

ITC Health, Safety & Wellness Master Competency Rubric

HSW Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>HSW1: Identifies infant/toddler mental health, nutritional and safety concerns.</p> <p>NAEYC: 1a, 1b, 5a IPTS: 8G, 8H, 8I, 8M, 8N, 8O ITC: 2-4B6, 2-4B7, 2-4B8, 2-4B10, 2-4B16, 5B7, 5B8, 5B16</p>	<p>Identifies behaviors and other symptoms that signal a possible nutritional concern in infants and toddlers</p> <p>Lists health problems and concerns common in infants and toddlers (e.g., ear infections, thrush, teething) and defines appropriate associated precautions.</p> <p>Lists nutrition needs specific to infants and toddlers and gives examples of associated appropriate practices.</p> <p>Lists examples of possible mental health, health, nutritional and safety concerns in all infants/toddlers (e.g., prenatal diet), including children of varying abilities.</p> <p>Lists potential food-related health hazards for infants and toddlers (e.g., allergies, choking), and names steps to prevent dangerous situations.</p> <p>Outlines strategies to support families in identifying infant/toddler mental health, nutritional and safety concerns.</p>	<p>Identifies behaviors and other symptoms that signal a possible nutritional concern in infants and toddlers</p> <p>Lists health problems and concerns common in infants and toddlers (e.g., ear infections, thrush, teething) and defines appropriate associated precautions.</p> <p>Lists nutrition needs specific to infants and toddlers and gives examples of associated appropriate practices.</p> <p>Lists examples of possible mental health, health, nutritional and safety concerns in all infants/toddlers (e.g., prenatal diet), including children of varying abilities.</p> <p>Lists potential food-related health hazards for infants and toddlers (e.g., allergies, choking), and names steps to prevent dangerous situations.</p>	<p>Identifies behaviors or symptoms that signal a possible nutritional concern in infants and toddlers</p> <p>Lists health problems and concerns common in infants and toddlers (e.g., ear infections, thrush, teething).</p> <p>Lists nutrition needs specific to infants and toddlers.</p> <p>Lists examples of possible mental health, health, nutritional and safety concerns in all infants/toddlers (e.g., prenatal diet).</p> <p>Lists potential food-related health hazards for infants and toddlers (e.g., allergies, choking).</p>	<p>Provides incomplete or inaccurate identification of infant/toddler mental health, nutritional and safety concerns.</p>	
<p>HSW2: Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers during caregiving routines.</p>	<p>Demonstrates developmentally, individually, and culturally responsive interactions with infants/toddlers during caregiving routines.</p>	<p>Demonstrates individually and developmentally responsive interactions with infants/toddlers during care-giving routines such</p>	<p>Demonstrates individually and developmentally responsive interactions with infants/toddlers during care-giving routines such</p>	<p>Demonstrates interactions with infants and toddlers that are not reflective of individual, cultural, and developmental responsiveness.</p>	

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<p>NAEYC: 4a, 4c IPTS: 8A, 8B, 8E, 8H, 8M, 8N, 9C ITC: 2-4B1, 2-4B2, 5B1, 5B2</p>	<p>Identifies how to extend these skills to colleagues in early childhood settings.</p>	<p>as feeding and diapering.</p> <p>Demonstrates practices that sensitively respond to an individual infant's or toddler's eating and sleeping rhythms and to preferences related to environments, cultural practices, family preferences, and adult-child interactions.</p>	<p>as feeding and diapering.</p>		
<p>HSW3: Creates safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being.</p> <p>NAEYC: 1a, 1b, 4b IPTS: 8C, 8H, 8N ITC: 2-4B4, 2-4B5, 5B4, 5B5, 5B6, 5B10</p>	<p>Prepares nutritious snacks, meals and eating environments that are based on on the unique developmental needs of infants and toddlers and the unique nutritional needs of each child.</p> <p>Identifies potential food-related health hazards for infants and toddlers and names steps to prevent dangerous situations.</p> <p>Supports families and colleagues in creating safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being.</p>	<p>Prepares nutritious snacks, meals and eating environments that are based on on the unique developmental needs of infants and toddlers and the unique nutritional needs of each child.</p> <p>Identifies potential food-related health hazards for infants and toddlers and names steps to prevent dangerous situations.</p>	<p>Prepares nutritious snacks, meals and eating environments.</p> <p>Identifies potential food-related health hazards for infants and toddlers and names steps to prevent dangerous situations.</p>	<p>Perpetuates unsafe and/or unhealthy environments.</p>	
<p>HSW4: Develops safe indoor and outdoor play environments for infants and toddlers.</p> <p>NAEYC: 1c, 4c, 5a IPTS: 8H ITC: 5B11</p>	<p>Conducts regular health and safety assessments of the early childhood environment, consistent with regulations and quality standards.</p> <p>Assesses environment for physical dangers by identifying hazards.</p> <p>Creates safe indoor and outdoor environments for infants and toddlers based on regulations and quality standards.</p>	<p>Conducts regular health and safety assessments of indoor and outdoor infant and toddler environments, consistent with regulations and quality standards.</p> <p>Assesses environment for physical dangers by identifying hazards.</p> <p>Creates safe indoor and outdoor environments for infants and toddlers based on regulations and quality standards.</p>	<p>Conducts regular health and safety assessments of indoor and outdoor infant and toddler environments, consistent with regulations and quality standards. Assessment lacks regularity.</p> <p>Assesses environment for physical dangers by identifying hazards. Assessment lacks regularity.</p> <p>Creates safe indoor and outdoor environments for infants and</p>	<p>Health and safety assessments of the early childhood environment lacking.</p> <p>Regulations and quality standards not applied.</p> <p>Hazards in the environment not identified.</p>	

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	Supports colleagues and families in assessing environmental health, safety, and hazards.		toddlers based on regulations and quality standards.		
<p>HSW5: Identifies, utilizes, and supports family access to and engagement with health, nutrition, and safety information to support the healthy development and learning of young children, prenatal to age three.</p> <p>NAEYC: 1b IPTS: 8J ITC: 5B17</p>	<p>Identifies and utilizes health, nutrition, and safety information with families.</p> <p>Promotes family access to and engagement with resources.</p> <p>Information utilized includes adaptations and accommodations for infants and toddlers with varying abilities, mental health needs, and/or other health related needs.</p> <p>Partners with families to ensure resource selection, distribution, and utilization is culturally and linguistically responsive.</p>	<p>Identifies and utilizes health, nutrition, and safety information, supportive of young children’s development and learning, with families.</p> <p>Promotes family access to and engagement with resources.</p> <p>Information utilized includes adaptations and accommodations for infants and toddlers with varying abilities, mental health needs, and/or other health related needs.</p>	<p>Identifies and utilizes health, nutrition, and safety information with families.</p> <p>Promotes family access to resources.</p>	<p>Health, nutrition, and safety information provided for families not supportive of young children’s development and learning and/or reflective of family needs.</p>	
<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>Supports others in conducting holistic environmental assessments to identify strengths and challenges.</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 holistic environmental assessments to identify strengths and challenges.</p> <p>Implements respectful and responsive strategies, in partnership with families, to identify environmental challenges and promote positive outcomes.</p>	<p>Conducts environmental assessments to identify strengths and challenges.</p> <p>Develops strategies to address environmental challenges and promote positive outcomes.</p>	<p>Conducts environmental assessments.</p> <p>Develops strategies to support health, safety, and well-being that lack consideration of family and community environment.</p>	
<p>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</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 toddlers and their unique context.</p>	<p>Demonstrates responsiveness to contextual factors and the unique developmental trajectory of the family/practitioner.</p> <p>Evaluates the appropriateness of evidence-based practices within unique program and family</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>	

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well-being.		<p>contexts.</p> <p>Supports families and practitioners understanding and applying evidence-based practices that promote infant/toddler health, safety, and well-being.</p> <p>Adopts strategies to facilitate the utilization of evidence-based practices within unique program and family contexts.</p>			

Yellow= Level 2

Green=Level 3

Orange=Level 4

Purple=Level 6