



Infant/Toddler Credential 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)	Infant/Toddler Master Teacher (Level 6)
Human Growth & Development				
<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"> • Identifies emerging infant/toddler competencies. • Identifies biological and environmental factors that optimize infant/toddler brain development and mental health. • 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.
<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>				
Health Safety & Well-Being				
<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, prenatal to age three. (5B17)</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"> • Conducts holistic environmental assessments to identify strengths and challenges. • Implements respectful and responsive strategies, in partnership with families,

Infant/Toddler Assistant Teacher (Level 2)	Entry-Level Infant/Toddler Teacher (Level 3)	Infant/Toddler Teacher (Level 4)	Infant/Toddler Lead Teacher (Level 5)	Infant/Toddler Master Teacher (Level 6)
<p>HSW2: Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers. (2-4B1, 2-4B2, 5B1, 5B2)</p>	<p>HSW4: Develops safe indoor and outdoor play environments for infants and toddlers. (5B11)</p>			<p>to identify environmental challenges and promote positive outcomes.</p>
				<p>HSW7: 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.</p> <ul style="list-style-type: none"> • Demonstrates responsiveness to contextual factors and the unique developmental trajectory of the family/practitioner. • Evaluates the appropriateness of evidence-based practices within unique program and family contexts. • Supports families and practitioners in understanding and applying evidence-based practices that promote infant/toddler health, safety, and well-being. • Adopts strategies to facilitate the utilization of evidence-based practices within unique program and family contexts.
Observation & Assessment				
	<p>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)</p>	<p>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)</p>		<p>OA4: Identifies, selects, and implements culturally, linguistically, and individually responsive observation and assessment strategies.</p> <ul style="list-style-type: none"> • Identifies observation and assessment strategies that are responsive to families, community/culture, language, and variations in development and learning. • Implements observation and assessment strategies that are responsive to families, community/culture, language, and variations in development and learning.

Infant/Toddler Assistant Teacher (Level 2)	Entry-Level Infant/Toddler Teacher (Level 3)	Infant/Toddler Teacher (Level 4)	Infant/Toddler Lead Teacher (Level 5)	Infant/Toddler Master Teacher (Level 6)
	<p>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)</p>			<p>OA5: Promotes family and practitioner knowledge of and engagement in infant and toddler assessment.</p> <ul style="list-style-type: none"> • Utilizes communication and collaboration skills supportive of family partnership in the assessment process. • 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. • 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. <p>OA6: Identifies developmental and environmental risk factors requiring intervention through observation and assessment.</p> <ul style="list-style-type: none"> • Conducts formal and informal observations and assessments of infant/toddler development in full partnership with families and in alignment with evidence-based practice. • Accurately interprets data gathered from informal and formal observations and assessments to identify infant/toddler and family capacities, strengths, opportunities for growth, and areas of concern. • Synthesizes observation and assessment data to provide a holistic description of the unique development and learning characteristics of infants, toddlers, and their families.

Infant/Toddler Assistant Teacher (Level 2)	Entry-Level Infant/Toddler Teacher (Level 3)	Infant/Toddler Teacher (Level 4)	Infant/Toddler Lead Teacher (Level 5)	Infant/Toddler Master Teacher (Level 6)
Curriculum or Program Design				
	<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"> • 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. <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"> • Demonstrates a range of responsive strategies reflective of current family and practitioner competencies, strengths, and opportunities for growth. • Supports families and practitioners in developing knowledge regarding their critical role in enhancing infant/toddler development and learning. • Promotes family and practitioner competence in problem-solving, utilization of reflective practice, and skill acquisition in support of healthy infant/toddler development, learning, and well-being. • Identifies, in partnership with families and practitioners, opportunities embedded within daily routines to support infant/toddler development and learning. • Facilitates family and practitioner application of evidence-based practices within unique developmental contexts.

Infant/Toddler Assistant Teacher (Level 2)	Entry-Level Infant/Toddler Teacher (Level 3)	Infant/Toddler Teacher (Level 4)	Infant/Toddler Lead Teacher (Level 5)	Infant/Toddler Master Teacher (Level 6)
	<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>CPD8: 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"> • 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. • 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.
Interactions, Relationships & Environments				
<p>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)</p>	<p>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)</p>	<p>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)</p>		<p>IRE8: Develops and implements, in partnership with families, unique relationship building strategies--embedded within daily interactions--that are designed to develop the 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"> • Observes the family members or practitioners(s) and infants/toddlers together to understand their unique relationship, interactive strengths, and capacities for growth/change. • Utilizes a variety of relationship-based strategies to identify, in partnership with families/practitioners, areas of strength and opportunities for growth. • Demonstrates skill in supporting
<p>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)</p>	<p>IRE5: Establishes positive practitioner-family interactions and relationships that support growth, promoting, positive family-child interactions and relationships from birth-3. (5E2, 5E3)</p>			
<p>IRE3: Engages in interactions, embedded in daily routines and</p>	<p>IRE6: Creates culturally and linguistically responsive</p>			

Infant/Toddler Assistant Teacher (Level 2)	Entry-Level Infant/Toddler Teacher (Level 3)	Infant/Toddler Teacher (Level 4)	Infant/Toddler Lead Teacher (Level 5)	Infant/Toddler Master Teacher (Level 6)
activities, supportive of developing and maintaining nurturing relationships with infants and toddlers. (2-4E5, 2-4E7, 5E5)	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/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.
Family & Community Relationships				
<p>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)</p>	<p>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)</p>	<p>FCR5: Employs a developmental approach to understanding and collaborating with families of infants and toddlers. (2-4A19, 2-4F5, 5A19, 5F5, 5F9, 5F10)</p>	<p>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>	<p>FCR8: Develops responsive, reciprocal relationships with families that support and promote parenting self-efficacy.</p> <ul style="list-style-type: none"> • Supports and reinforces each family's strengths, emerging competencies, and positive parent-infant/toddler interactions. • Provides culturally responsive information, guidance, and support to families that are responsive to parenting capabilities and opportunities for growth. • Identifies and implements relationship-based strategies designed to support family efficacy that are responsive to each family's strengths, goals, and opportunities for growth. • Identifies, recognizes, and nurtures families in the continued mastery of advocacy skills.
<p>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)</p>		<p>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)</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>				
Personal & Professional Development				
<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</p>	<p>PPD6: Develops responsive, reciprocal relationships with practitioners that support and promote professional self-efficacy.</p> <ul style="list-style-type: none"> • Supports and reinforces each practitioner's strengths, emerging competencies, and positive interactions

Infant/Toddler Assistant Teacher (Level 2)	Entry-Level Infant/Toddler Teacher (Level 3)	Infant/Toddler Teacher (Level 4)	Infant/Toddler Lead Teacher (Level 5)	Infant/Toddler Master Teacher (Level 6)
			toddler programming and the young children and families served. (2-4F18, 5F18)	<p>with infants/toddlers and their families.</p> <ul style="list-style-type: none"> Provides culturally responsive information, guidance, and support to practitioners that are responsive to professional capabilities and opportunities for growth. Identifies and implements relationship-based strategies that are responsive to each professional's strengths, goals, and opportunities for growth. Identifies, recognizes, and nurtures practitioners in the continued mastery of advocacy skills.
<p>PPD2: Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families. (2-4F14, 2-4G2, 5F14, 5G2)</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"> Identifies and participates in learning activities related to the promotion of infant mental health as the foundation of effective infant/toddler programming. Engages in professional activities supportive of knowledge of current research and trends in the infant/toddler field (inclusive of families). <p>PPD8: 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"> Utilizes data collection and monitoring systems that reflect contextual needs, including progress monitoring, service implementation, and service efficacy.

Infant/Toddler Assistant Teacher (Level 2)	Entry-Level Infant/Toddler Teacher (Level 3)	Infant/Toddler Teacher (Level 4)	Infant/Toddler Lead Teacher (Level 5)	Infant/Toddler Master Teacher (Level 6)
				<p>PPD9: Engages in inter-agency collaboration to ensure children and families receive appropriate, coordinated services.</p> <ul style="list-style-type: none"> • Synthesizes available resources and information to ensure the appropriateness of and continuity in service delivery. • Conducts and coordinates referrals to appropriate agencies. • Engages in appropriate service-delivery follow-up to ensure infant/toddler/family strengths and challenges are supported within a collaborative context.