



GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Infant/Toddler Competency Table

| Infant/Toddler Assistant Teacher (Level 2) | Entry-Level Infant/Toddler Teacher (Level 3) | Infant/Toddler Teacher (Level 4) | Infant/Toddler Lead Teacher (Level 5) |
|---|---|--|---|
| Human Growth & Development | | | |
| 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) | HGD4: Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal-age 3. (2-4A4, 2-4A7, 5A7) | 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) | 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) |
| 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). (2-4A12, 5A3) | 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) | | |
| HGD3: Describes individual differences in infants and toddler's interactions with and responses to the physical and social world. (2-4A13, 2-4A14) | | | |
| Health Safety & Well-Being | | | |
| HSW1: Identifies infant/toddler mental health, nutritional and safety concerns. (2-4B6, 2-4B7, 2-4B8, 2-4B10, 2-4B16, 5B7, 5B8, 5B16) | 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) | 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. (5B17) | |
| 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) | | |
| Observation & Assessment | | | |
| | 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. (2-4C3, 2-4C4, 2-4C8, 5C3, 5C4, 5C8) | 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. (2-4C5, 2-4C10, 5C5, 5C10) | |
| | 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) | | |
| Curriculum & Program Design | | | |
| | 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) | 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) | CPD5: Justifies and advocates for practices in infant and toddler care and education supportive of young children's healthy development and learning. (5E11) |
| | 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) | | |

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| | 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) | | |
| Interactions, Relationships & Environments | | | |
| IRE1: Identifies the importance of healthy relationships in nurturing the development, learning, mental-health, and well-being of young children, birth to age three. (2-4E2) | IRE4: Integrates family experience, cultural practices and perspectives, and knowledge of childrearing beliefs and practices into the infant/toddler setting. (2-4A6, 2-4B9, 2-4E3, 2-4E16, 2-4G5, 2-4G6, 5A6, 5B9, 5E16, 5F9) | 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. (2-4E20, 5A1, 5E4, 5E6, 5E7, 5E20) | |
| 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) | | |
| Family & Community Relationships | | | |
| 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) |
| FCR2: Demonstrates behavior that reflects confidentiality and awareness of the unique role of providing services to infants/toddlers and their families. (2-4G11, 2-4G12) | | 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 toddlers. (2-4E18, 2-4F11, 2-4F13, 5E18, 5F11, 5F13) | |
| 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) | | | |
| Professionalism | | | |
| 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) | PPD3: Identifies contextual factors that influence infants, toddlers and their families and implications for practice. (2-4G7, 2-4G8, 5G6) | PPD4: Identifies and incorporates knowledge and skills provided through evidence-based resources into practice. (2-4G15, 2-4G16, 2-4G17, 5G13) | 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) |
| PPD2: Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families. (2-4F14, 2-4G2, 5F14, 5G2) | | | |