GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

ECE Credential Competency Table ©

Assistant Teacher (Level 2)	Entry-Level Teacher (Level 3)	Teacher (Level 4)	Lead Teacher (Level 5)
Human Growth & Development			
HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning. (2-4A1, 2-4A9, 2-4A15, 2-4A16, 2-4A17, 2-4B2, 2-4D1, 5A17)		HGD4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition. (2-4A18, 2-4C26, 5A8, 5A9)	HGD5: Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children's learning and development. (2-4E22, 5A5)
HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills. (2-4A3, 2-4A4, 2-4A5, 2-4A8, 2-4A11)			HGD6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning. (5A2, 5C13)
HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning. (2-4A6, 2-4A7, 2-4A10, 2-4A12, 2-4A13, 2-4A14, 2-4F6, 5A10, 5A12, 5A13)			
Health Safety & Well-Being			
HSW1: Articulates components of a safe and healthy environment. (2-4B5, 2-4B8, 2-4B11, 2-4B15, 2-4B20, 5B11, 5B13, 5B20)	HSW3: Creates a healthy and safe environment. (2-4B7, 2-4B16, 5B3)	HSW6: Collaborates with families and community organizations to support children's healthy development and learning. (2-4B17, 5B6)	HSW7: Identifies plans and procedures that support healthy and safe early childhood program practices. (2-4B22, 2-4C25, 5B12, 5B22)
HSW2: Maintains a safe & healthy environment. (2-4B1, 2-4B3, 2-4B19, 2-4B21, 5B10)	HSW4: Assesses healthy and safe early childhood environments. (2-4B14, 5B14)		HSW8: Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices. (2-4B4, 2-4B6, 2-4B10, 2-4B24, 5A7, 5B4, 5B7, 5B8, 5B9, 5B16, 5B19, 5B21, 5B24, 5C19)
	HSW5: Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment.		

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	(2-4B23, 5B2, 5B17)		
Observation & Assessment			
	OA1: Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in monitoring children's development and learning and in informing the instructional process. (2-4C1, 2-4C3, 2-4C5, 2-4C6, 2-4C13, 2-4C14, 5C12)	OA4: Identifies the impact and influence of external factors on assessment practices. (2-4C9, 2-4C16, 5F19)	OA7: Articulates **and advocates for legal and ethical** data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives. (2-4C2, 2-4C24, 2-4C27, 2-4C28, 5C16, 5C22, 5D4)
	OA2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process. (2-4C10, 2-4C11, 2-4C12, 2-4C15, 2-4C17, 2-4C18, 2-4D4)	OA5: Evaluates and selects appropriate strategies for collecting, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities. (2-4C4, 2-4C7, 2-4C10, 2-4C11, 2-4C20, 2-4C21, 2-4C29, 2-4D29, 5C2, 5C6, 5C10, 5C11, 5C21)	OA8: Utilizes assessment data to support child development and learning and program development. (5C14, 5C24)
	OA3: Selects and uses **legal and ethical** assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts. (2-4C23, 2-4C25, 5A3, 5C4, 5C9, 5F37)	OA6: Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction. (2-4E33, 5C1, 5C3, 5C5, 5C7, 5D27, 5E24, 5F8)	
Curriculum & Program Design			
	CPD1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data. (2-4B18, 2-4D5, 2-4D8, 2-4D27, 2-4E16)	CPD4: Describes appropriate methods supportive of young children's development and learning. (2-4D10, 2-4D12, 2-4D14, 2-4D16, 2-4D20, 2-4D22, 5E14)	CPD10: Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning. (2-4A2, 2-4B12, 5C23, 5D3, 5D5, 5D8, 5E19, 5E23)
	CPD2: Synthesizes the relationship between standards, evidence-based practices, culturally and individually responsive teaching strategies and curricular planning. (2-4D2, 2-4D3, 2-4D6, 2-4D7, 2-4D23, 2-4E17, 2-4E20, 2-4E25, 2-4E27, 2-4E29, 2-4E41, 5D1, 5D2, 5E11)	CPD5: Describes appropriate content supportive of young children's development and learning. (2-4D9, 2-4D11, 2-4D13, 2-4D15, 2-4D19, 2-4D21, 2-4E26)	

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	CPD3: Plans, implements, and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs. (2-4D28, 2-4E10, 2-4E23, 2-4E24, 5B1, 5B5, 5B23, 5D6, 5D18, 5D26, 5E15, 5E16, 5E18, 5E22, 5F35)	CPD6: Selects appropriate content, aligned with relevant standards. (5D7, 5D9, 5D11, 5D13, 5D15, 5D19, 5D21)	
		CPD7: Selects and implements appropriate methods and instructional strategies which actively engage children in developmentally appropriate content (2-4D17, 5D10, 5D12, 5D14, 5D16, 5D17, 5D20, 5D22)	
		CPD8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests. (2-4D25, 2-4E28, 2-4E31, 2-4E35, 2-4E36, 5D23, 5D25, 5D28, 5E17, 5E20)	
		CPD9: Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children. (2-4D18, 2-4D30, 2-4E19, 2-4E30, 2-4E37, 2-4E38, 2-4E39, 5E25)	

Interactions, Relationships & Environments

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IRE1: Describes the role of the environment in supporting children's development. (2-4E2, 2-4E18, 2-4E34, 5E12, 5F38)	IRE3: Identifies factors that contribute to positive interactions with the environment. (2-4E5, 2-4E9, 2-4E21, 5A14, 5E3)	IRE5: Creates engaging environments that meet the diverse development and learning needs of each child. (5A4, 5A15, 5B18)	IRE6: Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments. (5E9, 5E10)
IRE2: Articulates the importance of relationships in supporting positive developmental and behavioral outcomes. (2-4E1, 2-4E3, 2-4E4, 2-4E6, 2-4E7, 2-4E25, 2-4F1)	IRE4: Designs learning environments and activities supportive of healthy development and learning. (2-4E8, 2-4E13, 2-4E14, 2-4E32, 2-4E40, 5A6, 5A16, 5E4, 5E5, 5E6)		IRE7: Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines. (2-4A2, 5A1, 5A11, 5E13, 5E21, 5G21)

Family & Community Relationships

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FCR1: Outlines the role and influence of families and communities on children's development, learning, and the early	FCR4: Identifies, selects, and promotes meaningful connections to community resources that are responsive to the		FCR7: Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration

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childhood setting. (2-4F5, 2-4F15, 2-4F25, 2-4F33, 2-4F34, 2-4F35)	unique strengths, priorities, concerns and needs of young children and their families. (2-4F30, 2-4F31, 2-4G9, 5F32, 5G8)		with families and other team members. (2-4F9, 5C15, 5C17, 5D4, 5D24, 5F8, 5F9, 5F13)
FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education. (2-4E15, 2-4F2, 2-4F4, 2-4F8, 2-4F11, 2-4F14, 2-4F16)	FCR5: Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting. (2-4C22, 2-4D26, 2-4E11, 2-4E12, 2-4F12, 2-4F13, 2-4F23, 5F4)		
FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices. (2-4F7, 2-4F36, 5F36)	FCR6: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals. (2-4C20, 2-4F10, 5E7, 5F5, 5F16)		
Personal and Professional Development			
PPD1: Demonstrates professionalism in image, behavior, and disposition. (2-4G21, 5G20)	PPD3: Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations. (2-4G6, 2-4G12, 2-4G14, 2-4G19, 2-4G20, 5F30, 5G6)	PPD5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth. (2-4G11, 2-4G15, 2-4G23, 5E2, 5F26, 5G2, 5G9, 5G10, 5G11, 5G16, 5G22, 5G24)	PPD7: Understands processes, procedures and identified roles within successful early childhood teams. (2-4C8, 2-4C19, 2-4D31, 2-4F17, 2-4F18, 2-4F19, 2-4F20, 2-4F24, 5A18, 5F9, 5F17, 5F18, 5F20)
PPD2: Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields. (2-4G3, 2-4G4, 2-4G5, 2-4G10, 5F27, 5G1, 5G3)	PPD4: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams. (2-4D24, 2-4F1, 2-4F3, 2-4F21, 2-4G2, 2-4G18, 5C18, 5F1, 5F6, 5F7, 5F21, 5F23, 5G17, 5G18, 5G23)	PPD6: Creates a professional philosophy that guides development as a practitioner and advocate. (2-4G1, 2-4G13, 5E8, 5F31, 5G12, 5G13)	PPD8: Engages in written, verbal and non-verbal communication skills with children, families, and colleagues that support culturally, linguistically, and ability diverse populations; program functioning; family and community collaboration; and healthy child development and learning. (2-4B9, 2-4B13, 2-4F32, 2-4F33, 2-4F34, 5C8, 5C20, 5E26, 5F2, 5F3, 5F10, 5F11, 5F14, 5F15, 5F33, 5F34)
			PPD9: Applies key legal, ethical, regulatory, and interpersonal skills

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			reflective of professionalism and leadership within early childhood settings. (2-4F22, 2-4F28, 2-4G8, 2-4G22, 5D29, 5F22, 5F25, 5G5, 5G19)
			PPD10: Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served. (2-4F27, 2-4F29, 2-4G7, 2-4G16, 2-4G17, 5F12, 5F24, 5F28, 5F29, 5G4, 5G7, 5G14, 5G15, 5G21)