

Competencies of the IDC Credential (Levels I-III) ©

Administrative Leadership

Content Area: Legal and Fiscal Management

Administrators need knowledge and the ability to apply the advantages and disadvantages of different legal structures. Administrators need knowledge of different laws, codes, and regulations including: knowledge of Child Abuse and Neglect Reporting Act, Americans with Disabilities Act, Illinois Department of Children and Family Services Licensing Standards, and building, zoning, fire, occupational, safety, health, and sanitation regulations as they relate to the delivery of services to children and families. Administrators need knowledge of child custody and guardianship, child abuse prevention, special education, confidentiality, family violence, anti-discrimination, liability insurance, contracts, and labor laws pertaining to program administration. Administrators need knowledge of various federal, state, and local revenue sources. Administrators need knowledge of bookkeeping methods and accounting terminology as well as skills in budgeting, cash flow management, grant writing, and fundraising.

Level	Competency	Descriptor	Original IDC Benchmarks
I	LFM1: Develop policies and procedures and implement best practices in alignment with federal, state, and local mandates.	<ul style="list-style-type: none"> Update/implement policies that comply with federal and state laws related to wages and working conditions that include mechanisms for recourse and adjustment. Identify legal resources to support effective program administration. Develop policies, procedures, and training for staff regarding the identification and reporting of child abuse and neglect. Develop policies, procedures, and training for staff regarding inclusion of children with special needs in accordance with the Americans with Disabilities Act and/or the Individuals with Disability in Education Act. Develop policies, procedures, and training for staff regarding the confidentiality of work-related information. 	AC(IDC) HRD11, AC(IDC) LFM7, AC(IDC) LFM8, AC(IDC) LFM9, AC(IDC) LFM10
I	LFM2: Develop fiscal policies and procedures and implement best practices to support sound fiscal operations.	<ul style="list-style-type: none"> Develop and/or implement an operating budget Develop and/or implement an accounting policy that protects against mismanagement of funds Develop and/or implement short and long-range fundraising goals that support a program's mission Write a grant proposal that includes all components required in Request for Proposal (RFP) or funder guidelines 	AC(IDC) LFM1, AC(IDC) LFM3, AC(IDC) LFM5, AC(IDC) LFM6

Level	Competency	Descriptor	Original IDC Benchmarks
II	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.	<ul style="list-style-type: none"> Develop and/or implement cash flow projections based on current operating budget. Develop and/or implement an equitable salary scale based on the following criteria: (1) role (2) level of generalized education (3) specialized education (4) and experience Write a grant proposal that includes all components required in Request for Proposal (RFP) or funder guidelines Develop and/or implement budget allocations supportive of allowable, high-quality services for children and families. 	AC(IDC) LFM2, AC(IDC) LFM4, AC(IDC) LFM6
III	LFM4: Analyze and adapt, based on best practice, the effectiveness of operating budgets, resource allocation, and the utilization of blended funding streams.	<ul style="list-style-type: none"> Identify areas of opportunity in monetary and resource allocations. Adjust operating budgets, resource allocation, and the utilization of blending funding streams based on fluctuating contextual factors, program needs and allowable expenditures. 	AC(IDC) LFM5

Level I—Beige

Level II—Blue

Level III—Purple

Content Area: Human Resources Development

Administrators know and are able to apply principles of group dynamics, different communication styles, and techniques for conflict resolution. Administrators know and are able to use different supervisory and group facilitation approaches. Administrators are skilled in relating to staff and volunteers, including board members, of diverse ability, racial, ethnic, cultural, linguistic, and socio-economic backgrounds. Administrators are able to hire, orient, supervise, and motivate staff to high levels of performance. Administrators have knowledge and skill in consensus-building, team development, and staff performance appraisal processes.

Level	Competency	Descriptor	Original IDC Benchmarks
I	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.	<ul style="list-style-type: none"> Develop and/or implement a plan for interviewing and hiring staff. Develop and/or implement a phased orientation plan for new staff including initial onboarding and additional opportunities to learn about program norms, practices, policies, and procedures. Develop and/or implement a plan for ongoing staff development that includes both professional learning experiences and mentoring. 	AC(IDC) HRD1, AC(IDC) HRD3
II	HRD2: Evaluate, select, and implement best practices for developing, orienting, supporting, and documenting an	<ul style="list-style-type: none"> Demonstrate knowledge of appropriate roles and responsibilities of administration and board members. Develop and /or implement an orientation plan for board members including information on program practices, policy and procedures. 	AC(IDC) HRD2, AC(IDC) HRD7

Level	Competency	Descriptor	Original IDC Benchmarks
	active and engaged governing/advisory board.		
II	HRD3: Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement.	<ul style="list-style-type: none"> • Demonstrate knowledge of training strategies responsive to adult development and learning styles. • Conduct staff meetings that promote active involvement of staff and promote shared decision making. • Develop and/or implement staff performance appraisals that differ by role and are tied to specific responsibilities of job descriptions. • Develop and/or implement a conflict resolution policy to promote professional, honest and open communication. • Develop policies, procedures, and training for staff regarding the confidentiality of work-related information. • Design and/or implement a staffing plan that provides protected time for collaborative planning and embedded professional development. 	AC(IDC) LFM10, AC(IDC) EP7, AC(IDC) OWC6, AC(IDC) HRD5, AC(IDC) HRD6, AC(IDC) HRD8, AC(IDC) HRD9
II	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.	<ul style="list-style-type: none"> • Develop and/or implement staffing patterns that are based on accreditation standards, current evidence-based practice, and program policy. • Develop and/or implement an individualized model of staff development supportive of professional conduct and the application of evidence-based practice. • Develop and/or implement job-embedded professional development opportunities for staff. • Provide individual reflective supervision for staff. • Evidence capacity to motivate staff to high levels of performance. • Utilizes different supervisory and group facilitation approaches • Demonstrates skill in consensus-building and team development • Implement practices designed to support teaching team collaboration. 	AC(IDC) HRD Intro, AC(IDC) HRD5, AC(IDC) HRD12, AC(IDC) HRD13, AC(IDC) EP7, AC(IDC) HRD4, AC(IDC) HRD6, AC(IDC) HRD8

Level I—Beige

Level II—Blue

Level III—Purple

Content Area: Marketing and Public Relations

Administrators need knowledge and the ability to apply the fundamentals of effective marketing, public relations, and community outreach. Administrators are able to evaluate the cost-benefit of different marketing and promotional strategies. Administrators are able to communicate the program’s philosophy and promote a positive public image to families, business leaders, policy makers, and prospective funders. Administrators promote linkages with local programs and schools to promote effective transitioning of children. Administrators have the ability to develop a business plan that includes marketing and/or public relations. Administrators can effectively use electronic/social media, promotional literature, handbooks, newsletters, and press releases.

Level	Competency	Descriptor	Original IDC Benchmarks
I	MPR1: Develop and/or implement strategic marketing and public relations strategies that build or sustain a high quality program.	<ul style="list-style-type: none"> • Develop and/or implement a tool to assess community needs in support of program development. • Design marketing materials that project a professional image. • Give a media interview. • Write a press release about a newsworthy event. • Access and utilize graphics to design and edit marketing materials. • Develop and/or expand a social media presence for a program. • Develop and/or implement a business plan including a marketing, and/or public relations plan to sustain a high-quality program. 	AC(IDC) MPR Intro, AC(IDC) MPR1, AC(IDC) MPR2, AC(IDC) MPR3, AC(IDC) MPR4, AC(IDC) MPR5, AC(IDC) MPR6
II	MPR2: Collaborate with families and stakeholders in the ongoing development, implementation, assessment, and revision of the center’s strategic/business plan.	<ul style="list-style-type: none"> • Involve multiple stakeholders (e.g., governing/advisory board members, families, staff) in developing and/or reviewing the center’s strategic/business plan. 	AC(IDC) LA1
III	MPR3: Evaluate the cost-benefit of marketing and/or public relations strategies in order to achieve desired goals.	<ul style="list-style-type: none"> • Evaluates cost-benefit of different marketing and promotional strategies in order to achieve desired goals 	AC(IDC) MPR Intro

Level I—Beige

Level II—Blue

Level III—Purple

Content Area: Program Operations and Facilities Management

Administrators need knowledge and the ability to apply policies and procedures that meet state/local regulations and professional standards pertaining to the health and safety of children. Administrators need knowledge of nutritional and health requirements for food service. Administrators have the ability to design, plan and assess the effective use of space based on current principles of environmental psychology and child development. Administrators need knowledge of playground safety design and practice.

Level	Competency	Descriptor	Original IDC Benchmarks
I	POFM1: Develop plans and procedures that ensure healthy, nutritious, and safe program and facility operations.	<ul style="list-style-type: none"> • Develop and/or implement a budgetary plan to support proper maintenance, including allowable preventive maintenance schedules, refurbishment and enhancement of the physical facility. • Develop and/or implement a risk management plan that includes clear procedures to follow in case of an emergency; guidelines to reduce the risk of child abuse and neglect allegations; procedures to maintain the safety of people, facilities, equipment, and materials. • Develop and/or implement a nutritious food service plan with adaptation for children of differing needs and cultural practices. • Develop and/or implement a nutrition program that includes physical activities, nutritional education and healthy food choices. • Develop and/or implement a plan to prevent child abuse and neglect by promoting an understanding of child development, appropriate child rearing and care-giving practices, and the need for regular prevention trainings regarding child abuse and neglect. • Develop and/or implement a plan to prevent disease transmission through proper hygiene, universal precautions, daily health checks, and immunizations. 	AC(IDC) POFM6, AC(IDC) POFM7, AC(IDC) POFM9
I	POFM2: Design, arrange, and evaluate the effective use of space based on principles of environmental psychology, safety, and child development.	<ul style="list-style-type: none"> • Design, arrange, and equip space to meet children’s needs at different ages/varying abilities. • Design and arrange space to meet adult needs (staff and family). • Perform indoor and/or outdoor environmental safety assessment/evaluation. 	AC(IDC) POFM1, AC(IDC) POFM2, AC(IDC) POFM8
III	POFM3: Implement organizational systems that ensure healthy, nutritious, and safe program and facility operations.	<ul style="list-style-type: none"> • Develop and/or implement a system for routine maintenance, repair, and replacement. • Develop and/or implement an inventory control system. • Develop and/or implement a system to maintain accurate and confidential child, staff, and family records. • Develop and/or implement systematic policies and procedures for monitoring the physical environment for safety, reporting possible hazards, and taking steps to mitigate potential problems if identified. 	AC(IDC) POFM3, AC(IDC) POFM4, AC(IDC) POFM5, AC(IDC) POFM10

Level I—Beige

Level II—Blue

Level III—Purple

Pedagogical Leadership

Content Area: Educational Programming

Administrators have knowledge of, and are able to implement, specific research-based curriculum models. Administrators adhere to standards for high quality programming and support appropriate child assessment practices that include families. Administrators ensure that teachers have the knowledge, planning time, resources, and support they need to meet the learning and developmental needs of children. Administrators are able to develop and implement a program to meet the multiple and varied needs of children at different ages and developmental levels with child-supportive learning environments and interactions. Administrators are able to create and/or implement a system for appropriate transitions between programs.

Administrators have the knowledge and skills to implement administrative practices that promote the inclusion of children who are linguistically, culturally, and ethnically diverse.

Level	Competency	Descriptor	Original IDC Benchmarks
I	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.	<ul style="list-style-type: none"> • Demonstrate knowledge of and/or implement research-based, developmentally appropriate curriculum and practices. • Develop and/or implement curriculum or program design goals that build on the interests of children and families. • Demonstrate knowledge of Individual Education Programs (IEP) and Individual Family Service Plans (IFSP) and how to collaborate with families in their implementation. • Design and implement instructional practices to meet the needs of all children, including those with exceptional needs. • Plan and/or implement practices that promote continuity of relationships and stability for children and families. • Demonstrate knowledge and/or implements anti-bias curriculum that empowers each child to develop a healthy self-concept and identity. • Develop and/or implement cultural competence and an understanding of differing beliefs and values among linguistic, cultural, ethnic, socio-economic and ability diverse children and families. • Demonstrate knowledge of effective strategies such as redirection, positive reinforcement, modeling, conflict resolution, problem-solving, encouragement, and natural consequences as appropriate to the situation. • Develop and/or implement plan for environment that encourage children’s social-emotional development, self-discipline, and acceptable expressions of emotion. 	AC(IDC) EP1, AC(IDC) EP2, AC(IDC) EP5, AC(IDC) EP6, AC(IDC) PPS7
I	EP2: Develop collaborative transition policies and procedures that promote smooth transitions for children entering and exiting the program.	<ul style="list-style-type: none"> • Develop written transition policies, in partnership with families, for children entering and exiting the program. • Develop written transition procedures, in partnership with families, for children entering and exiting the program. 	AC(IDC) EP Intro

Level	Competency	Descriptor	Original IDC Benchmarks
I	EP3: Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.	<ul style="list-style-type: none"> • Demonstrate knowledge and/or assure implementation of research-based, developmental screening tools and available resources. • Implement both formative and summative child assessment practices that are connected to children’s learning and development. • Develop and/or implement a plan that maintains confidentiality and reflects ethical standards in assessment practice. 	AC(IDC) EP3, AC(IDC) EP4, AC(IDC) LFM10
II	EP4: Utilize data generated from children and families to ensure integrity in program design, decision-making, and goals.	<ul style="list-style-type: none"> • Utilize results of informal data generated from children and families to inform program design, decision-making, and goals. • Utilize results of data generated from formal, standardized instruments to modify/refine program design in support of children, family, and staffing needs. 	
II	EP5: Evaluate the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design.	<ul style="list-style-type: none"> • Evaluate the appropriateness and effectiveness of different curricula or program designs. • Evaluate individual and group management strategies to address behavioral challenges. • Demonstrate knowledge and assure implementation of trauma-informed practices. 	AC(IDC) EP1
II	EP6: Develop, implement, interpret, and evaluate child assessment policies and practices.	<ul style="list-style-type: none"> • Develop both formative and summative child assessment practices that are connected to children’s learning and development. • Evaluate the appropriateness of different assessment tools for children of varying ages, ability levels, culture and linguistic backgrounds. • Interpret data generated from formal, standardized instruments. 	AC(IDC) EP4
II	EP7: Aggregate and analyze data to identify opportunities for program improvement and to inform program goals.	<ul style="list-style-type: none"> • Identify evidence-based strategies to aggregate and analyze data. • Utilizes aggregate data and analysis to identify opportunities for continuous quality program improvement. • Utilizes aggregate data and analysis to inform program goals. 	
III	EP8: Develop, implement, and evaluate system for providing feedback and support to teaching staff.	<ul style="list-style-type: none"> • Utilize a variety of strategies to promote effective teaching including modeling, observation and feedback, and peer to peer learning opportunities. • Demonstrate adult learning principles including strength based coaching and appreciation of individual differences in knowledge, experience, and development. 	
III	EP9: Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program.	<ul style="list-style-type: none"> • Demonstrate collaboration skills that build cross-sector and/or cross-program supports for children and their families. • Develop written policies and procedures about sharing and using confidential data about children’s development and learning. 	AC(IDC) EP Intro
III	EP10: Utilize aggregate data to inform program planning and	<ul style="list-style-type: none"> • Create-a continuous quality improvement plan based on aggregated data that supports program planning and improvement. 	AC(IDC) LA Intro

Level	Competency	Descriptor	Original IDC Benchmarks
	improvement, advocacy supportive of funding and policy changes, and collaborative community partnerships that support community/program teaching and learning goals.	<ul style="list-style-type: none"> • Demonstrate the use of aggregate data as an advocacy tool, supporting funding and policy changes. • Collaborate with community partners utilizing aggregate data across community and program contexts to develop collaborative goals that are responsive to the strengths, needs, and goals of young children and their families. 	

Level I—Beige

Level II—Blue

Level III—Purple

Content Area: Family Partnerships

Administrators need knowledge of family systems and various parenting styles. Administrators need knowledge of community resources to support family wellness; administrators are proactive in connecting families with these resources. Administrators develop and implement program practices that support children and families of diverse ability, and varying cultural, ethnic, linguistic, and socio-economic backgrounds. Administrators are able to support families as valued primary partners in the educational processes of their children.

Level	Competency	Descriptor	Original IDC Benchmarks
I	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.	<ul style="list-style-type: none"> • Develop and/or implement a plan for family participation in program activities and governance/advisement. • Engage in a family friendly assessment of program practices and materials. • Plan educational experiences that meet the needs of linguistically, culturally, and ethnically diverse children and families. • Demonstrate knowledge of, or strategies to, connect families to community resources that provide support services and facilitate transitions between programs including local schools. • Develop and/or implement a plan to identify supportive services for all families, including those of diverse ability. • Develop and/or implement a referral process to provide families with identified resources. • Develop and/or implement intake procedures for soliciting parents' choices and goals for their children and their families. • Demonstrate respect for family beliefs, cultures and languages by making appropriate accommodations to promote consistency between home and program. • Develop and/or implement a plan to communicate with families using a variety of methods (e.g. notes, newsletters, bulletin boards, phone calls, conferences, photos, and portfolios, electronic media). • Maintain regular contacts with families to maintain meaningful relationships that will stress the importance of the parent, child, and staff relationship in early childhood settings. • Develop and/or implement a family orientation plan that includes: sharing of information 	AC(IDC) HRD1, AC(IDC) FP1, AC(IDC) FP2, AC(IDC) FP3, AC(IDC) FP6, AC(IDC) FP8, AC(IDC) FP9

Level	Competency	Descriptor	Original IDC Benchmarks
		about the program’s philosophy, curriculum/program plan, and operations; receiving information about the enrolled children and their families; and a check in with new families within 45 days of enrollment.	
III	FP2: Develop, implement, and assess organizational systems that support and enhance family relationships, family goal setting, and promote meaningful family engagement.	<ul style="list-style-type: none"> • Develop and/or maintain a system of communication that builds collaborative relationships with families and supports partnership in identification of child and family goals. • Develop and/or sustain a system of family engagement beginning with the orientation process, and including regular opportunities for families to participate in classroom and center-wide activities, program evaluation, advisement, and/or governance. • Develop and implement a system of support for families that builds on their strengths. 	AC(IDC) FP4, AC(IDC) FP5, AC(IDC) FP7

Level I—Beige

Level II—Blue

Level III—Purple

Leadership Essential Competencies

Content Area: Personal and Professional Self-Awareness

Administrators need knowledge of adult and career development resources, personality typologies, dispositions, and learning styles. Administrators are committed to ongoing reflection and professional development, and recognize the influence of their own values on their choices and actions. Administrators are able to evaluate ethical and moral dilemmas based on NAEYC Professional Code of Ethics for Administrators and /or National After School Association Code of Ethics. Administrators are able to be reflective practitioners and apply a repertoire of techniques to improve their level of personal fulfillment and professional job satisfaction.

Level	Competency	Descriptor	Original IDC Benchmarks
I	PPS1: Identify strategies to support personal and professional development.	<ul style="list-style-type: none"> • Demonstrate knowledge of how research influences early childhood and/or school-age policy and practice. • Seek out professional resources to improve leadership effectiveness. • Develop personal goals to reduce stress and avoid burnout. • Identify strategies to achieve balance between personal and professional obligations. 	AC(IDC) PPS1, AC(IDC) PPS4, AC(IDC) PPS5
I	PPS2: Develop and demonstrate effective leadership skills, including culturally and linguistically responsive communication skills and an intentional management philosophy.	<ul style="list-style-type: none"> • Conceptualize and articulate a management philosophy. • Use effective communication skills to interact with staff, families, and community. • Develop and/or implement cultural competence and an understanding of differing beliefs and values among linguistic, cultural, ethnic, socio-economic, and ability-diverse children and families. • Demonstrate and/or have knowledge of effective communication with linguistically, culturally, ethnically, socio-economically, and ability-diverse children and families. 	AC(IDC) PPS2, AC(IDC) PPS6, AC(IDC) PPS7, AC(IDC) HRD10
II	PPS3: Develop and implement reflective and intentional administrative practices.	<ul style="list-style-type: none"> • Identify and/or develop evidence-based strategies supportive of reflective and intentional administrative practices. • Implement reflective and intentional administrative practices, including reflective supervision for staff and strategic planning for the program. 	AC(IDC) PPS3
III	PPS4: Develop, implement, and assess plans that support personal and professional development as well as the status of the profession.	<ul style="list-style-type: none"> • Develop, implement, and assess plan to reduce stress and avoid burnout. • Develop, implement, and assess plan to achieve balance between personal and professional obligations. • Participate in professional organizations. • Work with other early childhood and school-age professionals to improve the status of the profession. 	AC(IDC) PPS1, AC(IDC) PPS5

Level I—Beige

Level II—Blue

Level III—Purple

Content Area: Leadership and Advocacy

Administrators need knowledge of organizational theory and leadership styles as they relate to early childhood/school-age work environments; they need knowledge of the legislative process, social justice issues, and public policies affecting young children and their families. Administrators are able to articulate a vision, clarify and affirm values, and create a culture built on norms of continuous quality improvement and ethical conduct. Administrators are able to evaluate program effectiveness which includes the ability to define organizational problems, gather data to generate solutions, and effectively apply analytical skills to solve problems. Administrators have the knowledge and skills to advocate on behalf of linguistically, culturally, socio-economically, and ability-diverse children and families; they have the knowledge and skills to advocate on behalf of the profession.

Level	Competency	Descriptor	Original IDC Benchmarks
II	LA1: Evaluate organizational climate and program and classroom quality, using valid and reliable tools, and implement improvement plans based on data gathered.	<ul style="list-style-type: none"> • Conduct organizational climate assessment to improve the organizational culture and climate. • Implement a program improvement plan based on data derived from program and classroom assessments using valid and reliable tools. 	AC(IDC) LA2, AC(IDC) LA3
II	LA2: Collaboratively evaluate program effectiveness and utilize data to inform continuous quality improvement efforts.	<ul style="list-style-type: none"> • Lead an early childhood and/or school-age organization through a self-study process towards attaining/ maintaining nationally-recognized program accreditation. • Involve multiple stakeholders (e.g., governing/advisory board members, families, staff) in developing and/or reviewing the center’s philosophy, mission statement, and strategic/business plan. 	AC(IDC) LA1, AC(IDC) LA4
III	LA3: Engage staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families.	<ul style="list-style-type: none"> • Mobilize others (e.g., staff, families, community) to advocate for high-quality, inclusive services for children and families. • Mobilize others (e.g., staff, families, community) to advocate on behalf of the profession, including equitable compensation for the early childhood and/or school-age workforce. 	AC(IDC) LA6, AC(IDC) LA7
III	LA4: Advocate for effective early childhood and school age systems and the advancement of the field.	<ul style="list-style-type: none"> • Articulate how investments in early childhood and/or school-age education can provide the foundation for societal change. • Advocate for alignment of standards, learning environments, and teaching and assessment practices across the birth through age 8 learning continuum. 	AC(IDC) LA5

Level I—Beige

Level II—Blue

Level III—Purple

Content Area: Oral and Written Communication

Administrators need knowledge and the ability to apply the mechanics of writing including organizing ideas, grammar, punctuation, and spelling. Administrators are able to use written communication to effectively express their thoughts. Administrators need knowledge and the ability to apply oral communication techniques including establishing rapport, managing conflict, active listening, and voice control. Administrators are able to communicate ideas effectively in a formal presentation (e.g., thesis, dissertation, formal presentation).

Level	Competency	Descriptor	Original IDC Benchmarks
I	OWC1: Design and disseminate effective external communication artifacts.	<ul style="list-style-type: none"> Write informal and formal business correspondence. Demonstrate and/or have knowledge of effective communication with linguistically, culturally, ethnically, socio-economically, and ability-diverse children and families. 	AC(IDC) OWC1, AC(IDC) HRD10
II	OWC2: Demonstrate formal presentation skills in professional forums.	<ul style="list-style-type: none"> Make a formal presentation at a board meeting, community forum, or legislative hearing Present a workshop at a professional conference or training for families or staff. 	AC(IDC) OWC2, AC(IDC) OWC3
II	OWC3: Develop and/or implement policies supportive of effective internal communications.	<ul style="list-style-type: none"> Develop and/or implement a conflict resolution policy to promote professional, honest and open communication 	AC(IDC) OWC6
III	OWC4: Demonstrate effective communication and collaboration skills that reflect visionary leadership and supporting others in developing as professionals.	<ul style="list-style-type: none"> Demonstrate interpersonal skills, including one-on-one, in small groups, and in large groups (e.g., implement reflective supervision, lead a staff meeting, provide training, facilitate a workshop. 	AC(IDC) OWC5
III	OWC5: Demonstrate advanced written communication skills.	<ul style="list-style-type: none"> Demonstrate advanced communication skills (e.g., a research report, thesis, dissertation) especially as in written work related to early childhood and/or school-age. 	AC(IDC) OWC4

Level I—Beige

Level II—Blue

Level III—Purple

Content Area: Technology

Administrators need current knowledge of technology in managing administrative functions, and to support social networking as a tool and resource.

Administrators are able to support staff in using developmentally appropriate technology in the classroom.

Level	Competency	Descriptor	Original IDC Benchmarks
I	T1: Demonstrate technological literacy.	<ul style="list-style-type: none"> • Demonstrate ability to access early childhood resources via the web (e.g. utilize social networking sites, identify websites, identify search engines as appropriate to subject, use technology to conduct research). • Utilize technology to link to advocacy and professional development resources. 	AC(IDC) T2, AC(IDC) T3
II	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.	<ul style="list-style-type: none"> • Develop and/or implement training and resources to support teachers in the appropriate use of technology to improve children’s learning in the classroom. 	AC(IDC) T5
II	T3: Develop and/or implement technology policies and appropriate technologies to manage administrative functions.	<ul style="list-style-type: none"> • Understand the role of technology in communication (e.g., families, staff, advisory boards/councils) and marketing (e.g., existing social media, facility website). • Identify, evaluate, and utilize appropriate technology to support program administration (e.g., budget, learning goals, individual achievement, staffing, licensure). • Develop and/or implement a technology policy that provides for the acceptable and unacceptable uses of technology as well as guidelines for digital confidentiality of work related information and required security clearances. 	AC(IDC) T1, AC(IDC) T4, AC(IDC) T6

Level I—Beige

Level II—Blue

Level III—Purple

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