



**Competencies of the ECE Credential (Levels 2-5) ©**

**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.

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
2	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.	<ul style="list-style-type: none"> <li>*Articulates the relationship between theories of typical and atypical growth, development, and learning and early education practices, birth through age 8</li> <li>*Charts the milestones that indicate different stages in all developmental domains</li> <li>*Gives examples of ways individual differences in ability, attitudes, interests, and values impact children’s growth and development</li> <li>*Identifies the characteristics associated with developmental delays, developmental disabilities, and risk factors that influence growth and development</li> <li>*Identifies the unique patterns which distinguish typical from atypical development</li> <li>*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</li> <li>*Describes the unique developmental and learning needs of children in different age groups and with diverse abilities</li> <li>* Identifies the etiologies and characteristics of common disabilities that influence growth and development</li> </ul>	1a, 1b	1A, 1C, 1D, 1G, 1L, 2A, 3J, 3O	2-4A1, 2-4A9, 2-4A15, 2-4A16, 2-4A17, 2-4B2, 2-4D1, 5A17
2	HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills.	<ul style="list-style-type: none"> <li>* 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</li> <li>* Demonstrates ways that developmental domains are interdependent and work together to influence the growth, development, and learning of young children</li> </ul>	1a, 1b, 2a	1A, 1B, 1C, 1E, 2A, 2H	2-4A3, 2-4A4, 2-4A5, 2-4A8, 2-4A11

Level	Competency	Descriptor	NAEYC	IPTs	Original Benchmarks
		<ul style="list-style-type: none"> <li>* Articulates the continuity of central nervous system development and typical ranges of individual variations in emotional development of young children.</li> <li>* 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)</li> <li>* Describes the relationship between children’s language development and social, cognitive, and emotional development</li> </ul>			
2	HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children’s well-being, and learning.	<ul style="list-style-type: none"> <li>*Demonstrates knowledge of how developmental variations and family culture, language, and environment influence a child’s growth and development</li> <li>*Demonstrates an appreciation of the impact of family, culture, heredity, and environment on each child’s development prenatal to age 8 growth and development</li> <li>* Identifies how children develop language within the context of family, community, and culture</li> <li>*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</li> <li>*Defines the critical role of early experiences and the importance of early childhood education and care to children’s healthy development</li> <li>*Identifies ways in which biological, maturational, and environmental factors interact to influence the growth and development of young children</li> <li>* Describes the importance of family interaction patterns and their impact on a child’s development and learning</li> <li>*Identifies the physical and social environmental risks and protective factors that potentially exist within communities and influence development and learning</li> <li>*Identifies biological, health, and medical risk and protective factors that potentially exist within communities and influence development and learning</li> <li>* Provides a reasoned argument/makes a judgment regarding the influence of the interaction between biological, health, and medical risks and physical and social factors for children in the program</li> </ul>	1b, 2a	1A, 1B, 1C, 1D, 1E, 2E, 2H, 3C, 3K, 3M, 4L	2-4A6, 2-4A7, 2-4A10, 2-4A12, 2-4A13, 2-4A14, 2-4F6, 5A10, 5A12, 5A13

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
3	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.	<ul style="list-style-type: none"> <li>*Recognizes how knowledge of children's growth, development, and learning can be used to identify children in need of evaluation</li> <li>* Identifies conditions under which children may need further assessment, based on knowledge of child development and learning and is aware of appropriate resources</li> <li>* Interprets normative development and identifies deviations of the normative sequence in all areas of development</li> <li>* Compares and contrasts developmental milestones and processes of children acquiring English as a non-primary language with those for whom English is a primary language</li> </ul>	1a, 1b, 1c, 2a, 3a	1A, 1C, 1D, 1E, 1H, 1J, 1L, 2C, 7A, 7I	2-4A18, 2-4C26, 5A8, 5A9
5	HGD5 Integrates research, developmental theories, and observational data to make decisions about evidence-based practice supporting children's learning and development.	<ul style="list-style-type: none"> <li>* Relates ways to use research, developmental theories, and observational data to make decisions about children's learning and development</li> <li>* Integrates bonding and attachment theories and related research as it relates to continuity of care and emotional well-being during the early years with knowledge of central nervous system development</li> </ul>	1a, 1b, 2b	1C, 1D, 1E, 1L, 2A, 9A	2-4E22, 5A5
5	HGD6: Justifies and promotes the use of evidence-based practices supportive of each child's unique patterns of development and learning. (5A2)	<ul style="list-style-type: none"> <li>* Describes and supports the most appropriate concepts and principles to apply at each developmental level for the young child</li> <li>* Describes and defends the use of multiple measures of developmental domains and contexts from perspectives of holistic approach to assessment of children with special needs</li> </ul>	1a, 1b	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2I, 2N	5A2, 5C13

### 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.

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
2	HSW1: Articulates components of a safe and healthy environment.	<ul style="list-style-type: none"> <li>* 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</li> <li>* Demonstrates knowledge of emergency medical and first aid procedures</li> <li>* Demonstrates knowledge of health conditions of children and the role of the caregiver</li> <li>* Demonstrates knowledge of essential components of safe and hygienic indoor and outdoor physical environments, including</li> </ul>	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 6b	1C, 1D, 4G, 4I, 4K, 8P, 9C, 9F, 9L, 9R	2-4B5, 2-4B8, 2-4B11, 2-4B15, 2-4B20, 5B11, 5B13, 5B20

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		<p>regulations, standards, and guidelines</p> <p>Demonstrates knowledge of appropriate procedures related to healthy food preparation and safe food handling</p> <ul style="list-style-type: none"> <li>* Provides a reasoned argument for components that makes a safe and healthy environment for children and adults</li> <li>*Identifies steps to take for recognizing, documenting, and reporting suspected abuse and neglect</li> <li>*Identifies and organizes steps to be followed when preparing and handling food</li> </ul>			
2	HSW2: Maintains a safe & healthy environment.	<ul style="list-style-type: none"> <li>* Demonstrates skills for implementing basic health, safety, and nutritional practices on a daily basis</li> <li>*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</li> <li>*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</li> <li>* Uses state and local regulations for meal preparation</li> <li>* Compares and contrasts instructions and required documentation for administration of different medicines and approved medical treatments</li> </ul>	1b, 1c, 2a, 2b, 2c, 6b	1D, 1L, 3O, 4I, 8Q, 9J	2-4B1, 2-4B3, 2-4B19, 2-4B21, 5B10
3	HSW3: Creates a healthy and safe environment.	<ul style="list-style-type: none"> <li>* Demonstrates knowledge of ways to maintain children’s health and immunization records</li> <li>*Articulates strategies for providing opportunities for children, families and staff to practice safe behaviors through daily routines and activities</li> <li>* Formulates program policies and develops practices to create a sanitary environment that reduces the spread of infectious diseases</li> </ul>	1c, 4b, 6b	2N, 4I, 9J	2-4B7, 2-4B16, 5B3
3	HSW4: Assesses healthy and safe early childhood environments.	<ul style="list-style-type: none"> <li>* Demonstrates strategies for conducting regular health and safety assessments of the environment, consistent with regulations and quality standards</li> <li>* Assesses risks, and takes appropriate action to design an environment that is safe and free from potential physical dangers by identifying hazards</li> </ul>	1c, 3b, 6b	4E, 4I	2-4B14, 5B14
3	HSW5: Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment	<ul style="list-style-type: none"> <li>* Employs ways to provide health and nutrition activities that are appropriate for all children and reflect diverse backgrounds and cultures of children and families</li> <li>*Identifies methods for assisting children in developing culturally appropriate decision-making and interpersonal skills that enable them to make healthy choices, establish health-promoting behaviors, and establish personal safety</li> </ul>	1c, 2a, 2b, 2c, 4b, 4c, 5a, 5b, 5c	1A, 1B, 1C, 1D, 1E, 1L, 2A, 3A, 3C, 3K, 4A, 4E, 4F, 4, 4I, 4J, 4K, 4P,	2-4B23, 5B2, 5B17

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		* Designs age-appropriate learning opportunities to teach children about safety, and shares resources with families		8G, 8H, 8I, 8K, 8Q, 8S	
4	HSW6: Collaborates with families and community organizations to support children's healthy development and learning.	* Identifies strategies for collaborating with families and health personnel to identify each child's needs and ways of learning * Creates a list of health-based community resources to be shared with colleagues and families	2a, 2b, 2c, 4b	2K, 4I, 8F, 8H, 8I, 8J, 8K, 8L, 8O, 8P, 8Q, 8R, 8S, 8T, 9F, 9N	2-4B17, 5B6
5	HSW7: Identifies plans and procedures that support healthy and safe early childhood program practices.	* Explains procedures related to responding to health needs of children related to emergency situations and food preparation * Gives examples of ways to maintain accuracy, current information, and integrity of children's records * Explains a variety of health appraisals that are appropriate for assessing children's emotional and physical health status * Explains plans related to preventing and responding to health hazards and food to colleagues and families	1b, 1c, 2a, 3b, 3c, 6b	7A, 7B, 7C, 7D, 7E, 7H, 8O, 9C, 9J, 9L, 9M, 9R	2-4B22, 2-4C25, 5B12, 5B22
5	HSW8: Develops and implements policies, methods, plans, and guidelines reflective of healthy and safe program practices.	* Demonstrates ability to recognize signs and establishes procedures for monitoring and symptoms of childhood diseases and physical, sexual, and psychological abuse or neglect * Prepares procedures for addressing health and safety regulations * Chooses appropriate health screenings and checklists and assessment for recording growth and development * Uses procedures for involving families and health professionals and using community resources in decision-making processes regarding the nutritional needs of children * Recommends program guidelines based on most recent research and governing regulations on basic health, nutrition, illness, and safety needs, based on relation to children's learning and development * Assesses, defends, and recommends program policies that support ongoing monitoring of children's behavior * Designs steps to be followed when responding to children's injuries or other emergencies * Creates methods for documenting immunizations and responses to children's medical needs and for informing parents * Creates methods for documenting specific needs of children, and for recording treatments received by children * Formulates and communicates plans for responding to a variety of health and safety issues	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 5b, 6b	1A, 1B, 1C, 1D, 1E, 1L, 3O, 4E, 4F, 4I, 4Q, 7A, 7M, 7N, 8E, 8J, 8K, 8L, 8Q, 8S, 9C, 9J, 9R	2-4B4, 2-4B6, 2-4B10, 2-4B24, 5A7, 5B4, 5B7, 5B8, 5B9, 5B16, 5B19, 5B21, 5B24, 5C19

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		<ul style="list-style-type: none"> <li>*Analyzes a program’s health, nutrition and fitness plans and adapts practices to assure the needs of all children are met</li> <li>* Identifies and organizes plans for responding to food related emergencies</li> <li>* Creates procedures to gather information from families about children’s nutritional and health needs</li> <li>* Formulates methods for maintaining legal and ethical regulations and responsibilities when keeping records related to children including those with special needs</li> </ul>			

**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.

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
<b>3</b>	OA1: Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children’s development and learning and in informing the instructional process.	<ul style="list-style-type: none"> <li>* Describes the importance of using developmentally appropriate assessment procedures to inform instruction</li> <li>* Names the various types of assessment procedures that are used for various purposes</li> <li>* Names reasons for using multiple measures when screening young children</li> <li>*Describes a wide range of screening tools used to monitor children’s development and learning</li> <li>* Identifies ways to reduce and/or eliminate influences that bias the assessment process and results</li> <li>* Describes differences in the purposes of different assessment and observation methods and approaches</li> <li>* Demonstrates knowledge of appropriate and valid uses of assessment and observation methods, approaches, and instruments</li> </ul>	3a, 3b, 3c, 3d	6H, 7A, 7C, 7E, 7F, 7H, 7K, 7O, 7Q	2-4C1, 2-4C3, 2-4C5, 2-4C6, 2-4C13, 2-4C14, 5C12
<b>3</b>	OA2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.	<ul style="list-style-type: none"> <li>* Describes ways to organize information about each child</li> <li>* Identifies various technology-based formats used to share assessment information and states the benefits and limitations of each</li> <li>*Describes assessment procedures that are responsive to cultural, linguistic, and environmental influences and unique characteristics of each child and family</li> </ul>	2c, 3b, 3c, 3d	7M, 7O, 7P, 7Q, 7R, 8D	2-4C10, 2-4C11, 2-4C12, 2-4C15, 2-4C17, 2-4C18, 2-4D4

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		<ul style="list-style-type: none"> <li>* Identifies appropriate and inappropriate uses of assessment methods</li> <li>* Explains possible considerations for and/or barriers to involving families in the assessment process</li> <li>* Describes ways to overcome barriers to family involvement in the assessment process</li> <li>* Explains ways to involve families and others in assessing children's developmental strengths and needs in developing goals</li> </ul>			
3	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.	<ul style="list-style-type: none"> <li>* Articulates reasons for safeguarding confidentiality and privacy when keeping records related to children</li> <li>* Gives examples of ways to maintain accuracy, current information, and integrity of children's records</li> <li>* Compares and contrasts anecdotes of young children representative of various developmental levels and social contexts.</li> <li>* Uses broad-based screening tools appropriate for identifying children who may need to be referred for additional assessment</li> <li>* Demonstrates ways to organize information about each child</li> <li>* Identifies and utilizes strategies to gain knowledge about children and families in early care and education settings</li> </ul>	1b, 2a, 2b, 2c, 3b, 6b, 6c	1A, 1B, 1C, 1D, 1E, 2A, 2I, 7A, 7C, 7E, 7F, 7G, 7H, 7N, 7O, 7P, 7Q, 7R, 8B, 8F, 8P, 7Q, 9I, 9L	2-4C23, 2-4C25, 5A3, 5C4, 5C9, 5F37
4	OA4: Identifies the impact and influence of external factors on assessment practices.	<ul style="list-style-type: none"> <li>* Names specific documentation procedures currently in use at local, state, and national levels</li> <li>* Recognizes the implications of multiple, interrelated developmental domains and contexts of observation and assessment</li> <li>* Utilize knowledge of federal and state laws related to referral for early intervention, early childhood special education, and early elementary special education</li> </ul>	1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 6b, 6c, 6e	1D, 3A, 7A, 7N, 8F, 8I, 8J, 8K, 8L, 8O, 8N, 9B, 9R	2-4C9, 2-4C16, 5F19
4	OA5: Evaluates and selects appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities.	<ul style="list-style-type: none"> <li>* Selects appropriate types of assessment to meet specific purposes</li> <li>* Identifies formats according to appropriate uses and benefits</li> <li>* Describes ways to organize information about each child</li> <li>* Identifies various technology-based formats used to share assessment information and states the benefits and limitations of each</li> <li>* Chooses methods for gathering information about children and families, including their home lives and priorities</li> <li>* Identifies ways to work collaboratively with multi-disciplinary teams and family members</li> <li>* Identifies ways to involve children and families in ongoing program evaluations that lead to improvements in the program and that reflect program goals</li> <li>* Identifies types of assessment and describes how assessment results are used to inform decision making and curriculum planning</li> </ul>	1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 6b	5H, 7A, 7C, 7D, 7E, 7F, 7H, 7I, 7J, 7K, 7M, 7N, 7O, 7P, 7Q, 7R, 8C, 9J, 9Q	2-4C4, 2-4C7, 2-4C10, 2-4C11, 2-4C20, 2-4C21, 2-4C29, 2-4D29, 5C2, 5C6, 5C10, 5C11, 5C21

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		<ul style="list-style-type: none"> <li>* Evaluates and applies various assessment instruments and procedures used for child progress monitoring purposes. Measures used for these purposes include teacher-made instruments of constructed response and selected response formats; procedures and documentation protocols for formative and summative assessment, as well as, administration and interpretation of standardized instruments for screening, progress monitoring, and summative assessment.</li> <li>* Selects reporting formats according to appropriate uses and benefits</li> <li>* Selects written, oral, and technology based formats used to share assessment information</li> <li>* Uses professional judgment to describe and justify potential assessment procedures that are responsive to cultural, linguistic, and environmental influences and unique characteristics of each child and family</li> <li>* Follows legal and ethical procedures that explains the process for making recommendations for further assessment of child development and learning</li> </ul>			
4	OA6: Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction.	<ul style="list-style-type: none"> <li>* Describes a variety of techniques and procedures to evaluate and modify goals for young children and families</li> <li>* Incorporates multiple authentic assessment techniques including various observation, assessment, and documentation procedures to gather information, evaluate, and assess children’s development and learning</li> <li>* Administers a range of screening tools used to monitor children’s development and learning</li> <li>* Uses professional judgment to adapt observation and assessment approaches and instruments used to obtain valid, reliable information about learning and development of children with special needs</li> <li>* Utilizes assessment information to inform planning, instruction, and development of IEPs and IFSPs</li> <li>* Uses and reflects on ongoing informal and formal assessment of children’s performance and interests to inform decision-making and curriculum planning for individuals and groups; collaborates with families and professionals from other disciplines to plan for individual children</li> <li>* Assesses the effectiveness and appropriateness of a variety of strategies designed to meet the individual and specific needs of children, and to involve them in learning experiences</li> <li>* Assesses the family’s strengths and vulnerabilities and selects strategies to facilitate participation at each step of the program process</li> </ul>	1a, 1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c	3D, 3E, 3F, 3I, 3O, 3P, 4E, 4L, 4P, 5N, 5P, 7A, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 7K, 7P, 7Q, 7R, 8D, 9H, 8P, 8Q, 9L, 9M, 9N, 9R	2-4E33, 5C1, 5C3, 5C5, 5C7, 5D27, 5E24, 5F8

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
5	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.	<ul style="list-style-type: none"> <li>* Describes various observational procedures used in program evaluation and to understand children’s development and learning</li> <li>* Informs others about importance of and procedures for following legal and ethical requirements related to gathering and sharing information about children</li> <li>* Articulates strategies for active involvement in data collection and interpretation for program evaluation</li> <li>* Identifies appropriate models for conducting regular program evaluations in relation to standards for quality for early care and education settings</li> <li>* Describes and defends evidence-based roles and contributions of families and other team members who contribute to goal setting and the assessment process</li> <li>* Analyzes where program improvements are needed by utilizing information obtained through data collection</li> <li>* Collaborates with families and others in assessing children’s developmental strengths and needs in developing individual and program goals</li> </ul>	2a, 2b, 2c, 3a, 3b, 3c, 3d, 4d, 5c, 6b, 6d	7B, 7E, 7G, 7I, 7K, 7M, 7N, 7P, 8K, 8O, 8P, 8Q, 9A, 9K, 9M, 9N, 9Q	2-4C2, 2-4C24, 2-4C27, 2-4C28, 5C16, 5C22, 5D4
5	OA8: Utilizes assessment data to support child and program development.	<ul style="list-style-type: none"> <li>* Compares and contrasts benefits and limitations of a variety of authentic and standardized approaches and instruments used in early childhood assessment, using common standards of measurement</li> <li>* Evaluates program's data collection strategies to determine if they produce outcome sufficient information to inform program improvement that reflects program goals</li> </ul>	3a, 3b, 3c, 4d, 5c	7A, 7C, 7D, 7E, 7G, 7I, 7J, 7K, 7Q, 7R, 8L, 9K, 9L, 9M, 9N, 9Q	5C14, 5C24

**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.

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
3	CPD1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data.	<ul style="list-style-type: none"> <li>* Identifies procedures for planning strategies to accommodate all children, based on knowledge of children’s needs and ways of learning</li> <li>* Identifies ways that developmental needs/interests, language, and home experiences of all children can be used to inform curriculum</li> </ul>	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c,	2J, 4E, 5P, 6C, 7G, 7I, 8C, 8P, 8Q, 9K, 9L, 9N, 9P, 9Q	2-4B18, 2-4D5, 2-4D8, 2-4D27, 2-4E16

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		<ul style="list-style-type: none"> <li>* Describes various approaches used to design curriculum and identifies advantages and disadvantages</li> <li>* Identifies strategies for using ongoing assessments and observations of children’s interests and abilities to inform curriculum planning for differentiated instruction</li> <li>* Describes ways to provide multiple opportunities for English language learning children to communicate</li> </ul>	4d, 5c, 6b, 6c, 6d		
3	CPD2: Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning.	<ul style="list-style-type: none"> <li>* Describes the relationship between developmental and learning goals</li> <li>* Identifies curriculum content for different age groups and the relationship to developmental practices</li> <li>* Names relevant types of standards that guide curriculum content in Illinois, for different early care and education programs</li> <li>* Describes how standards influence curriculum content choices in early care and education programs</li> <li>* 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</li> <li>* Describes appropriate methods for developing children’s intellectual curiosity and problem solving and decision making skills</li> <li>* Describes how technology is integrated to enhance development and learning</li> <li>* 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</li> <li>* Gives examples of methods that allow children to construct their own knowledge that include play, open-ended questioning, cooperative learning, and inquiry experiences</li> <li>* 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</li> </ul> <p>Recognizes teacher-scaffolded and initiated instruction to complement child initiated learning</p> <ul style="list-style-type: none"> <li>* Describes and supports critical developmental goals for children, based on the unique developmental and learning</li> </ul>	1a, 1b, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b	1A, 1B, 1C, 1D, 1E, 1F, 1L, 2C, 2G, 2M, 2N, 3A, 3E, 3I, 3J, 3L, 3O, 3P, 3Q, 4B, 4C, 4D, 4K, 4L, 5A, 5E, 5F, 5H, 5I, 5K, 5L, 5S, 7B	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

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		<p>needs of children in different age groups and with diverse abilities</p> <ul style="list-style-type: none"> <li>*Describes the relationship between developmental and learning goals</li> <li>* Explains ways different interaction and instructional strategies can be used to actively engage children’s thinking</li> </ul>			
<b>3</b>	CPD3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children’s healthy development, abilities, interests, and needs.	<ul style="list-style-type: none"> <li>* Identifies ways for children to participate in planning and designing experiences and making choices about areas of study</li> <li>* Outlines specific strategies and techniques for addressing problem behaviors, including functional assessment and individual guidance plans</li> <li>* Uses strategies compatible with multiple intelligences to implement developmentally appropriate concepts and skills that guide each child toward desired developmental and learning outcomes</li> <li>*Identifies ways to use the interests, abilities, and goals of children and families to plan appropriate learning experiences</li> <li>* Integrates health and fitness opportunities that support children’s need for physical activity throughout the day</li> <li>* Designs and implements learning opportunities emphasizing healthy bodies, healthy lifestyles, and a healthy environment</li> <li>* Utilizes families and community organizations as resources to plan active learning opportunities that are sensitive to food preferences and practices of individual families</li> <li>* Identifies and integrates into curriculum plans standards that guide curriculum content in Illinois for different early care and education programs</li> <li>* Selects and uses appropriate methods and instructional strategies for helping children, including those with diverse abilities and needs, access and use technologies to support their development and learning across all areas</li> <li>* Involves children in planning and designing experiences and making choices about areas of study</li> <li>* Designs learning experiences that utilize a variety of resources, incorporate knowledge about children’s abilities and experiences, and reflect knowledge about appropriate content and learning experiences for children</li> <li>* Designs learning experiences that utilize a variety of interaction strategies to support children’s abilities to ask questions, make connections with prior knowledge, and think</li> </ul>	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c	1A, 1B, 1C, 1D, 1E, 1H, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3J, 3K, 3L, 3M, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 7B, 7L, 8A, 8B, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9I	2-4D28, 2-4E10, 2-4E23, 2-4E24, 5B1, 5B5, 5B23, 5D6, 5D18, 5D26, 5E15, 5E16, 5E18, 5E22, 5F35

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		critically <ul style="list-style-type: none"> <li>* Plans learning experiences using knowledge of individual children’s abilities, interests, and needs</li> <li>* Uses information to modify the teaching/learning process and the environment based on assessment of children’s engagement and learning</li> <li>* Modifies approaches to interactions with children based on an understanding of the context in which children and families live and demonstrates respect for interdependence among children, their families, their communities and the larger society.</li> </ul>			
4	CPD4: Describes appropriate methods supportive of young children’s development and learning.	<ul style="list-style-type: none"> <li>* Describes appropriate methods for engaging children in literacy-rich experiences that support their development and learning</li> <li>* Describes appropriate methods for engaging children in mathematical experiences that support their development and their learning of mathematical concepts and skills</li> <li>* Describes appropriate methods for engaging children in scientific experiences that support their inquiry and development of scientific concepts and skills</li> <li>* Describes appropriate methods for engaging children in social science experiences that promote their development as participants in a democratic society and global world</li> <li>* 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</li> <li>* Describes appropriate methods for engaging children in experiences that support their physical, emotional, and healthy well-being</li> <li>* Explains the relationships between specific content knowledge and appropriate teaching strategies for young children</li> </ul>	4a, 4b, 4c, 5a, 5b	2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2Q, 3A, 3D, EG, 5A, 5C, 5S, 6B, 6E, 6J	2-4D10, 2-4D12, 2-4D14, 2-4D16, 2-4D20, 2-4D22, 5E14
4	CPD5: Describes appropriate content supportive of young children’s development and learning.	<ul style="list-style-type: none"> <li>* Gives examples of relevant and appropriate content for literacy for young children, birth through age 8</li> <li>* Gives examples of relevant and appropriate content for math for young children, birth through age 8</li> <li>* Gives examples of relevant and appropriate content for science for young children, birth through age 8</li> <li>* Gives examples of relevant and appropriate content for the</li> </ul>	4c, 5a, 5b	2C, 2D, 2I, 3A, 5A, 5S, 6A, 6Q	2-4D9, 2-4D11, 2-4D13, 2-4D15, 2-4D19, 2-4D21, 2-4E26

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		<p>social sciences for young children, birth through age 8</p> <ul style="list-style-type: none"> <li>* Gives examples of relevant and appropriate content for the fine and creative arts for young children, birth through age 8</li> <li>* Gives examples of relevant and appropriate content for physical development and health for young children, birth through age 8</li> <li>* Distinguishes between learning content and acquiring related skills in specific content areas</li> </ul>			
4	CPD6: Selects appropriate content, aligned with relevant standards	<ul style="list-style-type: none"> <li>* Justifies and integrates standards to influence curriculum content choices in early care and education programs</li> <li>* Selects relevant and appropriate math content for young children, birth through age 8</li> <li>* Selects relevant and appropriate science content for young children, birth through age 8</li> <li>* Selects relevant and appropriate social sciences content for young children, birth through age 8</li> <li>* Selects relevant and appropriate fine and creative arts content for young children, birth through age 8</li> <li>* Selects relevant and appropriate physical development, emotional development, and health content for young children, birth through age 8</li> </ul>	4b, 4c, 5a, 5b, 5c	2A, 2B, 2C, 2D, 2I, 2N, 2O, 2P, 2Q, 3A, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5P, 5Q, 5R, 5S, 6B, 6E, 6I, 6J	5D7, 5D9, 5D11, 5D13, 5D15, 5D19, 5D21
4	CPD7: Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content.	<ul style="list-style-type: none"> <li>* Gives examples of a variety of relevant and appropriate technologies and software appropriate for young children, birth through age 8</li> <li>* Selects and uses appropriate methods and instructional strategies for engaging children in literacy rich experiences that support their development and learning of language and literacy concepts and skills</li> <li>* Selects and uses appropriate methods and instructional strategies for engaging children in mathematical experiences that support their development and learning of mathematical concepts and skills</li> <li>* Selects and uses appropriate methods and instructional strategies for engaging children in scientific experiences that support their inquiry, development, and learning of scientific concepts and skills</li> <li>* Selects and uses appropriate methods and instructional strategies for engaging children in social science experiences that support their development as participants in a democratic</li> </ul>	1a, 1b, 4b, 4c, 5a, 5b, 5c	1B, 1L, 2B, 2D, 2E, 2F, 2G, 2H, 2I, 2K, 2L, 2N, 2O, 3A, 3B, 3D, 3E, 3L, 3N, 3Q, 5E, 5N, 5O, 6L, 6M, 6N, 6O, 6P	2-4D17, 5D10, 5D12, 5D14, 5D16, 5D17, 5D20, 5D22

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		<p>society and global world</p> <ul style="list-style-type: none"> <li>* Selects and uses appropriate technologies as a learning tool to support learning and development in all areas for young children, birth through age 8, including those with diverse abilities and needs</li> <li>* Selects and uses appropriate methods and instructional strategies for engaging children in fine and creative arts experiences that support their abilities to express their ideas and emotions through artistic expression</li> <li>* Selects and uses appropriate methods and instructional strategies for engaging children in experiences that support their physical, emotional, and healthy well-being.</li> </ul>			
4	CPD8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests.	<ul style="list-style-type: none"> <li>* Discusses ways to differentiate instruction that is a reflection of children's cultures, diverse abilities and special needs</li> <li>* Gives examples of ways to connect identified skills and concepts with activities that use individual children's abilities, interests and needs</li> <li>* Distinguishes ways to differentiate instruction so as to allow each child to participate at his or her own level of interest and ability</li> <li>* 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</li> <li>* 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</li> <li>* Plans curriculum that differentiates instruction that is a reflection of children's cultures, diverse abilities, and special needs</li> <li>* Uses and reflects on ongoing assessments and observations of children's interests and abilities to inform curriculum planning for differentiated instruction</li> <li>* Compares and contrasts approaches to collaborating with families and professionals from other fields to plan curriculum that is responsive to diverse needs of children</li> <li>* Designs learning experiences that address multiple group and individual learning outcomes and approaches to learning</li> <li>* Adapts learning experiences based on children's abilities to participate and individual learning styles to ensure</li> </ul>	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c	1A, 1B, 1C, 1D, 1E, 1F, 1K, 1L, 2N, 3A, 3B, 3C, 3J, 3K, 3L, 3M, 3O, 3Q, 4E, 4P, 5B, 5E, 5I, 5J, 5K, 5M, 5P, 5S, 7G	2-4D25, 2-4E28, 2-4E31, 2-4E35, 2-4E36, 5D23, 5D25, 5D28, 5E17, 5E20

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		differentiated instruction so that all children can be successful			
4	CPD9: Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children.	<ul style="list-style-type: none"> <li>* 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</li> <li>* Describes ways to work with team members to plan curriculum that is adapted to meet the needs of children with diverse abilities</li> <li>* Lists a variety of assistive devices used with children with special needs</li> <li>* Discusses how different teaching/learning opportunities meet the individual needs of specific children, including children with special needs and talents, and diverse learning abilities</li> <li>* Matches specific adaptations to children’s needs and abilities</li> <li>* Identifies various types of assistive devices appropriate for use with young children</li> <li>* Identifies specific assistive technology that could be used to support specific children’s learning and development</li> <li>* Uses tools best suited to meet individual children’s needs and abilities and to allow children to engage in and demonstrate their learning</li> </ul>	1a, 1b, 1c, 2a, 2b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c	2L, 2O, 3C, 3D, 3E, 3J, 3N, 3O, 3P, 5N, 8K	2-4D18, 2-4D30, 2-4E19, 2-4E30, 2-4E37, 2-4E38, 2-4E39, 5E25
5	CPD10: Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning.	<ul style="list-style-type: none"> <li>* Provides examples of ways concepts and principles influence program planning and implementation</li> <li>* Produces strategies to meet each child’s and adult’s physical, emotional, and health needs through environmental and curricular policies and procedures</li> <li>* Analyzes information gained from program evaluation to determine if standards are being met</li> <li>* Justifies goals in curriculum content areas for different age groups, using evidence based and age-appropriate standards</li> <li>* Assesses curriculum plans to ensure that the developmental needs/interests, language, and home experiences of all children are used to inform program goals</li> <li>* Assesses various planning formats to determine their effectiveness and appropriateness to ensure the learning experiences are responsive to the needs and abilities and priorities of all children and families</li> <li>* Assesses which formats can be used to effectively involve families and professionals in planning appropriate environments for children that support development and</li> </ul>	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d	1A, 1B, 1C, 1D, 1E, 1F, 2B, 2C, 2E, 2J, 2M, 3A, 3B, 3C, 3D, 3E, 3F, 3H, 3I, 3J, 3K, 3M, 3N, 3O, 3P, 3Q, 4E, 4F, 4K, 4L, 5Q, 7B, 7D, 7K, 8Q, 8S, 8T, 9K, 9N, 9T	2-4A2, 2-4B12, 5C23, 5D3, 5D5, 5D8, 5E19, 5E23

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		learning.			

**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.

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
2	IRE1: Describes the role of the environment in supporting children's development.	<ul style="list-style-type: none"> <li>* Cites ways for developing community within the classroom by involving families, enhancing cultural awareness, valuing cultural diversity, and appreciating different abilities and learning styles</li> <li>* Describes how children learn through their active interaction and exploration of their environment</li> <li>* Identifies the contributions to the learning environment that can be made by family and community members</li> <li>* Explains qualities of learning environments to support exploration and creative play with space, materials, images, sounds, languages, and ideas</li> <li>* Applies knowledge gained about children and families to practices within early care and education settings</li> </ul>	2a, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c	1A, 1I, 1K, 1L, 1N, 4B, 4C, 4D, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5F, 5I, 8Q, 8T	2-4E2, 2-4E18, 2-4E34, 5E12, 5F38
2	IRE2: Articulates the importance of relationships in supporting positive developmental and behavioral outcomes	<ul style="list-style-type: none"> <li>*Explains the multiple factors that impact and influence children's skills for interacting with others</li> <li>* States ways that positive relationships in early care and education settings help support children's development and learning</li> <li>*Names ways to build trusting relationships with children and families</li> <li>* Describes ways that adult behaviors, attitudes, and interactions can promote children's positive social emotional development and guide positive behavior</li> <li>*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</li> <li>* Gives examples of interaction strategies that enable children to initiate the development of new skills, to build on existing</li> </ul>	1b, 1c, 2a, 2b, 4a, 4b, 4d	1D, 1E, 1K, 2G, 4A, 4C, 4D, 4G, 4K, 8P, 9L	2-4E1, 2-4E3, 2-4E4, 2-4E6, 2-4E7, 2-4E25, 2-4F1

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		knowledge and skills, and to practice newly acquired skills * Gives examples of effective verbal communication skills with children and adults, including adjusting to diverse communication styles and situations			
3	IRE3: Identifies factors that contribute to positive interactions with the environment	* Gives examples of ways that the physical setting, schedule, routines, and transitions can be used to promote positive behavior and interactions * Identifies strategies in compliance with laws, policies, and ethical principles to teach appropriate behavioral skills * Gives examples of sources that provide current information about standards related to physical and social environments * Describes influences on instructional and interpersonal settings and interactions of individual differences in personality and temperament * Explains the rationale for planning, implementing, and evaluating daily activities to support children's positive behaviors and interactions	1a, 1b, 1c, 2a, 2b, 2c, 4b, 4d, 5b, 5c, 6b, 6c	1A, 1B, 1C, 1D, 1E, 2E, 3A, 3C, 3P, 4A, 4F, 4G, 4H, 4L, 4M, 4N, 4P, 4Q, 9A	2-4E5, 2-4E9, 2-4E21, 5A14, 5E3

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
3	IRE4: Designs learning environments and activities supportive of healthy development and learning	<ul style="list-style-type: none"> <li>* Demonstrates ways to assist children in learning to express emotions in positive ways, solve problems, and make decisions</li> <li>* Employs developmentally appropriate ways to organize space into identifiable areas that encourage children’s active involvement, initiative, responsibility, creativity, and growing sense of autonomy</li> <li>* 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</li> <li>* Identifies developmentally appropriate ways to use input from children in designing engaging environments</li> <li>* Designs a learning environment to accommodate expectations based on the knowledge of the children’s culture, language, and socioeconomic factors</li> <li>* Integrates knowledge of characteristics of common disabilities with the design of the learning environment and strategies to meet the special needs of all young children</li> <li>* Selects and arranges daily activities and explains how they function to guide the development of children’s sense of self as an individual and as a member of a group</li> <li>* Analyzes children’s responses to different situations in the early education and care setting, and adjusts the setting as appropriate to support children’s social and emotional development</li> <li>* Selects and justifies different strategies in compliance with laws, policies, and ethical principles to teach behavioral skills appropriate to specific contexts and to children of different ages and with different support needs</li> </ul>	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 5c, 6b	1A, 1B, 1C, 1D, 1E, 1L, 3D, 3J, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4O, 4P, 8C, 8F	2-4E8, 2-4E13, 2-4E14, 2-4E32, 2-4E40, 5A6, 5A16, 5E4, 5E5, 5E6
4	IRE5: Creates engaging environments that meet the diverse development and learning needs of each child	<ul style="list-style-type: none"> <li>* Designs and supports a learning environment appropriate to accommodate the heterogeneous population of young children</li> <li>* Designs a flexible learning environment that accommodates individual differences in personality and temperament</li> <li>* Adapts indoor and outdoor environments, in consultation with parents and health professionals, to maximize participation of children with special needs in activities</li> </ul>	1b, 1c, 2a, 2b, 2c, 4b, 6c	1A, 1B, 1C, 1D, 1E, 1L, 2E, 3C, 3P, 4E, 4I, 4L, 4M, 4P, 8G, 8H, 8I, 8K, 8S	5A4, 5A15, 5B18

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
5	IRE6: Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments	<ul style="list-style-type: none"> <li>* Analyzes different indoor and outdoor environments and explains how they support children’s learning and development in all areas</li> <li>* Analyzes current research-based strategies to ensure that all children have opportunities and instructional support to communicate their ideas and skills</li> </ul>	1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c	1J, 2H, 3A, 3C, 3O, 4I, 4L, 4M, 4P, 6C, 6F, 6S, 7C	5E9, 5E10
5	IRE7: Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines	<ul style="list-style-type: none"> <li>* Provides examples of ways concepts and principles influence program planning and implementation</li> <li>* Supports the application of concepts and principles from major theories in design of specific teaching/learning environments and interactions</li> <li>* Recommends and defends specific program policies based on the influence of the interaction between physical and social environmental risks and biological factors for children in the program</li> <li>* Identifies and compares sources of information on research and standards related to appropriate teaching/learning environments for young children</li> <li>* Uses and reflects on a variety of approaches to evaluate the effectiveness and appropriateness of teaching/learning interactions and environments</li> <li>* Makes and defends choices about specific approaches to utilizing professional guidelines for interacting with children, families, and colleagues.</li> </ul>	1a, 1b, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6a, 6b, 6c, 6d	1A, 1B, 1C, 1D, 1E, 2A, 2B, 2F, 2H, 2I, 3C, 3E, 3G, 3K, 3M, 3N, 4A, 4B, 4C, 4D, 4E, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5J, 5P, 7K, 9A, 9I, 9K, 9L, 9M	2-4A2, 5A1, 5A11, 5E13, 5E21, 5G21

**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.

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
2	FCR1: Outlines the role and influence of families and communities on children’s development, learning, and the early childhood setting.	<ul style="list-style-type: none"> <li>*Integrates information about the family system to develop goals for the child and/or family.</li> <li>*Recognizes challenges faced by families caring for children with diverse abilities.</li> <li>*Outlines ways the family and community members contribute to early care and education programs.</li> <li>*Describes the roles of family members, community agencies, and other community sources that can work together to create quality care and education programs.</li> <li>*Describes the various influences on families in relation to children, communities, and the larger society.</li> <li>*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.</li> </ul>	1b, 2a, 2c, 6c	1A, 1C, 8B, 8H, 8Q, 8T	2-4F5, 2-4F15, 2-4F25, 2-4F33, 2-4F34, 2-4F35
2	FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education.	<ul style="list-style-type: none"> <li>*Identifies ways to show respect for variations in communication styles and home languages.</li> <li>*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.</li> <li>*Describes how family context, including language, influences children’s development and family priorities.</li> <li>*Gives examples of ways to show respect for life’s diversities and influences on family’s involvement in programs.</li> <li>*Gives examples of ways to engage in frequent contact and to collaborate with parents through a variety of communication strategies.</li> <li>*Identifies ways to collaborate with families to involve them in their children’s care and education</li> </ul>	1b, 2a, 2b, 2c, 4a	1C, 1E, 1G, 3F, 6C, 8B, 8D, 8Q, 9L, 9Q	2-4E15, 2-4F2, 2-4F4, 2-4F8, 2-4F11, 2-4F14, 2-4F16

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
2	FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.	<ul style="list-style-type: none"> <li>*Discusses variations across cultures in terms of family strengths, expectations, values, and childrearing practices.</li> <li>*Demonstrates respect for individual families relative to differences in family strengths, challenges, perspectives, and actions.</li> <li>*Identifies and explains potential influence of differences among families and cultures on practices within early care and education settings.</li> </ul>	1a, 1b, 1c, 2a, 2b, 2c	1A, 1C, 1E, 8A, 8D, 8O, 8P, 8Q, 9I	2-4F7, 2-4F36, 5F36
3	FCR4: Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families.	<ul style="list-style-type: none"> <li>*Explains family options for participation in their child's program and other community-based opportunities</li> <li>*Identifies appropriate community resources for information and referral</li> <li>Selects appropriate community resources for specific needs of families and children</li> <li>*Provides information about community organizations, agencies, and individuals that serve young children and families, including young children with disabilities and who are at-risk</li> <li>*Identifies programs and agencies within the community that can serve as resources for young children</li> <li>*Prepares resource list of support agencies within the community as a reference for families</li> </ul>	6a, 6b	21G, 9D, 9G, 9H	2-4F30, 2-4F31, 2-4G9, 5F32, 5G8

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
3	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.	<ul style="list-style-type: none"> <li>*Describes ways to foster family involvement in the assessment and goal-setting process.</li> <li>*Describes ways to foster partnerships between families and staff in order to inform curriculum planning.</li> <li>*Describes ways to collaborate with families to develop individually appropriate expectations for children’s behaviors.</li> <li>*Identifies strategies to communicate with families regarding areas of concern, developing cooperative strategies to address potential difficulties.</li> <li>*Describes ways to incorporate families’ desires and goals for their children into the early care and education setting.</li> <li>*Identifies ways to involve families in their children’s care and education, including communication in the home language of the child when possible.</li> <li>*Relates to others the importance of acquiring knowledge about, and being responsive to, the diversity and complexity of dynamic family systems.</li> <li>*Develops a family profile based on family systems theory.</li> </ul>	2a, 2b, 2c, 3d, 4a, 5a, 5b, 5c, 6e	1A, 1C, 1E, 1G, 1I, 3F, 3K, 3L, 3O, 3P, 4E, 4H, 7P, 8B, 8D, 8F, 8K, 8L, 8P, 8Q, 8S, 8T, 9I, 9L, 9Q	2-4C22, 2-4D26, 2-4E11, 2-4E12, 2-4F12, 2-4F13, 2-4F23, 5F4
3	FCR6: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child, family, and program goals.	<ul style="list-style-type: none"> <li>*Chooses methods for gathering information about children and families, including their home lives and priorities.</li> <li>*Describes the general procedures, advantages, and problems of working with a multi-disciplinary team for different purposes.</li> <li>*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.</li> <li>*Describes how a child’s identity is developed within the family and community setting.</li> <li>*Demonstrates a variety of strategies for identifying family concerns and priorities related to their child and family.</li> </ul>	2a, 2b, 2c, 3d, 4a, 4b, 4c, 4d	1A, 1C, 1E, 3E, 3F, 3I, 3O, 7P, 8B, 8D, 8I, 8P, 8Q, 8S, 9L	2-4C20, 2-4F10, 5E7, 5F5, 5F16

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
5	FCR7: Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members.	<ul style="list-style-type: none"> <li>*Recognizes and identifies family role and contributions to program processes. Develops reciprocal, productive interpersonal relationships that demonstrate the value of family contributions.</li> <li>*Creates policies and procedures to facilitate family participation in the assessment process.</li> <li>*Formulates strategies for collaboration with families and recognizes how that information informs the assessment process.</li> <li>*Collaborates with families and others in assessing children’s developmental strengths and needs in developing individual and program goals</li> <li>*Gives examples of ways to show respect for life’s diversities and influences on family’s involvement in programs.</li> <li>*Formulates plans to capitalize on the family’s importance as part of the team.</li> <li>Differentiates the elements of various family-oriented services.</li> </ul>	1a, 1b, 2a, 2b, 2c, 3a, 3d, 4a, 5c	1D, 1G, 1L, 2N, 3E, 3F, 3H, 3O, 7F, 7P, 7R, 8D, 8F, 8H, 8P, 8Q, 8S, 9L, 9M, 9N, 9Q, 9R	2-4F9, 5C15, 5C17, 5D4, 5D24, 5F8, 5F9, 5F13

**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.

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
2	PPD1: Demonstrates professionalism in image, behavior, and disposition.	<ul style="list-style-type: none"> <li>*Demonstrates professional work habits including dependability, time management, independence, teamwork, and responsibility</li> <li>* Demonstrates professional dispositions and program standards related to personal appearance, hygiene, and work habits</li> </ul>	6a, 6b, 6d	1F, 9A, 9H, 9I	2-4G21, 5G20
2	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.	<ul style="list-style-type: none"> <li>* 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</li> <li>* 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</li> <li>* Explains legislation and public policies that affect children with and</li> </ul>	2b, 2c, 6a, 6b, 6d, 6e	1F, 2A, 2B, 8E, 9A, 9B, 9G, 9K, 9O, 9Q	2-4G3, 2-4G4, 2-4G5, 2-4G10, 5F27, 5G1, 5G3

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		<p>without exceptional needs, their families, and programs for young children and the early childhood profession</p> <ul style="list-style-type: none"> <li>* Describes the organizational structures for the full range of early childhood programs, settings, and legal auspice</li> <li>* Demonstrates knowledge of the structure, roles, and resources of early childhood programs, schools, and support agencies within the local community</li> <li>* Articulates the impact of own values, actions, background, and experiences on general and special early childhood practices</li> <li>* Demonstrates knowledge of ways the historical, philosophical, and social foundations of early care and education, early childhood special education, and early intervention fields influence current thought and practice</li> </ul>			
3	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.	<ul style="list-style-type: none"> <li>* Discusses applicable state and federal regulations and procedural safeguards for children with and without exceptional needs</li> <li>* Describes one's own beliefs about appropriate practices in relation to professional standards</li> <li>* Identifies professional organizations and explains the roles of professionals and their contributions to the field and to the community</li> <li>* 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</li> <li>* Articulates rationale for maintaining confidentiality and impartiality, including legal and ethical considerations</li> <li>* Describes major components of federal and state laws related to young children with and without exceptional needs, or identified as at-risk, and their families</li> <li>* Assesses and judges own professional practices in reference to applicable standards and guidelines</li> </ul>	2a, 2b, 2c, 3c, 6a, 6b, 6c, 6d, 6e	1D, 3A, 3O, 4F, 7H, 7N, 8I, 9B, 9I, 9J, 9K, 9O, 9R	2-4G6, 2-4G12, 2-4G14, 2-4G19, 2-4G20, 5F30, 5G6
3	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.	<ul style="list-style-type: none"> <li>* Discuss the effects of bias on children, families, and communities</li> <li>* Gives examples of effective verbal communication skills with children and adults, including adjusting to diverse communication styles and situations</li> <li>* Demonstrates effective collaboration skills with all children and adults including those who may be linguistically diverse</li> <li>* Describes skills essential for working effectively with a variety of teams, including interdisciplinary and transdisciplinary, for different purposes</li> </ul>	1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4d, 6a, 6b, 6c, 6d, 6e	1A, 1C, 1D, 1E, 1F, 1L, 2A, 2B, 2C, 2E, 3A, 3B, 3C, 3D, 3F, 6A, 6B, 6C, 6E, 7H, 7J, 7P, 8B, 8D, 8E, 8F, 8H, 8J, 8K,	2-4D24, 2-4F1, 2-4F3, 2-4F21, 2-4G2, 2-4G18, 5C18, 5F1, 5F6, 5F7, 5F21, 5F23, 5G17, 5G18, 5G23

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		<ul style="list-style-type: none"> <li>* Explains cultural, linguistic, and individual influences on one’s own philosophy and cultural competence</li> <li>* Demonstrates communication strategies with children, colleagues, and families that reflect knowledge of professional skills and ethical conduct</li> <li>* Discriminates among the roles and contributions of families and team members in order to facilitate collaborative approaches with families and other team members</li> <li>* Demonstrates oral communication skills with children, and with adults, that are responsive to diverse communication styles, abilities, and situations</li> <li>* Demonstrates sensitivity when interacting with a diversity of children, family members, and other adults</li> <li>* Adapts communication style and practices to reflect diversity among children, family members, and other adults</li> <li>* Participates as a member of an early childhood team</li> <li>* Demonstrates effective collaboration skills when working with team members</li> <li>* Interacts with others in a professional manner and to treat others with respect</li> <li>* Distinguishes between personal preference and professional practice in situations or interactions dealing with colleagues, children, families, and community members</li> <li>* Prioritizes areas for seeking professional development</li> </ul>		8N, 8O, 8Q, 8S, 9E, 9H, 9I, 9K, 9L, 9M, 9Q, 9S, 9T	
4	PPD5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth.	<ul style="list-style-type: none"> <li>* Explains ways to use self-reflection and feedback from others to improve practice</li> <li>* Describes the purpose of, and identifies options for, professional growth activities</li> <li>* Prepares and carries out a professional development plan that evaluates own performance and set goals to advance knowledge in the field</li> <li>* Demonstrate and reflect on positive and respectful interaction skills with children, families, and colleagues</li> <li>* Analyzes own role as a team member and the effectiveness of team functioning; points out strengths as well as difficulties and strategies for improvement</li> <li>* Responds to feedback from others in a professional manner</li> <li>* Engages in self-assessment and reflection on professional practices with children, families, and colleagues</li> <li>* Explains ways to improve professional practices</li> </ul>	2a, 2b, 2c, 4a, 6a, 6b, 6c, 6d, 6e	1C, 1E, 1F, 8A, 8D, 8E, 8F, 8K, 8L, 8O, 8P, 8Q, 8T, 9D, 9E, 9F, 9I, 9K, 9L, 9M, 9N, 9O, 9P	2-4G11, 2-4G15, 2-4G23, 5E2, 5F26, 5G2, 5G9, 5G10, 5G11, 5G16, 5G22, 5G24

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		<ul style="list-style-type: none"> <li>*Modifies professional practices based on self-evaluation</li> <li>* Develops a well-reasoned professional development plan based on personal data and knowledge of the profession</li> <li>* Analyzes progress toward meeting goals, on an ongoing basis</li> <li>*Reflects on and analyzes one’s personal and professional perspectives and assesses how those beliefs might bias interpretations of behavior and interactions with children and their families and program planning</li> </ul>			
4	PPD6: Creates a professional philosophy that guides development as a practitioner and advocate.	<ul style="list-style-type: none"> <li>*Discusses one’s own philosophy of appropriate general and special early care and education</li> <li>* Describes the role of the professional as an advocate for inclusive quality early childhood programs</li> <li>* Defends the rights of children with and without exceptional needs or identified as at-risk, and their families, as provided by federal and state laws</li> <li>* Utilizes resources to inform self and others about opportunities to act as an advocate for children and families</li> <li>* Participates in professional development opportunities at the local, state, or national levels</li> </ul>	1a, 1b, 2a, 2c, 4c, 5c, 6a, 6b, 6c, 6d, 6e	1D, 1F, 3A, 3O, 4F, 7H, 7N, 8I, 8L, 8P, 8Q, 8T, 9A, 9B, 9E, 9F, 9I, 9K, 9O, 9P, 9Q, 9R	2-4G1, 2-4G13, 5E8, 5F31, 5G12, 5G13
5	PPD7: Understands processes, procedures and identified roles within successful early childhood teams.	<ul style="list-style-type: none"> <li>* States ways information can be used to inform planning, instruction, and development of IEPs and IFSPs</li> <li>* Identifies the roles of different multi-disciplinary team members and family members who contribute to goal-setting and assessment processes</li> <li>* Identifies appropriate team members, and their roles, who might participate in the development of the IEP, IFSP, and other individualized curriculum plans</li> <li>* 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</li> <li>*Defines the role of family members, community agencies, and other professionals as part of the early childhood team</li> <li>* Describes the general procedures, advantages, and problems of working with a multi-disciplinary team for different purposes</li> <li>*Describes the diverse resources and skills that various disciplines bring to the early childhood team</li> <li>*Recommends, according to law, steps for further assessment and teaming to determine and seek special services</li> <li>* Formulates plans to capitalize on the family’s importance as part of</li> </ul>	1a, 1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6b, 6c, 6d, 6e	1D, 1G, 3E, 3F, 3O, 7G, 7J, 7K, 7L, 7M, 7N, 7O, 7P, 7Q, 7R, 8B, 8C, 8D, 8E, 8F, 8G, 8I, 8J, 8K, 8L, 8N, 8O, 8Q, 8S, 9L, 9M, 9N, 9R	2-4C8, 2-4C19, 2-4D31, 2-4F17, 2-4F18, 2-4F19, 2-4F20, 2-4F24, 5A18, 5F9, 5F17, 5F18, 5F20

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		<p>the team</p> <ul style="list-style-type: none"> <li>* Participates in individualized program planning meetings to develop IEPs, IFSPs, and behavior plans</li> <li>* Develops IEPs, IFSPs, or behavior plans for children and families</li> <li>* Summarizes and compares the roles and diverse resources and skills that various disciplines bring to the early childhood team</li> </ul>			
5	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.	<ul style="list-style-type: none"> <li>* Demonstrates knowledge of appropriate resources for referral for a variety of conditions and situations</li> <li>* Relates to families, administrators, and colleagues the importance and responsibility of recognizing and reporting signs of emotional distress, child abuse, and neglect</li> <li>* States one's professional role and identifies strategies for making referrals when necessary and appropriate</li> <li>* Describes the roles of family members, community agencies, and other community sources that can work together to create quality care and education programs</li> <li>* Describes the various influences on families in relation to children, communities, and the larger society</li> <li>* Examines and explains ways to document procedures in use at local, state, and national levels including those that are technology-based</li> <li>* Formulates ways to maintain accurate, current information, and integrity of children's records</li> <li>* Collects and organizes information about potential resources, agencies, and organizations that can provide assistance for addressing the needs of children with diverse abilities and experiences</li> <li>* Creates a variety of written communication products that can be used to communicate with children, family members, and other adults and which appropriately discriminate among the differing needs of the various audiences.</li> <li>* Models written, verbal, and non-verbal communication skills when collaborating with children, families, and community members, who are culturally, linguistically, economically, and ability diverse and which appropriately discriminate among the differing needs of the various audiences.</li> <li>* Demonstrates use of strategies to promote effective collaboration with families, including assessment of family concerns and priorities, values, beliefs, and practices and for supporting family decisions</li> </ul>	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4a, 6a, 6b, 6c, 6e	1C, 1E, 1G, 1L, 3E, 3P, 3Q, 7M, 7N, 7P, 8A, 8B, 8C, 8D, 8E, 8F, 8H, 8J, 8L, 8M, 8O, 8P, 8Q, 8R, 8T, 9J, 9L, 9M, 9N, 9R, 9O, 9P, 9Q	2-4B9, 2-4B13, 2-4F32, 2-4F34, 5C8, 5C20, 5E26, 5F2, 5F3, 5F10, 5F11, 5F14, 5F15, 5F33, 5F34

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		<ul style="list-style-type: none"> <li>* Explains family options for participation in their child’s program and other community-based opportunities</li> <li>* Demonstrates strategies for using resources such as interpreters</li> <li>*Modifies strategies for communicating with families and other individuals for whom English is not the home language</li> <li>* Establishes sample interagency agreements</li> <li>*Demonstrates effective strategies for communicating and collaborating with community agencies, organizations, and individuals</li> </ul>			
5	PPD9: Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings.	<ul style="list-style-type: none"> <li>* Compares legal and ethical responsibilities for collaborating with other professionals and families in planning and implementing the IEP, IFSP, and other individualized curriculum</li> <li>* Explains the different models of teaming including the roles and responsibilities of team members and the benefits of each model</li> <li>* Evaluates examples of effective and non-effective teams and articulate skills employed by effective teams</li> <li>*Explains how laws, regulations, and policies affect early care and education practices, practitioners, and children with and without exceptional needs, and those identified as at-risk, and their families</li> <li>* Explains guidelines to ensure confidentiality, privacy, and impartiality when sharing information with others</li> </ul>	1a, 1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 6e	1D, 3A, 3O, 4F, 7H, 7N, 8B, 8F, 8H, 8I, 8J, 8K, 8N, 8S, 9B, 9C, 9D, 9G, 9H, 9J, 9K, 9R, 9S, 9T	2-4F22, 2-4F28, 2-4G8, 2-4G22, 5D29, 5F22, 5F25, 5G5, 5G19
5	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.	<ul style="list-style-type: none"> <li>* Illustrates different ways that family priorities, desires for participation, and goals for children can be addressed in early care and education settings</li> <li>* Develop and justify a design for the roles and responsibilities for the adult in the classroom</li> <li>* Participates effectively in interagency collaboration</li> <li>* Demonstrates and utilizes strategies for effective interagency collaboration</li> <li>* Predicts ways current early care and education, early childhood special education, and early intervention trends will impact children and families</li> <li>* Determines types of early care and education settings that best meet specific needs of children and families</li> <li>* Assesses the usefulness of different types of training and resources available for professional development</li> <li>* Assesses a variety of local, state, and national opportunities that can be accessed to provide resources for programs or schools</li> <li>* Makes and defends choices about specific approaches to utilizing</li> </ul>	1a, 1b, 2a, 2b, 2c, 6a, 6b, 6c, 6d, 6e	1B, 2A, 2B, 3E, 3O, 7P, 8A, 8B, 8D, 8E, 8F, 8G, 8L, 8T, 8P, 9A, 9D, 9E, 9I, 9K, 9L, 9M, 9N, 9O, 9P, 9Q, 9R	2-4F27, 2-4F29, 2-4G7, 2-4G16, 2-4G17, 5F12, 5F24, 5F28, 5F29, 5G4, 5G7, 5G14, 5G15, 5G21

Level	Competency	Descriptor	NAEYC	IPTS	Original Benchmarks
		professional guidelines for interacting with children, families, and colleagues.			

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