GATEWAYS TO OPPORTUNITY®
Illinois Professional Development System

The Gateways to Opportunity Infant Toddler Credential (ITC) Competency Toolbox includes a variety of resources supporting assessment within a competency-based system.

Toolbox Organization

The Toolbox is organized to support Assessment of each of the Gateways ITC Competencies. Assessments are organized either by ITC Content Area, or within Custom Assessments. Custom Assessments include ITC Competencies from varied ITC Content Areas.

The following provides an overview of each of the Content Areas, aligned competencies, and related Assessments, by Level (2-5).

CPD: Curriculum or Program Design

Competencies	Related Assessments
ITC CPD1: Identifies foundational components of high-quality, responsive, infant and toddler care.	Level 3, 4: Learning Experience Development and Implementation Level 3, 4: Curriculum and Environmental Design (Custom at Level 4)
ITC CPD2: Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being.	Level 3, 4: Learning Experience Development and Implementation Level 3, 4: Curriculum and Environmental Design (Custom at Level 4)
ITC CPD3: Plans and implements, in partnership with families, culturally, individually, and developmentally responsive curricular strategies and interactions that nurture infant/toddler development, learning, mental health, and well-being.	Level 4, 5: Learning Experience Development and Implementation Level 4, 5: Custom Curriculum and Environmental Design
ITC CPD4: Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers.	Level 4, 5: Learning Experience Development and Implementation Level 4, 5: Custom Curriculum and Environmental Design
ITC CPD5: Justifies and advocates for practices in infant and toddler care and education supportive of young children's healthy development and learning.	Level 5: Custom Learning Experience Development and Implementation

FCR: Family and Community Relationships

Competencies	Related Assessments
ITC FCR1: Describes the inter-relationship between children, family, practitioners, and community contexts, their influence on families' approaches to parenting children birth to age three, and the impact on family-practitioner collaboration.	Level 2, 3, 4, 5: Family-Practitioner Interview
ITC FCR2: Demonstrates behavior that reflects confidentiality and awareness of the unique role of providing services to infants/toddlers and their families.	Level 2, 3, 4, 5: Family-Practitioner Interview Level 3, 4: Custom: Curricular and Environmental Design (in CPD folder)
ITC FCR3: Engages in interactions and demonstrates practice with children, families, and practitioners reflective of a strengths-based, family-centered, relationship-based approach.	Level 2, 3, 4, 5: Family-Practitioner Interview Level 3, 4: Custom: Curricular and Environmental Design (in CPD folder)
ITC FCR4: Collaborates with families to nurture healthy development, learning, mental health and well-being within and between infant and toddler social and cultural contexts.	Level 3, 4, 5: Family-Practitioner Interview Level 3, 4: Custom: Curricular and Environmental Design (in CPD folder)
ITC FCR5: Employs a developmental approach to understanding and collaborating with families of infants and toddlers.	Level 4, 5: Family-Practitioner Interview
ITC FCR6: Plans and implements collaborative learning opportunities, in partnership with families, that are supportive of the healthy development, learning, mental health and well-being of infants and	Level 4, 5: Family-Practitioner Interview Level 4: Custom: Curricular and Environmental Design (in CPD folder)

toddlers.	
ITC FCR7: Designs and advocates for program policies and practices that support a collaborative team approach, with families as essential partners, in supporting the healthy development, learning, mental health and well-being of infants and toddlers.	Level 5: Family-Practitioner Interview

HGD: Human Growth and Development

Competencies	Related Assessments
ITC HGD1: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors.	Level 2, 3, 4, 5: Developmental Presentation Level 2, 3, 4: Child Observation and Interview
ITC HDG2: Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration).	Level 2, 3, 4, 5: Developmental Presentation Level 2, 3, 4: Child Observation and Interview
ITC HGD3: Describes individual differences in infants and toddler's interactions with and responses to the physical and social world.	Level 2, 3, 4, 5: Developmental Presentation Level 2, 3, 4: Child Observation and Interview
ITC HGD4: Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal-age 3.	Level 3, 4, 5: Developmental Presentation Level 3, 4: Child Observation and Interview
ITC HDG5: Explains interrelationship between unique developmental trajectories and early relationships (e.g. attachment, trust) with primary caregivers on infant and toddler development, learning, mental health, and well-being.	Level 3, 4, 5: Developmental Presentation Level 3, 4: Child Observation and Interview
ITC HDG6: Analyzes infant and toddler interactions with the physical and social world and implements responsive, supportive practices that nurture young children's development, learning, mental health, and well-being.	Level 4, 5: Developmental Presentation Level 4: Child Observation and Interview
ITC HDG7: Identifies biological and environmental risk conditions that can impact infant-toddler development, learning, and mental health, and well-being and how these conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services.	Level 5: Developmental Presentation

HSW: Health, Safety and Well-Being

Competencies	Related Assessments
ITC HSW1: Identifies infant/toddler mental health, nutritional and safety concerns.	Levels 2, 3: Environmental Scan
ITC HSW2: Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers.	Level 3, 4, 5: Custom Curriculum and Environmental Design (in CPD folder) Level 2: Interaction Observation
ITC HSW3: Creates safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being.	Level 3, 4, 5: Custom Curriculum and Environmental Design (in CPD folder) Levels 2, 3: Environmental Scan
ITC HSW4: Develops safe indoor and outdoor play environments for infants and toddlers.	Level 3, 4, 5: Custom Curriculum and Environmental Design (in CPD folder) Levels 2, 3: Environmental Scan
ITC HSW5: Identifies, utilizes, and supports family access to and engagement with health, nutrition, and safety information to support the healthy development and learning of young children, prenatal to age three.	Level 4, 5: Custom Curriculum and Environmental Design (in CPD folder)

IRE: Interactions, Relationships, and Environments

Competencies	Related Assessments
ITC IRE1: Identifies the importance of healthy practitioner-parent interactions and relationships in nurturing the development, learning, mental-health, and well-being of young children, birth to age three.	Level 2, 3: Family Newsletter
ITC IRE2: Describes interactions and strategies that support healthy infant/toddler development, learning, mental health, and well-being and how these can be integrated into daily routines.	Level 2, 3: Family Newsletter Level 3, 4, 5: Custom Curriculum and Environmental Design (in CPD folder)
ITC IRE3: Engages in interactions, embedded in daily routines and activities, supportive of developing and maintaining nurturing relationships with infants and toddlers.	Level 2, 3: Family Newsletter Level 3, 4, 5: Custom Curriculum and Environmental Design (in CPD folder)
ITC IRE4: Integrates family experience, cultural practices and perspectives, and knowledge of	Level 3: Family Newsletter

childrearing beliefs and practices into the infant/toddler setting.	
ITC IRE5: Establishes positive practitioner-family interactions and relationships that support growth, promoting, positive family-child interactions and relationships from birth-3.	Level 3, 4, 5: Custom Curriculum and Environmental Design (in CPD folder)
ITC IRE6: Creates culturally and linguistically responsive environments, interactions, and experiences that nurture healthy infant/toddler development, learning, mental health, and well-being.	Level 3, 4, 5: Custom Curriculum and Environmental Design (in CPD folder)
ITC IRE7: Facilitates and advocates for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being.	Level 4, 5: Custom Curriculum and Environmental Design (in CPD folder)

OA: Observation and Assessment

Competencies	Related Assessments
ITC OA1: Selects and uses legal and ethical birth to three assessment procedures, screening tools, observation methods, and organizational strategies to gain knowledge of young children, and their familial and social contexts.	Level 3, 4, 5: Custom Curriculum and Environmental Design (in CPD folder) Level 3, 4: Child Observation and Interview (in HDG folder)
ITC OA2: Collaborates with families to support knowledge of the purpose and benefits of screening and assessment and the benefits of assessment partnership.	Level 3, 4: Child Observation and Interview (in HDG folder)
ITC OA3: Analyzes, complies and shares observation and documentation data with families and appropriate caregivers to support holistic knowledge of infant/toddler development and learning within the environmental context.	Level 4, 5: Custom Curriculum and Environmental Design (in CPD folder) Level 4: Child Observation and Interview (in HDG folder)

PPD: Personal and Professional Development

Competencies	Related Assessments
ITC PPD1: Identifies own strengths, opportunities for growth, and values regarding working with infants and toddlers and their families.	Level 2: Infant and Toddler Philosophy Assessment
ITC PPD2: Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families.	Level 3, 4, 5: Custom Curriculum and Environmental Design (in CPD folder)
ITC PPD3: Identifies contextual factors that influence infants, toddlers and their families and implications for practice.	Level 3, 4, 5: Family-Practitioner Interview (in FCR folder)
ITC PPD4: Identifies and incorporates knowledge and skills provided through evidence-based resources into practice.	Level 4: Resource File
ITC PPD5: Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the infant and toddler programming and the young children and families served.	Level 5: Custom: Learning Experience Development and Implementation (in CPD file)