

Benchmarks for Levels 2-4 of the ECE Credential

Content Area A: HUMAN GROWTH AND DEVELOPMENT

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, prenatal 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.

Performance Area A1				
<i>Employs knowledge of concepts, principles, and theories of child development and learning, prenatal through age 8, to develop and provide a cohesive teaching/learning environment that is appropriate developmentally, culturally, and individually</i>				
Knowledge, Skills, and Dispositions	Achievement Expectation	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
A1.1 Concepts and principles of human development and of major theories and theorists that guide study and practice related to young children from the prenatal period through age 8, across and within developmental domains, including stage theories and the role of social and object play in early development and learning.	Application	<p>(Levels 2-4: A1) Articulates the relationship between theories of typical and atypical growth, development, and learning and early education practices, birth through age 8</p> <p>(Levels 2-4: A2) Provides examples of ways concepts and principles influence program planning and implementation</p>	2A 2B	1A 1B 1A 1B
A1.2 Holistic, developmental systems perspective on early development and learning, including interrelationships among domains of development and learning (e.g., language and learning, mental health and cognition, language and cognition) and between children's development and its cultural, neighborhood, and social contexts.	Comprehension	<p>(Levels 2-4: A3) Explains the inter-relatedness of physical/motor, social/emotional, language/cognitive, and adaptive/living skills based on understanding of the children's development in context</p> <p>(Levels 2-4: A4) Demonstrates ways that developmental domains are interdependent and work together to influence the growth, development, and learning of young children</p>	2A 1C 1C	1B 2A 1B 2A

A1.3 Continuity of early development, including continuity related to early central nervous system development and to early emotional well-being, prenatal period through age 8.	Knowledge	(Levels 2-4: A5) Articulates the continuity of central nervous system development and typical ranges of individual variations in emotional development of young children.	1B 1C	1A
A1.4 Characteristics of social and physical environments that influence early development and learning, including those related to culture, language, and socioeconomic factors in family, community, and programs.	Application	(Levels 2-4: A6) Demonstrates knowledge of how developmental variations and family culture, language, and environment influence a child's growth and development	1A 1E 4L	1B
		(Levels 2-4: A7) Demonstrates an appreciation of the impact of family, culture, heredity, and environment on each child's development prenatal to age 8 growth and development	1A	1B
A1.5 Basic health, nutrition, illness, and safety needs of children, prenatal period through 8, in relation to other aspects of development and learning.	Application	(Levels 2-4: A8) Articulates the interrelationship between children's physical well-being (health, nutrition, illness, and safety needs) and the developmental domains (cognitive, social, emotional, language, and physical)	1A 1C	1A 1B
<i>Performance Area A2</i>				
Recognizes and interprets behavioral signals that provide information about typical and atypical development and learning in children prenatal period through age 8				
Knowledge, Skills, and Disposition	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
A2.1 Developmental sequences in the physical/motor, emotional, cognitive, language, and social domains.	Application	(Levels 2-4: A9) Charts the milestones that indicate different stages in all developmental domains	N/A	1A
A2.2 Developmental sequences and processes that may be unique to children acquiring English as a non-primary language.	Knowledge	(Levels 2-4: A10) Identifies how children develop language within the context of family, community, and culture	1C	1B
		(Levels 2-4: A11) Describes the relationship between children's language development and social, cognitive, and emotional development	1E 2H	1B
A2.3 Physical and social environmental risk and protective factors that influence development and learning from the prenatal period through age 8.	Knowledge	(Levels 2-4: A12) Recognizes developmental consequences of stress and trauma, and the role of protective factors and resilience in children's development and learning, especially social and emotional well-being	2E	1B

		(Levels 2-4: A13) Defines the critical role of early experiences and the importance of early childhood education and care to children’s healthy development	1C	1B
A2.4 Biological, health, and medical risk and protective factors that influence development and learning from the prenatal period through 8.	Knowledge	(Levels 2-4: A14) Identifies ways in which biological, maturational, and environmental factors interact to influence the growth and development of young children	1C	1B
A2.5 Individual differences in personality and temperament and their influence on children's needs in interpersonal and instructional settings and interactions.	Comprehension	(Levels 2-4: A15) Gives examples of ways individual differences in ability, attitudes, interests, and values impact children’s growth and development	1C	1B
A2.6 Characteristics and etiologies of common disabilities and their potential influences on sequences, characteristics, and processes of development and learning (e.g., development of guided reach in children with visual impairment).	Knowledge	(Levels 2-4: A16) Identifies the characteristics associated with developmental delays, developmental disabilities, and risk factors that influence growth and development	1D	1A 1B
		(Levels 2-4: A17) Identifies the unique patterns which distinguish typical from atypical development	1G	1A
A2.7 Delays and developmental differences that may indicate a need for special services.	Knowledge	(Levels 2-4: A18) Recognizes how knowledge of children’s growth, development, and learning can be used to identify children in need of evaluation	7A	1C

* Also may apply to those working in out-of-school settings for children 5 through 12

Content Area B: HEALTH, SAFETY, AND WELL-BEING

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.

Performance Area B1				
<i>Complies with safety and health regulations and provides and evaluates environments and curriculum that meet the emotional and physical health needs of young children, birth through age 8</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
B1.1. Personal and professional commitment to infusing health and fitness principles throughout the curriculum and the learning environment.	Application	(Levels 2-4: B1) Demonstrates skills for implementing basic health, safety, and nutritional practices on a daily basis	4I	1C
B1.2. Basic health needs, and interrelationships among health, physical ability, and emotional well-being, including the effects of conflict, stress, and trauma on health and the diversity of cultural practices surrounding nutrition, health, and health care.	Application	(Levels 2-4: B2) Demonstrates knowledge of individual physical health, mental health, nutritional, cultural practices and safety needs of young children and how those needs influence children's growth and development	1L	1B
B1.3. Standards and procedures for cleanliness and sanitation, including universal precautions related to health care monitoring, hand washing, surface cleanliness, and toileting and diapering.	Analysis	(Levels 2-4: B3) Identifies ways to maintain an environment that is safe and free from potential physical dangers by identifying hazards, assessing risks, and taking appropriate corrective action	4I	1C
B1.4. Procedures for monitoring physical and emotional well-being and health, including signs of communicable diseases, emotional distress, abuse, and neglect.	Application	(Levels 2-4: B4) Demonstrates ability to recognize signs and establishes procedures for monitoring and symptoms of childhood diseases and physical, sexual, and psychological abuse or neglect	9R	1C
B1.5. Approaches to teaching children about dental health, disease prevention, and fitness, including modeling behaviors, using daily routines to provide skill instruction, (e.g., mealtime, cooking experiences, toileting) and sharing resources with families.	Application	(Levels 2-4: B5) Demonstrates knowledge of ways to assist young children and their families in making decisions that lead to healthy choices, health-promoting behaviors, and personal safety	8P 9F	1C 2C

B1.6. Regulations including required immunizations and procedures for providing first aid and CPR, and for responding to medical emergencies.	Application	(Levels 2-4: B6) Prepares procedures for addressing health and safety regulations	4I	6B
		(Levels 2-4: B7) Demonstrates knowledge of ways to maintain children's health and immunization records	9J	1C 6B
		(Levels 2-4: B8) Demonstrates knowledge of emergency medical and first aid procedures	9C	1C 6B
B1.7. Procedures for meeting individual health care needs related to medication and limitations on physical ability, as well as needs of children with seizure disorders and technology dependency, with consultation from parents and health professionals.	Application	(Levels 2-4: B9) Demonstrates knowledge of appropriate resources for referral for a variety of conditions and situations	1D 8L 8O	1C 6C
		(Levels 2-4: B10) Chooses appropriate health screenings and checklists and assessment for recording growth and development	7A	3C 3B
		(Levels 2-4: B11) Demonstrates knowledge of health conditions of children and the role of the caregiver	4I	1C
Performance Area B2				
<i>Promotes and provides safe emotional and indoor and outdoor physical environments for young children, birth through age 8</i>				
Knowledge, Skills, and Dispositions	Achievement Expectation	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
B2.1. Basic physical and emotional needs of children and adults, and personal and professional commitment to creating safe, healthy early childhood environments.	Application	(Levels 2-4: B12) Produces strategies to meet each child's and adult's physical, emotional, and health needs through environmental and curricular policies and procedures	4E	1C
B2.2. Signs of emotional distress, child abuse, and neglect in children, and responsibilities and procedures for reporting.	Application	(Levels 2-4: B13) Relates to families, administrators, and colleagues the importance and responsibility of recognizing and reporting signs of emotional distress, child abuse, and neglect	9R 9Q	6E
B2.3. Principles and procedures for evaluating space, materials, and equipment for use by children of different ages and abilities.	Application	(Levels 2-4: B14) Demonstrates strategies for conducting regular health and safety assessments of the environment, consistent with regulations and quality standards	4E	6B 3B
B2.4. Current regulations, standards, and guidelines related to safe environments for young children (e.g., recommendations for sleeping; procedures for safe transportation; responds to accidents and common emergencies and to disaster-related emergencies such as evacuations; release to authorized persons; and responsibilities as a mandated reporter).	Application	(Levels 2-4: B15) Demonstrates knowledge of essential components of safe and hygienic indoor and outdoor physical environments, including regulations, standards, and guidelines	4I	1C 6B

B2.5. Approaches for teaching young children about safety (e.g., setting and enforcing behavioral expectations; modeling, discussing and providing skill instruction within daily routines; using pictures and diagrams of safety procedures; and sharing resources with families).	Application	(Levels 2-4: B16) Articulates strategies for providing opportunities for children, families and staff to practice safe behaviors through daily routines and activities	2N	1C 4B
B2.6. Procedures for achieving maximum independence in children with special needs (e.g., techniques for positioning and handling, and use of adaptive equipment and prosthetic devices) with consultation from parents and health professional.	Knowledge	(Levels 2-4: B17) Identifies strategies for collaborating with families and health personnel to identify each child's needs and ways of learning (Levels 2-4: B18) Identifies procedures for planning strategies to accommodate all children, based on knowledge of children's needs and ways of learning	8K 7G 7I	2C 4B 4B 1C
Performance Area B3				
<i>Promotes good nutrition and healthy eating habits in young children, birth through age 8</i>				
Knowledge, Skills, and Disposition	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
B3.1. Nutritional needs of children, birth through age 8, and the interrelationships among nutrition, physical health development (including Central Nervous System development), fitness, emotional well-being, and learning.	Application	(Levels 2-4: B19) Articulates individual physical fitness, health, mental health, nutritional, and safety needs of young children, such as allergies, special diets, medications, differing abilities, and specific medical conditions	1D 1L	1B
B3.2. Current regulations, standards, and guidelines related to healthy food preparation for young children, including procedures for safe food handling.	Application	(Levels 2-4: B20) Demonstrates knowledge of appropriate procedures related to healthy food preparation and safe food handling (Levels 2-4: B21) Uses state and local regulations for meal preparation	4I N/A	1C 6B 6B
B3.3. Health hazards in food, including choking and allergies, and appropriate selection and preparation of food for young children.	Analysis	(Levels 2-4: B22) Explains procedures related to responding to health needs of children related to emergency situations and food preparation	9C	1C 6B
B3.4. Approaches for teaching nutrition as a part of the ongoing curriculum and daily routine, incorporating foods from diverse cultures and providing opportunities to model and encourage healthy food choices, and sharing resources with families.	Application	(Levels 2-4: B23) Employs ways to provide health and nutrition activities that are appropriate for all children and reflect diverse backgrounds and cultures of children and families	2A 1L	4B
B3.5 Individual nutritional needs of children with allergies or disabilities, with consultation from parents and health professionals.	Application	(Levels 2-4: B24) Uses procedures for involving families and health professionals and using community resources in decision-making processes regarding the nutritional needs of children	8K	2C

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Content Area C: OBSERVATION AND ASSESSMENT

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.

Performance Area C1				
<i>Implements, interprets, summarizes, and communicates information from a variety of age and developmentally appropriate, informal and formal observation and assessment tools and approaches, to inform decisions about curriculum and teaching/learning interactions, to support communication with others, and to inform programmatic decisions important in early childhood settings for children, birth through age 8</i>				
<i>Knowledge, Skills, and Disposition</i>	Achievement Expectation	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
C1.1. Ongoing observation (e.g., anecdotal records, in-time records, time sampling) and other authentic assessment and documentation methods (e.g., pictures, portfolios, journals, work sampling) used to understand children's development and learning, to determine children's interests and needs, to inform initial and ongoing decisions about curriculum and teaching/ learning interactions, and to support communication with others.	Comprehension	<p>(Levels 2-4: C1) Describes the importance of using developmentally appropriate assessment procedures to inform instruction</p> <p>(Levels 2-4: C2) Describes various observational procedures used in program evaluation and to understand children's development and learning</p>	7F 7K 7K	3C 3C
C1.2. Published early childhood assessments, including commonly used norm-referenced measures; curriculum-referenced measures; behavioral checklists; environmental checklists; and child-child and child-adult observations.	Knowledge	<p>(Levels 2-4: C3) Names the various types of assessment procedures that are used for various purposes</p> <p>(Levels 2-4: C4) Selects appropriate types of assessment to meet specific purposes</p>	7A 7A 7Q 7R	3C 3A 3C
C1.3. Variety of screening tools commonly used in early childhood settings and in the community to monitor young children's development and learning in multiple developmental domains and curriculum content areas, including development in home language whenever possible.	Knowledge	<p>(Levels 2-4: C5) Names reasons for using multiple measures when screening young children</p> <p>(Levels 2-4: C6) Describes a wide range of screening tools used to monitor children's development and learning</p>	7A 7A	3A 3C
C1.4 Adaptations in observation and assessment approaches and instruments to obtain valid, reliable information about learning and development of children with special needs.	None	None	None	None

C1.5 Formats for summarizing observation and assessment information into individual and group profiles for use in initial and ongoing planning of curriculum and instruction, and to contribute to IEP and IFSP development.	Knowledge	(Levels 2-4: C7) Identifies formats according to appropriate uses and benefits	7E	3A
		(Levels 2-4: C8) States ways information can be used to inform planning, instruction, and development of IEPs and IFSPs	7G	3B
C1.6 Methods to organize and maintain paper, product, and technology-based documentation and records of children's progress in relation to individual goals, including those on the IEP and IFSP, and in relation to relevant national, state, and local standards such as the Illinois Early Learning Standards, the Head Start Outcomes Framework, the Illinois Learning Standards, and program developed assessment tools.	Knowledge	(Levels 2-4: C9) Names specific documentation procedures currently in use at local, state, and national levels	7N	3B
		(Levels 2-4: C10) Describes ways to organize information about each child	7M	3D
C1.7 Written, oral, and technology-based formats for sharing observation and assessment information with children, families, other professionals, and appropriate local and state agencies.	Knowledge	(Levels 2-4: C11) Identifies various technology-based formats used to share assessment information and states the benefits and limitations of each	7O	3B
Performance Area C2				
<i>Applies measurement concepts and principles in evaluating and selecting observation and assessment approaches and instruments that are age and developmentally appropriate for early childhood settings, birth through age 8</i>				
Knowledge, Skills, and Disposition	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
C2.1. Potential influences of culture, primary language, age, and special needs on instrument selection, implementation, and interpretation of approaches, methods and instruments, and modifications and approaches to interpretation that take these influences into consideration.	Knowledge	(Levels 2-4: C12) Describes assessment procedures that are responsive to cultural, linguistic, and environmental influences and unique characteristics of each child and family	7R	3B 3D
		(Levels 2-4: C13) Identifies ways to reduce and/or eliminate influences that bias the assessment process and results	7C	3C 3D
C2.2. Assessment and observation methods, approaches and instruments that are appropriate for the purposes for which they are used with children from birth-age 8 (e.g., observing children's daily interactions; screening for special needs; planning curriculum for individual and group activities; monitoring children's progress; evaluating programs).	Knowledge	(Levels 2-4: C14) Describes differences in the purposes of different assessment and observation methods and approaches	7A	3A
		(Levels 2-4: C15) Identifies appropriate and inappropriate uses of assessment methods	7Q 7R	3C
C2.3 Holistic approach to observation and assessment that reflects understanding of multiple, interrelated developmental domains and contexts, including implications for assessing the abilities and needs of children with special needs.	Knowledge	(Levels 2-4: C16) Recognizes the implications of multiple, interrelated developmental domains and contexts of observation and assessment	7A	1B 3A

C2.4 Measurement concepts (e.g. validity, reliability, usefulness) and the benefits and limitations of a variety of authentic and standardized approaches and instruments used in early childhood assessment.	None	None	None	
Performance Area C3				
<i>Establishes assessment partnerships with families as a basis for understanding child characteristics and progress and for making decisions about curriculum and instruction for young children, birth through age 8</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
C3.1. Potential influences of the assessment process on family involvement.	Comprehension	(Levels 2-4: C17) Explains possible considerations for and/or barriers to involving families in the assessment process (Levels 2-4: C18) Describes ways to overcome barriers to family involvement in the assessment process	7P 7R 8D	3C 3C
C3.2. Roles and contributions of families and of different professional team members to the assessment process.	Knowledge	(Levels 2-4: C19) Identifies the roles of different multi-disciplinary team members and family members who contribute to goal-setting and assessment processes	8K 8O 8Q 9N	2C 3D
C3.3 Strategies for collaborating with families to acquire an understanding of children's and families' lives outside of the program (e.g., home language, priorities for child's education).	Application	(Levels 2-4: C20) Chooses methods for gathering information about children and families, including their home lives and priorities	7P	2C 3D
C3.4 Models and strategies for collaborating with families and other team members in planning, conducting, and evaluating the assessment process, including assessment related to development, learning, and development and revision of IEPs and IFSPs.	Knowledge	(Levels 2-4: C21) Identifies ways to work collaboratively with multi-disciplinary teams and family members (Levels 2-4: C22) Describes ways to foster family involvement in the assessment and goal-setting process	8B 8D 8Q 9L	2B 2C 2B 2C 3D

Performance Area C4				
<i>Maintains legal and ethical standards and requirements for confidentiality and privacy of assessment information, and for ensuring due process for children birth through age 8 and their families</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
C4.1 Personal and professional commitment to maintaining legal and ethical requirements and responsibilities related to data collection and sharing of information with children, parents, school, and community, including those pertaining to children with special needs.	Application	(Levels 2-4: C23) Articulates reasons for safeguarding confidentiality and privacy when keeping records related to children	9J	3C 6B
		(Levels 2-4: C24) Informs others about importance of and procedures for following legal and ethical requirements related to gathering and sharing information about children	9Q	3B 6B
C4.2 Techniques and resources to maintain accurate, ethical records of children's development and learning.	Comprehension	(Levels 2-4: C25) Gives examples of ways to maintain accuracy, current information, and integrity of children's records	9J	3B 6B
C4.3 Reasons, procedures and resources for referral of children for further assessment.	Knowledge	(Levels 2-4: C26) Identifies conditions under which children may need further assessment, based on knowledge of child development and learning and is aware of appropriate resources	7I	3A

Performance Area C5				
<i>Designs and implements evaluation of program for young children, birth through age 8, in relation to child and family responses to the program and to program standards</i>				
Knowledge, Skills, and Dispositions	Achievement Expectation	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
C5.1. Personal and professional commitment to active, ongoing participation in program evaluation.	Application	(Levels 2-4: C27) Articulates strategies for active involvement in data collection and interpretation for program evaluation	7N	6D
C5.2 Models and instruments for collecting, summarizing, and interpreting information on program implementation in relation to quality standards.	Knowledge	(Levels 2-4: C28) Identifies appropriate models for conducting regular program evaluations in relation to standards for quality for early care and education settings	7E	3C 6B
C5.3 Strategies for collecting, summarizing, and interpreting children's and families' responses to the program, including children's progress in relation to learning standards and other goals, for use in judging program value and as a guide to continuous improvement.	Knowledge	(Levels 2-4: C29) Identifies ways to involve children and families in ongoing program evaluations that lead to improvements in the program and that reflect program goals	7P	3B

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Content Area D: CURRICULUM OR 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, bias-sensitive, integrated curriculum to build on each child's current abilities and interests to expand competence in all content areas and developmental domains.

Performance Area D1				
<i>Provides a comprehensive, holistic curriculum that includes curriculum content from the range of sources that influence, guide and support the development and learning of young children, birth through age 8</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
D1.1. Critical developmental goals for children, birth through age 8, based on knowledge of children's development in the domains of emotions and relationships, social roles and interactions, language and communication, cognition, and physical development and health.	Comprehension	(Levels 2-4: D1) Describes the unique developmental and learning needs of children in different age groups and with diverse abilities	1A	1A
		(Levels 2-4: D2) Describes the relationship between developmental and learning goals	1C	1A
D1.2 Key learning outcomes in the content disciplines, as appropriate for children from birth through age 8.	Knowledge	(Levels 2-4: D3) Identifies curriculum content for different age groups and the relationship to developmental practices	3Q	4C
D1.3 Goals that reflect knowledge, skills, and dispositions valued by families, communities, and society.	Comprehension	(Levels 2-4: D4) Explains ways to involve families and others in assessing children's developmental strengths and needs in developing goals	7P	2C
D1.4 Goals that emerge from observations of children's interactions, interests, and relationships with ideas.	Knowledge	(Levels 2-4: D5) Identifies ways that developmental needs/interests, language, and home experiences of all children can be used to inform curriculum	4E	3B
D1.5 Learning standards that govern or guide curriculum content in Illinois, birth through age 8, including the Illinois Early Learning Standards, the Head Start Outcomes Framework, and the Illinois Learning Standards.	Knowledge	(Levels 2-4: D6) Names relevant types of standards that guide curriculum content in Illinois, for different early care and education programs	7B	6B
		(Levels 2-4: D7) Describes how standards influence curriculum content choices in early care and education programs	3A	5C

D1.6 Common theoretical frameworks, curricular approaches, and published curricula used with young children, birth through age 8, including (a) their assumptions, rationales, research support, and distinguishing features, and (b) advantages and disadvantages for children of different ages, genders, interests, linguistic and cultural backgrounds, and needs.	Knowledge	(Levels 2-4: D8) Describes various approaches used to design curriculum and identifies advantages and disadvantages	2J	4B 4C
Performance Area D2				
<i>Provides a curriculum that addresses the central concepts, goals, tools of inquiry, structures and significant resources of the content disciplines, birth through age 8, and enables children to develop active, engaged relationships with the content of each discipline</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
D2.1. Components and sequences of emergent literacy, genres and authors of children's literature, and age appropriate, active strategies for engaging children in listening, speaking, reading, writing, and thinking.	Comprehension	(Levels 2-4: D9) Gives examples of relevant and appropriate content for literacy for young children, birth through age 8 (Levels 2-4: D10) Describes appropriate methods for engaging children in literacy-rich experiences that support their development and learning	6A 6Q 2Q 6B 6E 6J	5A 4C 5B
D2.2 Major concepts, procedures, and reasoning processes of mathematics, and active, age-appropriate approaches for engaging children in everyday, concrete opportunities to construct a dynamic understanding of numbers, concepts of chance, and mathematical processes such as estimation, pattern recognition, spatial reasoning, and measurement and analysis of physical properties.	Comprehension	(Levels 2-4: D11) Gives examples of relevant and appropriate content for math for young children, birth through age 8 (Levels 2-4: D12) Describes appropriate methods for engaging children in mathematical experiences that support their development and their learning of mathematical concepts and skills	2I 3A 5A 5S	5A 4C 5B
D2.3 Principles of scientific inquiry and concepts in the physical, earth/space, and life sciences, and their interconnectedness in everyday environments, and dynamic, age-appropriate opportunities for children to explore and apply the scientific process.	Comprehension	(Levels 2-4: D13) Gives examples of relevant and appropriate content for science for young children, birth through age 8 (Levels 2-4: D14) Describes appropriate methods for engaging children in scientific experiences that support their inquiry and development of scientific concepts and skills	2I 3A 2B 5A 5S	5A 4C 5B

D2.4 Concepts and interrelationships among the social sciences (historical, geographical, economic, civic, political) in everyday life, and strategies to enhance children's understanding and use of concepts, through actively exploring cultural artifacts such as maps, differences among families and cultures, interrelationships among people, and roles of individuals and groups.	Comprehension	<p>(Levels 2-4: D15) Gives examples of relevant and appropriate content for the social sciences for young children, birth through age 8</p> <p>(Levels 2-4: D16) Describes appropriate methods for engaging children in social science experiences that promote their development as participants in a democratic society and global world</p>	2I 3A	5A 4C
D2.5 Types and functions of technologies appropriate for young children, birth through age 8, and approaches for teaching children to use technology (e.g., writing tools, digital cameras, computer programs) to gain knowledge, for creative appreciation and expression, and for recreation.	Comprehension	<p>(Levels 2-4: D17) Gives examples of a variety of relevant and appropriate technologies and software appropriate for young children, birth through age 8</p> <p>(Levels 2-4: D18) Describes ways to incorporate appropriate technologies as a learning tool to support children's learning and development in all areas, including those with diverse abilities and needs</p>	2L 5E	4B 4C
D2.6 Content, function, and achievements of the fine and creative arts (dance, music, drama, visual arts) as media for communication, inquiry, and insight, the interrelationships among the arts and development of society, and active approaches to enhancing children's enjoyment, understanding, appreciation, participation, and expression of the arts.	Comprehension	<p>(Levels 2-4: D19) Gives examples of relevant and appropriate content for the fine and creative arts for young children, birth through age 8</p> <p>(Levels 2-4: D20) Describes appropriate methods for engaging children in creative and fine arts experiences that support their abilities to express their ideas and emotions through artistic expression</p>	2I 3A 3A 5A 5S	5A 4C 5B
D2.7 Principles of movement, fitness, and activity as elements central to physical and emotional well-being, and for providing engaging environments and activities that promote children's development of skills, dispositions, and habits that contribute to good health and safety.	Comprehension	<p>(Levels 2-4: D21) Gives examples of relevant and appropriate content for physical development and health for young children, birth through age 8</p> <p>(Levels 2-4: D22) Describes appropriate methods for engaging children in experiences that support their physical, emotional, and healthy well-being</p>	2D 2I 3A 3A 5C	5A 4C 5B
Performance Area D3				
<i>Combines and integrates developmental and learning curriculum goals from multiple sources into integrated, dynamic, ongoing curriculum experiences that reflect the interests, abilities, backgrounds and needs of children, birth through age 8</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS Matches	NAEYC Standards
D3.1 Short-term and long-term planning approaches for organizing curriculum content and experiences.	Application	(Levels 2-4: D23) Demonstrates knowledge of evidence-based practices for supporting children's development of skills and knowledge, by integrating curriculum content and incorporating children's experiences, interests, and abilities	1L 3L	4C

D3.2 Potential influences of age, ability, gender, culture, language, and socio-economic status on children's understanding of curriculum.	Comprehension	(Levels 2-4: D24) Discuss the effects of bias on children, families, and communities (Levels 2-4: D25) Discusses ways to differentiate instruction that is a reflection of children's cultures, diverse abilities and special needs	1L 2E 1L 3C 5E	1B 2A 4D 4A 5C
D3.3 Approaches for incorporating families' priorities and concerns into curriculum.	Comprehension	(Levels 2-4: D26) Describes ways to foster partnerships between families and staff in order to inform curriculum planning	8F	2C
D3.4 Approaches for involving children in building a curriculum that is embedded within the broader array of desired curriculum goals.	Knowledge	(Levels 2-4: D27) Identifies strategies for using ongoing assessments and observations of children's interests and abilities to inform curriculum planning for differentiated instruction (Levels 2-4: D28) Identifies ways for children to participate in planning and designing experiences and making choices about areas of study	5P 7G 5J 5P	3C 3D 4A
D3.5 Strategies for evaluating and modifying curriculum based on ongoing assessment of children's interests and on the progress of group and individual goals in developmental domains and content areas, in collaboration with families and with professionals from other disciplines.	Knowledge	(Levels 2-4: D29) Identifies types of assessment and describes how assessment results are used to inform decision making and curriculum planning	5H 7J	3A 3C
Performance Area D4				
<i>Modifies and adapts curriculum to incorporate individual curriculum goals that stem from individual differences in children's interests, family priorities and concerns, as well as individual needs related to factors such as English language learning, biological or environmental risk factors, and developmental delay or disability in children</i>				
Knowledge, Skills, and Dispositions	Achievement Expectation	Levels 2-4 Benchmarks	IPTS Matches	NAEYC Standards
D4.1 Approaches for collaborating with families and with professionals from other disciplines to develop comprehensive, integrated curriculum plans that accommodate and address individual needs and ensure that all children have access to the goals of the general curriculum.	Knowledge	(Levels 2-4: D30) Describes ways to work with team members to plan curriculum that is adapted to meet the needs of children with diverse abilities	3P 8K	3C 3D
D4.2 Legal and ethical responsibilities for developing and implementing the IEP, IFSP, and other individualized curriculum plans.	Knowledge	(Levels 2-4: D31) Identifies appropriate team members, and their roles, who might participate in the development of the IEP, IFSP, and other individualized curriculum plans	8I 8S	3D

* Also may apply to those working in out-of-school settings with children 5 through 12

Content Area E: INTERACTIONS, RELATIONSHIPS, AND ENVIRONMENTS

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.

Performance Area E1				
<i>Employs observation, guidance and communication techniques that assist children to develop a positive sense of self and others, productive interactions with peers and adults, and healthy interactions with their environments, birth through age 8</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
E1.1 Influence of culture, socioeconomic status, and individual differences such as age, ability, gender, temperament, and second language acquisition, on communication among children and between children and adults.	Comprehension	(Levels 2-4: E1) Explains the multiple factors that impact and influence children's skills for interacting with others	4C	1B 2A
		(Levels 2-4: E2) Cites ways for developing community within the classroom by involving families, enhancing cultural awareness, valuing cultural diversity, and appreciating different abilities and learning styles	1A 1K 1L	2A
E1.2 Characteristics of interpersonal relationships and interactions that provide a solid foundation for work with young children and families and for supporting children's motivation to develop and learn.	Knowledge	(Levels 2-4: E3) States ways that positive relationships in early care and education settings help support children's development and learning	4D	4A
		(Levels 2-4: E4) Names ways to build trusting relationships with children and families	1K 8P	2B
E1.3 Consistent, predictable use of social groups, space, time, materials, transitions, rules, and routines to guide positive behavior and interactions, to promote emotional resilience and social skills, and to respond to behavioral needs.	Comprehension	(Levels 2-4: E5) Gives examples of ways that the physical setting, schedule, routines, and transitions can be used to promote positive behavior and interactions	4M 4P	1C 4B
		(Levels 2-4: E6) Describes ways that adult behaviors, attitudes, and interactions can promote children's positive social emotional development and guide positive behavior	4A 4G	4D
E1.4 Guidance strategies that reflect the professional understanding and belief that children need healthy, affirming support for developing their social-emotional identity.	Comprehension	(Levels 2-4: E7) Describes and discusses guidance techniques and opportunities for social interaction that lead to young children's healthy concept of self, self-regulation, and ability to interact appropriately with others	4D 4K	1C

E1.5 Multiple developmentally and individually appropriate opportunities for children to express emotions and ideas in positive ways, to cooperate, and to resolve conflicts through listening, group discussion, and conflict resolution strategies.	Application	(Levels 2-4: E8) Demonstrates ways to assist children in learning to express emotions in positive ways, solve problems, and make decisions	1B	4B
E1.6 Variety of strategies to teach behavioral skills appropriate to specific contexts and to children of different ages, including use of techniques such as functional analysis and individual guidance plans.	Knowledge	(Levels 2-4: E9) Identifies strategies in compliance with laws, policies, and ethical principles to teach appropriate behavioral skills (Levels 2-4: E10) Outlines specific strategies and techniques for addressing problem behaviors, including functional assessment and individual guidance plans	4A 4F 4G 4H 4O 4Q	4B 6B 4B
E1.7 Cooperative home-program approaches that promote positive self-concept and help children learn productive behavior.	Knowledge	(Levels 2-4: E11) Describes ways to collaborate with families to develop individually appropriate expectations for children's behaviors (Levels 2-4: E12) Identifies strategies to communicate with families regarding areas of concern, developing cooperative strategies to address potential difficulties	4H 8Q 8Q 9L	2C 2C
Performance Area E2				
<i>Creates indoor and outdoor physical and social environments that encourage active participation, exploration, responsibility, initiative, and independence in children from birth through age 8</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
E2.1 Personal and professional commitment to maintaining a safe, interactive, individualized, exploratory early childhood setting for all children.	Application	(Levels 2-4: E13) Employs developmentally appropriate ways to organize space into identifiable areas that encourage children's active involvement, initiative, responsibility, creativity, and growing sense of autonomy	4L 4M	1C
E2.2 Characteristics of indoor and outdoor environments that promote development and learning within and across developmental domains and curriculum areas, birth through age 8, including use of time, space, and activities (e.g., activities in which children employ skills from multiple domains, predictable routines and safety strategies, and use of developmentally and culturally appropriate materials).	Application	(Levels 2-4: E14) Chooses ways to plan and implement environments that includes a variety of methods for developing children's curiosity, problem-solving skills, and decision-making abilities	4K	4C
E2.3 Varied strategies, including those associated with English language acquisition, to assist children to understand, acquire, and use verbal and nonverbal means of communicating ideas and feelings.	Knowledge	(Levels 2-4: E15) Identifies ways to show respect for variations in communication styles and home languages (Levels 2-4: E16) Describes ways to provide multiple opportunities for English language learning children to communicate	1C 6C 6C	1B 2A

E2.4 Varied strategies to assist young children to develop skills in problem solving, inquiry, critical thinking, and creativity (e.g., listening, posing questions, providing resources).	Knowledge	(Levels 2-4: E17) Describes appropriate methods for developing children’s intellectual curiosity and problem solving and decision making skills	2C	4C
E2.5 Multiple ways to provide opportunities for young children to explore and play creatively with space, materials, images, sounds, language, and ideas.	Comprehension	(Levels 2-4: E18) Describes how children learn through their active interaction and exploration of their environment	4M 5F 5I	4B
E2.6 Developmentally appropriate ways of using technology to enhance development and learning.	Knowledge	(Levels 2-4: E19) Lists a variety of assistive devices used with children with special needs (Levels 2-4: E20) Describes how technology is integrated to enhance development and learning	2O 3E	4B 4B
E2.7 Sources of current research and professional standards related to physical and social environments for teaching and learning.	Comprehension	(Levels 2-4: E21) Gives examples of sources that provide current information about standards related to physical and social environments	3A 9A	5C 6C
Performance Area E3				
<i>Provides multiple, varied developmentally, culturally, and individually appropriate learning opportunities for children to acquire knowledge, skills, and dispositions that are integrated across curriculum and developmental domains, birth through age 8</i>				
Knowledge, Skills, and Dispositions	Achievement Expectation	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
E3.1 Major theories of teaching and learning related to content areas, as appropriate to children, birth through age 8, including how children differ in their approaches to learning.	Application	(Levels 2-4: E22) Relates ways to use research, developmental theories, and observational data to make decisions about children’s learning and development (Levels 2-4: E23) Uses strategies compatible with multiple intelligences to implement developmentally appropriate concepts and skills that guide each child toward desired developmental and learning outcomes	2A 2F 3D 3G 2I 2J 2P	4D 6C 5A
E3.2 Developmentally, culturally, and individually appropriate activities, materials, and family and community resources that support exploration and acquisition of knowledge, skills, and dispositions within and across content areas, birth through age 8 (e.g., use of an emergent curriculum, individual and group projects, and learning centers).	Knowledge	(Levels 2-4: E24) Identifies ways to use the interests, abilities, and goals of children and families to plan appropriate learning experiences	1L	4B

E3.3 Array of effective, developmentally, culturally, and individually appropriate interaction strategies that enable children to gain conceptual and practical knowledge, as appropriate to the content being taught and to the child, birth through age 8 (e.g., describing, questioning, identifying and clarifying misunderstanding, establishing bridges to prior experiences and knowledge, modeling, and using explicit instruction).	Comprehension	(Levels 2-4: E25) Gives examples of interaction strategies that enable children to initiate the development of new skills, to build on existing knowledge and skills, and to practice newly acquired skills	2G	4B
		(Levels 2-4: E26) Distinguishes between learning content and acquiring related skills in specific content areas	2C	4C
E3.4 Variety of approaches for fostering learning within and across developmental domains and curriculum areas and for matching content and strategies to individual children's abilities, interests, and needs.	Comprehension	(Levels 2-4: E27) Gives examples of methods that allow children to construct their own knowledge that include play, open-ended questioning, cooperative learning, and inquiry experiences	5I	4C
		(Levels 2-4: E28) Gives examples of ways to connect identified skills and concepts with activities that use individual children's abilities, interests and needs	2N	4C
E3.5 Short- and long-term planning formats that reflect potential influences of age, ability, culture, gender, and socio-economic status on the instructional process (e.g., interactions and relationships between children and between children and adults, learning activities and opportunities that reflect the cultures represented in the program and in the community).	Knowledge	(Levels 2-4: E29) Identifies and discusses planning methods through which early childhood programs and environments can reduce the effect of bias on young children, families, and communities through use of anti-bias materials, literature, and appropriate experiences	1E 1F 4L	4C 4D
E3.6 Variations in teaching/learning opportunities and strategies that address preferences in learning mode and build strengths across learning and performance modes.	Comprehension	(Levels 2-4: E30) Discusses how different teaching/learning opportunities meet the individual needs of specific children, including children with special needs and talents, and diverse learning abilities	3C	1A 4C
		(Levels 2-4: E31) Distinguishes ways to differentiate instruction so as to allow each child to participate at his or her own level of interest and ability	1A 1K 1L	1A 4C
E3.7 Approaches for evaluation and modification of teaching/learning interactions and environments to ensure that all children are engaged, productive, and learning.	Knowledge	(Levels 2-4: E32) Identifies developmentally appropriate ways to use input from children in designing engaging environments	3D	1C 4B
		(Levels 2-4: E33) Describes a variety of techniques and procedures to evaluate and modify goals for young children and families	4E	3A

Performance Area E4				
<i>Designs, modifies, and adapts teaching/learning interactions and environments to incorporate individually-designed strategies for children with diverse learning approaches, needs, and abilities, birth through age 8, in order to address individual goals and outcomes and to ensure that all children have access to the early childhood curriculum</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
E4.1 Short-term and long-term planning formats that support collaboration with families and with professionals from different disciplines to develop comprehensive, integrated instructional plans that accommodate and address individual priorities and needs within the context of typical early childhood environments, routines, and activities (e.g., matrix planning).	Knowledge	(Levels 2-4: E34) Identifies the contributions to the learning environment that can be made by family and community members	8Q 8T	2C 4D
E4.2 Teaching and environmental accommodations that promote participation in ongoing activities by children with diverse needs and abilities (e.g., modification of schedule, physical environment, activities, expected response mode).	Knowledge	(Levels 2-4: E35) Selects and identifies ways to use materials that stimulate each child and are suitable to individual learning styles, varying development levels, special needs, and language and cultures of children and families (Levels 2-4: E36) Identifies ways in which early childhood professionals and programs can adopt the principles of universal design to adapt learning environment to meet the needs of all children (Levels 2-4: E37) Matches specific adaptations to children’s needs and abilities	3C 4E 4P 3D 3J	4C 4D 1C 4D 1C 4A 4D
E4.3 Common types of assistive technology used to enhance teaching and learning in children with disabilities, and to expand children's options for demonstrating learning.	Knowledge	(Levels 2-4: E38) Identifies various types of assistive devices appropriate for use with young children (Levels 2-4: E39) Identifies specific assistive technology that could be used to support specific children’s learning and development	2O 2O 3E	4B 4B
E4.4 Primary sources of information and assistance with the teaching/learning process in individual children who have diverse needs and abilities (e.g., children learning English as a second language, those living in crisis situations, and those with delays or disabilities).	Knowledge	(Levels 2-4: E40) Selects various sources of information that will provide assistance with planning for the teaching and learning environment of children with diverse needs and abilities (Levels 2-4: E41) Recognizes teacher-scaffolded and initiated instruction to complement child initiated	3P 8C 8F 3P 5E	1B 4A

		learning	5H 5K	
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* Also may apply to those working in out-of-school settings with children 5 through 12

Content Area F: FAMILY AND COMMUNITY RELATIONSHIPS

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 wellbeing of young children, birth through age 8*, and their families.

Performance Area F1				
<i>Employs communication approaches and skills that form the basis of collaborative relationships on behalf of young children, birth through age 8, and their families.</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
F1.1 Skills for-effective oral communication including active listening, establishing lines of communication, and matching communication style and level to the listener.	Comprehension	(Levels 2-4: F1) Gives examples of effective verbal communication skills with children and adults, including adjusting to diverse communication styles and situations	1D 1E 9L	2A 4A
F1.2 Skills for effective use and interpretation of different forms of written communication common in early childhood settings (e.g., program-home exchanges, newsletters, reports), including knowledge of formats, accurate portrayal of events, correct grammatical usage, and matching style to listener and to purpose of communication.	Comprehension	(Levels 2-4: F2) Describes the benefits and limitations of a variety of communication formats, including verbal, non-verbal, and written formats to engage families in effective and meaningful dialogue	1E 8D 9L	4A
F1.3 Skills to work collaboratively with others in gaining perspectives, making decisions, solving problems, and resolving conflicts.	Application	(Levels 2-4: F3) Demonstrates effective collaboration skills with all children and adults including those who may be linguistically diverse	1D 1E	2B
Performance Area F2				
<i>Collaborates with families and provides multiple opportunities for program-family interaction and partnership, as appropriate to the age of the child and to the priorities and choices of families of young children, birth through age 8</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
F2.1 Family systems theory, including family dynamics, roles and relationships, and theories and characteristics of family development.	Knowledge	(Levels 2-4: F4) Describes how family context, including language, influences children’s development and family priorities	1C	2A
		(Levels 2-4: F5) Describes how a child’s identity is developed within the family and community setting	1A	2A
		(Levels 2-4: F6) Describes the importance of family interaction patterns and their impact on a child’s development and learning	1C 1E	2A

<p>F2.2 Sources of diversity that influence families' approaches to parenting and preferences for program-home collaboration, including differences that may be related to family structures, social, cultural, linguistic, or religious backgrounds, or to individual characteristics of the child or family.</p>	<p>Comprehension</p>	<p>(Levels 2-4: F7) Discusses variations across cultures in terms of family strengths, expectations, values, and childrearing practices</p> <p>(Levels 2-4: F8) Gives examples of ways to show respect for life's diversities and influences on family's involvement in programs</p>	<p>1A</p> <p>3F 9L 9Q</p>	<p>2A</p> <p>2A</p>
<p>F2.3 Roles and contributions of families at different steps of the program process (e.g., entry into the program, assessment, curriculum planning and implementation, and transition from program to next setting).</p>	<p>Comprehension</p>	<p>(Levels 2-4: F9) Recognizes and identifies family role and contributions to program processes. Develops reciprocal, productive interpersonal relationships that demonstrate the value of family contributions</p>	<p>8Q 9Q</p>	<p>2C</p>
<p>F2.4 Skills for collaborating with families to identify their priorities, concerns, and resources and to make decisions about their child's development and learning, including skills to demonstrate sensitivity to differences in family structures, backgrounds, and preferences for involvement, and to respect and support family decisions.</p>	<p>Comprehension</p>	<p>(Levels 2-4: F10) Describes family priorities and strengths in setting goals for individual children and the program</p>	<p>1L 3F</p>	<p>2C</p>
<p>F2.5 Variety of opportunities for home-program collaboration and participation in family-oriented services and opportunities, to address families priorities and concerns for their child and for themselves (e.g., observation of and assistance with program activities, decision making about program's structure, program evaluation, newsletters, home visits, and parenting classes that provide knowledge and skills to enhance their child's development and learning).</p>	<p>Comprehension</p>	<p>(Levels 2-4: F11) Gives examples of ways to engage in frequent contact and to collaborate with parents through a variety of communication strategies</p> <p>(Levels 2-4: F12) Describes ways to incorporate families' desires and goals for their children into the early care and education setting</p>	<p>3F 8B 8D</p> <p>8B 8D 8P</p>	<p>2B</p> <p>2B 4A</p>
<p>F2.6. Strategies for establishing communication and partnership with family members for whom English is not the home language.</p>	<p>Knowledge</p>	<p>(Levels 2-4: F13) Identifies ways to involve families in their children's care and education, including communication in the home language of the child when possible</p> <p>(Levels 2-4: F14) Identifies resources for communicating with families in their home language</p>	<p>1G</p> <p>1G</p>	<p>2C 4A</p> <p>2C</p>
<p>F2.7 Issues faced by families, including those of children with disabilities or developmental delays, and strategies for establishing partnerships that are responsive to families' unique priorities and concerns and to children's individual characteristics and needs.</p>	<p>Knowledge</p>	<p>(Levels 2-4: F15) Recognizes challenges faced by families caring for children with diverse abilities</p> <p>(Levels 2-4: F16) Identifies ways to collaborate with families to involve them in their children's care and education</p>	<p>8H 8Q</p> <p>8Q</p>	<p>2A</p> <p>2C</p>
<p>F2.8 Roles of children, families, teachers, other professional staff, and personnel from other community agencies and programs in developing, implementing, and evaluating individualized program such as the IFSP, IEP, or behavioral plan.</p>	<p>Knowledge</p>	<p>(Levels 2-4: F17) Identifies the general procedures for and participants involved in the development of the IFSP, IEP, or behavioral plan, including the particular role of the early childhood professional</p>	<p>8I 8S</p>	<p>2C 6B</p>

Performance Area F3				
<i>Establishes and maintains positive team relationships with program, school, and agency personnel in order to support the development, learning, and well-being of children, birth through age 8, and their families</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
F3.1 Roles, responsibilities, and referral procedures for typical members of early childhood teams (e.g., teacher, speech therapist, social worker, service coordinator), including those defined by law and policy, and the resources and skills that each discipline brings to the team.	Knowledge	(Levels 2-4: F18) Defines the role of family members, community agencies, and other professionals as part of the early childhood team	8E	2C 4A
		(Levels 2-4: F19) Describes the diverse resources and skills that various disciplines bring to the early childhood team	8F	6C
F3.2 Models of team interaction (e.g., interdisciplinary, transdisciplinary) useful for accomplishing different program functions including assessment, planning, and implementation, and those related to inclusion of children with disabilities in school and community programs.	Knowledge	(Levels 2-4: F20) Describes the general procedures, advantages, and problems of working with a multi-disciplinary team for different purposes	8F	6C
F3.3 Skills for contributing to the team process, including those related to different team roles (e.g., team leadership, consultation with other team members) and functions (e.g., decision making, conflict resolution).	Knowledge	(Levels 2-4: F21) Describes skills essential for working effectively with a variety of teams, including interdisciplinary and transdisciplinary, for different purposes	8E 8J	6C
F3.4 Skills for managing roles of personnel and volunteers, including role definition and organization, training, and supervision, using principles of adult learning and collaborative consultation.	Knowledge	(Levels 2-4: F22) Describes key skills for working effectively with colleagues, volunteers, and supervisors in a supervisory role	8H 8J	4A
F3.5 Skills to reflect on oneself as a team member and on team process in relation to team functioning and to achieving goals for children, families, staff, and programs.	Application	(Levels 2-4: F23) Relates to others the importance of acquiring knowledge about, and being responsive to, the diversity and complexity of dynamic family systems	8Q 9L	6E
		(Levels 2-4: F24) Relates team functioning and its relationship to goal achievement for children, families, staff, and programs	8N	6D

Performance Area F4				
<i>Collaborates across agency lines to enhance the wellbeing of children, birth through age 8, and their families, and builds relationships within the community to assess and address community-wide issues and needs, share experiences, and generate new ideas</i>				
Knowledge, Skills, and Dispositions	Achievement Expectation	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
F4.1 Structures, roles, and resources of early childhood programs, schools, and other agencies related to young children and families within the larger community context.	Knowledge	(Levels 2-4: F25) Outlines ways the family and community members contribute to early care and education programs	8T	2C
		(Levels 2-4: F26) Identifies resources that support early childhood programs, schools, and agencies	8T	2C
F4.2 Models and procedures for interagency collaboration, including using policies and procedures for referral, accessing resources, and forming partnerships on behalf of children and families (e.g., interagency agreements, interagency councils).	Knowledge	(Levels 2-4: F27) Identifies strategies for developing collaborative relationships with agencies and other personnel working with children for maintaining high quality programs and services for young children	8E	2B 2C
F4.3 Legal issues and guidelines in education, including those related to children who have disabilities or who are at risk for learning or development, based on income or other child, family, or community factors.	Knowledge	(Levels 2-4: F28) Identifies rationales for policies, regulations, and safeguards to children with and without exceptional needs and their families	9B	6B
		(Levels 2-4: F29) Identifies strategies for implementing program policies and procedures and applicable local, state, and federal regulations including those related to special education	1D 9B 9R	6B
F4.4 Array of local interagency committees, agency boards, and community groups concerned with the availability of education, health, and social services related to young children and their families, including young children who have disabilities or other factors that put them at risk for learning or development (e.g., Early Intervention).	Knowledge	(Levels 2-4: F30) Identifies appropriate community resources for information and referral	1G	6A
		(Levels 2-4: F31) Selects appropriate community resources for specific needs of families and children	1G	6A
		(Levels 2-4: F32) States one's professional role and identifies strategies for making referrals when necessary and appropriate	N/A	6A
F4.5 Strategies for using the larger community as a resource for teaching and learning, including acquiring knowledge about resources in the community (e.g., people, places) and building reciprocal relationships that benefit community entities as well as the program.	Comprehension	(Levels 2-4: F33) Describes the roles of family members, community agencies, and other community sources that can work together to create quality care and education programs	8B	2C 6C

F4.6 Short- and long-term planning formats that support collaboration with families and with professionals from different disciplines to develop comprehensive, integrated instructional plans that accommodate and address individual priorities and needs within the context of typical early childhood environments, routines, and activities (e.g., matrix planning).	None	None	None	None
F4.7 Views of human and family development and diversity that respect the interdependence among children, their families, their communities, and the larger society.	Comprehension	(Levels 2-4: F34) Describes the various influences on families in relation to children, communities, and the larger society	1C	2A
F4.8 Potential influences of differences in family structure and in social, cultural and linguistic backgrounds on what people value and what they do.	Comprehension	(Levels 2-4: F35) Cites examples of ways family structure and social, cultural, and linguistic backgrounds influence families in their interactions with each other and in their goals for their children	1A 1C	1B 2A
F4.9 Strategies to recognize, learn about, and demonstrate respect and sensitivity for the varied, individual talents and strengths of children, families, and team members, as well as for the multiple perspectives and actions that reflect differences in socioeconomic, ethnic, cultural and linguistic heritages, and contexts.	Application	(Levels 2-4: F36) Demonstrates respect for individual families relative to differences in family strengths, challenges, perspectives, and actions	9I	2A

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Content Area G: PERSONAL AND PROFESSIONAL DEVELOPMENT

Early childhood practitioners identify themselves as professionals and conduct themselves as members of a significant, expanding, 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.

Performance Area G1				
<i>Articulates, continually refines, and puts into practice a personal, professional philosophy consistent with values about human diversity that are contained in early childhood and family policy and in early childhood professional guidelines, birth through age 8</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
G1.1 Strategies to examine and understand one's own values and actions from a socio-cultural perspective, including potential influences of one's own family, social, cultural, and linguistic background on interactions with others.	Comprehension	(Levels 2-4: G1) Discusses one's own philosophy of appropriate general and special early care and education	1F 9A	6D
		(Levels 2-4: G2) Explains cultural, linguistic, and individual influences on one's own philosophy and cultural competence	1F	6D

Performance Area G2				
<i>Employs knowledge of the early childhood field in everyday interactions with children, families, other early childhood practitioners, and agencies and entities that govern, serve, and advocate for young children, birth through age 8, and their families</i>				
Knowledge, Skills, and Disposition	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
G2.1 Field of early care and education, birth-age 8, including the multitude of historical, philosophical, and social foundations that influence current thought and practice.	Knowledge	(Levels 2-4: G3) Identifies historical, philosophical, theoretical, and social foundations that have influenced the early childhood, early childhood special education, and early intervention fields and identifies their influences on current thought and practice	9A	6A
		(Levels 2-4: G4) Describes current issues and trends related to young children and families, professionals, and the field of early care and education, early childhood special education, and early intervention	9A 9G	6A
G2.2 Issues and trends in early education and care, including those related to children who are at risk for learning or development based on individual, family, or community factors.	Knowledge	(Levels 2-4: G5) Explains legislation and public policies that affect children with and without exceptional needs, their families, and programs for young children and the early childhood profession	9B	6A 6B 6E
G2.3 Laws, regulations, and policies that govern services at different ages, birth through age 8, including those related to licensing and approval by governing bodies.	Comprehension	(Levels 2-4: G6) Discusses applicable state and	N/A	

		federal regulations and procedural safeguards for children with and without exceptional needs (Levels 2-4: G7) Explains the rationales for policies, regulations, and safeguards for children and families who are culturally, linguistically, and ability diverse	N/A	6B 6B
G2.4 Professional standards and guidelines that govern and guide professional dispositions, behavior, thinking, and practice, including those of state and local agencies and of international, national, state, and local professional organizations.	Comprehension	(Levels 2-4: G8) Understands key skills of a professional (dispositions, behaviors, thinking and practice) by identifying and interpreting knowledge in professional standards, guidelines and organizations	9D 9G 9H	6B
G2.5 Basic principles of administration, organization, and operation of a variety of early childhood programs and agencies, including how these entities function in the community and how to utilize them as resources.	Comprehension	(Levels 2-4: G9) Identifies programs and agencies within the community that can serve as resources for young children and families (Levels 2-4: G10) Describes the organizational structures for the full range of early childhood programs, settings, and legal auspice	1G N/A	6A 6A

Performance Area G3				
<i>Employs a variety of strategies to grow as a professional through reflection on the effects of one's own choices and actions on children, birth through age 8, their families, other team members, and one's own professional goals, and commits to lifelong learning and advancement of the profession</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
G3.1 Self-assessment and problem-solving strategies for reflecting on practice, including classroom observation, consideration of responses of children, families, and other team members to one's own actions, and evaluation of one's own beliefs and actions against professional standards.	Comprehension	(Levels 2-4: G11) Explains ways to use self-reflection and feedback from others to improve practice (Levels 2-4: G12) Describes one's own beliefs about appropriate practices in relation to professional standards	9K N/A	6D 6A 6D

G3.2 Opportunities for engaging in service and advocacy efforts on behalf of children, families, early childhood practitioners, and the early childhood profession.	Comprehension	(Levels 2-4: G13) Describes the role of the professional as an advocate for inclusive quality early childhood programs	9F 9Q	6E
G3.3 Opportunities for participating in development of the profession and the early childhood field, including opportunities at the program, local, state, and national levels and those available through professional organizations and through collegial activities in the school, program, or community.	Comprehension	(Levels 2-4: G14) Identifies professional organizations and explains the roles of professionals and their contributions to the field and to the community	9O	6A
G3.4 Opportunities and resources for training and professional development, including those available through professional literature; organizations; program, local, state, and national agencies or entities, and colleges and universities.	Comprehension	(Levels 2-4: G15) Describes the purpose of, and identifies options for, professional growth activities	9D	6C
G3.5 Opportunities for increasing resources available to the program or school, including those available through grant proposals or community partnerships and alliances.	Knowledge	(Levels 2-4: G16) Identifies resources for supporting financial needs of programs	N/A	6A
G3.6 Opportunities and strategies for initiating new projects or programs, and for contributing knowledge and expertise about teaching and learning to the profession.	Knowledge	(Levels 2-4: G17) Identifies strategies to apply professional knowledge in the field to seek new projects or programs	9P	6C

<i>Performance Area G4</i>				
<i>Demonstrates professional conduct consistent with codes of ethics and standards outlined by legal entities and by the early childhood profession in relation to young children, birth through age 8, their families, and early childhood programs and services</i>				
Knowledge, Skills, and Dispositions	Achievement Expectations	Levels 2-4 Benchmarks	IPTS	NAEYC Standards
G4.1 Communication strategies that demonstrate honesty, integrity and positive regard for others and their contributions, and respond to situations in a professionally appropriate, emotionally mature manner.	Application	(Levels 2-4: G18) Demonstrates communication strategies with children, colleagues, and families that reflect knowledge of professional skills and ethical conduct	9I	4A 6B
G4.2 Standards of professional conduct for education as a profession and for early childhood education as a field, including those contained in the Illinois School Code and those outlined by professional organizations such as NAEYC.	Knowledge	(Levels 2-4: G19) Describes the key components of the codes of ethics for the early childhood and early childhood special education fields and ways the codes of ethics can be used to guide professional practices	9I	6B
G4.3 Policies and procedures related to confidentiality and impartiality.	Application	(Levels 2-4: G20) Articulates rationale for maintaining confidentiality and impartiality, including legal and ethical considerations	9J	6B
G4.4 Professional dispositions and program standards related to personal appearance, hygiene, and work habits.	Application	(Levels 2-4: G21) Demonstrates professional work habits including dependability, time management, independence, teamwork, and responsibility	9I	6B
G4.5 Boundaries of professional responsibilities when working with children, families, and colleagues, as contained in or implied by program or school policy and procedures, professional standards, and law.	Comprehension	(Levels 2-4: G22) Describes strategies to make program decisions based on professional standards	9K	6B
G4.6 Planning and self-regulation strategies to accomplish personal and professional goals in a timely, intentional manner.	Application	(Levels 2-4: G23) Prepares and carries out a professional development plan that evaluates own performance and set goals to advance knowledge in the field	9D 9O	6C 6D

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