



**NYSaeyc**<sup>TM</sup>

ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

## **New York State Infant Toddler Care and Education Credential**

*Application Process, Competencies, Portfolio Instructions*

Part 1: Join Aspire

Part 2: Complete  
Candidacy Application

Part 3: ITCEC Portfolio

The Infant Toddler Care and Education Credential of New York Credential is designed to formally recognize those practitioners who display a specialized knowledge of infant and toddler development, the partnership of caregivers with the families of the children in their care, and professional practice based on respect for the individual, the system and themselves. This credential incorporates the New York State Core Body of Knowledge, New York State childcare regulations, and the Code of Ethics of the National Association for the Education of Young Children.

Research has shown that the education level of persons who care for other people's children directly affect the quality of care, this credential is based on knowledge and skill acquired through college coursework and experience. It is intended to set a standard of care for infant and/or toddler caregivers and provide a vehicle for Candidates to demonstrate their competence through the submission of a portfolio to reviewers who have a solid background in the field and have dedicated themselves to be impartial judges of the merits of the work submitted. This credential is unique in that it gives the Candidate a number of ways or modalities to demonstrate competence, recognizing that individuals have different strengths and learning styles.

## **ELIGIBILITY REQUIREMENTS**

### **College Coursework**

Coursework in infant toddler development and professional practice: Twelve (12) credits from a nationally accredited college in early childhood coursework that covers the standards of the New York State Infant Toddler Care & Education Competencies. Three of these 12 credits must have been completed within the last five years.

### **Experience**

- One year caring for infants and/or toddlers in NYS licensed center, family child care home or formal program serving infants and/or toddlers  
**OR**
- Two semesters of supervised field work course with infants and toddlers and six months work experience in the above  
**OR**
- Floater or substitute with 480 hours of documented experience

### **Before you begin the application process, here are some important things to note:**

- Having an Aspire Professional Profile is just the first step in the process to earning the Credential. You DO NOT indicate that you are applying for the Infant Toddler Care and Education Credential (ITCEC) in your Aspire application for a Professional Profile.
- Once you are done with your Aspire Application and your profile is active, you should complete the Application for Candidacy which can be found on the New York State Association for the Education of Young Children (NYSAEYC) website at: <http://www.nysaeyc.org> on the Credential Page
- Once you submit your Application for Candidacy, NYSAEYC will help you through the remainder of the ITCEC process, including the ITCEC Portfolio.

## PART 1: Register with Aspire



### About Aspire

Aspire is the state's new workforce registry. It is an online system that helps all early childhood professionals, including providers of professional development, keep track of their employment history, education, and ongoing professional development. It is also the first step in applying for any of the New York State Association for the Education of Young Children Credentials. All Credential Applicants must have an active Individual Professional Profile with Aspire.

Visit [www.nyworksforchildren.org/aspire/go](http://www.nyworksforchildren.org/aspire/go) to begin.

### Aspire: Get Ready

The Aspire application has two main parts: the online application and the supporting documentation. When you fill out your online application, you will be asked questions about your education and credentials. Based on your answers to these questions, you will be required to send in documents that help Aspire staff verify what you have entered in your application. To make the application process smoother, you should gather these documents **before** filling out the application. The documents may help you answer the application questions, and you will have to provide NYWFC with copies of them when you are finished.

### Be prepared with the following:

- High School Graduation or GED Completion**  
A copy of your high school diploma or GED complete certificate. This is required only if you have not been enrolled in a degree program at a college or university.
- Degree Completion**  
Copies of college or university diplomas.
- College Coursework**  
Copies of official college or university transcripts. Include transcripts for ALL credit-bearing coursework you've completed. Aspire will use all of the credits you've earned to calculate your level on the Career Ladder. If you have attended more than one college or university, please submit a transcript for each college or university attended and/or degree earned.
- Early Childhood or School Age Credentials**  
Copies of certificates for all credentials you've earned. This might include certificates for a CDA credential, Infant Toddler Credential, NAFCC Accreditation, etc.
- State Certifications and Licenses**  
Please submit copies of any certifications you currently hold. This includes New York State and out-of-state teacher and administrator certifications, as well as other professional licenses.
- Professional Development**  
Please submit copies of certificates for any CPR or First Aid training that you have attended since January 1, 2009. Submit copies of certificates for training in any other topics that you have attended in since January 1, 2011.
- Membership to Professional Organizations**  
Please provide proof of membership to any professional organizations to which you belong.

### **Aspire: Create an Individual Account**

To begin using Aspire, you will need to set up an account. Your account is the username, password and other identifiers that you can use to access your information on Aspire. To set up your account, visit [www.nyworksforchildren.org/aspire/go](http://www.nyworksforchildren.org/aspire/go), then click “Create an Individual Professional Profile (Directors, Providers, Teachers and Trainers” under “Don’t have an account?” in the left sidebar.

To set up an account, you will need to provide your:

- First and last name
- Birth date
- Last 5 digits of your Social Security Number (to make sure your account is unique)
- Your email address (this is how Aspire will send your password)
- Your mailing address (where you will receive paper materials from Aspire, like your certificate)
- Your home/mobile phone number, work phone number and fax number
- A security question and answer to enable you to access your account if your password is lost.

Once you submit this information, an email will be sent to you with your user name and password.

### **Aspire: Complete your Online Application**

To start your Aspire application, you must first log in to your account. Retrieve the assigned ID and password from the email you received after creating your Aspire account (Note: you will be able to change your password).

- Go to: [www.nyworksforchildren.org/aspire/go](http://www.nyworksforchildren.org/aspire/go)
- Select Individual Professional Profile. Sign in with your Aspire ID and Password.
- Follow the application instructions on your screen. You will be asked to fill out 5 sections:
  1. **Personal Information** (Basic background and contact information)
  2. **Education** (Any degrees, credentials or certifications in early childhood education)
  3. **Employment history** (Any position working with children and families in early childhood). **Be sure to find out whether the organization for which you work already has an Aspire Organization ID. You will need this ID to enter your employment correctly and to ensure that you will show up on your organization’s list of trainers.**
  4. **Training** (Any workshops, coaching or other professional development in early childhood)
  5. **Professional Memberships/Contributions** (Membership to early childhood organizations like NAEYC or contributions, such as presenting at an early childhood conference).

### **Aspire: Send Documentation to Aspire**

After you have submitted your application, you have **10 days** to send your documents to Aspire. You should receive an email with the list of documents you must send in, based on your application responses. (For instance, if you stated in your application that you have an Associate’s degree in early childhood education, you must send in a copy of your official transcript). You will also receive a link to the Documentation Checklist. NYWFC will review your documentation to verify that the information in your application is accurate.

Start by following the link to the Documentation Checklist and print it out. Then gather official copies of all documentation required on the list you received from Aspire. (Note: For college/university degrees, you are required to send your transcripts, not your diploma.)

Next, make copies of these official documents. Please note that only copies of official documents are necessary, and that Aspire cannot return your documents after they have been reviewed. Do not send original documents. Complete the document checklist.

Finally, place the Documentation Checklist on top of all of your documents, and send the Checklist and all of your documentation in ONE ENVELOPE to: **New York Works for Children, Aspire, 16 Court Street, 31st Floor, Brooklyn, NY 11241**

### **Review Process**

Once Aspire receives your documentation, it may take an average of 6 weeks to complete the review process. Aspire will verify your professional development certificates, membership and contribution documentation, high school diploma, and college or university degrees. Based on a review of any transcripts you send in, Aspire will also use any coursework in early childhood education or related fields to adjust your level on the Career Ladder (which is based on a combination of your education, credentials, and years of experience in the field).

At the end of the review process, you will receive your Professional Development Record and an Aspire Certificate with your Career Ladder level and Trainer Level at the mailing address provided in your application. If you do not receive these items, or believe there has been an error on your Professional Development Record or in calculating your career level, please contact Aspire at 718-254-7353.

### **Update and Renew**

After your application has been completely processed and you have received your Certificate, you will be able to use your Aspire ID and password to access your Professional Profile and Professional Development Record online at any time, in order to update any changes to your Personal, Education, Employment, Training/Professional Development, Professional Memberships or Contributions information. Simply follow the onscreen instructions to make the necessary changes to your Profile, print and complete a Document Coversheet, and send in any relevant documentation to NYWFC. You will now also be ready to complete the Credential Candidacy Application.

## PART 2: Complete ITCEC Candidacy Application



Once you have an active Aspire Professional Profile, complete the ITCEC Candidacy Application which can be found the NYSAEYC website: <http://www.nysaeyc.org> on the Credential Page.

You will need to complete the application in its entirety and submit a copy of your transcripts and your resume with the application assessment fee.

The eligibility requirements for the ITCEC are:

### **College Coursework**

Coursework in infant toddler development and professional practice: Twelve (12) credits from a nationally accredited college in early childhood coursework that covers the standards of the New York State Infant Toddler Care & Education Competencies. Three of these 12 credits must have been completed within the last five years.

### **Experience**

- One year caring for infants and/or toddlers in NYS licensed center, family child care home or formal program serving infants and/or toddlers

**OR**

- Two semesters of supervised field work course with infants and toddlers and six months work experience in the above

**OR**

- Floater or substitute with 480 hours of documented experience

Eligible candidates will have a one -year period to complete the ITCEC Portfolio.

### **NEED FOR THIS CREDENTIAL**

The latest edition of the New York State Day Care Regulations (Childcare Centers Subpart -418-1.13) calls for 1 year of specific training for infants/toddlers (in addition to other requirements for head of group) and/or experience in infant or toddler care which may be demonstrated by obtaining an Infant Toddler Child Care credential (see [http://ocfs.state.ny.us/main/beccs/daycare\\_reg.htm](http://ocfs.state.ny.us/main/beccs/daycare_reg.htm))

Recognition of those individuals who hold expertise in the care and education of New York's youngest.

This credential focuses only on infants and toddlers, not as an add-on to a preschool credential, recognizing the value and specialized knowledge, skills and attitudes necessary for working with this age group.

**NEW YORK STATE ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN  
 Infant Toddler Care & Education Credential  
 APPLICATION FOR CANDIDACY**

**General candidacy eligibility information and requirements.**

**The purpose of the application for candidacy is to assess prospect's current status toward credential requirements.**

Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Phone (home): \_\_\_\_\_ Fax: \_\_\_\_\_  
 Phone (work): \_\_\_\_\_  
 Email address: \_\_\_\_\_ Current Position: \_\_\_\_\_  
 Work name and address: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PLEASE ENCLOSE WITH APPLICATION:**

**RESUME**

**FEE (\$50 non-refundable application fee which is applied toward \$350 credential fee)**

**(STUDENT COPY OF TRANSCRIPTS OF COURSES COMPLETED THUS FAR MUST BE SENT TO NYSAEYC)**

COLLEGES ATTENDED	CREDITS EARNED	DATE	DEGREE AWARDED

**(OFFICIAL TRANSCRIPTS MUST BE REQUESTED & SENT DIRECTLY TO NYSAEYC WHEN ALL COURSEWORK IS COMPLETED FOR THE CREDENTIAL)**

*List below your experiences that may apply towards your candidacy.*

Please use each section to describe ONE experience. Use additional sections if your one-year experience was performed in several facilities.

1) PROGRAM NAME AND ADDRESS	CONTACT PERSON	DATES OF EXPERIENCE AND # OF HOURS PER WEEK

Please describe your experience, including the age of the children, usual number in group, your title, responsibilities, and an estimate of the total hours you were in contact with children during this time period.

ATTESTATION: Work described here is presented accurately:

Supervisor Signature \_\_\_\_\_

Print Name: \_\_\_\_\_

Address: \_\_\_\_\_

Date: \_\_\_\_\_

2) PROGRAM NAME AND ADDRESS	CONTACT PERSON	DATES OF EXPERIENCE AND # OF HOURS PER WEEK

Please describe your experience, including the age of the children, usual number in group, your title, responsibilities, and an estimate of the total hours you were in contact with children during this time period.

ATTESTATION: Work described here is presented accurately:

Supervisor Signature \_\_\_\_\_

Print Name: \_\_\_\_\_

Address: \_\_\_\_\_

Date: \_\_\_\_\_

3) PROGRAM NAME AND ADDRESS	CONTACT PERSON	DATES OF EXPERIENCE AND # OF HOURS PER WEEK

Please describe your experience, including the age of the children, usual number in group, your title, responsibilities, and an estimate of the total hours you were in contact with children during this time period.

ATTESTATION: Work described here is presented accurately:

Supervisor Signature \_\_\_\_\_

Print Name: \_\_\_\_\_

Address: \_\_\_\_\_

Date: \_\_\_\_\_

**List each course you have taken with the competency it corresponds to. Coursework need not be configured exactly to the competency below, as the topics may be addressed in a variety of courses, but it must specifically present the knowledge and skills that prepare one to work with infants and toddlers.**

Write in the college and course number, attaching a syllabus, on which you have indicated course topics that refer to each of the competencies below. When submitting the portfolio, you must also request the college to submit official transcripts of these courses to NYSAEYC. (At least 3 credits must be within the last five years).

<b>I/T CREDENTIAL COMPETENCY</b>	<b>COLLEGE, COURSE #, AND # CREDITS</b>	<b>NAME OF COURSE</b>	<b>DATE TAKEN</b>
<b>Topic I. INFANT AND TODDLER DEVELOPMENT: Competency I.A: Theories and Current Research</b>			
<b>Competency I.B: Social, Emotional, Creative Development</b>			
<b>Competency I.C: Physical, Cognitive, Language, and Literacy Development</b>			
<b>Topic II. FAMILY AND CULTURE Competency II.A: Family Relationships</b>			
<b>Competency II.B: Attachment and Separation</b>			
<b>Topic III. ENVIRONMENT AND CURRICULUM: Competency III.A: Health and Safety</b>			
<b>Competency III.B: Environment</b>			
<b>Competency III.C: Curriculum</b>			
<b>Topic IV: ASSESSMENT AND EVALUATION: Competency IV.A: Record Keeping and Recording</b>			
<b>Competency IV.B: Program Management</b>			
<b>Competency IV.C: Professionalism</b>			

All of the information enclosed with this application is true to the best of my knowledge. I understand that this application will obligate NYSAEYC to maintain my file, assess my coursework and respond regarding to what is needed to complete the credentialing process. This application will be active for three years from the date of acceptance.

**Signature:** \_\_\_\_\_

**Printed name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**MAIL APPLICATION, RESUME AND \$50 APPLICATION FEE TO:**

**NEW YORK STATE ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NYSAEYC)  
230 Washington Avenue Extension  
ALBANY, NEW YORK 12203**

**Call NYSAEYC at 518-867-3517 with questions or [credentials@nysaeyc.org](mailto:credentials@nysaeyc.org)**

## PART 3: Complete ITCEC Portfolio

### PURPOSE

The Portfolio presents evidence of your professional development and demonstrates your competency to receive the Infant Toddler Care & Education Credential. The review process is completely based on this compilation of documents. It is impossible for this review to evaluate every competency area. This we assume has already been measured by your coursework and will be witnessed by a professional observer. This portfolio review is intended for you to present a representative sample of your competency in each of the four major topics so that reviewers can assess your portrayal of meeting the infant/toddler competencies.

### PORTFOLIO STRUCTURE

Please submit 2 copies of your portfolio to NYSAEYC in three-ring binders.

- INTRODUCTION
  - Write an ESSAY (2-4 pages) that explains your experience in infant toddler care including how the process of learning through your coursework has affected change in your everyday practice.
- DOCUMENTATION OF EXPERIENCE
  - One year caring for infants and/or toddlers in NYS licensed center, family child care home or formal program serving infants and/or toddlers  
OR
  - Two semesters of supervised field work course with infants and toddlers and six months work experience in the above  
OR
  - Floater or substitute with 480 hours of documented experience

The Candidate will submit their application listing the above experience along with documentation from the program verifying that experience, signed by a supervisor or administrator.

- PROFESSIONAL RECOMMENDATION
  - PROFESSIONAL OBSERVATION – Written report will be based on a one-hour observation by an early childhood professional describing your competence in the four competency areas. Forms included in this material.
  - Two letters from families whose child has been in the candidate's care for at least 6 months, attesting to your competence in working with children and families.
- DEMONSTRATION OF COMPETENCY IN EACH OF THE FOUR TOPIC AREAS
  - All of the knowledge bases, skills and attitudes are important for a competent infant/toddler caregiver. However, you will select one type of documentation) in each of the four areas (I, II, III, and IV) to demonstrate your competence.
  - Read the competency statements of each topic (A, B, and C)
  - (Thus, you will submit four demonstrations of competency, including in your essay the relevant competency statements demonstrated by your portfolio entry.).

- **FOUR TYPES OF DOCUMENTATION**

- Photo Journal – Recognizing that visual images can be the manifestations of knowledge, skills and attitudes, this Portfolio choice may include 5-10 labeled photos that demonstrate the Candidate’s competence in the Topic. This is accompanied by the Candidate’s description (audio taped or written) of what is depicted and, most importantly, HOW what the Candidate did, said, or did not do that demonstrates knowledge, skills and attitudes of a competent early childhood educator. See the Evaluation Rubric for specific expectations of the Video Portfolio entry in each topic area.
- Video – Recognizing that the environment, movements, body language, and verbal language demonstrate the quality of the care and education of infants and toddlers, this Portfolio entry gives the Candidate the opportunity to “show” competence. This is one choice for each of the four Portfolio entries. It should be 20-30 minutes in length, edited to show as many ways as possible that the Candidate is competent in this particular topic area. The Candidate should ask a colleague to video throughout the day. The Candidate will then select those segments that most aptly demonstrate the competencies in that Area. This is accompanied by the Candidate’s description (audio taped or written) of what is depicted and, most importantly, HOW what the Candidate did, said, or did not do that demonstrates knowledge, skills and attitudes of a competent early childhood educator. See the Evaluation Rubric for specific expectations of the Video Portfolio entry in each topic area.

Note: The audiotape is given as a choice for those who are more comfortable explaining orally what is taking place. This also may be in the Candidate’s first language.

- Essay – This Portfolio choice is a written essay in which the Candidate discusses the Topic Area, clearly demonstrating knowledge, skills and attitudes through explanations of selected competency statements. See the Evaluation Rubric for specific expectations of the Video Portfolio entry in each topic area.
- Ethical dilemma – This Portfolio choice is a written essay regarding a controversial issue in policy or practice in which the Candidate has personal experience. It describes the situation, the opposing sides of the issue, explores possible solutions, and selects a position based on knowledge. For this Portfolio entry, we refer the Candidate to NAEYC’S Code of Ethical Conduct. See the Evaluation Rubric for specific expectations of the Video Portfolio entry in each topic area.

**PLEASE NOTE:**

The following is required:

- Use at least two different types of assessment within the 4 submissions required (For example: all 4 submissions cannot be a photo journal)
- All 4 submissions cannot be just with infants or just with toddlers (for example if you usually work with infants, include one entry about your competency with toddlers)

- PROFESSIONAL DEVELOPMENT PLAN (A more detailed plan for professional development may be found on the Council on Families and Children’s website at [www.earlychildhood.org](http://www.earlychildhood.org)). Each candidate is required to complete a professional development plan that includes the following information:
  1. Career goal
  2. Educational Plan: the position has been researched and the qualification for this position is \_\_\_\_\_.
  3. Action Steps planned (for example:):
    - To obtain a two-year early childhood degree (knowledge)
    - To strengthen my skills in communicating with parents (skill)
    - To become more consistent in my work with children (attitude)
  4. For each of your action steps
    - a) Describe how you will accomplish the step
    - b) When you will do it
    - c) When you expect to complete it.

### **REVIEW PROCESS**

1. Candidate sends two copies of portfolio and \$300 credential fee to NYSAEYC.
2. Portfolio received at state office and checked for completeness.
3. Candidate will receive notification that his or her portfolio is complete.
4. Portfolio will be assigned to two trained external reviewers (criteria for reviewers are individuals who have more experience and education than the candidate and are recognized in the field for their expertise in Early Childhood Education.)
5. Portfolio evaluated and recommendation made.
6. NYSAEYC Credential Panel appointed by the president will consider the recommendations and make the decision as to award, defer or decline the credential.

### **DETERMINATIONS**

Candidates will be notified of the determination within 45-days of being notified their portfolios are complete and being sent for review.

**Award** – Candidate will be sent award letter and award certificate. Candidate can make arrangement with NYSAEYC to have portfolios returned once the credential has been awarded.

**Defer** – Candidate’s portfolios will be returned along with a summary of the reviewer scoring tools. Candidate will have 60-days to make revisions to the portfolios and resubmit to NYSAEYC with \$150 resubmission review fee. Portfolios will then go through the review process.

**Decline** – The credential is declined when the portfolio has been deferred for a second time. Candidate will be notified of the decline decision through a denial letter. Candidate can make arrangement with NYSAEYC to have portfolios returned once the credential has been declined. Once declined the candidate cannot reapply for the credential for a period of two-years.

# INFANT TODDLER CARE AND EDUCATION CREDENTIAL COMPETENCIES

These competencies were developed with the assistance of many child development and infant/toddler specialists across the state. They were developed to focus on the knowledge, skills and attitudes necessary for the care and education of New York's youngest children in the care outside the home. New York State Association for the Education of Young Children uses these competencies as the basis for recognizing individuals who meet these standards by issuing the Infant Toddler Care & Education Credential. Programs may use these competencies as the basis for recruitment, education, and assessment of infant/toddler caregivers/teachers.

The competencies are not arranged in order of importance. It needs to be understood that all of the topics and competencies are inter-related and that the enhancement or neglect of any one of them may have a profound effect on the others.

## COMPETENCIES OVERVIEW

### Topic I. INFANT AND TODDLER DEVELOPMENT

Competency A: Theories and Current Research

Competency B: Social, Emotional, And Creative Development

Competency C: Physical, Cognitive, Language and Literacy Development

### Topic II. FAMILY AND CULTURE

Competency A: Family Relationships

Competency B: Attachment and Separation

Competency C: Early Intervention

### Topic III. ENVIRONMENT AND CURRICULUM

Competency A: Health & Safety

Competency B: Environment

Competency C: Curriculum

### Topic IV: ASSESSMENT AND EVALUATION

Competency A: Record Keeping and Recording

Competency B: Program Management

Competency C: Professionalism

## TOPIC I: INFANT AND TODDLER DEVELOPMENT

### Competency Area A: Developmental Theories and Current Research

- Identify typical developmental stages of children birth to 3 and describe how development and learning varies in each stage.
- Describe current research indicating the importance of the caregivers' role in the development of the brain in the first years of life.
- Describe influences of pre- and post—natal development in infants.
- Use knowledge of the sequence of stages of various domains of development, and the work of other developmental theorists.
- Describe variations in temperament and the impact this may have on their relationship with people and environments.
- Use knowledge of the interplay between genetics (nature) and environment (nurture) in a child's development.

### Competency Area B: Social – Emotional-Creative

- Support child's emotional well-being and establish a secure trusting relationship.
- Encourage positive social interaction among children and promote positive strategies of conflict resolution.
- Demonstrate the importance of respecting infants and toddlers in their individual identities
- Encourage the development of self-esteem in infants and toddlers.
- Understand and respond appropriately to differences in children's temperaments.
- Understand and respond to behaviors that are typical for age and stage of development.
- Apply knowledge of differences between discipline and punishment. Use positive guidance methods.
- Respond appropriately and consistently to child's needs as expressed through verbal and nonverbal cues.
- Create opportunities for the child to learn about self-identity, self-care.
- Support child's problem solving strategies.
- Support and respect attempts to gain autonomy and control.
- Demonstrate understanding of how a variety of experiences foster creativity.
- Assist children with their attempts at peer social play.

### Competency Area C: Physical-Cognitive-Language/Literacy

- Demonstrate knowledge of physical maturation, cognitive and language development, and socio-emotional development from pre-birth to approximately 3 years of age.
- Support children's efforts at developing fine and gross motor control.
- Use teachable moments as opportunities for learning.
- Provide many opportunities for infants and toddlers to learn through exploration and repetition.
- Support infant and toddlers' emergent literacy through the use of language.
- Support infant and toddler's emergent language through adult child verbal and non-verbal interactions.
- Support infant and toddler's emergent literacy through a human and physical environment of literacy activities, e.g., reading and books, puppets and finger plays, songs and rhythm instruments, etc.
- Provide opportunities for toddlers to observe and experience cause and effect.

## TOPIC II: FAMILY AND CULTURE

### Competency A: Family Relationships

- Demonstrate an ability to develop and maintain a relationship with families, communicating daily to build mutual understanding and trust.
- Work with families to ensure consistent, high-quality care for infants and toddlers.
- Listen and communicate effectively to facilitate the building of relationships.
- Effectively and confidentially communicate best practices and sensitive information with families.
- Design activities that will encourage, support and allow family participation in the program.
- Demonstrate respect for culture, beliefs, and temperaments of children, families, and caregivers and their effect on infant and toddler development.
- Maintain complete confidentiality of all matters involving the welfare of children and families.
- Recognize and demonstrate an understanding of individual family's values and practices.

### Competency Area B: Attachment and Separation

- Describe theories and stages of attachment and separation, and the concept and development of trust.
- Explain the process of attachment
- Use knowledge of why a trusting relationship between caregiver and the infant-toddler is essential for optimal development.
- Describe how to implement this principle in a day-to-day practice with infants and toddlers.
- Identify the stages and behaviors of separation
- Design and plan strategies to help children and parents cope with separation.
- Explain the lifelong impact of attachment in a child's development.
- Demonstrate how caregivers support infant and toddlers' attachment.
- Maintain continuity of care to ensure that every infant and toddler is able to form a relationship with a caregiver.
- Design and implement a plan for helping parents maintain attachment to their children

### Competency Area C: Early Intervention

- Evaluate the children's growth and development using accepted principles and practices.
- Understand the typical range of various domains of development in order to identify when a referral is required.
- Identify relationships with community resources available for screening, assessment, and referral of children to services.
- Address the individual needs of all children and families within your group.
- Collaborate with programs providing early intervention
- Contribute and participate in a multi-disciplinary team and develop strategies for working together to benefit each child.
- Recognize indicators that may mean that a child should be referred for an assessment/evaluation of the need for early intervention services.
- Use knowledge of the family and their culture to support decisions regarding intervention

## TOPIC III: ENVIRONMENT AND CURRICULUM

### Competency Area A: Health and Safety

- Identify and demonstrate standards and protocols for infection control and universal precautions.
- Describe and identify the signs and symptoms of common diseases and illnesses.
- Know the indicators of child maltreatment and describe the legal requirements and procedures for reporting child abuse or maltreatment.
- Maintain supervision of all children in their care
- Analyze environments regularly to support the development, implementation and maintenance of health and safety policies and procedures.
- Use observation as a means of ensuring health, safety, and protection of children. Demonstrate knowledge and understanding of SIDS, Shaken Baby Syndrome, and CPR and First Aid.
- Know and adhere to licensing and regulatory requirements.

### Competency Area B: Environment

- Design the space into interest or activity areas, including areas for small-group play or being alone.
- Demonstrate the way in which environment is a powerful determiner of how children and adults will function and learn.
- Demonstrate an understanding of a child's abilities and limitations in the environment and demonstrate how to plan for an environment that balances safety and risk taking.
- Design safe, developmentally appropriate environment, which address various domains.
- Utilize cozy spots to provide soft, comfortable, private play spaces for one to two infants or toddlers at a time.
- Use the physical space to create a homelike atmosphere vs. a school setting.
- Identify the interests of each child as an individual and rotate and add new materials accordingly.
- Describe environment that nourishes the child's aesthetic sensibilities.
- Create an environment in compliance with all-applicable codes, rules, and regulations.
- Implement a program with adequate age-appropriate and culturally appropriate materials to minimize the need for sharing and anticipate typical behaviors when choosing materials.
- Assess the environment regularly with research-based instruments.

### Competency Area C: Curriculum

- Plan, implement, and evaluate developmentally appropriate curriculum through play and the design of appropriate learning environments to meet the needs of infants and/or toddlers.
- Implement a program that promotes all aspects of development: large and small motor, cognitive, perceptual, social, emotional, language, creative and expressive.
- Implement learning activities for infants and toddlers based on observations of individual needs and interests.
- Identify materials appropriate for infants and toddlers' developmental skills or abilities.
- Establish schedules and routines based on children's individual needs.
- Provide opportunities for repetition of mastered skills through consistent manipulation and exploration of safe materials.
- Develop a written activity plan that provides infants and toddlers choices as they pursue their own interests with the aim of channeling their efforts toward using emerging skills.
- Plan a variety of creative and sensory activities to support the daily routine.
- Plan sensory experiences to stimulate young children's imagination and creative expression.
- Recognize and support the family's role as their child's first teacher
- Form secure relationships with each child as the basis of infant/toddler curriculum

## TOPIC IV: ASSESSMENT AND EVALUATION

### Competency Area A: Record Keeping and Communication

- Implement a system for gathering information on new children and for sharing information among all concerned adults.
- Develop skills in observing and documenting children's development and behavior
- Use theoretical knowledge of development in discussions of observations of children and in interactions with the children
- Demonstrate the differences between objective, subjective and evaluative observations.
- Demonstrate a variety of methods for routine recording of enrollment/attendance/symptom information as well as development and behavior
- Collect information on all domains of each child's development  
(Physical, cognitive, language, social, emotional and creative)
- Develop procedures for recording information about children to protect their anonymity
- Use recorded observations for planning the curriculum.
- Compare observations and recorded documentation of each child to typical developmental milestones
- Implement a system for open communication between families and caregivers, including daily logs as well as periodic conferences.
- Maintain confidentiality of all information regarding children and families

### Competency Area B: Program Management

- Describe the role of daily routines in providing optimal care for infants and toddlers
- Promote mealtimes as opportunities for infants and toddlers to develop self-help skills, communication, fine motor and social skills, as well as to develop good nutrition and health habits.
- Establish an environment in which infants and toddlers are able to sleep without disturbance, which is critical to optimal brain development.
- Ensure diapering is a pleasant experience for infants and toddlers while maintaining hygienic procedures.
- Prepare children for and actively involve them in transitions.
- Identify center's administrative policies and procedures, such as safety requirements, fire prevention and evacuation procedures.
- Identify a chain of command for program operation and critical decision-making.
- Plan for ensuring that other caregivers who interact with the children have adequate information on the needs of individual infants and toddlers.
- Support the child through the child's transition between caregivers.

### Competency Area C: Professionalism

- Assess themselves as professionals with an understanding of self, confidentiality, goal setting and decision-making.
- Work as a team member with co-workers, families, and the community.
- Accept responsibility for and commit to a standard of performance that sets an example and demonstrates respect of others.
- Create quality experiences for children, parents, and other teachers.
- Comply with current regulations.
- Evaluate the program constantly to help plan for the future.

- Plan developmentally and culturally appropriate activities with other caregivers.
- Identify areas where performance could be improved.
- Participate in professional organizations and/or professional activities.
- Apply profession’s standards and ethics to assess own competence, e.g., NAEYC Code of Ethics and NYS Core Body of Knowledge.
- Establish professional short and long-range educational goals.
- Continue learning and applying good practice.
- Maintain a professional development file.
- Advocate for yourself, children and families, and the profession.

## Terms and General Information

**PROSPECT:** Individual inquiring about credential process. A person who is presently or desires to work with infants and toddlers in child care centers and family childcare homes. Prospect may come from a variety of backgrounds as a staff member, provider, substitute, floater, or administrator of programs. The prospect may have not yet accumulated any college credits or experience or may already have the required college credits (3 credits obtained in the last 5 years) and extensive experience.

**CANDIDATE:** Individual who intends to submit ITCEC Portfolio for review in the next quarter submits application, coursework transcripts and experience documentation (within 3 months of completion) and \$50 deposit on the Portfolio Review Fee (non refundable).

**PORTFOLIO:** Documentation of the Candidate’s competency submitted for review (see Portfolio Guidelines in this booklet) by the quarter deadlines of March 31, June 30, Sept 30 or Dec 31 accompanied by the remainder of the review fee of \$300 and finalized transcripts and experience documentation.

**COLLEGE COURSEWORK:** Twelve credits of college coursework (successfully completed with at least 3 credits completed in the last five years at an accredited higher education institution) that matches the Credential Topics and Competency Areas. The Candidate will submit a document that will match coursework topics to the competencies and also submit formal transcripts from the college.

**COMPETENCIES:** Four topics areas and twelve competencies that Candidate must achieve to be eligible to be reviewed for the credential.

**CORE BODY OF KNOWLEDGE:** Revised in 2011, the NYS Core Body of Knowledge outlines best practices for professionals working with young children, birth through age 8.

[http://www.nyworksforchildren.org/Portals/0/NYWFC\\_Core-Body-of\\_Knowledge.pdf](http://www.nyworksforchildren.org/Portals/0/NYWFC_Core-Body-of_Knowledge.pdf)

**EXPERIENCE:** One year experience in infant or toddler care and education is required.

One year of experience caring and educating infants and/or toddlers. This can be obtained in the following manner:

One year caring for infants and/or toddlers in NYS licensed center, family child care home or formal program serving infants and/or toddlers

**OR**

Two semesters of supervised field work course with infants and toddlers and six months work experience in the above

**OR**

Floater or substitute with 480 hours of documented experience

The Candidate will submit a document listing the above experience along with documentation from the program verifying that experience.

**DOCUMENTATION:** This is a “formal” attestation to what the candidate is claiming. Documentation in the form of a signature on the application, of the candidate’s supervisor, is needed for all experience stated. In addition, documentation is needed when college coursework is completed in the form of “official” transcripts sent directly from the college to NYSAEYC. Finally, documentation is submitted when an observation of the candidate is done on the forms provided in this material.

**PORTFOLIO REVIEW:** Qualified reviewers will examine the Portfolio and evaluate its contents as documentation of the Candidate’s competence in each of the 4 Topic areas. This review will take place in the quarter following submission and the decisions communicated to the Candidate by the end of that quarter. If the decision is to award the Credential, the Candidate will receive notification in the form of a letter of congratulations as well as a certificate suitable for framing. If the Portfolio is lacking convincing documentation, the reviewers will make specific recommendations and the Candidate will have 2 quarters in which to resubmit the revised Portfolio. If the revised Portfolio is still lacking in convincing documentation, the credential will be denied. The Candidate must wait one year before resubmission and then becomes a Prospect, repeating the Phases I, II, and III, including the Credential fee.

**OBSERVATION:** An hour-long review of a professional in early childhood who has experience in infant and toddler care. The forms for this review are included in this material.

**EDUCATIONAL INCENTIVE PROGRAM:** Financial assistance (based on need) may be available for requirements of this \$350 credential fee. The NYS Child Care Educational Incentive Program has scholarships for child care providers and their direct supervisors. Call 1-800-295-9616 for information. When completing application for EIP funds, be sure to designate credential as “The Infant Toddler Care & Education Credential of New York State” not NYSAEYC.

**PORTFOLIO EVALUATION:** The Evaluation Rubrics will be used by the Reviewers and will be sent to the Candidate at a later date. This rubric’s purpose is both to inform the Candidate of the process but also to guide the Candidate in preparing a portfolio that will adequately demonstrate competence. The choices are provided to meet various learning styles. The choices can also guide mentors and instructors in assisting Candidates in the portfolio preparation process.

## Need Help?

### **For help with Aspire**

New York Works For Children

Phone: 718-254-7353

Email: [info@nyworksforchildren.org](mailto:info@nyworksforchildren.org)

### **For help with the Infant Toddler Care and Education Credential Application or Portfolio Process**

New York State Association for the Education of Young Children

Phone: 518-867-3517

Email: [credentials@nysaeyc.org](mailto:credentials@nysaeyc.org)