

ITC Level 6 PPD					
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<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>	Develops responsive, reciprocal relationships with practitioners that support and promote professional self-efficacy, reflection and/or advocacy	<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, recognizes, and nurtures practitioners in the continued mastery of</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>	

		advocacy skills			
<p><b>PPD7:</b> Demonstrates behavior supportive of continued growth and development as a professional member of the infant/toddler field (inclusive of families)</p> <p><b>Zero to Three:</b> N/A</p>	<p>Develops and implements learning activities and/or written documents related to the promotion of infant mental health as the foundation of effective infant/toddler programming</p> <p>Develops and implements learning activities and/or written documents that incorporate several areas of current research and trends in the infant/toddler field</p>	<p>Participates in learning activities related to the promotion of infant mental health as the foundation of effective infant/toddler programming</p> <p>Engages in professional activity that expands knowledge and/or skill in the infant/toddler field</p>	<p>Identifies learning activities related to the promotion of infant mental health as the foundation of effective infant/toddler programming, but evidence of participation in these activities is scarce or inconsistent</p> <p>Identifies several areas of current research and trends in the infant/toddler field but evidence of application and or integration of this knowledge is scarce or inconsistent</p>	<p>Articulates the importance of learning activities related to the promotion of infant mental health as the foundation of effective infant/toddler programming</p> <p>Is aware of an area of current research or trends in the infant/toddler field</p>	
<p><b>PPD8:</b> Employs effective data collection processes and monitoring systems to track individual progress, assure follow up, and monitor the coordination of service delivery within and across sectors of the infant/toddler field (inclusive of families)</p> <p><b>Zero to Three:</b> N/A</p>	<p>Engages in the development of data collection and monitoring systems that reflect contextual needs, including progress monitoring, service implementation, and service efficacy</p>	<p>Utilizes data collection and monitoring systems that reflect contextual needs, including progress monitoring, service implementation, and service efficacy</p>	<p>Utilizes data collection and monitoring systems</p>	<p>Identifies the importance of data collection and monitoring systems</p>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>

<p><b>PPD9:</b> Engages in inter-agency collaboration to ensure children and families receive appropriate, coordinated services</p> <p><b>Zero to Three:</b> N/A</p>	<p>Uses current research to identify and explain service options and coordinating services in response to the needs of infant and toddlers and their families</p>	<p>Synthesizes data about children and families to make recommendations regarding the appropriateness of and continuity in service delivery</p> <p>Conducts and coordinates referrals to appropriate agencies</p> <p>Engages in appropriate service-delivery follow-up to ensure infant/toddler/family strengths and challenges are supported within a collaborative context</p>	<p>Identifies available resources for children and families</p> <p>Makes referrals to other agencies</p> <p>Engages in service-delivery follow-up</p>	<p>Identifies some available resources for children and families</p>	
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