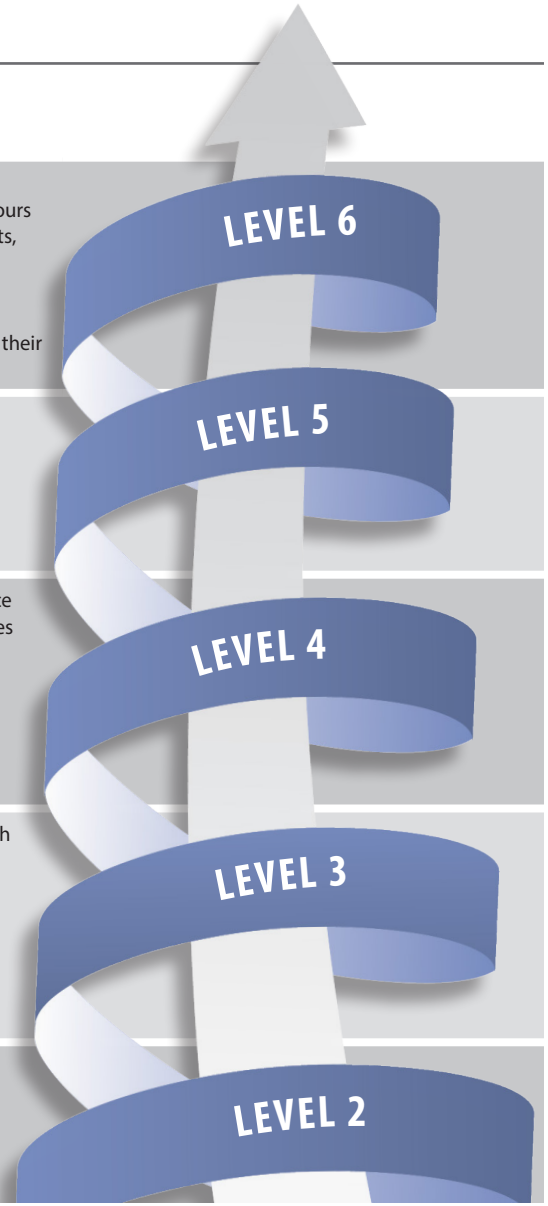
Gateways to Opportunity® **Infant Toddler Credential (ITC)** Framework

	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES WITH INFANTS & TODDLERS (BIRTH TO 36 MONTHS)	WORK & PRACTICAL EXPERIENCE WITH INFANTS & TODDLERS
LEVEL 6	Graduate Degree ***and*** ECE Credential Level 5 or higher	***Must meet all previous level competencies plus:*** Human Growth & Development (ITC HGD8) Health Safety & Well-Being (ITC HSW6, ITC HSW7) Observation & Assessment (ITC OA4, ITC OA5, ITC OA6) Curriculum or Program Design (ITC CPD6, ITC CPD7, ITC CPD8) Interactions, Relationships & Environments (ITC IRE8) Family & Community Relationships (ITC FCR8) Personal & Professional Development (ITC PPD6, ITC PPD7, ITC PPD8, ITC PPD9)	Must meet Level 5 work and practical experience plus an additional 1,800 hours of documented experience with Infants, Toddlers, and their families ***or*** 3,600 total hours of documented experience with Infants, Toddlers, and their families
LEVEL 5	ECE Credential Level 5	***Must meet all previous level competencies plus:*** Human Growth and Development (ITC HGD7) Curriculum or Program Design (ITC CPD5) Family & Community Relationships (ITC FCR7) Personal & Professional Development (ITC PPD5)	Minimum of 100 hours supervised experience with Infants, Toddlers, and their families ***or*** 1,800 total hours of documented IT work experience
LEVEL 4	ECE Credential Level 4 or higher	***Must meet all previous level competencies plus:*** Human Growth and Development (ITC HGD6) Health, Safety & Well-Being (ITC HSW5) Observation & Assessment (ITC OA3) Curriculum or Program Design (ITC CPD4) Interactions, Relationships, & Environments (ITC IRE7) Family & Community Relationships (ITC FCR5, ITC FCR6) Personal & Professional Development (ITC PPD4)	50 total hours of supervised experience with Infants, Toddlers, and their families ***or*** 900 total hours of documented IT work experience
LEVEL 3	ECE Credential Level 3 or higher	***Must meet all previous level competencies plus:*** Human Growth and Development (ITC HGD4, HGD5) Health, Safety & Well-Being (ITC HSW3, ITC HSW4) Observation & Assessment (ITC OA1, ITC OA2) Curriculum or Program Design (ITC CPD1, ITC CPD2, ITC CPD3) Interactions, Relationships, & Environments (ITC IRE4, ITC IRE5, ITC IRE6) Family & Community Relationships (ITC FCR4) Personal & Professional Development (ITC PPD3)	10 hours of supervised experience with Infants, Toddlers, and their families ***or*** 450 total hours of documented IT work experience
LEVEL 2	ECE Credential Level 2 or higher	Human Growth and Development (ITC HGD1, ITC HGD2, ITC HGD3) Health, Safety & Well-Being (ITC HSW1, ITC HSW2) Interactions, Relationships, & Environments (ITC IRE1, ITC IRE2, ITC IRE3) Family & Community Relationships (ITC FCR1, ITC FCR2, ITC FCR3) Personal & Professional Development (ITC PPD1, ITC PPD2)	5 hours of supervised experience with Infants, Toddlers, and their families ***or*** 200 hours of documented IT work experience



The Infant Toddler Childhood Development Associate (CDA) = ITC HSW1, ITC HSW2, ITC IRE1, ITC IRE2, ITC IRE 3, ITC FCR3, ITC PPD2 plus ECE FCR1 and ECE PPD1

In addition to meeting required competencies through college coursework;
Up to 13 competencies (total) may be documented through credential approved training for Levels 2-4
Up to 20 competencies (total) may be documented through credential approved training for Level 5 and 6

Infant Toddler Credential (ITC) Competencies

ITC HGD | Human Growth and Development

1. Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors.
2. Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration).
3. Describes individual differences in infants and toddler's interactions with and responses to the physical and social world.
4. Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal-age 3.
5. Explains interrelationship between unique developmental trajectories and early relationships (e.g. attachment, trust) with primary caregivers on infant and toddler development, learning, mental health, and well-being.
6. Analyzes infant and toddler interactions with the physical and social world and implements responsive, supportive practices that nurture young children's development, learning, mental health, and well-being.
7. Identifies biological and environmental risk conditions that can impact infant-toddler development, learning, and mental health, and well-being and how these conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services.
8. Supports families and practitioners in identifying biological and environmental risk and resilience factors that may impact healthy infant/toddler development, learning, mental health, and well-being.

ITC HSW | Health, Safety, and Well-Being

1. Identifies infant/toddler mental health, nutritional and safety concerns.
2. Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers.
3. Creates safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being.
4. Develops safe indoor and outdoor play environments for infants and toddlers.
5. Identifies, utilizes, and supports family access to and engagement with health, nutrition, and safety information to support the healthy development and learning of young children, prenatal to age three.
6. Identifies environmental challenges and advances strategies, in partnership with families, to support positive outcomes related to the health, safety, and well-being of infants/toddlers within their familial and community environment.
7. Utilizes communication and collaboration skills to partner with and support families and practitioners in understanding and applying evidence-based practices that promote infant/toddler health, safety, and well-being.

ITC OA | Observation and Assessment

1. Selects and uses legal and ethical birth to three assessment procedures, screening tools, observation methods, and organizational strategies to gain knowledge of young children, and their familial and social contexts.
2. Collaborates with families to support knowledge of the purpose and benefits of screening and assessment and the benefits of assessment partnership.
3. Analyzes, complies and shares observation and documentation data with families and appropriate caregivers to support holistic knowledge of infant/toddler development and learning within the environmental context.
4. Identifies, selects, and implements culturally, linguistically, and individually responsive observation and assessment strategies.
5. Promotes family and practitioner knowledge of and engagement in infant and toddler assessment.
6. Identifies developmental and environmental risk factors requiring intervention through observation and assessment.

ITC CPD | Curriculum or Program Design

1. Identifies foundational components of high-quality, responsive, infant and toddler care.
2. Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being.
3. Plans and implements, in partnership with families, culturally, individually, and developmentally responsive curricular strategies and interactions that nurture infant/toddler development, learning, mental health, and well-being.
4. Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers.
5. Justifies and advocates for practices in infant and toddler care and education supportive of young children's healthy development and learning.
6. Plans and implements evidence-based developmental interventions for infants/toddlers and families based on a holistic needs assessment.
7. Supports families and practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers.
8. Develops and implements relationship-based infant/toddler activities and program plans based on each individual child and family's strengths, opportunities for growth, cultural context, individual goals, and desired outcomes.

ITC IRE | Interactions, Relationships, and Environments

1. Identifies the importance of healthy practitioner-parent interactions and relationships in nurturing the development, learning, mental-health, and well-being of young children, birth to age three.
2. Describes interactions and strategies that support healthy infant/toddler development, learning, mental health, and well-being and how these can be integrated into daily routines
3. Engages in interactions, embedded in daily routines and activities, supportive of developing and maintaining nurturing relationships with infants and toddlers.
4. Integrates family experience, cultural practices and perspectives, and knowledge of childrearing beliefs and practices into the infant/toddler setting.
5. Establishes positive practitioner-family interactions and relationships that support growth, promoting, positive family-child interactions and relationships from birth-3.
6. Creates culturally and linguistically responsive environments, interactions, and experiences that nurture healthy infant/toddler development, learning, mental health, and well-being.
7. Facilitates and advocates for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being.
8. Develops and implements, in partnership with families, unique relationship building strategies--embedded within daily interactions--that are designed to develop the confidence and capabilities of families and practitioners in their capacity to nurture the development, learning, and well-being of infants/toddlers.

ITC FCR | Family and Community Relationships

1. Describes the inter-relationship between children, family, practitioners, and community contexts, their influence on families' approaches to parenting children birth to age three, and the impact on family-practitioner collaboration.
2. Demonstrates behavior that reflects confidentiality and awareness of the unique role of providing services to infants/toddlers and their families.
3. Engages in interactions and demonstrates practice with children, families, and practitioners reflective of a strengths-based, family-centered, relationship-based approach.
4. Collaborates with families to nurture healthy development, learning, mental health and well-being within and between infant and toddler social and cultural contexts.
5. Employs a developmental approach to understanding and collaborating with families of infants and toddlers.
6. Plans and implements collaborative learning opportunities, in partnership with families, that are supportive of the healthy development, learning, mental health and well-being of infants and toddlers.
7. Designs and advocates for program policies and practices that support a collaborative team approach, with families as essential partners, in supporting the healthy development, learning, mental health and well-being of infants and toddlers.
8. Develops responsive, reciprocal relationships with families that support and promote parenting self-efficacy.

ITC PPD | Personal and Professional Development

1. Identifies own strengths, opportunities for growth, and values regarding working with infants and toddlers and their families.
2. Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families.
3. Identifies contextual factors that influence infants, toddlers and their families and implications for practice.
4. Identifies and incorporates knowledge and skills provided through evidence-based resources into practice.
5. Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the infant and toddler programming and the young children and families served.
6. Develops responsive, reciprocal relationships with practitioners that support and promote professional self-efficacy.
7. Demonstrates behavior supportive of continued growth and development as a professional member of the infant/toddler field (inclusive of families).
8. Employs effective data collection processes and monitoring systems to track individual progress, assure follow up, and monitor the coordination of service delivery within and across sectors of the infant/toddler field (inclusive of families).
9. Engages in inter-agency collaboration to ensure children and families receive appropriate, coordinated services.

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