

ITC Curriculum Master 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 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>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 and toddlers (e.g., Illinois Birth-3 Program Standards).</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>	
<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</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</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</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</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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<p>IPTS: 1A, 1C, 4C, 7A, 7B, 8A, 8C ITC: 2-4D1, 2-4D4, 2-4D8, 2-4D9, 2-4E12, 2-4E13, 5E12</p>	<p>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-based practices, and young children's experiences, abilities and interests that inform curriculum choices.</p>	<p>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>development and learning.</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>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</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</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>	<p>Develops daily curriculum.</p>	

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	<p>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>	literacy, math, and science.			
<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>	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.	
<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.</p> <p>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>	Identifies inappropriate strategies related to infant/toddler communication, well-being, and positive interactions with the physical and social world.	
<p>CPD6: Plans and implements evidence-based developmental interventions for infants/toddlers and families based on a holistic needs assessment.</p>	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.	Develops and implements evidence-based program activities and plans that are responsive to the unique development, learning, and preferences of infants/toddlers and their families.	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.	
<p>CPD7: Supports families and</p>	Models effective practice	Demonstrates a range of	Demonstrates responsiveness to	Engages in practices that	

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practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers.	supporting families and practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers.	<p>responsive strategies reflective of current family and practitioner competencies, strengths, and opportunities for growth.</p> <p>Supports families and practitioners in developing knowledge regarding their critical role in enhancing infant/toddler development and learning.</p> <p>Promotes family and practitioner competence in problem-solving, skill acquisition, and utilization of reflective practice to support healthy infant/toddler development, learning, and well-being.</p> <p>Identifies, in partnership with families and practitioners, opportunities embedded within daily routines to support infant/toddler development and learning.</p> <p>Facilitates family and practitioner application of evidence-based practices within unique developmental contexts.</p>	<p>current family or practitioner competencies, strengths, and opportunities for growth.</p> <p>Identifies the critical roles of families and practitioners in enhancing infant/toddler development and learning. Identifies family/practitioner competence in problem-solving, skill acquisition, and utilization of reflective practice to support healthy infant/toddler development, learning, and well-being.</p> <p>Identifies opportunities, embedded within daily routines, to support infant/toddler development and learning.</p> <p>Shares strategies designed to support family and practitioner application of evidence-based practices within unique developmental contexts.</p>	undermine family and practitioner competencies in responding to the unique developmental trajectories and contexts of infants and toddlers.	
CPD8: 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.	Cultivates 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>Develops 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>Implements relationship-based activities and program plans using strategies that are reflective of</p>	Develops and implements relationship-based activities and program plans.	Develops and implements activities and program plans.	

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		and responsive to each child and family's unique needs, desires, history, lifestyle, challenges, strengths, resources, cultural community, priorities and desired outcomes.			

Green=Level 3 Orange=Level 4 Blue=Level 5 Purple=Level6