**Section 50.750 Professional Knowledge**

Professional knowledge identifies what all adults who work with children, youth and families need to know, understand and be able to demonstrate to support children's and youth's development, school readiness, school success, families' development, self-sufficiency and well-being. This knowledge is divided into content areas.

a) Content Areas

1) The content areas represent traditional subject areas and identify the range of observable skills that adults need to facilitate learning and development. The content areas for each credential remain the same for all levels of training, education and role responsibilities. The content areas for Gateways to Opportunity Credentials include, but are not limited to:

A) Human growth and development;

B) Health, safety and nutrition;

C) Observation and assessment;

D) Curriculum or program development;

E) Interactions and environments;

F) Family and community relationships; and

G) Personal and professional development.

2) Additional information about the Gateways to Opportunity Credential Content Areas can be found at: http://www.ilgateways.com/en/higher-education-institution-faculty-and-programs, or by contacting: Gateways to Opportunity, 1226 Towanda Plaza, Bloomington, Illinois 61701.

b) Competency Levels

The benchmarks for each content area in all Gateways to Opportunity Credentials are set at levels that increase in complexity according to the specific educational and professional achievement. Professionals are awarded credentials at the level that matches their educational and professional attainment.

c) Alignment with other Professional Standards

1) The knowledge, skills and disposition indicators for adults working with children and youth align with other sets of recognized professional standards for early childhood and school-age care programs, such as, but not limited to:

A) The Illinois Professional Teaching Standards (IPTS) (see 105 ILCS 5/21-0.01) and 23 Ill. Adm. Code 24 (http://www.isbe.net/profprep.PDFs/ipts.pdf);

B) The Illinois Early Childhood Education Content-Area Standards (http://www.isbe.net/earlychi/pdf/early\_learning\_standards.pdf);

C) The Professional Standards for Teacher Preparation by the National Association for the Education of Young Children (http://www.naeyc.org/faculty/pdf/2002.pdf and http://www.naeyc.org/faculty/pdf/2003.pdf); and

D) The Council on Accreditation's Afterschool Standards (http://www.coaafterschool.org/standards.php).

2) The knowledge, skills and dispositions for adults working with families align with other sets of recognized professional family support services standards, such as, but not limited to:

A) ACF Office of Head Start Competency Goals and Indicators (http://eclkc.ohs.acf.hhs.gov/hslc/Family\_and\_Community\_ Partnerships);

B) Family and Community Development Credential (http://www.iacaanet.org/pdi.php); and

C) Cornell University Family Development Credential (http://www.human.cornell.edu/HD/FDC).

(Source: Added at 36 Ill. Reg. 16085, effective October 29, 2012)