# Credential AREA: Infant-Toddler Credential (Level 2)
## TOPIC: HGD & PPD Assessment Example
## Infant/ Toddler Philosophy Assessment

## I. Assessment Competency & Standards Alignment

| Gateways Competencies Assessed | Competency Alignment by citation Zero to Three (2016) |
|---|---|
| **ITC HGD3**: Describes individual differences in infants' and toddlers' interactions with and responses to the physical and social world | ------- |
| **ITC PPD1**: Identifies own strengths, opportunities for growth, and values regarding working with infants and toddlers and their families | ------- |

## II. Assessment Task Description/ Directions

The purpose of this assessment is to 1) identify your personal strengths and opportunities for growth for working with infants and toddlers and their families; 2) to analyze your own beliefs about families, parent-child relationships and parent-child interaction; 3) and to support you in developing a personal philosophy of infant/ toddler services and practice that reflects knowledge of infant-toddler development and evidence-based practice with infants, toddlers, and families.

This assessment is designed to support the development of a personal philosophy related to infant-toddler care and development. To do this, you are expected to respond to the provided prompt and integrate course content and research to support your perspectives and points of view. Consider what you have learned about differences in infant and toddler development between birth through age 3, as well as what you have learned about the importance of creating responsive, nurturing environments. Reflect on what you are learning about the importance of nurturing environments and relationships, attachment, and identity development. With this in mind:

Technology Option:
- Video/audio record options
- Presentation options

- As a developing practitioner, what do you see as your current strengths and your opportunities for growth in terms of:
  - creating a nurturing environment?
  - recognizing a match between individual children's temperaments and the physical and social environment? Or, considering a good fit regarding the temperaments of individual children, recognizing how individual children and the environment complement the child's temperament?

- Articulate your present beliefs regarding the importance of social and physical environments in supporting healthy infant/ toddler development and learning

- Describe how you see yourself supporting and developing:
    - relationships between you and the child?
    - those within children's peer/ social relationships?
    - and those between the parent and child?

In your response, be sure to include specific examples and research to demonstrate knowledge of development, relationships, environments, temperaments, unique needs, and the importance of being responsive.

Suggested Philosophy Statement length:  2-3 double-spaced pages

## III. Assessment Rubric

| ITC Level 2 Infant/Toddler Philosophy Assessment Custom Rubric | | | | | |
|---|---|---|---|---|---|
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unsatisfactory** | **Unable to Assess** |
| **HGD3**: Describes individual differences in infants' and toddlers' interactions with and responses to the physical and social world  **Zero to Three**: N/A | Describes individual differences in infants' and toddlers' interactions with the physical and social world.  Description includes connections to research. | Describes individual differences in infants' and toddlers' interactions with the physical and social world. | Describes individual differences in infants' and toddlers' interactions with the physical or social world. | Does not accurately describe individual differences in infants' and toddlers' interactions with the physical and social world. | |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unsatisfactory** | **Unable to Assess** |

| PPD1: Identifies own strengths, opportunities for growth, and values regarding working with infants and toddlers and their families<br><br>**Zero to Three**: N/A | Identifies personal strengths and opportunities for growth for working with infants and toddlers and their families<br><br>Analyzes one's own beliefs about families, parent-child relationships, and parent-child interaction<br><br>Articulates a personal philosophy of infant/toddler services and practice as it relates to knowledge of infant/toddler development and of evidence-based practice with infants, toddlers, and families<br><br>Uses reflective knowledge as a tool to support personal development and learning | Identifies personal strengths and opportunities for growth for working with infants and toddlers and their families<br><br>Analyzes one's own beliefs about families, parent-child relationships, and parent-child interaction<br><br>Articulates a personal philosophy of infant/toddler services and practice as it relates to knowledge of infant/toddler development and of evidence-based practice with infants, toddlers, and families | Identifies personal strengths and opportunities for growth for working with infants and toddlers or their families<br><br>Analyzes one's own beliefs about families, parent-child relationships, or parent-child interaction<br><br>Articulates a personal philosophy of infant/toddler services and practice | Identifies personal strengths or opportunities for growth<br><br>Partially analyzes one's own beliefs about families, parent-child relationships, or parent-child interaction<br><br>Articulates a personal philosophy of infant/toddler services and practice that does not reflect developmentally appropriate practice | |
|---|---|---|---|---|---|

Yellow = Level 2

## IV. Data Collection & Analysis Tool

| Competency & Standards Alignment | | Cumulative Assessment Data | | | | |
|---|---|---|---|---|---|---|
| Competency | Zero to Three (2016) | Distinguished | Proficient | Needs Improvement | Unsatisfactory | Unable to Assess |
| **ITC HGD3**: Describes individual differences in infants' and toddlers' interactions with and responses to the physical and social world | ------- | | | | | |
| **ITC PPD1**: Identifies own strengths, opportunities for growth, and values regarding working with infants and toddlers and their families | ------- | | | | | |

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# Interactions & Observation Checklist

**Date:**

**Observation Site:**

**Notes:**

| Caregiving Interactions Observed | Description | Comments/Analysis |
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| | | |
| | | |
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**Checklist**

| Routines | Observed | Notes |
|---|---|---|
| Routines include attention to child's unique temperament needs | • Yes<br>• No | |
| Routines respond to child's social and emotional development | • Yes<br>• No | |
| Routines are culturally responsive and individualized based on family preferences (e.g., does the family value dependence or independence?) | • Yes<br>• No | |
| Routines are adapted to each child's individual needs | • Yes<br>• No | |