

# GATEWAYS TO OPPORTUNITY®

## Illinois Professional Development System

### PDAC Qualifications and Credentials Committee

June 5, 2018

Telenet

1:30 PM – 3:00 PM

Barbara Christmas	Johnna Darragh-Ernst	Mojedah Bayat	Teri Meismer
Christy Allen	Joni Scritchlow	Patricia Twymon	Teri Talan*
Diana Rosenbrock*	Julie Lindstrom	Paula Schnicker-Johnson	Ty Jiles
Jamie Nichols	Malia Owens	Shallie Pittman	
Jennifer Kemp -Berchtold	Medina Bailey	Tami O'Daniel	
Joan Longtin	Melissa Johnson	Tammy Notter	

\*Denotes co-chairs

**Welcome** – Diana Rosenbrock and Teri Talan, QC Co-chairs

#### Approval of April 3, 2018 Minutes

- Motion to approve by Christy Allen.
- Motion seconded by Tammy Notter.
- Motion passes and minutes approved.

#### Cultural Competence Reference Tools

- Two documents were provided to be used as a reference tool for defining cultural competence in relation to the Gateways Credential Renewal Recommendation.
  - The first includes definitions of Cultural Competence from Build Initiative, National Association for the Education of Young Children, and National Center for Cultural Competence, as well as Head Start's Multicultural Principles (**Attachment A**).
  - The second is Guiding Principles for Cultural and Linguistic Responsiveness in Illinois (**Attachment B**).
    - The languages used by all organizations are very similar.
    - There were no comments or concerns regarding these reference tools.

#### Credential Renewal Recommendation (Attachment C)

- **Recommendation:** The Qualifications & Credentials (QC) Committee recommends renewal requirements for all Gateways Credentials as follows:
  - 45 clock hours of related training (or 3 semester hours of related coursework) are required for Gateways Credential renewal, of which 6 hours must be in cultural competence, racial equity, and/or multilingual development of children.
  - Of these 45 clock hours of training required for renewal, a minimum of 15 clock hours of training (or 1 semester hour of coursework) must be in topics specific to each credential being renewed.

**Rationale:** All Gateways Credentials must be renewed every five years. These renewal requirements provide consistency for the applicant whether seeking renewal of one credential or multiple credentials.

- This recommendation was first presented at the February 6, 2018 QC Committee meeting, but was not approved. It was suggested that the QC Committee draft one overall renewal recommendation that encompasses consistent language and guidance when renewing multiple Credentials. This would build consistency across all Credentials regarding renewal requirements.
  - The word “related” was added to tie the training and coursework to the content of the specific Credentials being renewed.
  - Additional revisions were made to strengthen the language around multilingual/multicultural topics to be much more explicit of what the Committee wanted to capture.
  - 7.5 hours was changed to 6 hours to reflect the movement to Competencies.
    - All Ad-Hoc Committees have agreed to this revised recommendation that applies to all Gateways Credentials.
- **Question:** Under Specific Credential Training Content Requirements for the Infant and Toddler Credential (ITC), it states 7.5 clock hours of infant toddler mental health. Should this be changed to 6 hours?
  - **Answer:** The 7.5 hours stands on this, as the Committee wanted that.
- **Comment:** The upcoming ITC Recommendation is recommending the removal of professional contributions so that language on this recommendation may need to be amended.
  - Jenny Kemp-Berchtold confirmed that ITC Review Group Committee was only recommending that professional contributions be removed from initial ITC Credential Level 6 attainment.
- Motion to approve the Credential Renewal recommendation:
  - **The recommendation was approved unanimously.**

#### **Infant Toddler Credential (ITC) Level 6 Competencies (Attachment D and E)**

- **Recommendation:** The Infant Toddler Credential Review Group Committee recommends the attached ITC Level 6 competencies and framework. The Committee also recommends the removal of professional contributions.

**Rationale:** The Infant Toddler Credential Level 6 competencies require graduate-level infant/toddler specific coursework, inclusive of infant/toddler mental health. Fifteen graduate level infant/toddler specific competencies and descriptors were developed to create continuity with other Gateways Credentials, including the Gateways Illinois Director Credential (IDC) and Technical Assistance (TA) Credential. These ITC Level 6 competencies are based on current graduate level coursework and syllabi from Illinois Higher Education Institutions. Graduate-level infant/toddler competencies change the need for separate professional contributions.

  - Level 6 contains 15 specific competencies.
  - As part of the initial application process professional contributions will not be required.
- **Question:** The box at bottom of the framework says that 20 competencies may be met through trainings at the Level 5. Should Level 6 be included there as well?
  - **Answer:** The framework was not something that was reviewed by the ITC competency work group. The Framework is more for the QC Committee to review holistically for consistency across all Gateways Credential frameworks. Once the ITC Level 6

competencies have been approved through all committees, then QC can revisit and adjust the framework to include how many competencies can be met from trainings at the Level 6. Today we are looking at agreement on the ITC Level 6 competencies and then eventually how these competencies might impact the framework in terms of a percentage that could be used for trainings.

- **Comment:** How many competencies at Level 6 could come from trainings does eventually need to be specified. The work that the ITC Review Group Committee did was really to move us away from points and towards a competency based model. This recommendation should only be about the Level 6 competencies and it is recommended to remove the language “and framework” from the recommendation.
- Motion to approve the ITC Level 6 Competency recommendation with the language removal as noted above:
  - **The recommendation was approved unanimously.**
- Thank you to the ITC Review Group Committee for their thoughtful work on the ITC Level 6 competencies and recommendation and to Johnna Darragh Ernst and Jennifer Kemp-Berchtold for leading the Committee on this work.

#### **Announcements/Next Steps:**

- Diana Rosenbrock announced that her son got married last weekend.
- Teri Talan shared that there is a lot of good news with it being a political year and everyone seems to be getting behind early childhood. Including:
  - The City of Chicago has announced that they will have full day universal prek for 4 year olds. This will be built over the next few years.
  - Legislation that was being recommended to help individuals move from their level 5 Gateways Credentials to being able to attain their Professional Educators License was passed through legislature and these are now awaiting the Governor’s signature.
  - We have a State budget which includes:
    - Rate increases for child care providers
    - New funds for Preschool Development Grant Programs
    - Funds for full year eligibility for the Child Care Assistance Program
- Joni Scritchlow shared that the integration of competencies within our higher education entitled route programs continues to go well.
- Future QC Committee meetings for FY19 will be scheduled soon.

#### **Adjourn**



## Attachment A

### Build Initiative:

Cultural competency is the ability to work effectively across cultures. For individuals, it is an approach to learning, communicating and working respectfully with people different from themselves. Culture can refer to an individual's race, class, gender, sexual orientation, religion, immigration status and age, among other things. For organizations, cultural competency means creating the practices and policies that will make services more accessible to diverse populations and that provide for appropriate and effective services in cross-cultural situations.

### Head Start:

#### Multicultural Principles

Principle 1: Every individual is rooted in culture. Cultural competence upholds the intrinsic nature of culture and its influence on our beliefs, values, attitudes and standards of behavior so that we "perceive, frame and respond" in ways that reflect our culture.

Principle 2: The cultural groups represented in the communities and families of each Head Start program are the primary sources of culturally relevant programming. Cultural competence recognizes the key role of families and communities in tailoring programming to meet their unique preferences and needs related to care and education and services and supports for children, families and the community at large.

Principle 3: Culturally relevant and diverse programming requires learning accurate information about the cultures of different groups and discarding stereotypes. Cultural competence is achieved by identifying and understanding the strengths, needs resiliency, and help-seeking behaviors of individuals and families. Culturally competent individuals and organizations plan and implement services that are tailored or matched to the unique cultural and linguistic preferences and needs of individuals, children, families, organizations, and communities served

Principle 4: Addressing cultural relevance in making curriculum choices and adaptations is a necessary, developmentally appropriate practice. Culturally competent practices in programming and service delivery are driven by client --preferred choices, not by culturally blind (activities interventions that treat every child and family the same) or culturally free interventions (those interventions or activities that do not take culture into consideration).

Principle 5: Every individual has the right to maintain his or her identity while acquiring the skills required to function in our diverse society. Cultural competence acknowledges that individuals, families and communities may desire varying levels of acculturation and assimilation and acceptance of the values, beliefs and practices of the larger society.

Principle 6: Effective programs for children who speak languages other than English require continued development of their first language while the acquisition of English is facilitated. Guiding values and principles for linguistic competence stress the importance of providing programming, services and supports that are delivered in the preferred language and/or mode of delivery of the population served.

Principle 7: Culturally relevant programming requires staff who reflect and are responsive to the community and families served. Cultural competence embraces the principles of recruiting and maintaining staff that are reflective of the families and communities served by a program or organizations and underscores the need for equal access and non --discriminatory practices in service delivery and hiring.

Principle 8: Multicultural programming for children enables children to develop an awareness of, respect for, and appreciation of individual cultural differences. Cultural competence requires the development of awareness, knowledge and skills to assist in honoring and accepting diversity and to enhance capacity to interact appropriately with people who are from different racial, ethnic, cultural and/or linguistic backgrounds.

## **Attachment A continued**

### **Principle 9:**

Culturally relevant and diverse programming examines and challenges institutional and personal bias. Cultural competence requires an organization and its staff to acquire cultural knowledge and explore and examine issues of bias, discrimination, and stereotyping through self-reflection and personal and organizational self-assessment.

Principle 10: Culturally relevant and diverse programming and practices are incorporated in all systems and services and are beneficial to all adults and children. Culturally competent programs and organizations must support and in some cases mandate, the incorporation of cultural knowledge into all levels of programming, including policies, practices, structures, attitudes and behaviors of all staff, consultants, families and volunteers.

### **National Association for the Education of Young Children:**

For optimal development and learning of all children, educators must accept the legitimacy of children's home language, respect (hold in high regard) the home culture, and promote and encourage the active involvement and support of all families, including extended and non-traditional family units. Since all children are rooted in their families we see a family's structure and all that it entails as the core of their family culture. This structure can include family socioeconomic status, family composition, parents level of educational attainment, abilities of children and family members, family's immigration status, family's religion, family's home and preferred languages, parent sexual orientation, and the way that a family classifies its race and ethnicity.

### **National Center for Cultural Competence:**

Culture is an integrated pattern of human behavior, which includes but is not limited to – thought, communication, languages, beliefs, values, practices, customs, courtesies, rituals manners of interacting, roles, relationships and expected behaviors of a racial, ethnic, religious, social or political group; the ability to transmit the above to succeeding generations; dynamic in nature.

# Guiding Principles\*

## for Cultural and Linguistic Responsiveness

In Illinois we share a collective vision that each and every child will have early childhood experiences that promote healthy development and learning that respects, promotes, and builds on their cultural, racial, ethnic, and other family backgrounds and experiences.

### We Believe:

- Every individual is rooted in culture.
- The cultural groups within communities and families are the primary sources for culturally relevant programming.
- Culturally relevant and diverse programming requires learning accurate information about the culture of different groups and discarding stereotypes.
- Addressing cultural relevance in making curriculum choices is a necessary, developmentally appropriate practice.
- Every individual has the right to maintain his or her own identity while acquiring the skills required to function in our diverse society.
- Effective programs for children who speak languages other than English require continued development of the first language while the acquisition of English is facilitated.
- Culturally relevant programming requires staff who both reflect and are responsive to the community and families served.
- Multicultural programming for children enables children to develop awareness of, respect for, and appreciation of individual cultural differences.
- Culturally relevant and diverse programming examines and challenges institutional and personal biases.
- Culturally relevant and diverse programming and practices are incorporated in all systems and services and are beneficial to all adults and children.

*\*Multicultural Principles for Head Start Programs*



# Guiding Principles\*

## for Cultural and Linguistic Responsiveness

In Illinois we share a collective vision that each and every child will have early childhood experiences that promote healthy development and learning that respects, promotes, and builds on their cultural, racial, ethnic, and other family backgrounds and experiences.

### We Are Committed to:

- Early childhood professionals who understand that developing a child's first language supports the acquisition of a second language.
- Early childhood classrooms that embrace and include a rich range of diversity, allowing all to learn from it and enhancing all children's healthy development and learning.
- Teacher preparation programs that incorporate the individual and unique needs of each child and family and the experiences they bring to the classroom.
- Culturally responsive and diverse programming that incorporates all types of diversity, including but not limited to: gender, culture, language, ethnicity, ability, race and economic status.
- Policy implementation that reinforces families and communities as children's first teachers.
- Diverse state and local organizations and agencies that are meaningfully responsive to each and every child and family they serve.

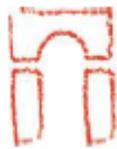
### We Will Act to:



- Enable professionals to incorporate the authentic language and culture of the children and families they serve.
- Increase professional development opportunities and resources addressing all types of diversity, including understanding stereotypes and biases.
- Increase all types of diversity content in teacher preparation programs.
- Increase and enhance teacher preparation practicum experiences in diverse settings.
- Promote practices in classrooms and programs that incorporate and address the diverse needs of children.
- Use an "all types of diversity" lens whenever we develop and implement policy, staff our agencies & organizations and evaluate our programming, systems and services.

*\*Multicultural Principles for Head Start Programs*

Attachment C



GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Professional Development Advisory Council (PDAC)

RECOMMENDATION FOR APPROVAL

DATE: June 5, 2018

COMMITTEE MAKING RECOMMENDATION: Qualifications & Credentials (QC) Committee

RECOMMENDATION: The Qualifications & Credentials (QC) Committee recommends renewal requirements for all Gateways Credentials as follows:

All Gateways Credentials:

- 45 clock hours of **related** training (or 3 semester hours of **related** coursework) are required for Gateways Credential renewal, of which ~~7.5~~ **6** hours must be in ~~multilingual/multicultural topics~~ **cultural competence, racial equity, and/or multilingual development of children.**
- Of these 45 clock hours of training required for renewal, a minimum of 15 clock hours of training (or 1 semester hour of coursework) must be in topics specific to each credential being renewed.

Renewal of more than one Gateways Credential:

Specific Credential Training Content Requirements:

- **ECE Credential:** topics related to young children (birth through age eight).
- **Family Specialist Credential:** topics related to family development, family services and/or topics focused on working directly with families.
- **School-Age & Youth Development Credential:** topics related to school-age and/or youth development (5 through age 16).
- **Infant Toddler Credential:** topics related to infants and toddlers (birth to age 3) and their families with 7.5 clock hours of infant toddler mental health.
- **Family Child Care Credential:** topics related to family child care, ECE, and/or school-age development.
- **Illinois Director Credential:** topics related to program administration, ECE, and/or school-age development.
- **Technical Assistance Credential:** topics related to relationship-based professional development, coaching, and/or mentoring.

Additionally:

- Level 6 of the ECE Credential and Infant Toddler Credential each require three professional contributions.
- Individuals renewing four or more credentials will exceed the minimum 45 clock hours of training or 3 semester hours of coursework:

# of credentials:	# of clock hours of training or coursework:
One – Three Credentials	45 hours of training (or 3 semester hours of coursework)
Four Credentials	60 hours of training (or 4 semester hours of coursework)
Five Credentials	75 hours of training (or 5 semester hours of coursework)
Six Credentials	90 hours of training (or 6 semester hours of coursework)
Seven Credentials	105 hours of training (or 7 semester hours of coursework)



**Attachment C continued**

**RATIONALE:** All Gateways Credentials must be renewed every five years. These renewal requirements provide consistency for the applicant whether seeking renewal of one credential or multiple credentials.

This recommendation is in response to the demographics of children and families in Illinois and the need to fully prepare the workforce in the area(s) of cultural competence, racial equity, and/or multilingual development of children.

<b>DISPOSITION:</b> Family Child Care Credential Committee  Approved: <input checked="" type="checkbox"/> Date: 4/10/2018  Disapproved: Date:	<b>DISPOSITION:</b> Technical Assistance Credential Committee  Approved: <input checked="" type="checkbox"/> Date: 4/10/2018  Disapproved: Date:	<b>DISPOSITION:</b> Family Specialist Credential Committee  Supports this recommendation Date: 4/17/2018  Disapproved: Date:	<b>DISPOSITION:</b> PDAC SAYD Credential Committee  Approved: <input checked="" type="checkbox"/> Date: 4.23.18  Disapproved: Date:
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**DISPOSITION:**  
 PDAC Qualifications and Credentials Committee  
 Approved:                      Date:  
 Disapproved:                 Date:

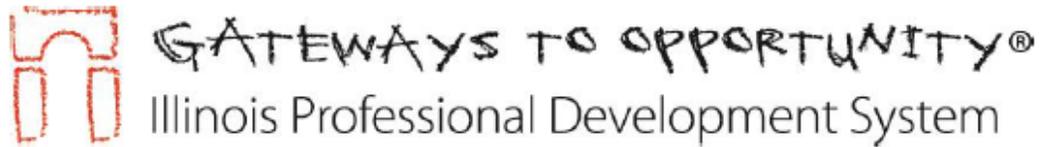
**DISPOSITION:**  
 PDAC Steering Committee  
 Approved:                      Date:  
 Disapproved:                 Date:

**DISPOSITION:**  
 PDAC  
 Approved:                      Date:  
 Disapproved:                 Date:

**DISPOSITION:**  
 IDHS, Bureau of Child Care and Development  
 Approved:                      Date:  
 Disapproved:                 Date:



Attachment D



Professional Development Advisory Council (PDAC)

**RECOMMENDATION FOR APPROVAL**

DATE: May 8, 2018

COMMITTEE MAKING RECOMMENDATION: PDAC Ad-hoc Infant Toddler Credential Review Group Committee

RECOMMENDATION: The Infant Toddler Credential Review Group Committee recommends the attached ITC Level 6 competencies and framework. The Committee also recommends the removal of professional contributions.

RATIONALE: The Infant Toddler Credential Level 6 competencies require graduate-level infant/toddler specific coursework, inclusive of infant/toddler mental health. Fifteen graduate level infant/toddler specific competencies and descriptors were developed to create continuity with other Gateways Credentials, including the Gateways Illinois Director Credential (IDC) and Technical Assistance (TA) Credential. These ITC Level 6 competencies are based on current graduate level coursework and syllabi from Illinois Higher Education Institutions. Graduate-level infant/toddler competencies change the need for separate professional contributions.

DISPOSITION:

PDAC Ad-hoc Infant Toddler Credential Review Group Committee

Approved:  Date: May 10, 2018  
Disapproved:  Date:

DISPOSITION:

PDAC Qualifications and Credentials Committee

Approved:  Date:  
Disapproved:  Date:

DISPOSITION:

PDAC Steering Committee

Approved:  Date:  
Disapproved:  Date:



Attachment E



Infant/Toddler Assistant Teacher (Level 2)	Entry-Level Infant/Toddler Teacher (Level 3)	Infant/Toddler Teacher (Level 4)	Infant/Toddler Lead Teacher (Level 5)	DRAFT Infant/Toddler Master Teacher (Level 6)
<b>Human Growth &amp; Development</b>				
<p>HGD1: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors. (2-4A2, 2-4A9, 2-4A12, 2-4A15)</p>	<p>HGD4: Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal-age 3. (2-4A4, 2-4A7, 5A7)</p>	<p>HGD6: 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. (5A9, 5A13, 5A14, 5A15)</p>	<p>HGD7: 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. (2-4A18, 2-4G13, 5A18, 5G9)</p>	<p>HGD8: Supports families and practitioners in identifying biological and environmental risk and resilience factors that may impact healthy infant/toddler development, learning, mental health, and well-being.</p> <ul style="list-style-type: none"> <li>Identifies emerging infant/toddler competencies.</li> <li>Identifies biological and environmental factors that optimize infant/toddler brain development and mental health.</li> <li>Implements respectful and responsive strategies to promote and support family and practitioner knowledge of healthy infant/toddler development in context, including identifying and understanding the implications of biological and environmental risk and resilience factors.</li> </ul>
<p>HGD2: 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). (2-4A12, 5A3)</p>	<p>HGD5: 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. (5A4, 5A10)</p>			
<p>HGD3: Describes individual differences in infants and toddler’s interactions with and responses to the physical and social world. (2-4A13, 2-4A14)</p>				
<b>Health Safety &amp; Well-Being</b>				
<p>HSW1: Identifies infant/toddler mental health, nutritional and safety concerns. (2-4B6, 2-4B7, 2-4B8, 2-4B10, 2-4B16, 5B7, 5B8, 5B16)</p>	<p>HSW3: Creates safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being. (2-4B4, 2-4B5, 5B4, 5B5, 5B6, 5B10)</p>	<p>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,</p>		<p>HSW6: Identifies environmental challenges and advances strategies, in partnership with families, to support positive outcomes related to the health, safety, and well-being of infants/toddlers within their familial and community environment.</p> <ul style="list-style-type: none"> <li>Conducts holistic environmental</li> </ul>

Infant/Toddler Assistant Teacher (Level 2)	Entry-Level Infant/Toddler Teacher (Level 3)	Infant/Toddler Teacher (Level 4)	Infant/Toddler Lead Teacher (Level 5)	<b>DRAFT Infant/Toddler Master Teacher (Level 6)</b>
		prenatal to age three. (5B17)		assessments to identify strengths and challenges. <ul style="list-style-type: none"> <li>• Implements respectful and responsive strategies, in partnership with families, to identify environmental challenges and promote positive outcomes.</li> </ul>
HSW2: Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers. (2-4B1, 2-4B2, 5B1, 5B2)	HSW4: Develops safe indoor and outdoor play environments for infants and toddlers. (5B11)			<b>HSW7:</b> Utilizes communication and collaboration skills to partner with and support families and practitioners in understanding and applying evidence-based practices that promote infant/toddler health, safety, and well-being. <ul style="list-style-type: none"> <li>• Demonstrates responsiveness to contextual factors and the unique developmental trajectory of the family/practitioner.</li> <li>• Evaluates the appropriateness of evidence-based practices within unique program and family contexts.</li> <li>• Supports families and practitioners in understanding and applying evidence-based practices that promote infant/toddler health, safety, and well-being.</li> <li>• Adopts strategies to facilitate the utilization of evidence-based practices within unique program and family contexts.</li> </ul>
<b>Observation &amp; Assessment</b>				
	OA1: Selects and uses legal and ethical birth to three assessment procedures, screening tools, observation methods, and organizational strategies to gain knowledge	OA3: Analyzes, compiles and shares observation and documentation data with families and appropriate caregivers to support holistic knowledge of infant/toddler		<b>OA4:</b> Identifies, selects, and implements culturally, linguistically, and individually responsive observation and assessment strategies. <ul style="list-style-type: none"> <li>• Identifies observation and assessment strategies that are responsive to families,</li> </ul>

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	of young children, and their familial and social contexts. (2-4C3, 2-4C4, 2-4C8, 5C3, 5C4, 5C8)	development and learning within the environmental context. (2-4C5, 2-4C10, 5C5, 5C10)		community/culture, language, and variations in development and learning. <ul style="list-style-type: none"> <li>• Implements observation and assessment strategies that are responsive to families, community/culture, language, and variations in development and learning.</li> </ul>
	OA2: Collaborates with families to support knowledge of the purpose and benefits of screening and assessment and the benefits of assessment partnership. (2-4C6, 2-4C7, 5C6, 5C7)			<b>OA5:</b> Promotes family and practitioner knowledge of and engagement in infant and toddler assessment. <ul style="list-style-type: none"> <li>• Utilizes communication and collaboration skills supportive of family partnership in the assessment process.</li> <li>• Identifies and implements strategies designed to develop family knowledge and engagement in the assessment process that are responsive to current family competencies, strengths, and opportunities for growth.</li> <li>• Identifies and implement strategies designed to develop practitioner knowledge and engagement in assessment processes based on family partnerships that are responsive to current family competencies, strengths, and opportunities for growth.</li> </ul>
	<b>OA6:</b> Identifies developmental and environmental risk factors requiring intervention through observation and assessment. <ul style="list-style-type: none"> <li>• Conducts formal and informal observations and assessments of infant/toddler development in full partnership with families and in alignment with evidence-based practice.</li> <li>• Accurately interprets data gathered from</li> </ul>			

Infant/Toddler Assistant Teacher (Level 2)	Entry-Level Infant/Toddler Teacher (Level 3)	Infant/Toddler Teacher (Level 4)	Infant/Toddler Lead Teacher (Level 5)	<b>DRAFT Infant/Toddler Master Teacher (Level 6)</b>
				informal and formal observations and assessments to identify infant/toddler and family capacities, strengths, opportunities for growth, and areas of concern. <ul style="list-style-type: none"> <li>• Synthesizes observation and assessment data to provide a holistic description of the unique development and learning characteristics of infants, toddlers, and their families.</li> </ul>
<b>Curriculum or Program Design</b>				
	<p>CPD1: Identifies foundational components of high-quality, responsive, infant and toddler care. (2-4D3, 2-4D5, 2-4D7, 2-4D12, 2-4G14, 5D1, 5D12, 5G10)</p> <p>CPD2: Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being. (2-4D1, 2-4D4, 2-4D8, 2-4D9, 2-4E12, 2-4E13, 5E12)</p>	<p>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. (2-4E19, 5E19)</p>	<p>CPD5: Justifies and advocates for practices in infant and toddler care and education supportive of young children’s healthy development and learning. (5E11)</p>	<p>CPD6: Plans and implements evidence-based developmental interventions for infants/toddlers and families based on a holistic needs assessment.</p> <ul style="list-style-type: none"> <li>• Develops and implements evidence-based program activities and plans that are responsive to the unique development, learning, and preferences of infants-toddlers and their families.</li> </ul> <p>CPD7: Supports families and practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers.</p> <ul style="list-style-type: none"> <li>• Demonstrates a range of responsive strategies reflective of current family and practitioner competencies, strengths, and opportunities for growth.</li> <li>• Supports families and practitioners in developing knowledge regarding their critical role in enhancing infant/toddler development and learning.</li> <li>• Promotes family and practitioner competence in problem-solving, utilization of reflective practice, and skill acquisition</li> </ul>

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	<p>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. (2-4D2, 2-4D6, 5C1, 5D2, 5D3, 5D4, 5D5, 5D6, 5D7)</p>			<p>in support of healthy infant/toddler development, learning, and well-being.</p> <ul style="list-style-type: none"> <li>Identifies, in partnership with families and practitioners, opportunities embedded within daily routines to support infant/toddler development and learning.</li> <li>Facilitates family and practitioner application of evidence-based practices within unique developmental contexts.</li> </ul> <p><b>CPD8:</b> Develops and implements relationship-based infant/toddler activities and program plans based on each individual child and family’s strengths, opportunities for growth, cultural context, individual goals, and desired outcomes.</p> <ul style="list-style-type: none"> <li>Develops relationship-based activities and program plans that are reflective of and responsive to each child and family’s unique needs, desires, history, lifestyle, challenges, strengths, resources, cultural community, priorities and desired outcomes.</li> <li>Implements relationship-based activities and program plans using strategies that are reflective of and responsive to each child and family’s unique needs, desires, history, lifestyle, challenges, strengths, resources, cultural community, and priorities and desired outcomes.</li> </ul>
<b>Interactions, Relationships &amp; Environments</b>				
IRE1: Identifies the importance of healthy relationships in nurturing the development, learning, mental-health, and	IRE4: Integrates family experience, cultural practices and perspectives, and knowledge of childrearing	IRE7: Facilitates and advocates for the creation of evidence and relationship-based infant/toddler environments,		IRE8: Develops and implements, in partnership with families, unique relationship building strategies--embedded within daily interactions--that are designed to develop the

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well-being of young children, birth to age three. (2-4E2)	beliefs and practices into the infant/toddler setting. (2-4A6, 2-4B9, 2-4E3, 2-4E16, 2-4G5, 2-4G6, 5A6, 5B9, 5E16, 5F9)	interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being. (2-4E20, 5A1, 5E4, 5E6, 5E7, 5E20)		<p>confidence and capabilities of families and practitioners in their capacity to nurture the development, learning, and well-being of infants/toddlers.</p> <ul style="list-style-type: none"> <li>• Observes the family members or practitioners(s) and infants/toddlers together to understand their unique relationship, interactive strengths, and capacities for growth/change.</li> <li>• Utilizes a variety of relationship-based strategies to identify, in partnership with families/practitioners, areas of strength and opportunities for growth.</li> <li>• Demonstrates skill in supporting family/practitioner confidence and capabilities in promoting and enhancing the development, learning, and well-being of infants/toddlers through relationship-based strategies in the context of daily interactions.</li> </ul>	
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. (2-4E1, 2-4E4, 2-4E8, 2-4E11, 5E8)	IRE5: Establishes positive practitioner-family interactions and relationships that support growth, promoting, positive family-child interactions and relationships from birth-3. (5E2, 5E3)				
IRE3: Engages in interactions, embedded in daily routines and activities, supportive of developing and maintaining nurturing relationships with infants and toddlers. (2-4E5, 2-4E7, 5E5)	IRE6: Creates culturally and linguistically responsive environments, interactions, and experiences that nurture healthy infant/toddler development, learning, mental health, and well-being. (2-4A16, 2-4E6, 2-4E9, 2-4E14, 5A5, 5A16, 5E1, 5E14, 5E19)				
<b>Family &amp; Community Relationships</b>					
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. (2-4F1, 2-4F8, 5F1, 5F8)	FCR4: Collaborates with families to nurture healthy development, learning, mental health and well-being within and between infant and toddler social and cultural contexts. (2-4E10, 2-4F3, 2-4F10, 5E10, 5F3)	FCR5: Employs a developmental approach to understanding and collaborating with families of infants and toddlers. (2-4A19, 2-4F5, 5A19, 5F5, 5F9, 5F10)	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. (2-4F9, 2-4F15, 5F15)	<p><b>FCR8:</b> Develops responsive, reciprocal relationships with families that support and promote parenting self-efficacy.</p> <ul style="list-style-type: none"> <li>• Supports and reinforces each family's strengths, emerging competencies, and positive parent-infant/toddler interactions.</li> <li>• Provides culturally responsive information, guidance, and support to families that are responsive to parenting capabilities and opportunities for growth.</li> <li>• Identifies and implements relationship-</li> </ul>	
FCR2: Demonstrates behavior that reflects confidentiality and awareness of the unique		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			

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<p>role of providing services to infants/toddlers and their families. (2-4G11, 2-4G12)</p> <p>FCR3: Engages in interactions and demonstrates practice with children, families, and practitioners reflective of a strengths-based, family-centered, relationship-based approach. (2-4F2, 2-4F6, 2-4F7, 5F2, 5F6, 5F7)</p>		<p>infants and toddlers. (2-4E18, 2-4F11, 2-4F13, 5E18, 5F11, 5F13)</p>		<p>based strategies designed to support family efficacy that are responsive to each family’s strengths, goals, and opportunities for growth.</p> <ul style="list-style-type: none"> <li>Identifies, recognizes, and nurtures families in the continued mastery of advocacy skills.</li> </ul>
<b>Personal &amp; Professional Development</b>				
<p>PPD1: Identifies own strengths, opportunities for growth, and values regarding working with infants and toddlers and their families. (2-4G1, 2-4G4, 2-4G9, 5G1, 5G4, 5G9)</p>	<p>PPD3: Identifies contextual factors that influence infants, toddlers and their families and implications for practice. (2-4G7, 2-4G8, 5G6)</p>	<p>PPD4: Identifies and incorporates knowledge and skills provided through evidence-based resources into practice. (2-4G15, 2-4G16, 2-4G17, 5G13)</p>	<p>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. (2-4F18, 5F18)</p>	<p>PPD6: Develops responsive, reciprocal relationships with practitioners that support and promote professional self-efficacy.</p> <ul style="list-style-type: none"> <li>Supports and reinforces each practitioner’s strengths, emerging competencies, and positive interactions with infants/toddlers and their families.</li> <li>Provides culturally responsive information, guidance, and support to practitioners that are responsive to professional capabilities and opportunities for growth.</li> <li>Identifies and implements relationship-based strategies that are responsive to each professional’s strengths, goals, and opportunities for growth.</li> <li>Identifies, recognizes, and nurtures practitioners in the continued mastery of advocacy skills.</li> </ul>
<p>PPD2: Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families. (2-4F14, 2-4G2, 5F14,</p>				<p>PPD7: Demonstrates behavior supportive of continued growth and development as a professional member of the infant/toddler field (inclusive of families).</p> <ul style="list-style-type: none"> <li>Identifies and participates in learning</li> </ul>

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5G2)				<p>activities related to the promotion of infant mental health as the foundation of effective infant/toddler programming.</p> <ul style="list-style-type: none"> <li>Engages in professional activities supportive of knowledge of current research and trends in the infant/toddler field (inclusive of families).</li> </ul>
				<p><b>PPD8:</b> Employs effective data collection processes and monitoring systems to track individual progress, assure follow up, and monitor the coordination of service delivery within and across sectors of the infant/toddler field (inclusive of families).</p> <ul style="list-style-type: none"> <li>Utilizes data collection and monitoring systems that reflect contextual needs, including progress monitoring, service implementation, and service efficacy.</li> </ul>
				<p><b>PPD9:</b> Engages in inter-agency collaboration to ensure children and families receive appropriate, coordinated services.</p> <ul style="list-style-type: none"> <li>Synthesizes available resources and information to ensure the appropriateness of and continuity in service delivery.</li> <li>Conducts and coordinates referrals to appropriate agencies.</li> <li>Engages in appropriate service-delivery follow-up to ensure infant/toddler/family strengths and challenges are supported within a collaborative context.</li> </ul>