




Gateways to Opportunity® Illinois Director Credential (IDC) Framework

Illinois Director Credential Levels	General Education Requirements	Education and Training in Early Childhood/ School-Age Administration	Education and Training in Early Childhood/ School-Age	Work and Practical Experience in Early Childhood/ School-Age	Work and Practical Experience in Early Childhood/ School-Age- Administration	Professional Contributions in Early Childhood/ School-Age
Level III	Graduate Degree	21 points in the Administrative Content Areas <small>Maximum of 12 points may be from Credential approved training. Points may be split between the Education and Training in Early Childhood/School-Age and Administration content areas.</small>	30 points in the Gateways to Opportunity Content Areas	None	6000 hours of documented Early Childhood/ School-Age administrative experience and documentation of specialized expertise	Required at Renewal
Level II	Bachelor's Degree	15 points in the Administrative Content Areas <small>Maximum of 9 points may be from Credential approved training. Points may be split between the Education and Training in Early Childhood/School-Age and Administration content areas.</small>	24 points in the Gateways to Opportunity Content Areas	100 hours of Early Childhood/School-Age teaching experience	300 hours of a supervised Early Childhood/ School-Age administrative practicum <i>or</i> 3600 hours of documented Early Childhood/School-Age administrative experience	Required at Renewal
Level I	Associate Degree	9 points in the Administrative Content Areas <small>Maximum of 6 points may be from Credential approved training. Points may be split between the Education and Training in Early Childhood/School-Age and Administration content areas.</small>	21 points in the Gateways to Opportunity Content Areas	100 hours of Early Childhood/School-Age teaching experience	300 hours of a supervised Early Childhood/ School-Age administrative practicum <i>or</i> 1200 hours of documented Early Childhood/School-Age administrative experience	Required at Renewal

Guide: A point is equivalent to one semester hour of college credit.

*American Montessori Society (AMS) Early Childhood and Infant Toddler Credentials count for a maximum of 6 points of credential approved training for the ECE, Infant Toddler Credential, or Illinois Director Credential.

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	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES IN ECE OR SCHOOL-AGE ADMINISTRATION	ECE OR SCHOOL-AGE ADMINISTRATIVE WORK & PRACTICAL EXPERIENCE
LEVEL III 	Graduate Degree and ECE or SAYD Credential Level 5 or higher	Must meet all previous level competencies plus: IDC Legal and Fiscal Management (LFM4) IDC Marketing and Public Relations (MPR3) IDC Program Operations and Facilities Management (POFM3) IDC Educational Programming (EP8, EP9, EP10) IDC Family Partnerships (FP2) IDC Personal and Professional Self-Awareness (PPS4) IDC Leadership and Advocacy (LA3, LA4) IDC Oral and Written Communication (OWC4, OWC5) [21 points]	6,000 hours of documented Early Childhood/School-Age administrative experience and documentation of specialized expertise
LEVEL II 	Bachelor's Degree and ECE or SAYD Credential Level 4 or higher	Must meet all previous level competencies plus: IDC Legal and Fiscal Management (LFM3) IDC Human Resources Development (HRD2, HRD3, HRD4) IDC Marketing and Public Relations (MPR2) IDC Educational Programming (EP4, EP5, EP6, EP7) IDC Personal and Professional Self-Awareness (PPS3) IDC Leadership and Advocacy (LA1, LA2) IDC Oral and Written Communication (OWC2, OWC3) IDC Technology (T2, T3) [15 points]	300 hours of a supervised Early Childhood/School-Age administrative practicum or 3,600 hours of documented Early Childhood/School-Age administrative experience
LEVEL I 	Associate's Degree and ECE or SAYD Credential Level 3 or higher	IDC Legal and Fiscal Management (LFM1, LFM2) IDC Human Resources Development (HRD1) IDC Marketing and Public Relations (MPR1) IDC Program Operations and Facilities Management (POFM1, POFM2) IDC Educational Programming (EP1, EP2, EP3) IDC Family Partnerships (FP1) IDC Personal and Professional Self-Awareness (PPS1, PPS2) IDC Oral and Written Communication (OWC1) IDC Technology (T1) [9 points]	300 hours of a supervised Early Childhood/School-Age administrative practicum or 1,200 hours of documented Early Childhood/School-Age administrative experience



Up to 3 competencies (total) may be documented through credential approved training for Level I
 Up to 7 competencies (total) may be documented through credential approved training for Level II
 Up to 10 competencies (total) may be documented through credential approved training for Level III

Illinois Director Credential (IDC) Competencies

The Gateways Illinois Director Credential is structured into three domains: leadership essentials, administrative leadership, and pedagogical leadership.

Administrative Leadership

IDC LFM | Legal and Fiscal Management

- 1 Develop policies and procedures and implement best practices in alignment with federal, state, and local mandates.
- 2 Develop fiscal policies and procedures and implement best practices to support sound fiscal operations.
- 3 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.
- 4 Analyze and adapt, based on best practice, the effectiveness of operating budgets, resource allocation, and the utilization of blended funding streams.

IDC HRD | Human Resources Development

- 1 Develop and implement written policies in accordance with best practice for hiring, onboarding, and mentoring staff in accordance with legal mandates and professional standards.
- 2 Evaluate, select, and implement best practices for developing, orienting, supporting, and documenting an active and engaged governing/advisory board.
- 3 Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement.
- 4 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.

IDC MPR | Marketing and Public Relations

- 1 Develop and/or implement strategic marketing and public relations strategies that build or sustain a high quality program.
- 2 Collaborate with families and stakeholders in the ongoing development, implementation, assessment, and revision of the center's strategic/business plan.
- 3 Evaluate the cost-benefit of marketing and/or public relations strategies in order to achieve desired goals.

IDC POFM | Program Operations and Facilities Management

- 1 Develop plans and procedures that ensure healthy, nutritious, and safe program and facility operations.
- 2 Design, arrange, and evaluate the effective use of space based on principles of environmental psychology, safety, and child development.
- 3 Implement organizational systems that ensure healthy, nutritious, and safe program and facility operations.

Pedagogical Leadership

IDC EP | Educational Programming

- 1 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.
- 2 Develop collaborative transition policies and procedures that promote smooth transitions for children entering and exiting the program.
- 3 Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.
- 4 Utilize data generated from children and families to ensure integrity in program design, decision-making, and goals.
- 5 Evaluate the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design.
- 6 Develop, implement, interpret, and evaluate child assessment policies and practices.
- 7 Aggregate and analyze data to identify opportunities for program improvement and to inform program goals.
- 8 Develop, implement, and evaluate system for providing feedback and support to teaching staff.
- 9 Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program.
- 10 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.

IDC FP | Family Partnerships

- 1 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.
- 2 Develop, implement, and assess organizational systems that support and enhance family relationships, family goal setting, and promote meaningful family engagement.

Leadership Essentials

IDC PPS | Personal and Professional Self-Awareness

- 1 Identify strategies to support personal and professional development.
- 2 Develop and demonstrate effective leadership skills, including culturally and linguistically responsive communication skills and an intentional management philosophy.
- 3 Develop and implement reflective and intentional administrative practices.
- 4 Develop, implement, and assess plans that support personal and professional development as well as the status of the profession.

IDC LA | Leadership and Advocacy

- 1 Evaluate organizational climate and program and classroom quality, using valid and reliable tools, and implement improvement plans based on data gathered.
- 2 Collaboratively evaluate program effectiveness and utilize data to inform continuous quality improvement efforts.
- 3 Engage staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families.
- 4 Advocate for effective early childhood and school age systems and the advancement of the field.

IDC OWC | Oral and Written Communication

- 1 Design and disseminate effective external communication artifacts.
- 2 Demonstrate formal presentation skills in professional forums.
- 3 Develop and/or implement policies supportive of effective internal communications.
- 4 Demonstrate effective communication and collaboration skills that reflect visionary leadership and supporting others in developing as professionals.
- 5 Demonstrate advanced written communication skills.

IDCT |Technology

- 1 Demonstrate technological literacy.
- 2 Develop and/or implement training and resources to support teachers in the appropriate use of technology to improve children's learning in the classroom.
- 3 Develop and/or implement technology policies and appropriate technologies to manage administrative functions.