# Illinois Competencies for Early Care and Education Professionals
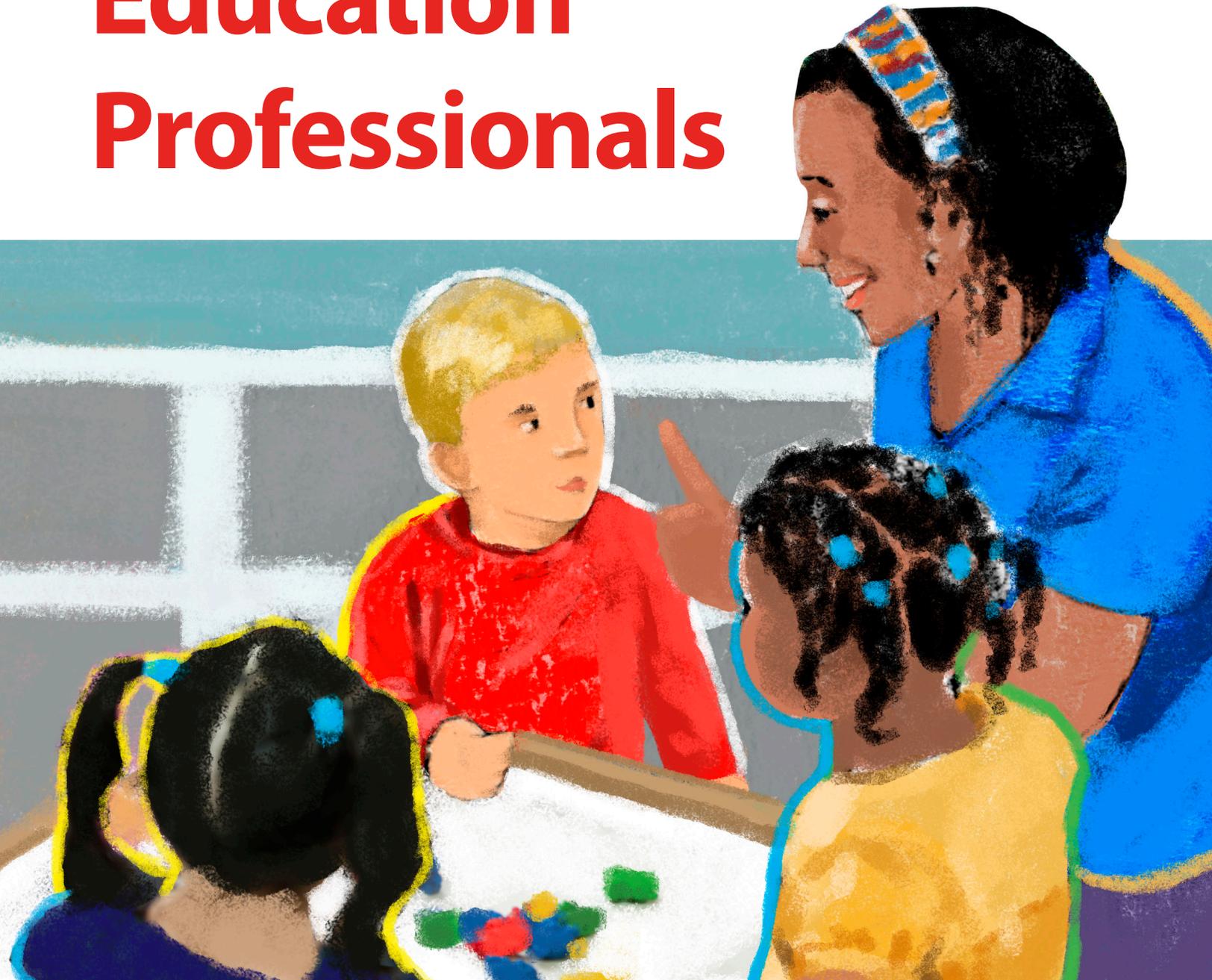
Introduction

The Illinois early childhood field has long benefited from a well-developed credentialing system. The Illinois' Gateways to Opportunity® Credentials, and the accompanying Career Lattice, provide practitioners in the field and those seeking employment working with young children and their families a road map for pursuing career goals. As individuals pursue credentials, they acquire the essential knowledge, skills, and dispositions – referred to as Core Knowledge - needed to support the healthy development, learning, and well-being of young children, ages birth to 8, and their families. This document describes the underlying Core Knowledge, represented through competencies, included in the Illinois Gateways Credentials, and how this Core Knowledge expands through varied areas of specialization. This document is for all professionals in Illinois who work with young children and their families.

Foundations of ECE Credentialing: Core Knowledge

The core knowledge of the field are the essential areas of knowledge and skill needed to work with young children and their families. Core knowledge varies by role; all individuals working with young children need certain knowledge and skills (such as ensuring children are safe at all times, how to engage in positive interactions, and how to demonstrate professionalism). Some individuals need additional knowledge and skill, such as planning curriculum activities, program evaluation, and ensuring menus support children's nutritional needs. The core knowledge that practitioners need to work in the field is specific to their role – building from the core knowledge needed to be an assistant teacher to the core knowledge needed to be a master teacher.

Origins of Core Knowledge

Many factors informed the core knowledge of the field, including state and national standards. In Illinois, core knowledge was developed by the Illinois Professional Development Advisory Council (PDAC), which was established at the request of the Governor in 2001. PDAC's membership includes higher education faculty, professional development trainers, experts in early childhood, state agency representatives, advocates, philanthropy, professionals working in the field, and other experts. This diverse and representative group has guided the creation and development of Gateways to Opportunity, Illinois Professional Development System. This Illinois' professional development system includes:

- Gateways Registry
- Gateways Credentials
- The Gateways Scholarship Program
- Great START Wage Supplement
- Professional Development Advisors
- Illinois Trainers Network (ITN)

Core Knowledge Content

Core knowledge in the Illinois early childhood field is represented by competencies. Competencies are well-defined, measurable, and reflective of the breadth of knowledge and skill essential for supporting the health, learning, and well-being of Illinois children and youth, their unique developmental trajectories, and the diverse cultural, linguistic and economic contexts in which children grow and develop.

Competencies are organized into Content Areas, which represent a broad grouping of areas of practice. Content Areas include:

1. **Human Growth and Development –** Principles, theories, and knowledge of growth and development form the foundation for all aspects of work with children, youth, and families.

2. **Health, Safety, and Well-Being –** Safe environments and an emphasis on health and well-being foster physical, cognitive, language, and social-emotional development for children and youth.

3. **Observation and Assessment –** Formal and informal observations and assessments provide an understanding about children, youth, and families, as well as information to guide program practices.

4. **Curriculum or Program Design –** Goals and strategies for children, youth, and families are based on knowledge of appropriate curriculum and program design.

5. **Interactions, Relationships and Environments –** Environments for children, youth, and families are designed to support learning and development, are sensitive to bias and responsive to individual differences, and provide opportunities for thoughtful interactions and relationship-building.

6. **Family and Community Relationships –** Positive, collaborative partnerships among families, colleagues, and community play a critical role in the development, learning, and well-being of children, youth, and families.

7. **Personal and Professional Development –** Reflecting on and taking responsibility for one's values, choices, and actions are key to ongoing professional development.

These content areas are the organizational structure for the core knowledge competencies included in the Gateways ECE Credential. These same content areas are the organizing structure within specializations that build off the ECE credential.

The Illinois Professional Development System: Credentials

The Illinois Professional Development System consists of eight credentials. Five of these, noted below, build off the ECE Credential or the SAYD (School Age and Youth Development) Credential. The other credential, Family Specialist, includes unique core knowledge and therefore stands alone. Content areas across each of these credentials remain the same. However, the competencies included in each specialization area are unique, ensuring the distinct knowledge and skills needed to succeed. The following provides an overview of the areas of specialization that build off the ECE credential. Note that these same specializations – with the exclusion of the Infant Toddler Credential, apply to the SAYD Credential.

- **The Gateways Illinois Director Credential:** Designed for professional administrators of ECE and school-age programs. It requires specific levels of training, education, experience teaching in an ECE or school-age program, and experience as a director or assistant director in an ECE or school-age program.

- **The Gateways Technical Assistance Credential:** Designed for professionals working in a variety of roles that relate to relationship-based professional development (for example: Coach, Mentor, Quality Specialists, Professional Development Advisors, etc.)

- **The Gateways Family Child Care Credential:** Designed for professionals working as family child care providers for children ages birth through 12 years.

- **The Gateways Infant Toddler Credential:** Designed for early care and education professionals who have specific training, education, and experience working with children birth to age 3.

- **The Gateways ESL/Bilingual Credential:** Designed for early care and education professionals serving children, youth and families who are multi-lingual.

From Credentials to Career Lattice

The Illinois Gateways Credentials are organized in the Gateways Career Lattice. The Gateways Career Lattice shows credential levels and how each level combines education, work, and practical experience in early care and education. These levels represent a cumulation of competencies, from entry-level roles in the field onward. The Gateways Career Lattice also shows the relationship between the ECE Credential and specialized credentials, which are also leveled.

Level 1 is considered entry-level and commonly attained through high schools and/or training. From Level 1, the ECE Credential proceeds as follows (note that the progression is the same across each credential area; however, the knowledge and skills needed are unique):

- Level 2 represents the knowledge and skills needed to be an assistant teacher;
- Level 3 represents the knowledge and skills needed to be a teacher;
- Level 4 represents the knowledge and skills needed to be a lead teacher;
- Level 5 represents the knowledge and skills needed to be a master teacher;

The following ECE Career Lattice provides an example of the progression of ECE levels and how the Family Child Care (FCC), Infant Toddler (ITC), Illinois Director Credential (IDC), and Technical Assistance (TA) credential build off that core.

## Gateways to Opportunity® Early Childhood Educator
Career Lattice

ECE: Foundational Early Childhood Educator requirements for all Credentials

FCC: Family Child Care Credential

ITC: Infant Toddler Credential

IDC: Illinois Director Credential

TA: Technical Assistance Credential
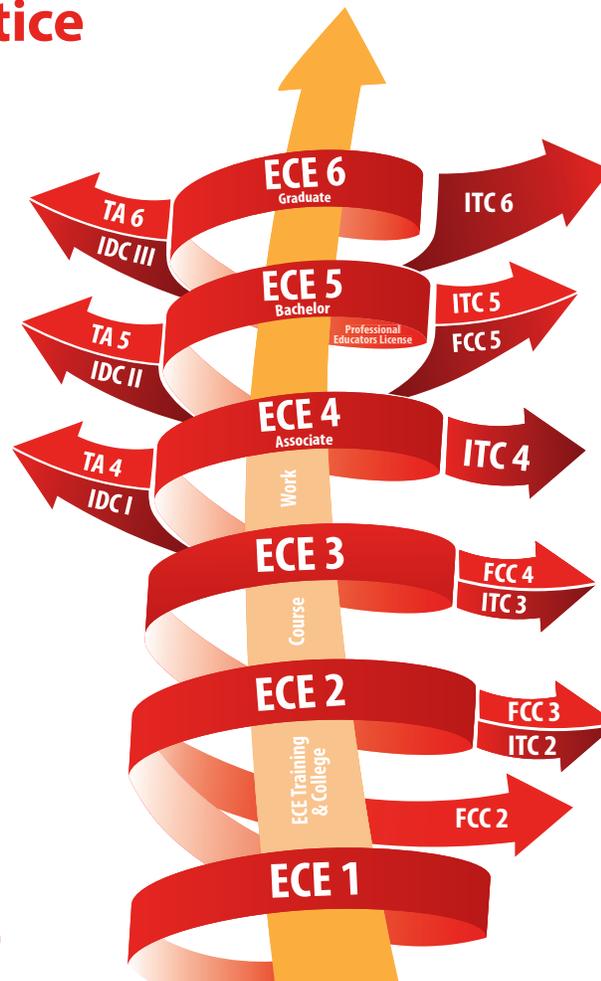
The ECE Credential is the foundation for these Gateways Credentials.

TA 6 / IDC III	**ECE 6** Graduate	ITC 6
TA 5 / IDC II	**ECE 5** Bachelor / Professional Educators License	ITC 5 / FCC 5
TA 4 / IDC I	**ECE 4** Associate / Work	ITC 4
	ECE 3 Course	FCC 4 / ITC 3
	ECE 2 ECE Training & College	FCC 3 / ITC 2
		FCC 2
	ECE 1	

Supporting Practitioner Development: The Illinois Gateways Competency-Based System

The Illinois Gateways competency-based system provides unique supports to the early childhood field. The core knowledge competencies are leveled and included in both training and institutions of higher education. Included in credentials are competencies reflective of specific roles that align with the state's Excelerate System. Practitioners can pursue credentials based on a combination of higher education coursework, trainings, and experience. The competency-based system is aligned across all areas of professional development, and therefore provides distinct opportunities for use for each of the following early childhood stakeholder groups:

Practitioners in early care and education/ school age and youth settings:
- Identify areas of strength and areas for improvement through ongoing self-assessment
- Create a professional development plan
- Focus on knowledge and skills needed for career advancement:
  - What competencies have been achieved?
  - What competencies do I need to advance to the next position or credential level?
  - What combination of training and higher education will support goal attainment?

Program Administrators:
- Clarify knowledge and skills required for various staff positions
- Identify staff development needs and training and higher education coursework that is aligned to those needs
- Assess current staff to identify strengths and gaps in knowledge and practice to improve overall program quality
- As applicable - align level of competency to pay scale

Professional Development Providers:
- Use Gateways Credential Competencies as the framework for developing comprehensive trainings to strengthen support for professionals in the field
- Organize and identify all trainings using Gateways Credential Competencies to ensure transparency for the field
- Assess current availability of training across all Gateways Credentials and levels and work to mitigate gaps

Higher Education Faculty:
- Assess current program content and guide course development
- Prepare early care and education/school-age/youth development and family practitioners for a wide range of roles and settings
- Facilitate articulation between and among higher education institutions.

State and Local Agencies:
- Develop policy, initiatives, and funding decisions to increase the level of competency of practitioners
- Identify common goals to improve inter-agency coordination
- Use consistent language to increase the cohesiveness of the early care and education/ school-age/youth development, and family support community

Advocates:
- Educate parents, policy makers and general public about the areas of professional practice and the need for competent practitioners
- Reinforce the concept and language of professionalism for the fields of early care and education/school-age/youth development and family support

Families:
- Understand the knowledge, skills, and dispositions recommended for Illinois early care and education/school-age/ youth development and family support practitioners
- Advocate for programs and services to hire practitioners who have the knowledge, skill, and dispositions that lead to optimal outcomes for children, youth and families

The following portion of this document outlines each of the Gateways ECE Credential Content Areas and respective competencies. The competencies are color-coded by level, with Level 2 signified by yellow, Level 3 green, Level 4 orange, and Level 5, blue.

Content Areas and Related Competencies

Human Growth and Development (HGD): Principles, theories, and knowledge of growth and development form the foundation for all aspects of work with children, youth, and families.

Early childhood practitioners use current and emerging principles, theories, and knowledge of developmental milestones as a foundation for all aspects of their work with young children, birth through age 8, and their families. Practitioners have a curiosity about how children develop and learn, and understand the mutual influences among different domains of development, and between the child and the contexts within which s/he develops. They view child development knowledge as the core of their professional practice and engage in ongoing learning and reflection about developmental knowledge and theory. They use their understanding as they plan and implement observations and teaching/learning interactions, and as a context for collaboration with families and other team members on behalf of children.

ECE Credential HGD Competencies:

ECE HGD1	Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning.
ECE HGD2	Describes the interrelationship between developmental domains, holistic wellbeing, and adaptive/living skills.
ECE HGD3	Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's wellbeing, and learning.
ECE HGD4	Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process of first and second language acquisition.
ECE HGD5	Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children's learning and development.
ECE HGD6	Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning.

The competent teaching assistant:

ECE HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning.

Behaviors and Skills:

1.1 Describes developmental milestones

1.2 Describes critical aspects of brain development (e.g. executive function, learning motivation, and life skills)

1.3 Describes developmental theories (e.g. Piaget, Erikson, Vygotsky, Bronfenbrenner, Gilligan)

1.4 Explains typical and atypical patterns of development, including characteristics of delays/disabilities

1.5 Describes the interaction between individual (e.g. biology, gender, temperament, language, ability) and contextual factors (e.g. environment [including opportunities for social engagement and play], family, race, ethnicity, socio-economics, stress, and diversity) on development and learning

ECE HGD2: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning.

Behaviors and Skills:

2.1 Understand the theoretical perspectives and research base of the developmental periods of early childhood and how development and learning intersect across the domains

2.2 Explain how and why biology, environment, stress and adversity impact children's development and learning

2.3 Understand the limitations of child development theories and research based primarily on a normative perspective of white, middle-class children in educated families

ECE HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning.

Behaviors and Skills:

3.1 Describes the impact of culture (e.g. traditions, values, goals) and language on children's developmental domains (e.g. physical, emotional, social, cognitive) and developmental trajectory

3.2 Recognizes and articulates how biology influences children's individual physical, emotional, social, cognitive development and their developmental trajectory

3.3 Recognizes and articulates theoretical perspective for how environment influences children's developmental trajectory, including:

- Quality early childhood education
- Structural inequities

3.4 Provides a holistic description of theoretical perspectives and research demonstrating the impact of family and societal contexts (e.g. stress, trauma, protective factors, and early experiences, resilience) on young children's development and learning

The competent lead teacher:

ECE HGD4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Describes process of first and second language acquisition

Behaviors and Skills:

4.1 Assesses development (e.g. physical, social, emotional, cognitive, and language, including multilingual development) using multi-dimensional knowledge (e.g. developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender) of young children

4.2 Use research and professionally recognized terminology to understand and articulate how each child is an individual with unique developmental variations, agency, strengths, interests, challenges, approaches to learning, experiences and abilities

4.3 Identifies specific "red flags" (e.g. https://www.tclny.org/developmental-red-flags) in each developmental domain (e.g. physical, social, emotional, cognitive, and language) and makes connections between concerns and appropriate next steps in supporting children's unique developmental patterns

4.4 Explains the developmental sequence and milestones in initial and subsequent language acquisition and how dual languages emerge simultaneously in the young child

The competent master teacher:

ECE HGD5: Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children's learning and development

Behaviors and Skills:

5.1 Applies accurate and relevant theory and research to inform instructional strategies, (e.g. developmentally appropriate learning targets, assessment strategies, instructional timing, scaffolding etc.) environment, (room arrangement, materials, resources, routines, etc.) and management choices (expectations, guidance, consequences, follow-up)

5.2 Uses available research evidence, professional judgements and family's knowledge and preferences for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

ECE HGD6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning

Behaviors and Skills:

6.1 Uses relevant and current evidence-based research to inform support for young children's holistic development (e.g. physical/ social/ emotional/ cognitive/ language/ aesthetic/ brain development)

6.2 Uses sound developmental theory, research, professional judgements, and family knowledge and preferences to support and justify instructional strategy (e.g. developmentally appropriate learning targets, assessment strategies, instructional timing, scaffolding etc.)

Health, Safety, and Well-Being (HSW): Safe environments and an emphasis on health and nutrition foster physical, cognitive, language, and social-emotional development for children and youth

Early childhood practitioners understand that children's physical health, mental health, and safety are the foundations for development and learning in children, birth through age 8. They acknowledge the value of creating a healthful environment to foster children's physical, cognitive, language, and social-emotional development. They collaborate with families and health professionals to provide safe, healthful environments and to adjust health, nutrition, and safety routines to children's individual needs and abilities. They take responsibility for providing multiple opportunities for children to learn habits that will ensure their health and safety.

ECE Credential HSW Competencies:

ECE HSW1	Articulates components of a safe and healthy environment.
ECE HSW2	Maintains a safe & healthy environment.
ECE HSW3	Creates a healthy and safe environment.
ECE HSW4	Assesses healthy and safe early childhood environments.
ECE HSW5	Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment.
ECE HSW6	Collaborates with families and community organizations to support children's healthy development and learning.
ECE HSW7	Identifies plans and procedures that support healthy and safe early childhood program practices.
ECE HSW8	Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices.

The competent teaching assistant:

ECE HSW1: Articulates components of a safe and healthy environment

Behaviors and Skills:

1.1 Describes the factors in the environment essential to health and safety (e.g., outlines signs of abuse and neglect and ways to document abuse and neglect)

1.2 Describes strategies to maintain a safe and risk-free indoor environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action

1.3 Outlines appropriate food preparation and handling procedures

1.4 Outlines emergency, medical, and first aid procedures

1.5 Outlines factors that contribute to ongoing wellness (providing instructions and required documentation for administration of different medicines and approved medical treatments and heath appraisals)

1.6 Describes practices that contribute to contagious disease prevention and procedures

1.7 Provide an overview of nutritional practices (requirements, feeding practices and strategies)

1.8 Outline ethical and confidential record keeping strategies related to health and safety (risk analysis documentation, accident reports, etc.)

1.9 Provides a comprehensive overview of standards and regulations related to health and safety (e.g. DCFS guidelines)

1.10 Articulates components of various regulations that support the rights of children with developmental delays and disabilities (e.g., IDEA)

ECE HSW2: Maintains a safe & healthy environment

Behaviors and Skills:

2.1 Follows environmental guidelines essential to health and safety (e.g., outlines signs of abuse and neglect and ways to document abuse and neglect)

2.2 Implements strategies to maintain a safe and risk-free indoor environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action

2.3 Implements appropriate food preparation and handling procedures

2.4 Implements emergency, medical, and first aid procedures

2.5 Provides instructions and required documentation for administration of different medicines and approved medical treatments and heath appraisals)

2.6 Engages in contagious disease prevention and procedures

2.7 Maintains healthy nutritional practices (requirements, feeding practices and strategies)

2.8 Utilizes ethical and confidential record keeping strategies related to health and safety (i.e., risk analysis documentation, accident reports, etc.)

2.9 Follows standards and regulations related to health and safety (e.g., DCFS)

2.10 Implements regulations that support the rights of children with developmental delays and disabilities (e.g., IDEA)

The competent teacher:

ECE HSW3: Creates a healthy and safe environment

Behaviors and Skills:

3.1 Implements environmental guidelines essential to health and safety (e.g., outlines signs of abuse and neglect and ways to document abuse and neglect)

3.2 Designs strategies to maintain a safe and risk-free indoor environment for children in which hazards are identified, risks assessed, and threats responded to with appropriate corrective action

3.3 Following guidelines, designs appropriate food preparation and handling procedures

3.4 Implements instructions and required documentation for administration of different medicines and approved medical treatments and heath appraisals

3.5 Implements emergency, medical, and first aid procedures

3.6 Provides instructions and required documentation for administration of different medicines and approved medical treatments and heath appraisals)

3.7 Engages in contagious disease prevention and procedures

3.8 Maintains healthy nutritional practices (requirements, feeding practices and strategies)

3.9 Utilizes ethical and confidential record keeping strategies related to health and safety (i.e., risk analysis documentation, accident reports, etc.)

3.10 Follows standards and regulations related to health and safety (e.g., DCFS)

3.11 Implements regulations that support the rights of children with developmental delays and disabilities (e.g., IDEA)

ECE HSW4: Assesses healthy and safe early childhood environments

Behaviors and Skills:

4.1 Assesses environmental guidelines essential to health and safety (e.g., outlines signs of abuse and neglect and ways to document abuse and neglect)

4.2 Analyze the indoor environment for children to identify possible hazards and assess risk and threats

4.3 Analyze the outdoor environment for children to identify possible hazards and assess risk and threats

4.4 Following state and national guidelines and policies, assess food preparation and handling procedures

4.5 Assesses record keeping strategies related to health and safety (i.e., accident reports, etc.)

4.6 Assesses procedures related to emergency, medical, and first aid procedures

4.7 Considering state and national guidelines and laws, assess policies and procedures that support the rights of children with developmental delays and disabilities (e.g., IDEA)

ECE HSW5: Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment

Behaviors and Skills:

5.1 Creates and implements activities for children that are culturally appropriate and provide children opportunities to make healthy, safe, and nutritious choices)

5.2 Ensures that the environment supports healthy bodies and lifestyles for young children)

The competent lead teacher:

ECE HSW6: Collaborates with families and community organizations to support children's healthy development and learning

Behaviors and Skills:

6.1 Identifies and implements strategies, including use of community resources, that promote collaboration with families and community organizations (including health personnel) to support each child's healthy development and learning

The competent master teacher:

ECE HSW7: Identifies plans and procedures that support healthy and safe early childhood program practices

Behaviors and Skills:

7.1 Describes ethical program level plans and procedures that reflect standards and regulations and are healthy and safe, related to:

- Environmental guidelines essential to health and safety (e.g., outlines signs of abuse and neglect and ways to document abuse and neglect)
- Indoor environment for children to identify possible hazards and assess risk and threats
- The outdoor environment for children to identify possible hazards and assess risk and threats
- Food preparation and handling procedures
- Record keeping strategies related to health and safety (i.e., accident reports, etc.)
- Procedures related to emergency, medical, and first aid procedures
- Policies and procedures that support the rights of children with developmental delays and disabilities (e.g., IDEA)

ECE HSW8: Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices

Behaviors and Skills:

7.2 Develops and implements ethical program level practices that reflect standards and regulations and are healthy and safe, related to:

- ◼ Environmental guidelines essential to health and safety (e.g., outlines signs of abuse and neglect and ways to document abuse and neglect)
- ◼ Indoor environment for children to identify possible hazards and assess risk and threats
- ◼ The outdoor environment for children to identify possible hazards and assess risk and threats
- ◼ Food preparation and handling procedures
- ◼ Record keeping strategies related to health and safety (i.e., accident reports, etc.)
- ◼ Procedures related to emergency, medical, and first aid procedures
- ◼ Record keeping strategies related to health and safety (i.e., accident reports, etc.)

Observation and Assessment (OA): Formal and informal observations and assessments provide an understanding about children, youth, and families, as well as information to guide program practices.

Knowledge of individual children's development and learning provides the framework for curriculum and teaching/learning interactions. Early childhood practitioners are curious about how children develop and learn, and value the roles of informal and formal observation and assessment. They understand the purposes, benefits, and uses of observation and assessment information in early childhood settings. They view observation and assessment as ways to understand children, not only as means for evaluation and accountability. They take responsibility for using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on each child's skills, abilities, interests, and needs birth through age 8; to monitor children's progress, and to continually evaluate and reflect on and modify their own roles and practices.

ECE Credential OA Competencies:

ECE OA1	Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children's development and learning and in informing the instructional process.
ECE OA2	Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.
ECE OA3	Selects and uses legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts.
ECE OA4	Identifies the impact and influence of external factors on assessment practices.
ECE OA5	Evaluates and selects appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities.
ECE OA6	Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction.

ECE OA7	Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives.
ECE OA8	Utilizes assessment data to support child development and learning and program development .

The competent teacher:

ECE OA1: Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children's development and learning and in informing the instructional process

Behaviors and Skills:

1.1 Describes the central purposes of assessment (e.g. collecting evidence with the goal of supporting young children's ongoing development and learning; identifying children who may benefit from specialized health, educational, and developmental services, program evaluation and monitoring trends, high stakes accountability)

1.2 Describes the role of central practices in assessment (e.g. observation methods, screening tools, formal assessments) in supporting young children's development and learning

1.3 Describes how assessment is a positive tool to support young children's learning and development (e.g. informing learning environment, curriculum, interaction strategies)

1.4 Provides a comprehensive description (purpose, reliability and valid use) of early childhood assessment procedures (e.g. High Scope Child Observation Record, Teaching Strategies Gold, Work Sample System)

1.5 Provides a comprehensive description (purpose, reliability, and valid use) of early childhood screening tools (e.g. Ages and Stages Questionnaire, Parents Evaluation of Developmental Status, Batelle Developmental Inventory- Normative Update Screening Test, Bayley Scales of Infant and Toddler Development, Brigance Early Childhood Screening)

1.6 Provides a comprehensive description (purpose, reliability, and valid use) of early childhood observation methods (e.g. running record, anecdotal record, checklist, frequency count, time sampling)

ECE OA2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process

Behaviors and Skills:

2.1 Identifies features of culturally appropriate assessment procedures and screening tools (e.g. inclusive of children's families, communities, and ways of knowing and doing) {Note: first part adapted from NAEYC descriptor to create continuity}

2.2 Identifies features of linguistically appropriate assessment procedures and screening tools (e.g. assessment is performed in child's primary language, assessment items represent linguistic relevance) {Note: first part adapted from NAEYC descriptor to create continuity

2.3 Identifies features of developmentally appropriate assessment procedures and screening tools (e.g. recognizes need to adapt/modify based on child's abilities, assessment reflects child's temperament, abilities, and preferred modes of interaction)

2.4 Describes individually, culturally and linguistically responsive observation strategies (e.g. objective, strength-based)

2.5 Describes culturally and linguistically responsive assessment strategies supporting family engagement in each aspect of the assessment, screening, and/or observation processes (e.g. inform families of purpose, gather input from families regarding hopes, dreams, and goals, discussing results, and mutually developing goals)

2.6 Support the use of assessment related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice

ECE OA3: Selects and uses legal and ethical assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts

Behaviors and Skills:

3.1 Selects developmentally, culturally and linguistically appropriate assessment instruments, screening tools, and observation methods that are reflective of and responsive to the unique children and families served (e.g. based on knowledge of culture, language use, and ways of knowing and doing)

3.2 Selects assessment instruments, screening tools, and observation methods that provide meaningful information about children and families served and the social contexts they grow and develop within (e.g. play-based and strength-based strategies designed to identify development, living, and social conditions)

3.3 Assesses children in familiar contexts using authentic assessment practices (e.g. during play and spontaneous conversation)

3.4 Maintains confidentiality in data collection, record keeping, and data dissemination (e.g. appropriate consent, storage of paper and electronic data)

3.5 Uses multiple methods of developmentally, culturally and linguistically appropriate data collection to understand children, families, and their social contexts (e.g. embeds assessment related activities in curriculum and in daily routines to facilitate authentic assessment; gathers meaningful information about families and communities through strategies including family intake interviews, home visits, conferences)

3.6 Uses organizational strategies (e.g. portfolios and Work Sampling, High/Scope and Creative Curriculum assessment systems) to ensure knowledge gained regarding young children and their families is accurate, current, and meaningfully applied

3.7 Uses assessment and organizational strategies to serve as a contributing member of IFSP and IEP teams (e.g. collects meaningful data that contributes to IFSP and IEP goal setting and progress monitoring, maintains and transmits data in accordance with local and state requirements)

The competent lead teacher:

ECE OA4: Identifies the impact and influence of external factors on assessment practices

Behaviors and Skills:

4.1 Identifies how external factors (e.g. children's culture, first language, temperament) impact and influence data collection

4.2 Provides a comprehensive description connection to theory and research of the limitations of developmentally, culturally or linguistically inappropriate assessment tools (e.g. failure to accommodate child/family culture, lack of availability in primary language, lack of responsiveness to children's unique developmental patterns, ways of knowing and doing) and minimize their impact on young children

4.3 Identifies and describes local, state and national guidelines (e.g. appropriateness of content, inclusion of direct and indirect data measures)

4.4 Describes legal parameters related to identification and referral (e.g. regular screening, inclusive of development, vision, and hearing; referral processes for children with possible developmental delays; notification responsibilities)

ECE OA5: Evaluates and selects appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities

Behaviors and Skills:

5.1 Provides evaluation, observation, screening, and assessment strategies based on specific purpose (e.g. understanding children's health, educational, and developmental status, program planning) and data driven decision-making (e.g. program evaluation and monitoring trends, high stakes accountability)

5.2 Justifies selection of appropriate observation, screening, and assessment strategies based on specific purpose (e.g. understanding children's health, educational, and developmental status, program planning) and data driven decision-making (e.g. program evaluation and monitoring trends, high stakes accountability)

5.3 Selects culturally and linguistically responsive assessment strategies supporting family engagement in each aspect of the assessment, screening, and/or observation process (e.g. inform families of purpose, gather input from families regarding hopes, dreams, and goals, discuss results, and mutually develop goals)

ECE OA6: Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction

Behaviors and Skills:

6.1 Analyzes data from assessment tools to make instructional decisions and set learning goals for children

6.2 Implements and adapts (e.g. individual learning needs, home language, ways of knowing and interacting with world) a range of effective observation, screening, assessment strategies to inform instruction (group and individual)

6.3 Engages in collaborative planning with families and colleagues to align data gathered with applicable development/learning standards (e.g., Illinois Early Learning Guidelines, Early Learning Standards)

6.4 Uses data to collaborate with families and professionals to inform the development of IEPs and IFSPs

6.5 Implements multiple strategies (e.g. shared screening tools, family in-take interviews, home visits, portfolios, conferences) to meaningfully engage families in the observation, screening and assessment process

The competent master teacher:

ECE OA7: Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives

Behaviors and Skills:

7.1 Describes the evidence-base (e.g. research base and theoretical perspectives) supporting data collection, analysis and interpretation procedures that promote child development and learning, program evaluation and planning, and program improvement initiatives

7.2 Supports colleagues in incorporating family input into assessment practices (identifies critical importance, describes strategies supporting family engagement, facilitates integration into daily routine)

7.3 Identifies the importance of and shares strategies for supporting others in incorporating legal and ethical data collection, analysis and interpretation procedures (e.g. maintaining confidentiality, adhering to legal guidance, culturally and linguistically responsive)

ECE OA8: Utilizes assessment data to support child development and learning and program development

Behaviors and Skills:

8.1 Utilizes assessment data within the early childhood context in ways that are supportive of child development and learning (e.g. learning goals, curriculum planning, and teaching strategies) and program planning and development

8.2 Use of assessment data reflects legal and ethical considerations (e.g. maintaining confidentiality, adhering to legal guidance, culturally and linguistically responsive)

Curriculum or Program Design (CPD): Goals and strategies for children, youth, and families are based on knowledge of appropriate curriculum and program design.

Early childhood practitioners have broad knowledge of appropriate curriculum for young children from birth through age 8. They understand the central concepts, tools of inquiry, and structures of the content disciplines, as well as the interrelationships between and among content disciplines, and developmental domains. They recognize and value the interdependence between children's relationships with others and their construction of knowledge. They view curriculum development as a collaborative, dynamic, and ever-changing professional endeavor. They take responsibility for planning and providing an emerging, anti-bias, integrated curriculum to build on each child's current abilities and interests to expand competence in all content areas and developmental domains.

ECE Credential CPD Competencies:

ECE CPD1	Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data.
ECE CPD2	Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning.
ECE CPD3	Plans, implements and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs.
ECE CPD4	Describes appropriate methods supportive of young children's development and learning.
ECE CPD5	Describes appropriate content supportive of young children's development and learning.
ECE CPD6	Selects appropriate content, aligned with relevant standards.
ECE CPD7	Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content.
ECE CPD8	Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests.
ECE CPD9	Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children.
ECE CPD10	Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning.

The competent teacher:

ECE CPD1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data

Behaviors and Skills:

1.1 Describes how assessment and observation data (e.g. learner strength and interest inventories) are collected that inform understanding of individual learner strengths, interests, and areas of need.

1.2 Describes how assessment and observation data are used to inform instructional choices (e.g. instructional material choices, content, scaffolding, and large versus small versus individual group structure choices)

1.3 Describes how assessment and observation data inform culture and language development (e.g. honor their silent period, incorporate visuals, group work, scaffold) and are supportive of positive relationships (e.g. small and large groups, peer learning)

ECE CPD2: Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning

Behaviors and Skills:

2.1 Identifies target learning standards (e.g. Illinois Early Learning Standards, Common Core Standards, Illinois Social Emotional Learning Standards, etc.).

2.2 Identifies target evidence-based practices (e.g. current research, etc.)

2.3 Identifies culturally competent teaching strategies (e.g. honor their silent period, incorporate visuals, group work, scaffold)

2.4 Describes the intersection between specific standards, evidence-based practices, and culturally competent teaching strategies (e.g. connects specific teaching strategies to evidence-based practices and aligns with relevant standards.

ECE CPD3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs

Behaviors and Skills:

3.1 Instructional choices (e.g. content, instructional strategies, group versus individual, assessment strategies) are differentiated and open-ended in regard to individual learner's ability levels and needs (e.g. physically, cognitively, socially, emotionally, and linguistically)

3.2 Instructional choices (e.g. content, instructional strategies, group versus individual, assessment strategies) represent knowledge of and build upon learner's interests (e.g. connections to families, home life, communities, events etc.)

3.3 Uses learner assessment data and instructional reflection to ensure instructional choices are differentiated according to individual learner needs. (e.g. physically, cognitively, socially, emotionally, and linguistically)

3.4 Uses learner assessment data and instructional reflection to ensure instructional choices are differentiated according to individual learner interests. (e.g. connections to families, home life, communities, events etc.)

The competent lead teacher:

ECE CPD4: Describes appropriate methods supportive of young children's development and learning

Behaviors and Skills:

4.1 Describes accurate and non-stereotypical cultural representation in instructional choices (e.g., literature selection, classroom pictures, celebrations, music, etc.)

4.2 Determines each learner's primary language and primary home language and explains how language (both verbal and written) in the classroom is representative of emerging multilingual communication.

4.3 Justifies instructional strategy choices with learner's physical, cognitive, social, emotional, and linguistic developmental levels

ECE CPD5: Describes appropriate content supportive of young children's development and learning

Behaviors and Skills:

5.1 Describes accurate and non-stereotypical cultural representation (e.g. literature selection, classroom pictures, celebrations, music, etc.) in content, curricula, material, and resource selections in all content areas (e.g. literacy, math, science, social science, and creative arts)

5.2 Determines each learner's primary language and primary home language and explains how language (both verbal and written) is supported by content (e.g. literacy, math, science, social science, and creative arts), curricula, resource, material, and leveling choices of emerging multi-lingual communication.

5.3 Justifies content choices (e.g. literacy, math, science, social science, and creative arts) with learner's physical, cognitive, social, emotional, and linguistic developmental levels.

ECE CPD6: Selects appropriate content, aligned with relevant standards

Behaviors and Skills:

6.1 Can justify and align content choices (e.g. materials, levels, resources, and multiple content area integration) with developmentally appropriate and applicable learning standards (e.g. Illinois Early Learning Standards, Common Core Standards, Illinois Social Emotional Learning Standards, etc.)

ECE CPD7: Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content

Behaviors and Skills:

7.1 Implements instruction (e.g. content, instructional strategies, group versus individual, assessment strategies) that represents differentiation allowing them to meet individual learners where they are in regard to both development (e.g. physically, cognitively, socially, emotionally, and linguistically) and diverse ability levels.

7.2 Implements pedagogical strategies (e.g. content, instructional strategies, group versus individual, assessment strategies) that represent knowledge of and build upon learner's interests (e.g. connections to families, home life, communities, events etc.

ECE CPD8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests

Behaviors and Skills:

8.1 Implements open-ended, play-based instruction that are matched to content level (e.g. literacy, math, science, social science, and creative arts) social and learner abilities and interests (e.g. connections to families, home life, communities, events, previous knowledge, etc.), meeting learners where they are in multiple ways (e.g. large group, small group, and individual activities).

ECE CPD9: Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children

Behaviors and Skills:

9.1 Utilizes technology, colleagues, and resources which are evidence-based to adapt instructional strategies that meet children's diverse developmental needs (e.g. physically, cognitively, socially, emotionally, and linguistically).

9.2 Adapts instructional strategies, learning environment, material, classroom management choice (in the moment/ as needed), with learner's physical, cognitive, social, emotional, and linguistic developmental levels

9.3 Utilizes understanding of learner development and interests merged with learner feedback to adapt instruction (in the moment) and more effectively match to content.

The competent master teacher:

ECE CPD10: Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning.

Behaviors and Skills:

10.1 Designs and implements specific program evaluation data collection and analysis procedures which focus on optimizing healthy child development and learning.

10.2 Designs and implements specific program evaluation data collection and analysis procedures which utilize ongoing learner assessment data.

10.3 Uses current evidence-based practices and research as a lens for analysis of program evaluation data.

10.4 Develops, implements, and continuously evaluates program policies and procedures through the lens of consistent program evaluation data and analysis.

10.5 Develops, implements, and continuously evaluates program policies and procedures through the lens of consistent program evaluation data and analysis.

Interactions, Relationships, and Environments (IRE): Environments for children, youth, and families are designed to support learning and development, are sensitive to bias and responsive to individual differences, and provide opportunities for thoughtful interactions and relationship building

Early childhood practitioners use their understanding of developmentally appropriate interactions and environments to provide integrated learning opportunities to young children from birth through age 8*. They use interpersonal interactions that guide each child toward desired developmental and learning outcomes. They recognize the important teaching roles of the physical and social environments, and provide and support environments that are nurturing, pleasing, and intellectually stimulating. Environments and teaching/learning interactions reflect values about young children and families and are sensitive to bias and to individual differences. Environments and interactions are responsive to each child's abilities, interests, and needs, and reflect appreciation of family and community contexts and resources.

ECE Credential IRE Competencies:

ECE IRE1	Describes the role of the environment in supporting children's development.
ECE IRE2	Articulates the importance of relationships in supporting positive developmental and behavioral outcomes
ECE IRE3	Identifies factors that contribute to positive interactions with the environment
ECE IRE4	Designs learning environments and activities supportive of healthy development and learning
ECE IRE5	Creates engaging environments that meet the diverse development and learning needs of each child
ECE IRE6	Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments
ECE IRE7	Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines

The competent teaching assistant:

ECE IRE1: Describes the role of the environment in supporting children's development

Behaviors and Skills:

1.1 Describes how indoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) reflect children's development and need for play (individual & group)

1.2 Describes how indoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) support children's development and need for play (individual & group)

1.3 Describes how indoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) build classroom community (e.g. responsive classroom culture that respects and builds all children bring to the early learning setting)

1.4 Describes how outdoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) reflect children's development and need for play (individual & group)

1.5 Describes how outdoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) support children's learning (individual & group)

1.6 Describes how outdoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) build classroom community (e.g. responsive classroom culture that respects and builds all children bring to the early learning setting)

ECE iRE 2: Articulates the importance of relationships in supporting positive developmental and behavioral outcomes

Behaviors and Skills:

2.1 Considers adult behaviors, attitudes and interactions in articulating the importance of that positive and supportive relationships in supporting positive developmental and behavioral outcomes (e.g. mutual respect, attentive, engaging, developmentally appropriate verbal and non-verbal cues, reflective listening)

2.2 Describes role of positive social interactions (e.g. peer to peer work, group work, collaboration)

2.3 Identifies adaptations (e.g. honor their silent period, incorporate visuals, group work, scaffold) supportive of positive relationships (e.g. small and large groups, peer learning) for multi-language learners and children of diverse abilities

The competent teacher:

ECE IRE3: Identifies factors that contribute to positive interactions with the environment

Behaviors and Skills:

3.1 Identifies and provides examples of specific social emotional factors (e.g. personality, temperament, etc.)

3.2 Identifies and provides examples of specific experiences, knowledge, interests, and abilities of individual learners.

3.3 Identifies and provides examples of specific culture and languages factors for learners.

3.4 Identifies components of a positive classroom culture that respects, supports, and build, through social interactions and play, on each child's unique characteristics (experiences, knowledge, interests, abilities, culture and languages)

ECE IRE4: Designs learning environments and activities supportive of healthy development and learning

Behaviors and Skills:

4.1 Incorporates knowledge of culturally appropriate practice to design environments and activities.

4.2 Incorporates knowledge of healthy development (e.g. physical, cognitive, linguistic, social emotional) and learning to design environments and activities.

4.3 Justifies environmental design choices associated to individual children's needs (e.g. developmentally and individually appropriate).

4.4 Describes how opportunities for supportive of positive expression of emotions, exploration and problem solving are incorporated in environment design and activity choices.

The competent lead teacher:

ECE IRE5: Creates engaging environments that meet the diverse development and learning needs of each child

Behaviors and Skills:

5.1 Creates indoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that consider children's development (individual & group)

5.2 Creates indoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that support children's learning (individual & group)

5.3 Creates indoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that build classroom community e.g. responsive classroom culture that respects and builds all children bring to the early learning setting)

5.4 Creates indoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that reflects learners' culture and language

5.5 Creates outdoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that consider children's development (individual & group)

5.6 Creates outdoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that support children's learning (individual & group)

5.7 Creates outdoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that build classroom community (e.g. responsive classroom culture that respects and builds all children bring to the early learning setting)

5.8 Creates outdoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that reflects learners' culture and language.

The competent master teacher:

ECE IRE6: Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments

Behaviors and Skills:

6.1 Justify indoor and outdoor environmental choices using current evidence-based research (e.g. developmentally appropriate, culturally and linguistically relevant teaching approaches)

6.2 Analyzes learning environments (e.g. indoor and outdoor) for culturally and linguistically relevance (e.g. respecting silent period, literature choices, images, written labels, stereotypes are avoided).

6.3 Compare and analyze environment design choices to developmental theories (e.g. language acquisition, cognitive stage theory, social emotional theories, locomotion theory).

6.4 Justifies learning environment, materials, and routine choices through the context of individual children's strengths and challenges.

ECE IRE7: Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines

Behaviors and Skills:

7.1 Creates indoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that reflect developmental theories (e.g. language acquisition, cognitive stage theory, social emotional theories, locomotion theory)

7.2 Creates indoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that reflect relevant organizational/agency policies and guidelines (e.g. NAEYC, DCFS, Illinois School Code)

7.3 Creates outdoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that reflect developmental theories (e.g. language acquisition, cognitive stage theory, social emotional theories, locomotion theory).

7.4 Creates outdoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that reflect relevant organizational/agency policies and guidelines (e.g. NAEYC, DCFS, Illinois School Code)
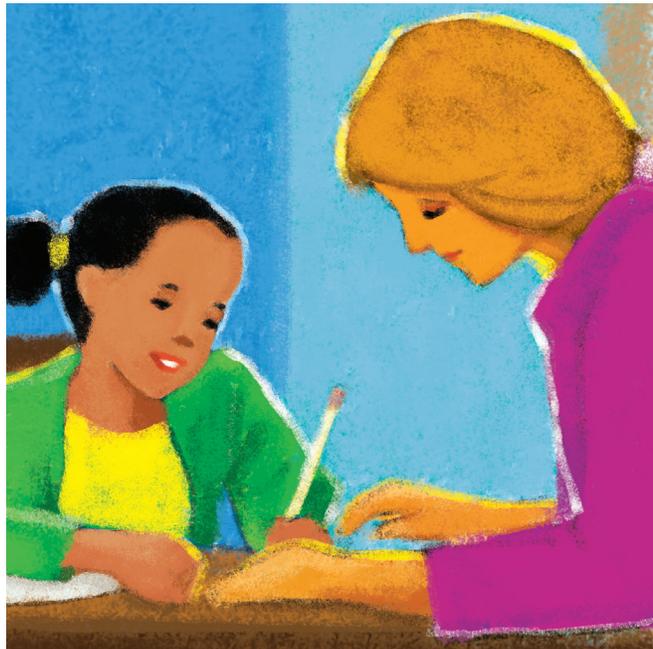
Family and Community Relationships (FCR): Positive, collaborative partnerships among families, colleagues, and community play a critical role in the development, learning, and well-being of children and youth.

Early childhood practitioners understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning, and well-being of young children, birth through age 8, and their families.

ECE Credential FCR Competencies:

ECE FCR1	Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.
ECE FCR2	Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education.
ECE FCR3	Identifies and models respect for families by using strengths-based, culturally responsive practices.
ECE FCR4	Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families.
ECE FCR5	Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting.
ECE FCR6	Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child, family, and program goals.
ECE FCR7	Designs and advocates for procedures, plans, and policies, informing (supporting) child and program goals, in collaboration with families and other team members.

The competent teaching assistant:

ECE FCR1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting

Behaviors and Skills:

1.1 Uses family research and theory to describe the diverse characteristics of families (e.g. socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities) and communities (e.g. geography, ideology)

1.2 Describes the varied influences (e.g. social, culture, early childhood education) of families and communities on young children

1.3 Describes the importance of understanding diverse family characteristics (e.g. strengths, expectations, values, child-rearing practices, culture, language)

1.4 Describe the stages of parental development

1.3 Explains how diverse characteristics of families (e.g., socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities) create the context for and shape young children's lives

ECE FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education

Behaviors and Skills:

2.1 Describe the importance of having culturally and linguistically respectful, reciprocal relationships with families

2.2 Identifies the critical importance of families as partners in their children's learning and development

2.3 Describes strategies for building reciprocal relationships that are culturally and linguistically responsive (e.g., written communication strategies that respect unique communication styles, home language, and family communication preferences; verbal communication strategies that respect unique communication styles, home language, and family communication preferences)

ECE FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices

Behaviors and Skills:

3.1 Gives examples of ways to show respect for life's diversities and influences on families

3.2 Affirm the families' culture and language(s) (including dialects)

3.3 Communicates (written and/or verbal) in the families' preferred language when possible

3.4 Communicates/ demonstrates respect for family's various structures

3.5 Uses strategies for building reciprocal relationships that are strengths-based and culturally and linguistically responsive (e.g., written communication strategies that respect unique communication styles, home language, and family communication preferences; verbal communication strategies that respect unique communication styles, home language, and family communication preferences) to learn with and from family members

3.6 Connects family theory and research on socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities to a contextual understanding of young children's lives

The competent teacher:

ECE FCR4: Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families

Behaviors and Skills:

4.1 Identify a range of community resources (e.g. related to health, nutrition, well-being, parenting, finances, family and child development and engagement) that are responsive to the unique needs of children and families)

4.2 Partners with colleagues (e.g. co-teachers, speech pathologists, school counselors) to find needed community resources (e.g. related to health, nutrition, well-being, parenting, finances, family and child development and engagement) for referral.

4.3 Matches resources (including cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, and economic assistance) to specific family needs.

ECE FCR5: Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting

Behaviors and Skills:

5.1 Explains a broad repertoire of culturally responsive communication strategies (e.g., linguistically appropriate daily communication, information sharing, solicitations for bidirectional communication) for building reciprocal relationships and use those to learn with and from family members

5.2 Explains to families in culturally sensitive ways the various roles (e.g., child, family members, service providers) and the importance of all team members on IFSP and IEP teams

5.3 Describes strategies (e.g. Ages and Stages Questionnaire, information on development milestones, daily communication strategies) that facilitate culturally sensitive expectations for children's development and learning

5.4 In collaboration with colleagues, participates in IFSP and IEP teams with families and children at the forefront

5.5 Identifies strategies that engage families (e.g. goal setting, assessment, problem-solving related to concerns and challenges) as resources into their child's curriculum and program (e.g., curriculum, program development, assessment, and transition planning)

5.6 Partners with families in the use of child assessment data to design individual goals for learners

ECE FCR6: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child, family, and program goals

Behaviors and Skills:

6.1 Selects culturally and linguistically appropriate procedures designed to gather information about children and families (including child and family strengths, priorities, concerns, and needs)

6.2 Implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child, family, and program goals

6.3 In collaboration with families, utilize the findings to establish child and family goals

6.4 Partners with families in a strengths-based and culturally and linguistically responsive ways to integrate information gathered from children and families to establish program goals that are responsive to children's development and learning

The competent master teacher:

ECE FCR7: Designs and advocates for procedures, plans, and policies, informing (supporting) child and program goals, in collaboration with families and other team members

Behaviors and Skills:

7.1 Involve families in the design of programmatic procedures, plans, and policies

7.2 Working collaboratively with colleagues to create and advocate for programmatic procedures, plans, and policies in support of child and family goals

7.3 With families and other team members, advocate for procedures, plans, and policies that support individualized goals

7.4 With families and other team members, advocate for procedures, plans, and policies that support broader program goals

7.5 Works with other early childhood partners within the community to advocate for best practices (e.g., transition policies and procedures, professional development, language supports, legislative action)
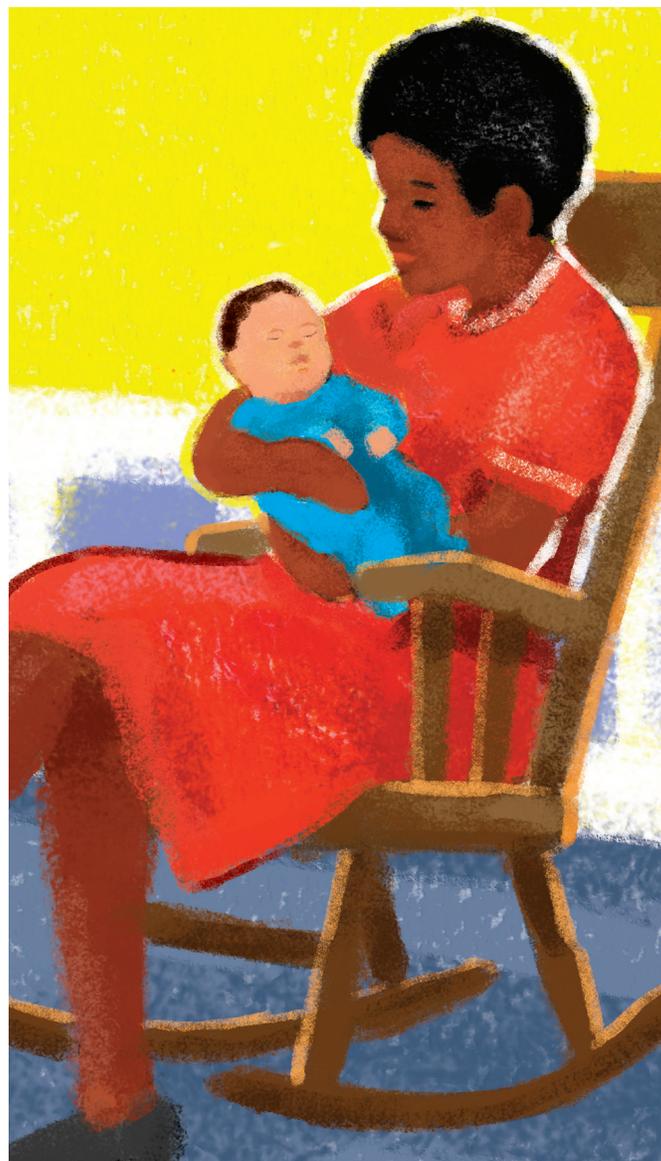
Personal and Professional Development (PPD): Reflecting on and taking responsibility for one's values, choices, and actions are key to ongoing professional development.

Early childhood practitioners identify themselves as professionals and conduct themselves as members of a significant, expanding, and changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They honor diversity in cultures, beliefs, and practices. They know and value the history and contributions of their profession and its related fields. They are committed to ongoing professional development, and continually reflect on and take responsibility for their own values, choices, and actions. They advocate for young children, birth through age 8, and their families, and exemplify the ethical standards of their discipline in their profession in their personal and professional interactions and activities.

ECE Credential PPD Competencies:

ECE PPD1	Demonstrates professionalism in image, behavior, and disposition
ECE PPD2	Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experience and values influence perspective and practice within these fields.
ECE PPD3	Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations.
ECE PPD4	Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues and as a member of early childhood teams.
ECE PPD5	Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth.
ECE PPD6	Creates a professional philosophy that guides development as a practitioner and advocate.
ECE PPD7	Describes processes, procedures and identified roles within successful early childhood teams.
ECE PPD8	Engages in written, verbal, and non-verbal communications skills with children, families, and colleagues that support culturally, linguistically, and ability diverse populations; program functioning; family and community collaboration; and healthy child development and learning.
ECE PPD9	Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings.
ECE PPD10	Designs and/or participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served.

The competent teaching assistant:

ECE PPD1: Demonstrates professionalism in image, behavior, and disposition

Behaviors and Skills:

1.1 Demonstrates professionalism in interactions and communication
- Listens and responds with an open mind to suggestions;
- Communicates with honesty, respect, and integrity;
- Uses current research-based strategies and practical applications (evidence-based strategies) to address conflict;
- Seeks out and considers the opinions of others;
- Demonstrates empathy in interactions with children, family, and colleagues;
- Applies practices designed to understand individual perspectives (culture, gender, socioeconomic, etc.);
- Uses verbal and non-verbal language, behaviors, and interactions that demonstrate emotional control and empathy;
- Responds appropriately to the actions and reactions of others (demonstrates self regulation, takes others' perspectives into account, seeks clarification as needed), identifies personal responsibility in conflict
- Identifies as a member of the early childhood profession

1.2 Demonstrates professionalism in ethics and responsibility:
- Protects and maintains confidentiality
- Practices sensitivity and respect for young children, their families, and colleagues
- Is dependable and responsible in time management (e.g. demonstrates engagement, present, meets deadlines, responds in a timely manner)
- Maintains accurate records (child and family)
- Uses digital devices responsibly and appropriately (maintains appropriate child protections, follows current guidance regarding appropriate digital use, including social media)
- Implements practices that respect student and family privacy both electronically and in hard copy

- Dresses professionally for context/situation
- Maintains professional relationships with families and staff (e.g. establishes appropriate boundaries, demonstrates a clear understanding of and responsiveness to defined role

1.3 Demonstrates professionalism in reflection and flexibility:
- Seeks out and applies feedback to professional practice
- Provides an accurate reflection on strengths and opportunities for growth
- Appropriately adapts to new and unexpected situations

ECE PPD2: Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experience and values influence perspective and practice within these fields

Behaviors and Skills:

2.1 Describes foundations (historical, theoretical, philosophical) of the fields of early childhood general education, early childhood special education

2.2 Describes the connections between the collaborating professions (e.g. special education, speech pathology, occupational therapy, physical therapy, bilingual education) related to the early childhood field

2.3 Articulates how current research, policies, values and experiences within each field influence professional practice, perspective, program design and structure

2.4 Identifies broader contexts and basic policy issues in the profession (e.g. compensation and financing; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues)

The competent teacher:

ECE PPD3: Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations

Behaviors and Skills:

3.1 Aligns practice with relevant laws (e.g., child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities)

3.2 Aligns professional practice with applicable standards and guidelines (e.g., local, state and national guidelines; position statements from professional associations)

3.3 Articulates the importance of confidentiality and impartiality)

3.4 Connects to professional organizations (through membership or regular use of resources)

3.5 Aligns behavior with a professional code of ethics (e.g. NAEYC Code of Ethical Conduct)

ECE PPD4: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues and as a member of early childhood teams.

Behaviors and Skills:

4.1 Utilizes respectful, responsive, culturally and linguistically sensitive language and gestures

4.2 Utilizes respectful, responsive, culturally and linguistically sensitive tone

4.3 Utilizes appropriate grammar, spelling, and terms when interacting with young children, families, and colleagues

4.4 Uses technology with facility when interacting with children, families, and as a member of an early childhood team

4.5 Communication and collaboration skills used reflective of a commitment to continuous learning

4.6 Advocacy skills are demonstrated (identifying a challenge, utilizing communication and collaboration skills to address challenge)

4.7 Employs communication and collaboration skills that are reflective of appropriate professional expectations and current technologies

The competent lead teacher:

ECE PPD5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth

Behaviors and Skills:

5.1 Designs a professional development plan that incorporates self-reflection, self-assessment, and self-care
- Examines own work
- Reflects of sources of professional knowledge,
- Explores assumptions about the field of early childhood,
- Identifies non-dominant sources of information to supplement knowledge)
- Identifies strategies for self-care in routines to maintain positive engagement with young children and professionalism with families and colleagues

5.2 Includes within professional development plan attention to current professional role and plans to continue professional development and growth
- Participation in collaborative learning communities,
- Pursuit of strength-based approaches to research-base and theoretical perspectives

ECE PPD6: Creates a professional philosophy that guides development as a practitioner and advocate

Behaviors and Skills:

6.1 Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate

6.2 Includes theory and evidence-base that underlies philosophy

6.3 Describes strategies to advocate for resources and policies that support young children and their families as well as for early childhood educators

6.4 Outlines contributions supportive of ongoing development as a professional (e.g. participation in collaborative learning communities, pursuit of research-base and theoretical perspectives, strength-based approaches to research and practice)

The competent master teacher:

ECE PPD7: Describes processes, procedures and identified roles within successful early childhood teams

Behaviors and Skills:

7.1 Describes own role and the roles of others in successful early childhood teams

7.2 Describes processes and procedures (e.g. record keeping, organization, establishing and maintaining collaborative foundations) that influence the success of early childhood teams

ECE PPD8: Communicates in writing verbally and non-verbally communication skills with children, families, and colleagues that supports culturally, linguistically diverse populations: program functioning; family and community collaboration; and healthy child development and learning

Behaviors and Skills:

8.1 Provides examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues supportive of culturally, linguistically, and ability diverse populations; family collaboration and development; community collaboration; and healthy child development and learning

8.2 Communication supports infrastructure that includes effective record maintenance promoting program functioning and connections to community resources

ECE PPD9: Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings

9.1 Professionalism and leadership evidenced by application of legal, ethical, and regulatory standards (e.g. DCFS licensing, Excelerate, school code) to decision-making within early childhood settings

9.2 Professionalism and leadership evidenced by application of evidence-based practices (e.g. theory and research) to decision-making within early childhood settings

9.3 Utilizes interpersonal skills (e.g. active listening, joining and supporting, establishing consensus) to work collaboratively with teams and individuals)

9.4 Protects confidentiality and privacy in written and verbal communication and promotes impartiality in procedures and practices

ECE PPD10: Designs and/or participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served

Behaviors and Skills:

10.1 Designs and/or participates in collaborative approaches with professionals

10.2 Demonstrates leadership through the development of program policies and procedures that reflect federal, state, and local regulations and ensure the healthy functioning of the early childhood program/agency and the children and families served

- Understands the basics of how public policies are developed

- Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal, or national levels

Alignment with Related Standards

ECE Core Competency Area	NAEYC Competencies for Early Childhood Educators	DEC Recommended Practices	Illinois Professional Teaching Standards
	Note: Numbered items below denote standards		Note: Numbered items below denote standards
Human Growth and Development (HGD)	1: Child Development and Learning in Context 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Assessment, Family, Leadership	1: Teaching Diverse Students 2: Content and Pedagogical Knowledge 7: Assessment 9: Professionals, Leadership, and Advocacy
Health, Safety, and WellBeing (HSW)	1: Child Development and Learning in Context 2: Family-Teacher Partnerships and Community Connections 6: Professionalism as an Early Childhood Educator	Environment, Family, Teaching and Collaboration	2: Content and Pedagogical Knowledge 4: Learning Environment 5: Instructional Delivery 8: Collaborative Relationships 9: Professionals, Leadership, and Advocacy
Interactions, Relationships, and Environments (IRE)	1: Child Development and Learning in Context 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Family, Environment, Interaction	1: Teaching Diverse Students 2: Content and Pedagogical Knowledge 3: Planning for Differentiated Instruction 4: Learning Environment 8: Collaborative Relationships 9: Professionals, Leadership, and Advocacy
Curriculum or Program Design (CPD)	1: Child Development and Learning in Context 3: Child Observation, Documentation, and Assessment 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Interaction, Environment, Leadership, Interaction	1: Teaching Diverse Students 2: Content and Pedagogical Knowledge 3: Planning for Differentiated Instruction 4: Learning Environment 5: Instructional Delivery 6: Reading, Writing, and Oral Communication 9: Professionals, Leadership, and Advocacy

		Assessment, Instruction	1: Teaching Diverse Students
Observation and Assessment (OA)	3: Child Observation, Documentation, and Assessment		3: Planning for Differentiated Instruction
			4: Learning Environment
			5: Instructional Delivery
			6: Reading, Writing, and Oral Communication
			7: Assessment
			9: Professionals, Leadership, and Advocacy

ECE Core Competency Area	NAEYC Competencies for Early Childhood Educators Note: Numbered items below denote standards	DEC Recommended Practices	Illinois Professional Teaching Standards Note: Numbered items below denote standards
Family and Community Relationships (FCR)	1: Child Development and Learning in Context 2: Family-Teacher Partnerships and Community Connections 3: Child Observation, Documentation, and Assessment 6: Professionalism as an Early Childhood Educator	Assessment, Family, Teaching and Collaboration, Leadership, Instruction	1: Teaching Diverse Students 3: Planning for Differentiated Instruction 7: Assessment 8: Collaborative Relationships 9: Professionals, Leadership, and Advocacy
Personal and Professional Development (PPD)	4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices 6: Professionalism as an Early Childhood Educator	Family, Interactions, Teaching and Collaboration, Leadership	1: Teaching Diverse Students 3: Planning for Differentiated Instruction 4: Learning Environment 5: Instructional Delivery 6: Reading, Writing, and Oral Communication 7: Assessment 8: Collaborative Relationships 9: Professionals, Leadership, and Advocacy

Glossary

Administrator: The director, executive director, or manager of an early care and education program.

Assessment: A description and judgment of a specific domain of knowledge or behavior drawn from more than one source of information. The literature on accountability in education equates assessment and evaluation. IDEA defines assessment as a process for determining progress and evaluation as a process for determining current levels of performance for purposes of standard comparison for eligibility determination.

Assessment systems: The compilation of information (data sources) to provide a description of a phenomenon (trend). An assessment system may include norm- or criterion-referenced assessments, alternate assessments, and classroom assessments.

Assistant teacher: An individual who works with a group of children under the direct supervision of a teacher; must have high school diploma or GED. Also called an aide or associate teacher.

Career Lattice: A framework for the early care and education professional development system that identifies the core knowledge, skills, dispositions, & student learning outcomes for all roles in early care and education and for the levels within roles. A career lattice identifies levels of credentials, showing how each level builds on and deepens skills & knowledge in core competency areas; lays out pathways and options for professional preparation & movement; and describes how individuals can move (horizontally, vertically and diagonally) within a single system or across systems.

Child care: Non-parental care of children by another adult which may take place in a variety of settings including the child's home, another person's home or in a center. Child care programs are either licensed in Illinois by the Department of Children and Family Services under the Child Care Act of 1969 or, if they met certain qualifications, may be exempt from licensure.

Core competencies: Measurable statements of knowledge, dispositions, and observable skills that practitioners working with young children need to facilitate child learning and development, linked to early learning guidelines or standards.

Credential: Evidence or certification of attainment and/or demonstration of defined knowledge, skills, and other professional requirements; a document certifying that an individual has met a defined set of requirements set forth by the grantor of the credential, usually related to skills and knowledge and may include demonstrations of competence.

Curricula (plural) or Curriculum (singular): A program of study offered at a college or university; a set of topic specific information created for a defined group.

Director: Administrator of a center-based program, similar to the principal of an elementary school. Responsible for planning & supervising child development programs and overseeing staff.

Disciplines: Areas or fields of study.

Dispositions: Dispositions are strong tendencies of how one would act in certain specific ways, even in unknown situations. Those tendencies have the capacity to mold one's actions to suit different and new situations, and have a predictive nature. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

Early childhood education: Generic term used to describe the field of early care and education of children birth to age 8. Many early childhood programs, however, also provide care for school-age children through age 12 during their out-of-school time.

Early childhood education professional development: A continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. Professional development encompasses education, training, and technical assistance. See also Early Childhood Education Professional Development: Training and Technical Assistance Glossary.

Early childhood education workforce: Those working with young children (infants, toddlers, preschoolers, and school-age children) in centers, homes, and schools and their families or on their behalf (in agencies, organizations, institutions of higher education, etc.), with a primary mission of supporting children's development and learning. See also Early Childhood Education Professional Development: Training and Technical Assistance Glossary

ERS: Environment Rating Scale

Evaluation: A description and judgment of a specific domain of knowledge or behavior drawn from more than one source of information.

Family Child Care (FCC) Credential: A voluntary credential awarded at multiple levels that identifies what individuals working as a family child care provider should know and be able to demonstrate at various levels of training, education, and experience.

Family Specialist Credential (FSC): A voluntary credential awarded at multiple levels that identifies what individuals working with families in a strength-based model should know and be able to demonstrate at various levels of training, education, and experience.

Goals: The purpose of an act or group of actions

Great START: Great START (Strategy to Attract and Retain Teachers) is a wage supplement program designed to improve the developmental outcomes of children through the professional development of early childhood practitioners. It is available to assistant teachers, teachers, and directors employed by licensed child care centers, family group homes, and family child care homes. The program is funded through the Illinois Department of Human Services and administered by the Illinois Network of Child Care Resource and Referral Agencies.

Guidelines: A description of suggested elements aimed to accomplish a defined activity.

IDEA: Individuals with Disabilities Education Act

Illinois Director Credential (IDC): Voluntary administrative credential for center-based early childhood directors, administered by the Illinois Network of Child Care Resource & Referral Agencies. The IDC validates the achievement of competencies necessary for effective leadership and management of center-based early care and education programs.

Illinois Early Learning Standards: Developed by the Illinois State Board of Education, these standards document benchmarks for children from birth through five years of age. They align with the Illinois Learning Standards, which define what elementary and secondary students are expected to know and be able to do in various subject areas.

Illinois Infant Toddler Credential: A voluntary credential awarded at multiple levels that identifies what individuals working with infants and toddlers should know and be able to demonstrate at various levels of training, education, and experience.

Illinois Professional Teaching Standards: Defines expectations for all teacher and administrator candidates. Aligned with INTASC and NCATE standards, well as state standards for students (Illinois Early Learning Standards, Illinois Learning Standards).

Illinois Trainers Network (ITN): A group of trainers throughout the state of Illinois who focus on enhancing professional development and provide quality training and materials for center and family child care providers. This program is sponsored by the Illinois Network of Child Care and Resource and Referral Agencies and requires individuals to meet specific application requirements and attend required training.

Individual Education Plan (IEP): A document specifying the goals and objectives to be attained, by the student, as a result of receiving special education services; the services to be provided, the frequency and intensity. The IEP must also document any accommodations or alternate assessments, if needed, to participate in the local, district and/or state accountability assessment system.

Individual professional development plans: Documents that provide a framework connecting various professional development experiences to each other and to the common core of knowledge and professional standards for early education professionals. See also Early Childhood Education Professional Development: Training and Technical Assistance Glossary.

Infant: A child under 15 months of age.

Interdisciplinary: A term used to describe classes that include more than one discipline or field of study.

Internship: Supervised practical training in an early childhood program.

ISBE PreK: Early childhood program funded and regulated by the Illinois State Board of Education and offered by local school districts for children, ages 3 to 5, identified as at-risk for academic failure.

NAEYC: National Association for the Education of Young Children

NCATE: National Council for the Accreditation of Teacher Education

Paraprofessional: Under the No Child Left Behind Act (NCLB), education paraprofessionals (teacher aides/assistants) hired after January 8, 2002 to assist in schools/programs that receive Title I funds

must have completed 2 years of study at a higher education institution, obtained an associate's degree or higher, or met a rigorous standard of quality through a formal state or local assessment. Title I paraprofessionals hired prior to January 8, 2002 have until 2006 to meet these requirements. IBHE, ICCB, and ISBE are currently developing a statewide model associate degree curriculum for a Paraprofessional Educator Associate in Applied Science Degree and Certificate.

Portfolio: A collection of a student's work demonstrating specified competencies typically used as an alternate assessment.

Practitioner: Assistant teacher, teacher, administrator, or professional support staff (e.g., curriculum coordinator) in a center- or school-based early childhood program. The caregiver in a family or group child care home.

Preschool: Any early childhood program offered to children younger than kindergarten age. Typically part-day, but full-day programs are also referred to as preschool.

Program Administrator: The program administrator is the individual responsible for planning, implementing, and evaluating an early care and education program. The role of the administrator covers both leadership and management functions. Leadership functions relate to the broad view of helping an organization clarify and affirm values, set goals, articulate a vision, and chart a course of action to achieve that vision. Managerial functions relate to the actual orchestration of tasks and setting up systems to carry out the organization's mission.

Registry: A central tracking system that lists professional development opportunities and maintains records of practitioners' professional attainments.

Reliability: The degree that a response on the same task will produce the same results or scores.

School-Age and Youth Development (SAYD) Credential: A voluntary credential awarded at multiple levels that identifies what individuals working directly with school-age and youth, ages 5 through 16, should know and be able to demonstrate at various levels of training, education, and experience.

School-age child care: Any program offered to school-age children, ages 5-12, before or after school, during vacations, or during summer break.

Standards: A set of knowledge and abilities on which an individual or group of individuals can be measured; a mechanism to compare educational results.

Teacher: Person directly responsible for the care and education of a group of children in an early childhood program.

Teacher Certification: In order to teach in Illinois public elementary and secondary schools the teacher must be certified by the state of Illinois. See the recommendations for the following baccalaureate majors: Early Childhood, Elementary, Secondary and Special Education.

Teacher Educator: College instructor or professor who teaches early childhood practitioners.

Technical assistance: The provision of targeted and customized supports by a professional or professionals with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients. See also Early Childhood Education Professional Development: Training and Technical Assistance Glossary. See also Peer-to-peer technical assistance.

Technical Assistance (TA) Credential: A voluntary credential awarded at multiple levels that identifies what individuals working as a relationship-based coach, mentor, or technical assistance provider in the field of ECE/School-Age should know and be able to demonstrate at various levels of training, education, and experience.

Toddler: Children between 15 months and 2 years of age. The term may include a child up to 30 months of age depending upon physical or social development.

Training: A learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions delivered by a professional or professionals with subject matter and adult learning knowledge and skills. See also Early Childhood Education Professional Development: Training and Technical Assistance Glossary.

Validity: The degree that a test or assessment measures what it is reported to measure. That which ensures that results are an accurate description of what the test taker knows and/or has the ability.