



GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Illinois Director Competency Table ©

The Novice Director Level I	The Competent Director Level II	The Master Director Level III
Administrative Leadership		
Legal and Fiscal Management		
<p>LFM1: Develop policies and procedures and implement best practices in alignment with federal, state, and local mandates.</p> <p>LFM2: Develop fiscal policies and procedures and implement best practices to support sound fiscal operations.</p>	<p>LFM3: Develop and/or implement policies and practices that align funding stream requirements and long-term fiscal health, equitable compensation for staff, and high-quality services for children and families.</p>	<p>LFM4: Analyze and adapt, based on best practice, the effectiveness of operating budgets, resource allocation, and the utilization of blended funding streams.</p>
Human Resources Development		
<p>HRD1: Develop and implement written policies in accordance with best practice for hiring, onboarding, and mentoring staff in accordance with legal mandates and professional standards.</p>	<p>HRD2: Evaluate, select, and implement best practices for developing, orienting, supporting, and documenting an active and engaged governing/advisory board.</p> <p>HRD3: Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement.</p> <p>HRD4: Implement, evaluate, and adapt teaching team application of evidence-based practice using reflective supervision designed to enhance professional staff interactions, promote individualized staff development, and facilitate collaboration within the context of unique roles.</p>	
Marketing and Public Relations		
<p>MPR1: Develop and/or implement strategic marketing and public relations strategies that build or sustain a high quality program.</p>	<p>MPR2: Collaborate with families and stakeholders in the ongoing development, implementation, assessment, and revision of the center's strategic/business plan.</p>	<p>MPR3: Evaluate the cost-benefit of marketing and/or public relations strategies in order to achieve desired goals.</p>

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Program Operations and Facilities Management		
POFM1: Develop plans and procedures that ensure healthy, nutritious, and safe program and facility operations.		POFM3: Implement organizational systems that ensure healthy, nutritious, and safe program and facility operations.
POFM2: Design, arrange, and evaluate the effective use of space based on principles of environmental psychology, safety, and child development.		
Pedagogical Leadership		
Educational Programming		
EP1: Describe, plan, and implement instructional strategies, curriculum, and environmental plans that reflect evidence-based practice that supports and enhances the development and learning of young children.	EP4: Utilize data generated from children and families to ensure integrity in program design, decision-making, and goals.	EP8: Develop, implement, and evaluate system for providing feedback and support to teaching staff.
EP2: Develop collaborative transition policies and procedures that promote smooth transitions for children entering and exiting the program.	EP5: Evaluate the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design.	EP9: Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program.
EP3: Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.	EP6: Develop, implement, interpret, and evaluate child assessment policies and practices.	EP10: Utilize aggregate data to inform program planning and improvement, advocacy supportive of funding and policy changes, and collaborative community partnerships that support community/program teaching and learning goals.
	EP7: Aggregate and analyze data to identify opportunities for program improvement and to inform program goals.	
Family Partnerships		
FP1: Create processes, procedures, and program plans that support and enhance family functioning, cultivate respectful, responsive relationships, foster family engagement, support family goal setting, and facilitates bidirectional communication.		FP2: Develop, implement, and assess organizational systems that support and enhance family relationships, family goal setting, and promote meaningful family engagement.
Leadership Essential Competencies		
Personal and Professional Self-Awareness		
PPS1: Identify strategies to support personal and professional development.	PPS3: Develop and implement reflective and intentional administrative practices.	PPS4: Develop, implement, and assess plans that support personal and professional development as well as the status of the profession.

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PPS2: Develop and demonstrate effective leadership skills, including culturally and linguistically responsive communication skills and an intentional management philosophy.		
Leadership and Advocacy		
	LA1: Evaluate organizational climate and program and classroom quality, using valid and reliable tools, and implement improvement plans based on data gathered.	LA3: Engage staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families.
	LA2: Collaboratively evaluate program effectiveness and utilize data to inform continuous quality improvement efforts.	LA4: Advocate for effective early childhood and school age systems and the advancement of the field.
Oral and Written Communication		
OWC1: Design and disseminate effective external communication artifacts.	OWC2: Demonstrate formal presentation skills in professional forums.	OWC4: Demonstrate effective communication and collaboration skills that reflect visionary leadership and supporting others in developing as professionals.
	OWC3: Develop and/or implement policies supportive of effective internal communications.	OWC5: Demonstrate advanced written communication skills.
Technology		
T1: Demonstrate technological literacy.	T2: Develop and/or implement training and resources to support teachers in the appropriate use of technology to improve children’s learning in the classroom.	
	T3: Develop and/or implement technology policies and appropriate technologies to manage administrative functions.	