

**Credential AREA: Infant-Toddler Credential (Level 6)**  
**TOPIC: OA-CPD-PPD Custom Assessment**  
**Family/ Practitioner Observation and Developmental Planning**

**I. Assessment Competency & Standards Alignment**

<b>Gateways Competencies Assessed</b>	<b>Competency Alignment by citation Zero to Three (2016)</b>
<b>ITC OA4:</b> Identifies, selects, and implements culturally, linguistically, and individually responsive observation and assessment strategies	-----
<b>ITC OA5:</b> Promotes family and practitioner knowledge of and engagement in infant and toddler assessment	-----
<b>ITC OA6:</b> Identifies developmental and environmental risk factors requiring intervention through observation and assessment	-----
<b>ITC CPD6:</b> Plans and implements evidence-based developmental interventions for infants/toddlers and families based on a holistic needs assessment	-----
<b>ITC CPD7:</b> Supports families and practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers	-----
<b>ITC CPD8:</b> Develops and implements relationship-based infant/toddler activities and program plans based on each individual child and family’s strengths, opportunities for growth, cultural context, individual goals, and desired outcomes	-----
<b>ITC PPD6:</b> Develops responsive, reciprocal relationships with practitioners that support and promote professional self-efficacy	-----
<b>ITC FCR8:</b> Develops responsive, reciprocal relationships with families that support and promote parenting self-efficacy	-----

**II. Assessment Task Description/ Directions**

**Instructor Note:** This assessment can be adapted to meet competencies related to families or practitioners.

**To conduct this assessment with a practitioner:**

The purpose of this assessment is to evaluate your knowledge and skill in supporting practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers. Assessment requirements include identifying and selecting a responsive, holistic assessment for infants/ toddlers, followed by analysis/interpretation of assessment data which can be shared, partnering with the practitioner to identify, select, and implement activities based on areas of strength and opportunities for growth. This assessment requires completion of the six sections described below.

### **To conduct this assessment with a family:**

The purpose of this version of the assessment is to evaluate your knowledge and skill in planning and implementing evidence-based developmental interventions for infants/ toddlers and families based on a holistic infant/ toddler/ family needs assessment. Assessment requirements include identifying and selecting a responsive, holistic assessment for families and infants/ toddlers, followed by analysis/ interpretation of assessment data which can be shared, partnering with the family to identify, select, and implement activities based on areas of strength and opportunities for growth. Your assessment requires completion of the six sections described below.

#### **Part 1: Overview of Family/Practitioner Partnership Strategies**

In Part One, provide an overview of strategies that will be used to promote the family/ practitioner partnership and engagement in the assessment process. Strategy selection should 1) include communication and collaboration strategies designed to solicit and maintain family/ practitioner partnership and engagement in the assessment process; 2) be reflective of the strengths and opportunities for growth of the individual(s) with whom you are working; and 3) show how the selected assessment strategies are culturally, linguistically and individually responsive.

#### **Part 2: Assessment Selection**

In Part Two, partner with the practitioner to identify and select culturally-, linguistically-, and individually-responsive assessment strategies for infants/ toddlers. Explain how the assessment selection(s) display responsiveness to:

- Families
- Community/ culture
- Language
- Variations in development and learning

#### **Part 3: Assessment Implementation**

In Part Three, partner with the family/ practitioner to implement the assessment strategies selected in Part 2. As you implement the strategies together, keep in mind your overall goals, including supporting skills in the areas of:

- Application of evidence-based practice
- Responsiveness to individual contexts and development
- Responsiveness to cultural and linguistic differences
- The engagement of all partners, including families, in the assessment process

#### **Part 4: Assessment Analysis**

In Part Four, provide an overview of the assessment results. Include in your overview data an interpretation of:

- Infant/ toddler and family capacities, strengths, and opportunities for growth
- Potential infant/ toddler developmental and/or emotional delays/ challenges, as applicable
- Developmental and environmental risk factors requiring intervention through observation and assessment, as applicable

Following data interpretation, develop a description of the unique development and learning characteristics of the infant/ toddler and family and a report of data analysis which can be shared with the family and/ or practitioner.

## **Part 5: Developmental Intervention Plan**

Part 5 varies based on whether you are working with a practitioner or family for this assessment. See below.

**If Working with a Practitioner:** In Part Five, you will partner with the practitioner to plan evidence-based developmental interventions for the infant/ toddler within the early childhood setting. The developmental intervention plan should include interventions which are embedded across the child's day. Explain how the developed intervention plans are responsive to the infant/ toddler's culture, language, family context, strengths, needs and unique development, learning, and preferences, as well as the early childhood context. In addition, explain how the identified interventions are responsive to each of the following:

- Present levels of practitioner knowledge and skill in intervention implementation
- Needed guidance and support, based on current levels of competence and opportunities for growth
- Practitioner problem-solving and reflective practice skills

**If Working with a Family:** In Part Five of the assessment, you will partner with the family to plan evidence-based developmental interventions for the young child and family. The developmental intervention plan should include interventions which are embedded across the child's day. Explain how the developed intervention plans are responsive to the infant/ toddler's and family's culture, language, family context, as well as the child's strengths, needs, and unique development, learning, and preferences. In addition, explain how the identified interventions are responsive to each of the following:

- The child and family's unique needs, desires, history, lifestyle, concerns, strengths, resources, cultural community, priorities and desired outcomes
- Present levels of family knowledge and skill in intervention implementation
- Needed guidance and support, based on current levels of parenting capabilities and opportunities for growth
- Family problem-solving and reflective practice skills

## **Part 6: Developmental Intervention Implementation**

In Part Six, you will be assessing family/ practitioner implementation of the developmental intervention. During a timeframe established in partnership with your course faculty, evaluate the family's/ practitioner's implementation of the identified strategies. Following implementation:

- Partner with the family/ practitioner to identify areas of strength and opportunities for growth
- Determine developmental intervention efficacy and potential need for revision
- Revisit and revise developmental intervention plan with families/practitioner, as needed

### III. Assessment Rubric

ITC Level 6 Family & Community Resources Master Rubric					
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<p><b>OA4:</b> Identifies, selects, and implements culturally, linguistically, and individually responsive observation and assessment strategies</p> <p><b>Zero to Three:</b> N/A</p>	Supports practitioners in their capacity to identify and select assessment strategies that are responsive to family/community culture, language, and variations in development and learning	Identifies, selects, and implements observation and assessment strategies that are responsive to families, community/culture, language, and variations in development and learning	<p>Identifies and selects assessment strategies</p> <p>Utilizes observation and assessment strategies</p>	<p>Identifies and selects assessment strategies that lack developmental, cultural, and individual appropriateness</p> <p>Implements observation and assessment strategies that partially support or undermine culture, language, and responsiveness to individual development and learning</p>	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<p><b>OA5:</b> Promotes family and practitioner knowledge of and engagement in infant and toddler assessment</p> <p><b>Zero to Three:</b> N/A</p>	<p>Implements responsive strategies to foster and scaffold the competence of families and practitioners in infant and toddler assessment</p> <p>Promotes family practitioner knowledge of, engagement in and understanding of assessment of infant toddlers</p>	Promotes family and practitioner knowledge of and engagement in of infant and toddler assessment	Promotes family and practitioner knowledge of infant and toddler assessment	Engages in assessment practices that undermine family and practitioner knowledge of and engagement in infant and toddler assessment	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<p><b>OA6:</b> Identifies developmental and environmental risk factors requiring</p>	Develops family and practitioner skill in conducting formal and informal observations and	Uses observation and other assessment data to identify developmental and environmental risk	Observation and assessment data are not fully utilized in identifying developmental and	Observation and/or other assessment is completed but data is not effectively utilized to	

intervention through observation and assessment  Zero to Three: N/A	assessments of infant/toddler development in alignment with evidence-based practice  Interprets, synthesizes, and shares assessment data with families and practitioners to cultivate shared knowledge and goals	factors that require intervention	environmental risk factors	identify developmental and environmental risk factors that require intervention	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>CPD6:</b> Plans and implements evidence-based developmental interventions for infants/toddlers and families based on a holistic needs assessment  Zero to Three: N/A	Supports practitioners in developing and implementing evidence-based program activities and plans that are responsive to the unique development, learning, and preferences of infants-toddlers and their families	Plans and implements evidence-based developmental interventions for infants/toddlers and families based on a holistic needs assessment	Develops and implements evidence-based program activities and plans	Develops and implements program activities and plans that are incomplete and/or lack reflection of the evidence-base or assessment data	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>CPD7:</b> Supports families and practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers  Zero to Three: N/A	Demonstrates effective and reflective practices that supports families and practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers	Demonstrates a range of responsive strategies-that support families and practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers	Demonstrates responsiveness to current family or practitioner competencies, and strengths in embedding practices that address infant/toddler developmental trajectories or contexts	Engages in practices that undermine family and practitioner competencies in responding to the unique developmental trajectories and contexts of infants and toddlers	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>

<p><b>CPD8:</b> Develops and implements relationship-based infant/toddler activities and program plans based on each individual child and family's strengths, opportunities for growth, cultural context, individual goals, and desired outcomes</p> <p><b>Zero to Three:</b> N/A</p>	<p>Develops and implements family and practitioner skill in designing relationship-based activities and program plans that are reflective of and responsive to each unique needs, desires, history, lifestyle, challenges, strengths, resources, cultural community, priorities and desired outcomes</p>	<p>Develops and implements relationship-based activities and program plans that are reflective of and responsive to each child and family's unique needs, desires, history, lifestyle, challenges, strengths, resources, cultural community, priorities and desired outcomes</p>	<p>Develops and implements relationship-based activities and program plans</p>	<p>Develops and implements activities and program plans</p>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<p><b>PPD6:</b> Develops responsive, reciprocal relationships with practitioners that support and promote professional self-efficacy</p> <p><b>Zero to Three:</b> N/A</p>	<p>Develops responsive, reciprocal relationships with practitioners that support and promote professional self-efficacy, reflection and/or advocacy</p>	<p>Supports and reinforces each practitioner's strengths, emerging competencies, and positive interactions with infants/toddlers and their families</p> <p>Provides culturally responsive information, guidance, and support to practitioners that are responsive to professional capabilities and opportunities for growth</p> <p>Identifies and implements relationship-based strategies that are responsive to each professional's strengths, goals, and opportunities for growth</p>	<p>Identifies practitioner's strengths, emerging competencies, and positive interactions with infants/toddlers</p> <p>Provides information, guidance, and support to practitioners that are responsive to professional capabilities and opportunities for growth</p> <p>Implements strategies to promote professional's strengths, goals, and opportunities for growth</p> <p>Identifies strategies practitioners can use to advocate</p>	<p>Provides feedback on practitioner performance and interactions with infants and toddlers</p> <p>Provides information to practitioners that are responsive to professional capabilities and opportunities for growth</p> <p>Identifies opportunities for professional growth. Provides information on advocacy</p>	

		Identifies, recognizes, and nurtures practitioners in the continued mastery of advocacy skills			
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>FCR8:</b> Develops responsive, reciprocal relationships with families that support and promote parenting self-efficacy  <b>Zero to Three:</b> N/A	Develops responsive, reciprocal relationships with families that support and promote parenting self-efficacy and reflection on parenting practices	Develops responsive, reciprocal relationships with families that support and promote parenting self-efficacy	Identifies each family's strengths, emerging competencies, and positive parent-infant-toddler interactions Provides information, guidance, and support to families that are responsive to parenting capabilities and opportunities for growth Identifies and implements strategies designed to support family efficacy  Support families in identifying and developing advocacy skills	Provides information to families supportive of parenting capabilities Identifies and implements family development strategies Identifies family advocacy skills	

Purple = Level 6

#### 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 OA4:</b> Identifies, selects, and implements culturally, linguistically, and individually responsive observation and assessment strategies	-----					
<b>ITC OA5:</b> Promotes family and practitioner knowledge of and engagement in infant and toddler assessment	-----					
<b>ITC OA6:</b> Identifies developmental and environmental risk factors requiring intervention through observation and assessment	-----					

<b>ITC CPD6:</b> Plans and implements evidence-based developmental interventions for infants/toddlers and families based on a holistic needs assessment	-----					
<b>ITC CPD7:</b> Supports families and practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers	-----					
<b>ITC CPD8:</b> Develops and implements relationship-based infant/toddler activities and program plans based on each individual child and family's strengths, opportunities for growth, cultural context, individual goals, and desired outcomes	-----					
<b>ITC PPD6:</b> Develops responsive, reciprocal relationships with practitioners that support and promote professional self-efficacy	-----					
<b>ITC FCR8:</b> Develops responsive, reciprocal relationships with families that support and promote parenting self-efficacy	-----					