

Credential AREA: Infant-Toddler Credential (Levels 2-4)
TOPIC: HSW, IRE & PPD Stacked 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	-----
ITC IRE5: Establishes positive practitioner-family interactions and relationships that support growth, promoting, positive family-child interactions and relationships from birth-three	SE-6e
ITC HSW5: Identifies, utilizes, and supports family access to and engagement with health, nutrition, and safety information to support the healthy development and learning of young children, prenatal to age three	-----
ITC PPD4: Identifies and incorporates knowledge and skills provided through evidence-based resources into practice	-----

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.

To address Level 2 competencies, complete:

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:

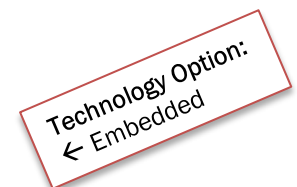
Consider what you are learning about the importance of families, parent-child relationships, and parent-child interactions in influencing healthy growth and development for young children, ages birth to 3. Specifically, reflect on attachment theory and identity development. With this in mind:

- 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
 - Overview of how information from this source can be used to establish positive practitioner-family interactions and relationships that support growth, promoting, positive family-child interactions and relationships from birth-three

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



To address Level 3 competencies, also add content to:

Add another part before demonstrating the application of these ideas:

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.

To address Level 4 competencies, also add content to:

Part One:

- Include an overview of how information found here can help the practitioner support development and maintenance of nurturing relationships with infants and toddlers

Part Three:

4. Include examples of positive practitioner-family interactions and relationships that support growth, promoting, positive family-child interactions and relationships using the information from your Resource File
5. Provide examples of how to support family access to and engagement with health, nutrition, and safety information to support the healthy development and learning of young children, prenatal to age three. An example of this could include finding an actual event in your community (e.g., a festival, free school physicals, book reading, etc.). Create a brief podcast for families related to this. In the podcast, be sure to introduce yourself, give all the details of the event (name, date, time, place, costs, etc.) and include how this will benefit the child/family.

III. Assessment Rubric

ITC HSW-IRE-PPD Levels 2-4 Infant/ Toddler Resource File Custom Rubric					
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
HSW2: Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers during caregiving routines 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	Demonstrates developmentally, individually, and culturally responsive interactions with infants/toddlers during caregiving routines Identifies how to extend these skills to colleagues in early childhood settings	Demonstrates individually and developmentally responsive interactions with infants/toddlers during care-giving routines such as feeding and diapering 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	Demonstrates individually and developmentally responsive interactions with infants/toddlers during care-giving routines such as feeding and diapering	Demonstrates interactions with infants and toddlers that are not reflective of individual, cultural, and developmental responsiveness	
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
<p>PPD2: Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families</p> <p>Zero to Three: 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			
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
IRE5: Establishes positive practitioner-family interactions and relationships that support growth, promoting positive family-child interactions and relationships from birth-3 Zero to Three: 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	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
HSW5: Identifies, utilizes, and supports family access to and engagement with health, nutrition, and safety information to support the healthy development and	Identifies and utilizes health, nutrition, and safety information with families Promotes family access to and engagement with resources Information utilized includes adaptations and	Identifies and utilizes health, nutrition, and safety information, supportive of young children's development and learning with families Promotes family access to and engagement with resources	Identifies and utilizes health, nutrition, and safety information with families Promotes family access to resources	Health, nutrition, and safety information provided for families not supportive of young children's development and learning and/or reflective of family needs	

learning of young children, prenatal to age three Zero to Three: N/A	accommodations for infants and toddlers with varying abilities, mental health needs, and/or other health related needs Partners with families to ensure resource selection, distribution, and utilization is culturally and linguistically responsive	Information utilized includes adaptations and accommodations for infants and toddlers with varying abilities, mental health needs, and/or other health related needs			
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
PPD4: Identifies and incorporates knowledge and skills provided through evidence-based resources into practice Zero to Three: N/A	Identifies and uses appropriate publications for practitioners who work with infants and toddlers. Names and uses credible local, state, or other resources (e.g., practitioner development, college courses, internet sites) for obtaining training specific to infants and toddlers and their families. Identifies strategies supportive of family access to and engagement with appropriate training and resources specific to infants and toddlers	Identifies and uses appropriate publications for practitioners who work with infants and toddlers Names and uses credible local, state, or other resources (e.g., practitioner development, college courses, internet sites) for obtaining training specific to infants and toddlers and their families	Identifies appropriate publications for practitioners who work with infants and toddlers Names local, state, or other resources (e.g., practitioner development, college courses, internet sites) for obtaining training specific to infants and toddlers and their families	Identifies inappropriate publications for practitioners who work with infants and toddlers Names inaccurate or inappropriate local, state, or other resources (e.g., practitioner development, college courses, internet sites) for obtaining training specific to infants and toddlers and their families	

Yellow = Level 2

Green = Level 3

Orange = Level 4

IV. Data Collection & Analysis Tool

Competency & Standards Alignment	Cumulative Assessment Data
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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	-----					
ITC IRE5: Establishes positive practitioner-family interactions and relationships that support growth, promoting, positive family-child interactions and relationships from birth-three	SE-6e					
ITC HSW5: Identifies, utilizes, and supports family access to and engagement with health, nutrition, and safety information to support the healthy development and learning of young children, prenatal to age three	-----					
ITC PPD4: Identifies and incorporates knowledge and skills provided through evidence-based resources into practice	-----					