

Credential AREA: Infant-Toddler Credential (Level 6)
TOPIC: HGD-HSW-IRE Custom Assessment
Family/ Practitioner Observation and Developmental Planning

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed	Competency Alignment by citation
	Zero to Three (2016)
ITC HGD8: Supports families and practitioners in identifying biological and environmental risk and resilience factors that may impact healthy infant/toddler development, learning, mental health, and well-being.	-----
ITC HSW6: Identifies environmental challenges and advances strategies, in partnership with families, to support positive outcomes related to the health, safety, and well-being of infants/toddlers within their familial and community environment.	-----
ITC HSW7: Utilizes communication and collaboration skills to partner with and support families and practitioners in understanding and applying evidence-based practices that promote infant/toddler health, safety, and well-being.	-----
ITC IRE8: Develops and implements, in partnership with families, unique relationship building strategies--embedded within daily interactions--that are designed to develop the confidence and capabilities of families and practitioners in their capacity to nurture the development, learning, and well-being of infants/toddlers.	-----

II. Assessment Task Description/ Directions

Note: This assessment requires that you work with both a practitioner in an early childhood setting and a family (inclusive of an infant/toddler). Partner with the practitioner to identify a family with whom the practitioner regularly works.

In this assessment, you will be working with a practitioner and the family of a young child, ages birth to 3. The goal of the assessment is to assess the environmental contexts of a child and to use environmental assessment data to collaboratively identify goals and strategies which promote/ support the child's brain development, mental health, and well-being within the contexts of their environments.

The components of your assessment include:

- 1) developing a statement in which you identify and describe:
 - evidence/ best-practice-based communication strategies (e.g., those identified by Martin (2005) and McWilliam (2010)),
 - strategies for promoting children's development, including developmental expectations which are age-typical for the child/ family with whom you will be collaborating,

- environmental assessment tools to be used in conducting your assessment of the practitioner and family environments (to be determined and agreed upon in collaboration with the instructor),
- 2) conducting an assessment in the context of the practitioner/ child observation,
 - 3) conducting an environmental assessment in the context of a family/ child observation,
 - 4) developing analyses of the assessment data from each of the two settings, and
 - 5) using data collected from the two environmental assessments to develop a plan in collaboration with the practitioner and family that supports positive developmental outcomes. The assessments to be used in this assignment are to be discussed with and agreed upon by the instructor.

Part 1: Assessment Preparation

Before conducting your interviews and environmental assessment, provide an overview of each of the following:

- Communication, collaboration, and relationship-building strategies you will use with the practitioner and family to support the partnership and the ability to understand and apply evidence-based practices
- The environmental assessment you will be utilizing and your rationale for this selection, including research regarding the instrument's validity, reliability, and cultural sensitivity
- Evidence-based strategies that are typically beneficial in supporting/ promoting children's development and which are contextually/ culturally sensitive
- Anticipated infant/ toddler competencies based on the age of the child being observed

Part 2: Practitioner Observation

Throughout your observations, you are expected to utilize communication, collaboration, and relationship-building strategies identified in Part 1 of this assessment. In the context of the early childhood setting in which your identified practitioner is employed, explain the purposes of the environmental assessment that you are to conduct as a part of this assessment's requirements, including the role of the environment in children's overall development. Explain to the practitioner that you will be observing his/ her interactions with a young child, followed by a mutual observation of the same young child with their family. In collaboration with the practitioner, choose a child/ family with whom you will work collaboratively. Conduct the practitioner observation in accordance with requirements of the chosen and approved instrument.

Technology Option:
- Electronic forms/data collection

Part 3: Practitioner Assessment Analysis

Based on the data gathered during the practitioner observation, develop, in partnership with the practitioner, an overview of biological and environmental risk and resilience factors, interactive strengths, and capacities for growth/ change. Include in your analysis the potential impact of environmental factors on infant/ toddler brain development, mental health, safety, and well-being.

Part 4: Family Observation

Together with the practitioner, arrange a time to meet with the family and their child. Explain the purposes of the in-home observation, including exploring the role of environment in their child's development. Throughout your observation, you and the practitioner are

expected to utilize communication, collaboration, and relationship-building strategies identified in Part 1 of your Assessment. Conduct the assessment in accordance with requirements of the chosen and approved instrument.

Part 5: Family Assessment Analysis

Based on the data gathered during the observation and assessment, partner with the practitioner and family to develop an overview of the family's strengths, cultural context and interactional patterns, biological and environmental risk and resilience factors, and capacities for growth/ change, including the potential impact of environmental factors on infant/ toddler brain development, mental health, safety, and well-being.

Part 6: Child's Developmental Plan

Based on your analyses conducted in Parts 3 and 5 of this assessment, partner with the family and practitioner to identify and **reach consensus** on desired outcomes for the child, including evidenced-based strategies that will be used, and develop a plan that can be implemented in each of the child's contexts that will address environmental factors that promote the child's individual development. In addition to your overview of strategies, outline:

- Desired outcomes as related to infant/ toddler brain development, mental health, safety, and well-being
- Practitioner and family perspectives regarding areas of strength and opportunities for growth
- Contextual factors that may influence outcomes and how these can be addressed in the context of the program and/or family environment
- Evidence-based strategies you will use to support the practitioner's and family's understanding and apply identified opportunities for growth and designed outcomes in the areas of practitioner confidence and capability. The rationale for each of the strategies selected should be inclusive of unique practitioner/ program/ family context.

III. Assessment Rubric

ITC Level 6 Family/ Practitioner Observation and Developmental Planning Master Rubric					
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
HGD8: Supports families and practitioners in identifying biological and environmental risk and resilience factors that may impact healthy	Promotes family and practitioner competence in identifying emerging infant/toddler competencies	Explains emerging infant/toddler competencies Explains how biological and environmental	Identifies characteristics of infant/toddler development and demonstrates understanding of the developmental trajectory	Partially identifies characteristics of infant/toddler development Provides a limited	

<p>infant/toddler development, learning, mental health, and well-being</p> <p>Zero to Three: N/A</p>	<p>Cultivates partnerships with families and practitioners that promote and are responsive to current knowledge of healthy infant/toddler contexts and identifies strategies designed to maximize resilience and minimize risk factors</p>	<p>factors optimize infant/toddler brain development and mental health</p> <p>Utilizes respectful and responsive strategies to support family and practitioner knowledge of environmental risk and resilience factors that impact healthy infant/toddler development</p>	<p>Identifies biological or environmental factors that support infant/toddler brain development and mental health</p> <p>Describes strategies to promote and/or support family and practitioner knowledge of healthy infant/toddler development in context</p>	<p>overview of biological and/or environmental factors supportive of infant/toddler brain development and mental health</p> <p>Demonstrates an awareness of strategies that support or undermine family and practitioner knowledge of healthy infant/toddler development in context</p>	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<p>HSW6: Identifies environmental challenges and advances strategies, in partnership with families, to support positive outcomes related to the health, safety, and well-being of infants/toddlers within their familial and community environment</p> <p>Zero to Three: N/A</p>	<p>Supports families in conducting holistic environmental assessments to identify strengths and challenges in families and communities</p> <p>Promotes practitioner implementation of respectful and responsive strategies, in partnership with families, to address environmental challenges and support positive outcomes</p>	<p>Conducts assessments to identify environmental (family and community) strengths and opportunities for growth</p> <p>Utilizes respectful, responsive strategies to partner with families to identify environmental challenges and support positive outcomes</p>	<p>Conducts assessments to identify environmental strengths and challenges</p> <p>Identifies strategies to address environmental challenges and promote positive outcomes</p>	<p>Conducts environmental assessments</p> <p>Demonstrates an awareness of strategies to support health, safety, and well-being that lack consideration of family and community environment</p>	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<p>HSW7: Utilizes communication and collaboration skills to partner with and support families and practitioners in understanding and applying evidence-based practices</p>	<p>Develops family and practitioner skills in identifying and applying evidence-based practices that are responsive to the health, safety, and well-being of infants and</p>	<p>Demonstrates communication and collaboration skills that are responsiveness to contextual factors and the unique developmental trajectory of the</p>	<p>Shares evidence-based practices with families and practitioners to promote infant/toddler health, safety, and well-being</p>	<p>Shares practices without attention to the underlying evidence base, family/practitioner development and/or unique contexts</p>	

that promote infant/toddler health, safety, and well-being Zero to Three: N/A	toddlers and their unique context	family/practitioner Partners with families and practitioners to understand and utilize evidence-based practices within their unique program and family contexts Supports families and practitioners understanding and applying evidence-based practices-which promote infant/toddler health, safety, and well-being			
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
IRE8: Develops and implements, in partnership with families, unique relationship building strategies--embedded within daily interactions--that are designed to develop the confidence and capabilities of families and practitioners in their capacity to nurture the development, learning, and well-being of infants/toddlers Zero to Three: N/A	Cultivates the development of practitioner competence in developing and implementing relationship building strategies--embedded within daily interactions--that nurture the development, learning, and well-being of infants/toddlers and provides an evidence-based rationale for the actions	Observes the family members or practitioners(s) and infant/toddler together to understand their unique relationship, interactive strengths, and capacities for growth/change Utilizes a variety of relationship-based strategies to identify and support, in partnership with families/practitioners, areas of strength and opportunities for growth	Develops and implements evidence-based program activities and plans that nurture develop, learning and well-being of infants and toddlers	Develops and implements strategies in the context of daily interactions that lack reflection or partially reflect the evidence-base	

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
ITC HGD8: Supports families and practitioners in identifying biological and environmental risk and resilience factors that may impact healthy infant/toddler development, learning, mental health, and well-being.	-----					
ITC HSW6: Identifies environmental challenges and advances strategies, in partnership with families, to support positive outcomes related to the health, safety, and well-being of infants/toddlers within their familial and community environment.	-----					
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