# Credential AREA: Infant-Toddler Credential (Level 4) TOPIC: CPD-IRE Custom Assessment Example Learning Experience and Implementation

# I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed	Competency Alignment by citation
	Zero to Three (2016)
ITC CPD1: Identifies foundational components of high-quality, responsive, infant and toddler care	
ITC CPD2: Identifies culturally, individually, and developmentally responsive curricular strategies	C-1a, L&L-3f
that nurture infant/toddler development, learning, mental health, and well-being	
ITC CPD3: Plans and implements, in partnership with families, culturally, individually, and	SE-3c, C-2a, C-2b, C-2c, C-2d, C-2e, C-2f, C-3g,
developmentally responsive curricular strategies and interactions that nurture infant/toddler	C-3i, C-3j, C-4b, C-4c, C-4e, C-4g, L&L-3a, L&L-
development, learning, mental health, and well-being	3b, L&L-3d, L&L-3e, L&L-3g, L&L-3h
ITC IRE5: Establishes positive practitioner-family interactions and relationships that support growth,	SE-6e
promoting positive family-child interactions and relationships from birth-3	
ITC IRE6: Creates culturally and linguistically responsive environments, interactions, and	SE-1j, SE-3e, SE-4c, SE-4d, SE-4e, SE-4f, SE-4g,
experiences that nurture healthy infant/toddler development, learning, mental health, and well-being	SE-5b, SE-5f, SE-5g, SE-5h, SE-6c, SE-6d, SE-
	6h, C-3e
ITC CPD4: Adapts instructional practices through the use of tools and strategies supportive of the	C-4d, C-4f, L&L-3c
development, learning, mental health, and well-being of infants and toddlers	
ITC IRE7: Facilitates and advocates for the creation of evidence and relationship-based	
infant/toddler environments, interactions, and routines that support healthy infant/toddler	
development, learning, mental health, and well-being	

# **II. Assessment Task Description/ Directions**

In this assessment, you will be developing and implementing a week-long learning experience plan for a group of infants and/or toddlers. Your planning will encompass five days and the implementation of two of the outlined learning experiences that are required. The purpose of this assessment is to determine your competencies in the areas of identifying foundational components of high-quality care, culturally, linguistically, and developmentally responsive curricular strategies, planning, implementing, and assessing appropriate learning experiences, and describing and selecting appropriate content.

Successful completion of this assessment requires that it be conducted during a clinical experience or with a group of infants/ toddlers with whom you have access. If you do not have an infant/ toddler classroom where you have ongoing contact, please make arrangements to meet with the teacher to both plan for your assessment and learn more about the children you will be working before you begin planning. When you meet with your cooperating teacher, be sure to ask about relevant assessment data and information about the learners in the classroom,

which would be beneficial in terms of your lesson planning and implementation. It is critical that you maintain confidentiality while collecting, implementing, and recording information for this assessment.

# **Part I: Initial Reflection**

Prior to planning your lesson, it is important to highlight foundational components of quality care that will inform your planning. As well, you need to consider the unique learners you will be working with and cultural, linguistic, and developmentally responsive strategies for those learners. You will include evidence that supports effective curricular practices. Finally, it is essential to consider mandates and requirements, including building, center, and curricular factors, that must be adhered to in your planning. Consider each of these and develop a reflection that addresses:

- Foundational components of high-quality, responsive infant and toddler care you need to take into account when you develop your learning experiences
- Relevant child assessment and family data that will help in planning your learning experience, including how you will connect with families. Consider cognitive, physical, emotional and social domains.
- Building/ center/ classroom/ curricular mandates, expectations or other factors that influence your planning

## Part II: Learning Experience Development

Develop a learning experience plan based on the developmental, cultural, and linguistic needs of the children observed between the ages of 6 weeks and 3 years. Your first step in developing your Learning Experience Plan is for you to observe the children you have selected. Use the Developmental Profile to summarize your observation. Collect data for each of the developmental domains for which you are planning experiences. Based on the Developmental Profile and the Early Learning Guidelines, complete the Observation and Curriculum Planning Form discussing the child's development and learning profile. Your Learning Experience Plan should include the following components:

- Targeted developmental domains
- Observation data
- Description of how the learning experience will nurture infant/ toddler development, learning, mental health, and well-being
- Knowledge about this group of learners that justifies presenting this learning experience in the proposed manner
- Identification of how the learning experiences support the young child's emerging understanding of literacy, math, science, and creative expression
- Evidence-based practices, theory, research, and standards that are relevant to your planning; cite your sources of this information
- Specific outcome(s) learners will be expected to achieve at the end of the implementation of the learning experiences, aligned with appropriate standards
- An overview of experiences and strategies that will support child construction of knowledge through plan, exploration, and experimentation





#### Part III: Learning Experience Plan

• Complete the Learning Experience Plan

#### Part IV: Learning Experience Implementation

• Work with your cooperating teacher to implement two of the learning experiences identified and either have a peer record a portion of your teaching using your cell phone or other device or utilize feedback from your supervisor or your cooperating teacher. If you choose to record your teaching, know that your video will not be submitted. Instead, you will use this video as a reflection tool to guide you in reflecting upon your teaching.

#### **Part V: Post-Reflection**

After you have developed, implemented, and reviewed the lesson, respond to the following:

- Identify how effective your implemented strategies were in supporting young children's development and learning
- Determine modifications or adaptations you would suggest for future learning experiences
- Identify adaptive equipment that would be beneficial for use in the future
- Share your learning experiences with others, including how the experiences supported infant/toddler communication, well-being, and positive interactions with their physical and social world
- Identify positive guidance techniques that could/ should be applied to the group or individual child
- Determine strategies that you will use to share progress with families based on the learning experiences

#### **ITC Level 4 Learning Experience and Implementation Custom Rubric** Distinguished Competency Competent Developing Unacceptable Unable to Assess Provides examples of **CPD1**: Identifies Provides examples of Provides examples of Provides incomplete or foundational how foundational how foundational how foundational inaccurate examples of components of highcomponents of highcomponents of highcomponents of highhow foundational quality, responsive, quality infant and quality infant and quality infant and components of highinfant and toddler care toddler care, including toddler care, including toddler care are quality infant and relationships, play, and relationships, play, and represented in toddler care are Zero to Three: N/A continuity of continuity of represented in curriculum for infants expectations between and toddlers and their curriculum for infants expectations between practitioners and practitioners and families and toddlers and their settings, are represented settings, are represented families

# III. Assessment Rubric



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Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<b>CPD2</b> : Identifies culturally, individually, and developmentally	Provides examples of how curriculum for infants and toddlers	Provides examples of how curriculum for infants and toddlers	Provides examples of how curriculum for infants and toddlers	Relationship between curriculum, development and	
responsive curricular strategies that nurture infant/toddler development, learning,	respects cultural differences, reflects individual needs and abilities, and fosters and	respects cultural differences, reflects individual needs and abilities, and fosters and	fosters and is based on unique skills and abilities	learning not synthesized Curriculum strategies	

mental health, and well- being Zero to Three: C-1a, L&L-3f	<ul> <li>is based on unique skills and abilities</li> <li>Describes how music, movement, and other methods of creative expression contribute to development and learning in infants and toddlers</li> <li>List ways to support emergent literacy (e.g., picture naming, music), math (e.g., counting toes), and science (e.g., observation) in infants and toddlers</li> <li>Describes experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation</li> <li>Identifies standards, evidenced-based practices, and young children's experiences, abilities and interests that inform curriculum choices</li> </ul>	is based on unique skills and abilities Describes how music, movement, and other methods of creative expression contribute to development and learning in infants and toddlers List ways to support emergent literacy (e.g., picture naming, music), math (e.g., counting toes), and science (e.g., observation) in infants and toddlers Describes experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation	Identifies curriculum strategies supportive of infant/toddler development and learning. Strategies identified appropriate and lacking holistic support for development and learning	identified not supportive of infant/toddler development and learning	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<b>CPD3</b> : Plans and implements, in partnership with	Develops daily curriculum, in partnership with	Develops daily curriculum, in partnership with	Develops daily curriculum that respects family culture, beliefs	Develops daily curriculum	

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	family-child interactions	parent-child interactions		and relationships from	parent-child	

and relationships from birth-3 Zero to Three: C-1a Competency	and relationships from birth-3. Supports families in their abilities to establish positive practitioner- parent interactions and relationships with their child in the future <b>Distinguished</b>	and relationships from birth-3 <b>Competent</b>	birth-3 Developing	interactions and relationships from birth-3 <b>Unsatisfactory</b>	Competency
IRE6: Creates culturally and linguistically responsive environments, interactions, and experiences that nurture healthy infant/toddler development, learning, mental health, and well- being Zero to Three: SE-1j, SE-3e, SE-4c, SE-4d, SE-4e, SE-4f, SE- 4g, SE-5b, SE-5f, SE-5g, SE-5h, SE-6c, SE-6d, SE-6h, C-3e	Provides examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3 Explains how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning Identifies strategizes and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that support early brain development, infant/toddler emotional security and expression,	Provides examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3 Explains how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning Identifies strategies and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that support early brain development, infant/toddler emotional security and expression,	Provides limited examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3 Partially explains how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning Identifies limited strategies and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that	Provides incorrect examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3 Provides incorrect explanation of how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning Identifies incorrect strategies and develops early learning environments, interactions, and experiences (e.g.,	

confi and l Appr and c envir space enco infan explo unde envir watc pract moto up, ta actin multi movi differ have Uses evide supp for c lingu resp envir	regulation, and self- idence to explore learn raises safe indoor outdoor physical ronments (e.g., ce, materials) that ourage nts/toddlers to ore their emerging erstanding of their ronment (e.g., ching, comparing), ctice their developing or skills (e.g., pulling raking steps), and ng on objects in tiple ways e.g., ring a puzzle piece in erent directions to e it fit correctly) s research and lence-based to port and advocate culturally and uistically oonsive ironments, ractions, and eriences for infants toddlers	self-regulation, and self- confidence to explore and learn Appraises safe indoor and outdoor physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly)	provided limited support for early brain development, infant/toddler emotional security and expression, self-regulation, and self- confidence to explore and learn Partially appraises safe indoor and outdoor physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly)	adult/child interaction, exploration) that provided limited support for early brain development, infant/toddler emotional security and expression, self- regulation, and self- confidence to explore and learn Inaccurately appraises indoor and outdoor physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly)	
CompetencyIRE7: Facilitates andName	Distinguished	Competent Names sources of	Developing Names sources of	Unsatisfactory Names inaccurate or	Unable to Assess

	r		r	rr	
advocates for the	research-based, practical	research-based, practical	practical information on	irrelevant sources of	
creation of evidence and	information on	information on	environments and	practical information	
relationship-based	environments and	environments and	interactions that support	on environments and	
infant/toddler	interactions that support	interactions that support	infant-toddler	interactions that	
environments,	infant-toddler	infant-toddler	development and	support infant-toddler	
interactions, and	development and	development and	learning	development and	
routines that support	learning, including	learning, including		learning	
healthy infant/toddler	sources of information	sources of information	Uses principles and		
development, learning,	on cultures, life	on cultures, life	related practices	Uses developmentally	
mental health, and well-	circumstances, varying	circumstances, varying	infant/toddler	inappropriate	
being	abilities, and other	abilities, and other	development and	principles and related	
	factors that impact	factors that impact	learning	practices	
Zero to Three: N/A	development	development		infant/toddler	
			Compares interaction	development and	
	Uses principles and	Uses principles and	and support techniques	learning	
	related practices of	related practices of	appropriate to infants		
	prominent current	prominent current	and toddlers	Compares interaction	
	theories of	theories of		and support techniques	
	infant/toddler	infant/toddler	Illustrates positive	that are not	
	development and	development and	guidance techniques	appropriate to infants	
	learning (e.g., children's	learning (e.g., children's		and toddlers	
	attachment with primary	attachment with primary	Demonstrates		
	caregivers; importance	caregivers; importance	approaches for	Illustrates behavioral	
	of play and	of play and	maintaining and	techniques that do not	
	development)	development)	strengthening	nurture and support	
			relationships	healthy infant/toddler	
	Compares and contrasts	Compares and contrasts		development and	
	interaction and support	interaction and support		learning	
	techniques appropriate	techniques appropriate			
	to infants and toddlers	to infants and toddlers		Demonstrates	
	(e.g., responding, turn-	(e.g., responding, turn-		approaches that inhibit	
	taking, attunement,	taking, attunement,		positive relationships	
	elaborating, redirecting,	elaborating, redirecting,			
	and providing positive	and providing positive			
	guidance).	guidance).			
	Illustrates how positive	Illustrates how positive			
	guidance techniques	guidance techniques			
	apply at different ages	apply at different ages			
	between birth and 3	between birth and 3			

	Demonstrates approaches for maintaining and strengthening relationships as the primary focus of all activities with infants and toddlers Supports families and colleagues in facilitating and advocating for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well- being	Demonstrates approaches for maintaining and strengthening relationships as the primary focus of all activities with infants and toddlers			
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<b>CPD4</b> : Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers <b>Zero to Three</b> : C-4d, C-4f, L&L-3c	Utilizes common types of adaptive equipment and accommodations to support the development, learning, mental health, and well- being of infants and toddlers Provides evidence-base for adaptations	Utilizes common types of adaptive equipment, adaptations, accommodations, and modifications to support the development, learning, mental health, and well-being of infants and toddlers	Adapts instructional practices to support infant/toddler development and learning	Adaptations to instructional practices supportive of the unique developmental needs of infants and toddlers not incorporated	

Green = Level 3

Orange = Level 4

# IV. Data Collection & Analysis Tool

Competency & Standards Alig	Competency & Standards Alignment			Cumulative Assessment Data					
Competency	Zero to Three (2016)	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess			
<b>ITC CPD1</b> : Identifies foundational components of high-quality, responsive, infant and toddler care									
<b>ITC CPD2</b> : Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being	C-1a, L&L-3f								
<b>ITC CPD3</b> : Plans and implements, in partnership with families, culturally, individually, and developmentally responsive curricular strategies and interactions that nurture infant/toddler development, learning, mental health, and well- being	SE-3c, C-2a, C-2b, C-2c, C- 2d, C-2e, C-2f, C-3g, C-3i, C-3j, C-4b, C-4c, C-4e, C- 4g, L&L-3a, L&L-3b, L&L- 3d, L&L-3e, L&L-3g, L&L- 3h								
<b>ITC IRE5</b> : Establishes positive practitioner-family interactions and relationships that support growth, promoting positive family-child interactions and relationships from birth-3	SE-6e								
<b>ITC IRE6</b> : Creates culturally and linguistically responsive environments, interactions, and experiences that nurture healthy infant/toddler development, learning, mental health, and well- being	SE-1j, SE-3e, SE-4c, SE-4d, SE-4e, SE-4f, SE-4g, SE- 5b, SE-5f, SE-5g, SE-5h, SE-6c, SE-6d, SE-6h, C-3e								
<b>ITC CPD4</b> : Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well- being of infants and toddlers	C-4d, C-4f, L&L-3c								
<b>ITC IRE7</b> : Facilitates and advocates for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and wellbeing									

### **Observation and Curriculum Development Planning Form**

Child's Name:	Date:
Child's Age:	Time:

Utilized Observation Strategy:
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Domain(s):

# **Developmental Profile**

#### **Observation**

#### **Guiding questions:**

- How does the child seem to prefer to interact with the world?
- What skills or activities appear to lead to frustration or challenge?
- What developmental skill does s/he appear to be working on?
- What holds the child's interests in the environment?
- What else do I need to know?
- What questions do I have for the child's family?

#### Reflection on interaction between child and environment, including:

- The child's preferences regarding relationships
- Daily routines
- Needs for of adaptive equipment, adaptations, accommodations, and modifications
- The child's strategies for interacting with the environment:

#### **Reflection on unique learning needs**

- Creative expression
- Family context (culture, language)

### **Learning Experience Plan**

# **Goals and Objectives**

Goal:

**Objectives:** 

# Learning Experience Plan

Day of Week	М	Т	W	R	F
Objective:					
Objective:					
Objective:					

#### **Extending Learning Opportunities and Interactions with Family(ies):**

Materials/Changes to Environment Needed:

How will music, movement and other methods of creative expression be included?

How will emergent literacy be supported?

How will mathematical thinking be supported?

How will scientific thinking be supported?

How will you ensure the indoor and outdoor play environment is responsive to the group and individual children?

Describe experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation: