

Credential AREA: Infant-Toddler Credential (Level 2)

TOPIC: HSW, IRE & PPD Combo Assessment Example

Infant/ Toddler Resource File

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed	Competency Alignment by citation
	Zero to Three (2016)
ITC HSW2: Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers during caregiving routines	SE-3b, SE-4b, C-3b, C-3c, C-3d, L&L-1a, L&L-1b, L&L-1c, L&L-1d, L&L-1e, L&L-1f, L&L-1g, L&L-2a, L&L-2b, L&L-2e, L&L-2f, L&L-2g, L&L-2h, L&L-2i, L&L-2j
ITC IRE3: Engages in interactions, embedded in daily routines and activities, supportive of developing and maintaining nurturing relationships with infants and toddlers	SE-1a, SE-1b, SE-1c, SE-1d, SE-1e, SE-1f, SE-1g, SE-1h, SE-1i, SE-2a, SE-3d, SE-3g, SE-5d, SE-5e, SE-5i, SE-6g, C-3f, L&L-2d
ITC PPD2: Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families	-----

II. Assessment Task Description/ Directions

The purpose of this assessment is to create an infant/ toddler resource file in which you display your competence in identifying and using appropriate publications for practitioners who work with infants and toddlers, as well as your ability to name and use credible, state, local, and other resources to obtain training specifics to infants, toddlers, and their families. This Resource File Assessment is tied to specific competencies needed to succeed as an Infant/ Toddler Practitioner.

Part One:

Consider what you have learned about the developmental trajectory of children between the ages of birth and age 3. Carefully reflect on essential knowledge you have gained regarding how important it is for infant/ toddler professionals to understand developmental milestones and patterns of play and have realistic expectations for young children's knowledge, capabilities, and behaviors. Also consider the importance of early environments and experiences in supporting healthy development and learning. With this in mind:

- Identify 3 publications (e.g. journals or web-based resources that include research and practical applications) that would support infant/ toddler professionals in developing knowledge and skills related to supporting the development and learning of infants and toddlers. For each resource identified include:
 - The name of the resource
 - Where the resource can be found



- A short (e.g. 3-5 sentences) overview of why this resource is beneficial in terms of supporting infant/ toddler professional knowledge and skills. Explain how you would incorporate these ideas into practice.

Part Two:

Consider what you are learning about the importance of families, parent-child relationships, and parent-child interactions in influencing healthy growth and development for young children, ages birth to 3. Specifically, reflect on attachment theory and identity development. With this in mind:

- Identify 3 publications (e.g. journals or web-based resources that include research and practical applications) that would support infant/ toddler professionals in working with families and supporting healthy parent-child relationships and parent-child interactions. For each resource identified include:
 - The name of the resource
 - Where the resource can be found
 - A short (e.g. 3-5 sentences) overview of why this resource is beneficial in terms of supporting infant/ toddler professional knowledge and skills in working with families and promoting positive parent-child relationships and parent-child interactions

Technology Option:
← Embedded

Part Three:

Demonstrate the application of these ideas. This may be assessed by class demonstration, simulation, video of work/clinical experience, or other methods. Using everyday situations with children and families, demonstrate the following:

1. Your ability to demonstrate developmentally-, individually-, and culturally-responsive interactions with infants/ toddlers during caregiving routines
2. Example of positive, responsive, respectful relationships with families
3. Examples of interactions, embedded in daily routines and activities, supportive of developing and maintaining nurturing relationships with infants and toddlers. Use the information from the various resources in your Resource File.

III. Assessment Rubric

ITC Level 2 Infant/ Toddler Resource File Custom Rubric					
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
HSW2: Engages in developmentally, individually, and culturally	Demonstrates developmentally, individually, and culturally responsive interactions with	Demonstrates individually and developmentally responsive interactions with infants/toddlers during	Demonstrates individually and developmentally responsive interactions with infants/toddlers during	Demonstrates interactions with infants and toddlers that are not reflective of individual, cultural, and	

<p>responsive interactions with infants/toddlers during caregiving routines</p> <p>Zero to Three: SE-3b, SE-4b, C-3b, C-3c, C-3d, L&L-1a, L&L-1b, L&L-1c, L&L-1d, L&L-1e, L&L-1f, L&L-1g, L&L-2a, L&L-2b, L&L-2e, L&L-2f, L&L-2g, L&L-2h, L&L-2i, L&L-2j</p>	<p>infants/toddlers during caregiving routines</p> <p>Identifies how to extend these skills to colleagues in early childhood settings</p>	<p>care-giving routines such as feeding and diapering</p> <p>Demonstrates practices that sensitively respond to an individual infant's or toddler's eating and sleeping rhythms and to preferences related to environments, cultural practices, family preferences, and adult-child interactions</p>	<p>care-giving routines such as feeding and diapering</p>	<p>developmental responsiveness</p>	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<p>IRE3: Engages in interactions, embedded in daily routines and activities, supportive of developing and maintaining nurturing relationships with infants and toddlers</p> <p>Zero to Three: SE-5a, C-4a</p>	<p>Forms responsive, affectionate relationships with infants and toddlers</p> <p>Responds to children's emotional expression in sensitive and age-appropriate ways</p> <p>Demonstrates interaction and support techniques appropriate to infants and toddlers (e.g., responding, turn-taking, attunement, elaborating, redirecting, providing positive guidance)</p> <p>Identifies strategies or directly supports families and colleagues in developing and maintaining nurturing relationships with infants and toddlers</p>	<p>Forms responsive, affectionate relationships with infants and toddlers</p> <p>Responds to children's emotional expression in sensitive and age-appropriate ways</p> <p>Demonstrates interaction and support techniques appropriate to infants and toddlers (e.g., responding, turn-taking, attunement, elaborating, redirecting, providing positive guidance)</p>	<p>Forms relationships with infants and toddlers</p> <p>Responds to children's emotional expression</p>	<p>Forms challenging and/or negative relationships with infants and toddlers</p> <p>Responds to children's emotional expression in insensitive and age-inappropriate ways</p> <p>Demonstrates interaction and support techniques that lack appropriateness</p>	

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
PPD2: Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families Zero to Three: N/A	<p>Demonstrates that the primary role of an infant/toddler practitioner is to build positive, respectful, responsive relationships with families and with children</p> <p>Identifies and uses relationship-based strategies to develop and maintain positive partnerships with families and nurturing relationships with children.</p> <p>Identifies strategies to support others in adopting and using relationship-based strategies to develop and maintain positive partnerships with families and nurturing relationships with children</p>	<p>Demonstrates that the primary role of an infant/toddler practitioner is to build positive, respectful, responsive relationships with families and with children</p> <p>Identifies and uses relationship-based strategies to develop and maintain positive partnerships with families and nurturing relationships with children</p>	<p>Demonstrates positive, respectful, responsive relationships with families and with children</p> <p>Identifies and uses relationship-based strategies to develop and maintain positive relationships with families and children</p>	<p>Demonstrates negative, stressful relationships and interactions with families and children</p> <p>Fails to apply relationship-based strategies to develop and maintain positive relationships with families and children</p>	

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 HSW2: Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers during caregiving routines	SE-3b, SE-4b, C-3b, C-3c, C-3d, L&L-1a, L&L-1b, L&L-1c, L&L-1d, L&L-1e, L&L-1f, L&L-1g, L&L-2a, L&L-2b, L&L-2e, L&L-2f, L&L-2g, L&L-2h, L&L-2i, L&L-2j					

ITC IRE3: Engages in interactions, embedded in daily routines and activities, supportive of developing and maintaining nurturing relationships with infants and toddlers	SE-1a, SE-1b, SE-1c, SE-1d, SE-1e, SE-1f, SE-1g, SE-1h, SE-1i, SE-2a, SE-3d, SE-3g, SE-5d, SE-5e, SE-5i, SE-6g, C-3f, L&L-2d					
ITC PPD2: Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families	-----					