

Illinois Professional Educator Standards

Learning Environment: The Competent teacher designs and provides a learning environment (e.g., policies, procedures, routines, and physical arrangement) that is safe, healthy, equitable, accessible, developmentally appropriate, collaborative, and responsive [IPES.LE](#)

- 1 Reflecting school, local, and State safety expectations in the learning environment [IPES.LE.1](#)
- 2 Reflecting school, local, and State public health regulations in the learning environment [IPES.LE.2](#)
- 3 Integrating culturally responsive materials and resources in the learning environment [IPES.LE.3](#)
- 4 Accommodating and modifying the learning environment based on learner needs [IPES.LE.4](#)
- 5 Utilizing engaging, developmentally appropriate resources in the learning environment [IPES.LE.5](#)
- 6 Integrating developmentally appropriate routines, procedures and expectations [IPES.LE.6](#)
- 7 Encouraging individual and cooperative experiences through the physical arrangement and materials [IPES.LE.7](#)
- 8 Co-constructing the learning environment with learners and families [IPES.LE.8](#)
- 9 Systematically evaluating the learning environment to inform modifications [IPES.LE.9](#)

Instruction: The competent teacher plans and implements instruction that is justifiable, equitable, accessible, developmentally appropriate, challenging, and engaging [IPES.IN](#)

- 1 Using research, theory and data to undergird instructional choices [IPES.IN.1](#)
- 2 Anchoring instruction in deep content knowledge [IPES.IN.2](#)
- 3 Aligning instruction with learning goals and standards [IPES.IN.3](#)
- 4 Incorporating applicable laws, rules, and policies in instructional decisions [IPES.IN.4](#)
- 5 Engaging learners in challenging assumptions that sustain a system of inequity [IPES.IN.5](#)
- 6 Making instructional choices that empower students to self-advocate [IPES.IN.6](#)

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- 7 Creating equitable educational learning opportunities for all learners** IPES.IN.7

 - 8 Integrating curricular content based on individual learners' and families' cultural assets** IPES.IN.8

 - 9 Integrating instructional technology and remote learning strategies that are accessible and developmentally appropriate for learners** IPES.IN.9

 - 10 Adapting instruction to support learner accessibility** IPES.IN.10

 - 11 Scaffolding instruction from learners' prior knowledge** IPES.IN.11

 - 12 Differentiating instruction based on learners' skills, knowledge, strengths, interests, and experiences** IPES.IN.12

 - 13 Nurturing higher-order thinking skills in instruction** IPES.IN.13

 - 14 Integrating culturally responsive instructional strategies** IPES.IN.14

 - 15 Reflecting substantive content knowledge in instruction** IPES.IN.15

 - 16 Embedding collaborative experiences and student choice in instruction** IPES.IN.16

 - 17 Incorporating real-world applications in instruction** IPES.IN.17

 - 18 Engaging learners in using academic language** IPES.IN.18

 - 19 Incorporating methods of inquiry and standards specific to pedagogical content knowledge** IPES.IN.19
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Instructional Assessment: The competent teacher creates and facilitates instructional assessment that is justifiable, equitable, accessible, developmentally appropriate, challenging, engaging, collaborative, supportive, protective, and informative IPES.A

- 1 Using theory, research, and data as the foundation of assessment choices** IPES.A.1

- 2 Aligning assessments with standards** IPES.A.2

- 3 Recognizing and minimizing bias in assessment measurement tools and evidence collection** IPES.A.3

- 4 Reflecting the spectrum of diversity individually and for groups of learners in assessment choices** IPES.A.4

- 5 Scaffolding assessments to meet learners' individual and developmental needs** IPES.A.5

- 6 Using assessment to inform progress across the developmental spectrum, (physical, cognitive, social, emotional, linguistic, etc.)** IPES.A.6

- 7 Differentiating assessment, allowing learners to demonstrate progress in different ways** IPES.A.7

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- 8 Collaborating with learners and colleagues in designing and implementing assessments** IPES.A.8

 - 9 Facilitating self- and peer-assessment strategies to support student learning and development** IPES.A.9

 - 10 Protecting and safeguarding learner and family privacy, personal information, and data** IPES.A.10

 - 11 Implementing assessment in ways that follow professional and ethical standards** IPES.A.11

 - 12 Using assessment data analysis to inform instructional long-term and short-term planning** IPES.A.12

 - 13 Using assessment data analysis to inform instructional modification and differentiation** IPES.A.13

 - 14 Effectively and consistently communicating with students and stakeholders regarding student performance** IPES.A.14

 - 15 Reflecting on learner data to improve practice** IPES.A.15
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Collaboration and Cooperation: The competent teacher collaborates and communicates with families, colleagues, and the community to enhance educational opportunities and the learning experience for all learners IPES.CC

- 1 Utilizing multiple perspectives, theories, and methods in collaboration** IPES.CC.1

 - 2 Collaborating with families and professionals in culturally sustaining ways** IPES.CC.2

 - 3 Cultivating equitable and inclusive relationships with learners, families, and colleagues** IPES.CC.3

 - 4 Applying the multiple perspectives of learners, families, and colleagues in practice** IPES.CC.4

 - 5 Collaborating with community partners to improve access and opportunities for learners** IPES.CC.5

 - 6 Effectively communicating in culturally sustaining ways (in writing and verbally)** IPES.CC.6

 - 7 Investigating opportunities to collaborate with community and school partners for improving access and equitable opportunities for students; development/learning** IPES.CC.7
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Professional Expectations and Pursuit of Growth Opportunities: The competent teacher

- 1 Critically analyzing how personal biases and perceptions affect practice** IPES.PR.1

- 2 Critically analyzing policies that are discriminatory, oppressive, or otherwise harmful to students, families, communities, or teachers** IPES.PR.2

meets professional expectations and pursues growth opportunities through analysis, reflection, and goal setting [IPES.PR](#)

3 Reflecting on external professional feedback on practice from colleagues, mentors, and leadership to improve practice [IPES.PR.3](#)

4 Creating personal goals targeting future professional growth, leadership, and advocacy [IPES.PR.4](#)