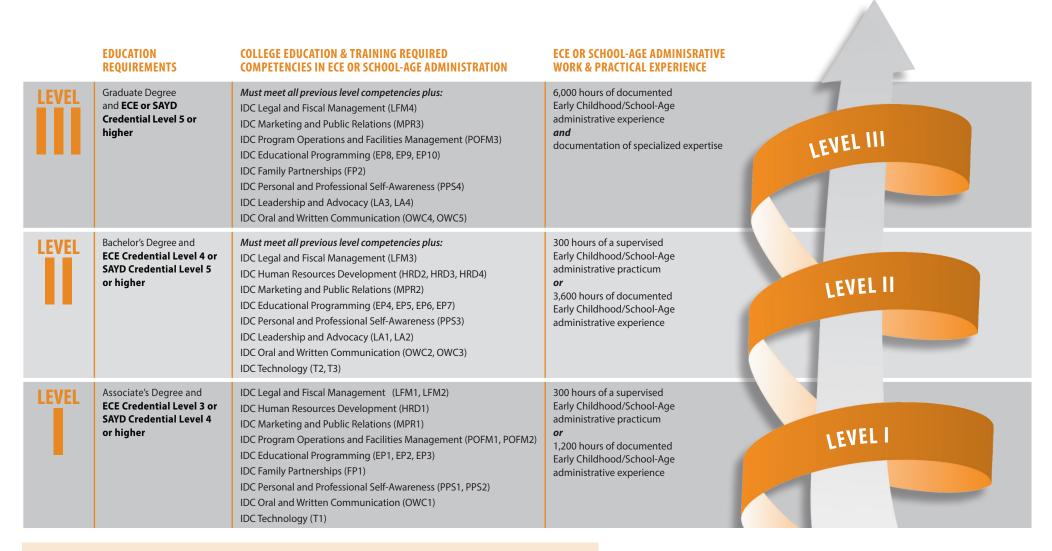
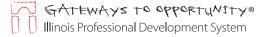
# Gateways to Opportunity® Illinois Director Credential (IDC) Framework



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.
- 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 written policies and procedures and implement best practices for hiring, onboarding, and mentoring new staff in accordance with legal mandates and professional standards.
- 2 Evaluate and implement best practices for developing, orienting, and supporting an active and engaged governing/advisory board.
- Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement.
- 4 Implement and evaluate best practices and provide reflective supervision that enhances professional staff interactions and promotes individualized staff development and collaboration within the context of unique roles.

### **IDC MPR** | Marketing and Public Relations

- 1 Develop and/or implement strategic marketing and/or public relations strategies to build or sustain a high-quality program.
- 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 and support and enhance the development and learning of young children and their families.
- 2 Develop collaborative transition policies and procedures that promote smooth transitions for children entering and exiting the program.
- 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 identity 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 Utilizes results of data gathered to impact program decision-making and design, 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, and facilitate bidirectional communication.
- 2 Develop, implement, and assess organizational systems that support and enhance family relationships 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 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.
- 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.

#### **IDC T** |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.
- Develop and/or implement technology policies and appropriate technologies to manage administrative functions.





