

**Credential AREA: Infant-Toddler Credential (Level 3)**  
**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)
<b>ITC HSW2:</b> 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
<b>ITC IRE3:</b> 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
<b>ITC PPD2:</b> Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families	-----
<b>ITC IRE5:</b> Establishes positive practitioner-family interactions and relationships that support growth, promoting, positive family-child interactions and relationships from birth-three	SE-6e

**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:

**Technology Option:**  
 - Website options  
 - Interactive options

- 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.
  - Overview of how information found here can help the practitioner support development and maintenance of nurturing relationships with infants and toddlers

### 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

### Part Three:

Visit the Gateways to Opportunity Statewide Online Training Calendar: <http://www.ilgateways.com/en/statewide-online-training-calendar>

- Identify one training focused on each of the following topics:
  - Supporting infant/ toddler professionals in developing knowledge and skills related to supporting the development and learning of infants and toddlers
  - Supporting infant/ toddler professionals in working with families and supporting healthy parent-child relationships and parent-child interactions
- After you identify each training, provide the name of the training, when it is offered, and copy and paste its description. Explain why you believe this training may be helpful to infant/toddler caregivers.

Technology Option:  
← Embedded

### Part Four:

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 3 Infant/ Toddler Resource File Custom Rubric					
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<p><b>HSW2:</b> Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers during caregiving routines</p> <p><b>Zero to Three:</b> SE-3b, SE-4b, C-3b, C-3c, C-3d, L&amp;L-1a, L&amp;L-1b, L&amp;L-1c, L&amp;L-1d, L&amp;L-1e, L&amp;L-1f, L&amp;L-1g, L&amp;L-2a, L&amp;L-2b, L&amp;L-2e, L&amp;L-2f, L&amp;L-2g, L&amp;L-2h, L&amp;L-2i, L&amp;L-2j</p>	<p>Demonstrates developmentally, individually, and culturally responsive interactions with infants/toddlers during caregiving routines</p> <p>Identifies how to extend these skills to colleagues in early childhood settings</p>	<p>Demonstrates individually and developmentally responsive interactions with infants/toddlers during 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>Demonstrates individually and developmentally responsive interactions with infants/toddlers during care-giving routines such as feeding and diapering</p>	<p>Demonstrates interactions with infants and toddlers that are not reflective of individual, cultural, and developmental responsiveness</p>	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess

<p><b>IRE3:</b> Engages in interactions, embedded in daily routines and activities, supportive of developing and maintaining nurturing relationships with infants and toddlers</p> <p><b>Zero to Three:</b> 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>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<p><b>PPD2:</b> Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families</p> <p><b>Zero to Three:</b> N/A</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</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</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>	

	and nurturing relationships with children.  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	with children			
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>IRE5:</b> Establishes positive practitioner-family interactions and relationships that support growth, promoting positive family-child interactions and relationships from birth-3  <b>Zero to Three:</b> C-1a	Establishes positive practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from birth-3. Supports families in their abilities to establish positive practitioner-parent interactions and relationships with their child in the future	Establishes positive practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from birth-3	Establishes practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from birth-3	Establishes challenging practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from birth-3	

Yellow = Level 2

Green = Level 3

#### IV. Data Collection & Analysis Tool

Competency & Standards Alignment		Cumulative Assessment Data				
Competency	Zero to Three (2016)	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<b>ITC HSW2:</b> 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					

<b>ITC IRE3:</b> 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					
<b>ITC PPD2:</b> Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families	-----					
<b>ITC IRE5:</b> Establishes positive practitioner-family interactions and relationships that support growth, promoting, positive family-child interactions and relationships from birth-three	SE-6e					