

ITC Custom Assessment (Levels 3-5) Learning Experience Development and Implementation

ITC Competencies	<p>CPD1: Identifies foundational components of high-quality, responsive, infant and toddler care.</p> <p>CPD2: Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being.</p> <p>CPD3: 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.</p> <p>CPD4: Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers.</p> <p>CPD5: Justifies and advocates for practices in infant and toddler care and education supportive of young children’s healthy development and learning.</p> <p>PPD5: Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the infant and toddler programming and the young children and families served.</p>
NAEYC	1a, 1b, 1c, 2c, 3a, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 6e
IPTS	1A, 1B, 1C, 4C, 7A, 7B, 8A, 8C, 8G
Original ITC Gateways Benchmarks	2-4D1-9, 2-4D12, 2-4E12, 2-4E13, 2-4E19, 2-4F18, 2-4G14, 5C1, 5D1-7, 5D12, 5E11, 5E12, 5E19, 5F18, 5G10

Assessment Guidelines

In this assessment, you will be developing and implementing a daily learning experience plan for a group of infants and/or toddlers. Your planning will encompass five days, and implementation of two of the outlined learning experiences 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; describing and selecting appropriate content; and advocating for effective curricula and learning experiences that nurture infant/toddler development, learning, mental health, and well-being.

Successful completion of this Assessment requires that it be conducted during a clinical 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 with. When you meet with the 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.

Part I: Pre-Planning Reflection:

Prior to planning your lesson, it is important to 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, as well as the evidence that supports effective curricular practices. Finally, it is also 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 1-2 page reflection that responds to:

- Foundational components of high-quality, responsive infant and toddler care you need to take into account when development your learning experiences.
- Data that will be beneficial to you in your learning experience development, including how you will connect with families.
- Building/center/classroom curricular mandates, expectations or adopted curriculum factors that influence your planning.

Part II: Learning Experience Development:

You will be required to develop learning experience plan based on the developmental, cultural, and linguistic needs of a child observed between the ages of 6 weeks and 3. Your first step in developing your Learning Experience Plan is for you to observe the child you have selected. Use the Developmental Profile to summarize your observation. Based on the Developmental Profile and the Early Learning Guidelines, write a complete the **Observation and Curriculum Planning Form** based on the targeted child's development and learning profile. Please complete the number of forms needed to support the development of a Learning Experience Plan that encompasses each of the child's developmental domains. Your Learning Experience plan is required to include the following components:

- Developmental domains targeted
- Observation data
- How will the learning experience nurture infant/toddler development, learning, mental health, and well-being?
- What do you know 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, and science
- Evidence-based practices, theory, research, and standards that are relevant to your planning
- What specific measurable and/or observable outcome(s) will learners 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

- You will be required to work with your cooperating teacher to implement two of the learning experiences identified. You will also need to arrange to have a peer video tape a 10-15 minute portion of your teaching using your cell phone or device. This video will not be submitted. You will use this video as a reflection tool to guide you in developing your teaching.

Part V: Post-Reflection

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

- How effective were these strategies in supporting young children’s development and learning?
- What modifications or adaptations would you suggest for future learning experiences?
- What kinds of adaptive equipment would be beneficial for use in the future?
- How will you share the importance of your learning experiences with others, including how the experiences support infant/toddler communication, well-being, and positive interactions with their physical and social world?
- How will you share the importance of interactions and care environments that support and enhance the healthy development and learning of young children?

Finally, imagine that you are a director who is working to both support and extend knowledge of the effectiveness of high-quality curriculum. With that role in mind, respond to the following:

- What strategies could you use to share information about curriculum with others in your community?
- How can you effectively collaborate with other programs to learn more about curriculum?
- What agencies would be most effective for you to partner with to ensure healthy infant toddler and family development is supported?

Assessment Rubric (pulled from ITC Master Rubrics)

ITC Curriculum Assessment (Levels 3-5): Learning Experience Development and Implementation Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>CPD1: Identifies foundational components of high-quality, responsive, infant and toddler care.</p> <p>NAEYC: 1a, 1b, 1c, 4a, 5a, 5b, 5c, 6e IPTS: 1A, 1C, 8A, 8G ITC: 2-4D3, 2-4D5, 2-4D7, 2-4D12, 2-4G14, 5D1, 5D12, 5G10</p>	<p>Provides examples of how foundational components of high-quality infant and toddler care, including relationships, play, and continuity of expectations between practitioners and settings, are represented in curriculum for infants and toddlers and their families.</p> <p>Provides examples of how abilities fostered during the infant-toddler period relate to the child's emerging understanding of literacy, math, and science.</p> <p>Names sources of evidence-based practices, theory, research, and state and national standards relevant to providing care and education to infants</p>	<p>Provides examples of how foundational components of high-quality infant and toddler care, including relationships, play, and continuity of expectations between practitioners and settings, are represented in curriculum for infants and toddlers and their families.</p> <p>Provides examples of how abilities fostered during the infant-toddler period relate to the child's emerging understanding of literacy, math, and science.</p> <p>Names sources of evidence-based practices, theory, research, and state and national standards relevant to providing care and education to infants</p>	<p>Provides examples of how foundational components of high-quality infant and toddler care are represented in curriculum for infants and toddlers and their families.</p> <p>Provides examples of how abilities fostered during the infant-toddler period support infant/toddler understanding of literacy, math, and science.</p> <p>Names sources of evidence-based practices, theory, research, or state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards).</p>	<p>Provides incomplete or inaccurate examples of how foundational components of high-quality infant and toddler care are represented in curriculum for infants and toddlers and their families.</p> <p>Provides incomplete or inaccurate examples of how abilities fostered during the infant-toddler period support infant/toddler understanding of literacy, math, and science.</p> <p>Names inaccurate sources of evidence-based practices, theory, research, or state and national standards relevant to providing care and education to infants and toddlers (e.g., Illinois Birth-3 Program Standards).</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	<p>and toddlers (e.g., Illinois Birth-3 Program Standards).</p> <p>Identifies strategies supportive of family knowledge of the foundational components of high-quality, responsive, infant and toddler care.</p>	<p>and toddlers (e.g., Illinois Birth-3 Program Standards).</p>			
<p>CPD2: Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being.</p> <p>NAEYC: 1a, 1b, 1c, 2c, 4a, 4b, 4c, 5a, 5b IPTS: 1A, 1C, 4C, 7A, 7B, 8A, 8C ITC: 2-4D1, 2-4D4, 2-4D8, 2-4D9, 2-4E12, 2-4E13, 5E12</p>	<p>Provides examples of how curriculum for infants and toddlers respects cultural differences, reflects individual needs and abilities, and fosters and is based on unique skills and abilities.</p> <p>Describes how music, movement, and other methods of creative expression contribute to development and learning in infants and toddlers.</p> <p>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.</p> <p>Describes experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation.</p> <p>Identifies standards, evidenced-</p>	<p>Provides examples of how curriculum for infants and toddlers respects cultural differences, reflects individual needs and abilities, and fosters and is based on unique skills and abilities.</p> <p>Describes how music, movement, and other methods of creative expression contribute to development and learning in infants and toddlers.</p> <p>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.</p> <p>Describes experiences and strategies that support infants/toddlers' approach to constructing knowledge through interaction, play, exploration, and experimentation.</p>	<p>Provides examples of how curriculum for infants and toddlers fosters and is based on unique skills and abilities.</p> <p>Identifies curriculum strategies supportive of infant/toddler development and learning. Strategies identified appropriate and lacking holistic support for development and learning.</p>	<p>Relationship between curriculum, development and learning not synthesized.</p> <p>Curriculum strategies identified not supportive of infant/toddler development and learning.</p>	

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	based practices, and young children’s experiences, abilities and interests that inform curriculum choices.				
<p>CPD3: 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.</p> <p>NAEYC: 1c, 2c, 3a, 4a, 5a, 5b IPTS: 1B, 1C, 8A, 8G ITC: 2-4D2, 2-4D6, 5C1, 5D2, 5D3, 5D4, 5D5, 5D6, 5D7</p>	<p>Develops daily curriculum, in partnership with families, that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers, and is based on research.</p> <p>Develops daily curriculum for infants and toddlers that incorporates relationships and play and maintains continuity of expectations across early childhood caregivers and settings.</p> <p>Develop daily curriculum supportive of young children’s emerging understanding of literacy, math, and science.</p> <p>Identifies strategies supportive of family knowledge of the importance of high-quality curriculum in infant/toddler settings.</p>	<p>Develops daily curriculum, in partnership with families, that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers, and is based on research.</p> <p>Develops daily curriculum for infants and toddlers that incorporates relationships and play and maintains continuity of expectations across early childhood caregivers and settings.</p> <p>Develop daily curriculum supportive of young children’s emerging understanding of literacy, math, and science.</p>	<p>Develops daily curriculum that respects family culture, beliefs and values, the individual needs, preferences and abilities of infants and toddlers.</p> <p>Develops daily curriculum for infants and toddlers that incorporates relationships and play.</p> <p>Develop daily curriculum supportive of young children’s emerging understanding of literacy, math, and science.</p>	Develops daily curriculum.	
<p>CPD4: Adapts instructional practices through the use of tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers.</p> <p>NAEYC: 1c, 5c IPTS: 9E ITC: 2-4E19, 5E19</p>	<p>Utilizes common types of adaptive equipment and accommodations to support the development, learning, mental health, and well-being of infants and toddlers.</p> <p>Provides evidence-base for adaptations.</p>	<p>Utilizes common types of adaptive equipment, adaptations, accommodations, and modifications to support the development, learning, mental health, and well-being of infants and toddlers.</p>	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.	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>CPD5: Justifies and advocates for practices in infant and toddler care and education supportive of young children’s healthy development and learning.</p> <p>NAEYC: 4a, 4b, 4c IPTS: 8A ITC: 5E11.</p>	<p>Justifies strategies that support infant/toddler communication, well-being, and positive interactions with their physical and social world.</p> <p>Advocates for interactions and care environments that support and enhance the healthy development and learning of young children. Supports families as partners in advocating for nurturing, responsive infant/toddler care environments.</p>	<p>Justifies strategies that support infant/toddler communication, well-being, and positive interactions with their physical and social world.</p> <p>Advocates for interactions and care environments that support and enhance the healthy development and learning of young children.</p>	<p>Identifies strategies that support infant/toddler communication, well-being, and positive interactions with their physical and social world.</p> <p>Identifies interactions and care environments that support and enhance the healthy development and learning of young children.</p>	<p>Identifies inappropriate strategies related to infant/toddler communication, well-being, and positive interactions with the physical and social world.</p>	
<p>PPD5: Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the infant and toddler programming and the young children and families served.</p> <p>NAEYC: 6e IPTS: N/A ITC: 2-4F18, 5F18</p>	<p>Identifies and engages in system-wide collaboration among agencies and others serving infants/toddlers and their families, including procedures for referring children and for obtaining resources.</p> <p>Supports families as advocates in system-wide collaboration among agencies and others serving infants/toddlers and their families.</p>	<p>Identifies and engages in system-wide collaboration among agencies and others serving infants/toddlers and their families, including procedures for referring children and for obtaining resources.</p>	<p>Identifies system-wide collaboration among agencies and others serving infants/toddlers and their families, including procedures for referring children and for obtaining resources.</p>	<p>Inaccurate or incomplete identification of system-wide collaboration opportunities among agencies and others serving infants/toddlers and their families. Incomplete identification of procedures for referring children and for obtaining resources.</p>	

Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5

Observation and Curriculum Development Planning Form

Child's Name: _____

Child's Age: _____

Date: _____

Time: _____

Observation strategy utilized:

Domain(s):

Observation:

Guiding questions:

- What skills or activities appear to lead to frustration or challenge?
- How does the child seem to prefer to interact with the world?
- 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

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

Reflection on unique learning needs

- Creative Expression
- Family context (culture, language)

Goals and Objectives

Goal: _____

Objectives: _____

Learning Experience Plan

Day of Week	M	T	W	R	F
Objective:					

Materials/Changes to Environment Needed:
