy, Trinity College, Dublin, Republic of Ireland Ellen Sandseter, Queen Maud University College of Early Childhood Education, Norway

illinois early learning and development standards: Young Investigators Judy Harris Helm, Lilian G. Katz, Rebecca Wilson, 2023 Young Investigators has been expanded to guide today's teachers through the process of conducting meaningful investigations with young children. This fourth edition of the bestseller begins with a new chapter, "How Children Really Learn," which summarizes insights from mind-brain education research, showing how experiences firmly rooted in children's curiosity and interest build intellectual capacity. The book then introduces the Project Approach with step-by-step guidance for incorporating child initiation and direction into curriculum while simultaneously addressing content standards. A new focus on critical Teacher Decision Points uses fresh-from-the-classroom examples to show how teachers think through project work. The emphasis on STEM experiences has been expanded to include STEAM through a new chapter, "The Role of Project Work in the Arts" This book makes project-based learning possible with the youngest children (toddlers through 2nd grade) who are not yet proficient in reading and writing, but capable of deep, focused thinking. Throughout, readers empathize with teachers' concerns, witness how they find solutions to challenges, and feel the excitement of children during project work. Young Investigators is appropriate for teachers new to using the Project Approach, as well as for those who already have experience. Book Features: Examples of projects from child care centers and preschool, K-2, and special education classrooms. Instructions for incorporating standards and STEAM skills into project work. A variety of experiences to help children connect to the natural

world. Toddler projects that reflect knowledge from recent mind-brain research. Tools for integrating required curriculum goals and for assessing achievement. A Teacher Project Planning Journal that leads teachers through the major decision points of project work. Full-color photographs of children engaged with projects. A study guide for pre- and inservice teachers (available at www.tcpress.com).

illinois early learning and development standards: *Windows on Learning* Judy Harris Helm, Sallee Beneke, Kathy Steinheimer, 2007 Completely updated, this popular guide provides teachers with a proven method for documenting (collecting, analyzing, and displaying) young children's work. Written by teachers for teachers, it also shows principals, curriculum coordinators, and directors of early intervention programs how to develop children's portfolios to share with parents or to use for assessment and other accountability purposes. "This lively, informative book poses a remarkable challenge to teachers—to grow themselves while growing young children. Being creatively accountable is hard work and the stories told here describe both the work, how it's done, and its joyful rewards for teachers and children." —Elizabeth Jones, Pacific Oaks College "This book provides a set of windows on children's lives and how teachers can enter into those lives and enrich them through high-quality teaching. The authors have created an inspiring volume, a challenging set of ideas, and an invaluable resource for early childhood educators." —Samuel J. Meisels, University of Michigan "[A] thoughtful, up-to-date guide to assessing and documenting children's work. . . . The authors give clear, practical advice on how to collect, analyze, and display children's work in meaningful ways." —Scholastic Early Childhood Today (on first edition) "Many teachers find it frustrating to hear the rich and exciting learning experiences they provide described as 'nothing.' *Windows on Learning* skillfully addresses the challenge faced by early childhood educators wishing to share classroom experiences with parents, administrators, and peers. The authors offer a timely and fresh approach to documenting children's learning and work." —Childhood Education (on first edition)

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