

**ITC Personal & Professional Development Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable To Assess
<p><b>PPD1:</b> Identifies own strengths, opportunities for growth, and values regarding working with infants and toddlers and their families.</p> <p><b>NAEYC:</b> 4d, 6a, 6b, 6d, 6e <b>IPTS:</b> N/A <b>ITC:</b> 2-4G1, 2-4G4, 2-4G9, 5G1, 5G4, 5G9</p>	<p>Identifies personal strengths and opportunities for growth for working with infants and toddlers and their families.</p> <p>Analyzes one’s own beliefs about families, parent-child relationships, and parent-child interaction.</p> <p>Articulates a personal philosophy of infant/toddler services and practice that reflects knowledge of infant/toddler development and of evidence-based practice with infants, toddlers, and families.</p> <p>Uses reflective knowledge as a tool to support personal development and learning.</p>	<p>Identifies personal strengths and opportunities for growth for working with infants and toddlers and their families.</p> <p>Analyzes one’s own beliefs about families, parent-child relationships, and parent-child interaction.</p> <p>Articulates a personal philosophy of infant/toddler services and practice that reflects knowledge of infant/toddler development and of evidence-based practice with infants, toddlers, and families.</p>	<p>Identifies personal strengths and opportunities for growth for working with infants and toddlers or their families.</p> <p>Analyzes one’s own beliefs about families, parent-child relationships, or parent-child interaction.</p> <p>Articulates a personal philosophy of infant/toddler services and practice.</p>	<p>Identifies personal strengths or opportunities for growth.</p> <p>Partially analyzes one’s own beliefs about families, parent-child relationships, or parent-child interaction.</p> <p>Articulates a personal philosophy of infant/toddler services and practice that does not reflect developmentally appropriate practice.</p>	
<p><b>PPD2:</b> Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families.</p> <p><b>NAEYC:</b> 2b, 4a, 4c, 6b, 6d <b>IPTS:</b> 8A, 8G <b>ITC:</b> 2-4F14, 2-4G2, 5F14, 5G2</p>	<p>Demonstrates that the primary role of an infant/toddler practitioner is to build positive, respectful, responsive relationships with families and with children.</p> <p>Identifies and uses relationship-based strategies to develop and maintain positive partnerships with families and nurturing relationships with children.</p> <p>Identifies strategies to support others in adopting and using relationship-based strategies to develop and maintain positive partnerships with families and nurturing relationships with children.</p>	<p>Demonstrates that the primary role of an infant/toddler practitioner is to build positive, respectful, responsive relationships with families and with children.</p> <p>Identifies and uses relationship-based strategies to develop and maintain positive partnerships with families and nurturing relationships with children.</p>	<p>Demonstrates positive, respectful, responsive relationships with families and with children.</p> <p>Identifies and uses relationship-based strategies to develop and maintain positive relationships with families and children.</p>	<p>Demonstrates negative, stressful relationships and interactions with families and children.</p> <p>Fails to apply relationship-based strategies to develop and maintain positive relationships with families and children.</p>	
<p><b>PPD3:</b></p>	<p>Uses culturally and linguistically</p>	<p>Uses strategies to learn about</p>	<p>Uses strategies to learn about</p>	<p>Develops infant/toddler</p>	

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<p>Identifies contextual factors that influence infants, toddlers and their families and implications for practice.</p> <p><b>NAEYC:</b> 2b, 2c, 6b, 6d, 6e  <b>IPTS:</b> 8J  <b>ITC:</b> 2-4G7, 2-4G8, 5G6</p>	<p>responsive strategies to learn about societal, familial, and community characteristics and accepted community beliefs and practices with infants and toddlers.</p> <p>Analyzes information gained from societal, familial, and community characteristics and accepted community beliefs and practices, with the goal creating responsive practices based on understanding individual families' perspectives of their infants/toddlers and of their responsibilities as parents.</p> <p>Identifies strategies supportive of families as partners in the care and education of their young children, within the early childhood program and broader community.</p>	<p>societal, familial, and community characteristics and accepted community beliefs and practices with infants and toddlers.</p> <p>Analyzes information gained from societal, familial, and community characteristics and accepted community beliefs and practices, with the goal creating responsive practices based on understanding individual families' perspectives of their infants/toddlers and of their responsibilities as parents.</p>	<p>societal, familial, and community characteristics.</p> <p>Analyzes information gained from societal, familial, and community characteristics and accepted community beliefs and practices, with the goal creating responsive practices.</p>	<p>programming without consideration of contextual factors, including families, society, and community characteristics.</p>	
<p><b>PPD4:</b>                      Identifies and incorporates knowledge and skills provided through evidence-based resources into practice.</p> <p><b>NAEYC:</b> 6c, 6d, 6e  <b>IPTS:</b> N/A  <b>ITC:</b> 2-4G15, 2-4G16, 2-4G17, 5G13</p>	<p>Identifies and uses appropriate publications for practitioners who work with infants and toddlers.</p> <p>Names and uses credible local, state, or other resources (e.g., practitioner development, college courses, internet sites) for obtaining training specific to infants and toddlers and their families.</p> <p>Identifies strategies supportive of family access to and engagement with appropriate training and resources specific to infants and toddlers.</p>	<p>Identifies and uses appropriate publications for practitioners who work with infants and toddlers.</p> <p>Names and uses credible local, state, or other resources (e.g., practitioner development, college courses, internet sites) for obtaining training specific to infants and toddlers and their families.</p>	<p>Identifies appropriate publications for practitioners who work with infants and toddlers.</p> <p>Names local, state, or other resources (e.g., practitioner development, college courses, internet sites) for obtaining training specific to infants and toddlers and their families.</p>	<p>Identifies inappropriate publications for practitioners who work with infants and toddlers.</p> <p>Names inaccurate or inappropriate local, state, or other resources (e.g., practitioner development, college courses, internet sites) for obtaining training specific to infants and toddlers and their families.</p>	
<p><b>PPD5:</b>                      Designs and participates in collaborative systems and proactive, visionary leadership</p>	<p>Identifies and engages 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,</p>	<p>Identifies system-wide collaboration among agencies and others serving infants/toddlers and their families, including</p>	<p>Inaccurate or incomplete identification of system-wide collaboration opportunities among agencies and others</p>	

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<p>that ensures the healthy functioning of the infant and toddler programming and the young children and families served.</p> <p><b>NAEYC:</b> 6e <b>IPTS:</b> N/A <b>ITC:</b> 2-4F18, 5F18</p>	<p>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>including procedures for referring children and for obtaining resources.</p>	<p>procedures for referring children and for obtaining resources.</p>	<p>servicing infants/toddlers and their families. Incomplete identification of procedures for referring children and for obtaining resources.</p>	
<p><b>PPD6:</b> Develops responsive, reciprocal relationships with practitioners that support and promote professional self-efficacy.</p>	<p>Supports practitioners in developing self-reflective skills to enhance their strengths, emerging competencies, and positive interactions with infants/toddlers.</p> <p>Supports practitioners in identifying culturally responsive information, guidance, and support that is responsive to professional capabilities and opportunities for growth.</p> <p>Promotes practitioner engagement in advocacy.</p>	<p>Supports and reinforces each practitioner’s strengths, emerging competencies, and positive interactions with infants/toddlers.</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 advocacy skills.</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/toddler and their families.</p> <p>Provides information to practitioners that are responsive to professional capabilities and opportunities for growth.</p> <p>Identifies opportunities for professional growth.</p> <p>Provides information on advocacy.</p>	
<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>Develops and implements 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 and 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 activities supportive of knowledge of current research and trends in the infant/toddler field (inclusive of families).</p>	<p>Identifies learning activities related to the promotion of infant mental health as the foundation of effective infant/toddler programming.</p> <p>Identifies current research and trends in the infant/toddler field.</p>	<p>Demonstrates knowledge of the importance of learning activities related to the promotion of infant mental health as the foundation of effective infant/toddler programming.</p> <p>Partially identifies current research or trends in the infant/toddler field.</p>	
<p><b>PPD8:</b> Employs effective data collection processes and</p>	<p>Engages in the development of data collection and monitoring</p>	<p>Utilizes data collection and monitoring systems that reflect</p>	<p>Utilizes data collection and monitoring systems.</p>	<p>Identifies the importance of data collection and monitoring</p>	

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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).	systems that reflect contextual needs, including progress monitoring, service implementation, and service efficacy.	contextual needs, including progress monitoring, service implementation, and service efficacy.		systems.	
<b>PPD9:</b> Engages in inter-agency collaboration to ensure children and families receive appropriate, coordinated services.	Supports practitioners in knowledge of child and family services.  Develops practitioner knowledge and skills in identifying service options and coordinating services.  Promote and organize inter-agency coordination pertaining to access and availability to ensure children and families receive appropriate, coordinated services.	Synthesizes available resources and information to ensure the appropriateness of and continuity in service delivery.  Conducts and coordinates referrals to appropriate agencies.  Engages in appropriate service-delivery follow-up to ensure infant/toddler/family strengths and challenges are supported within a collaborative context.	Identifies available resources that are specific to individual children and families.  Conducts referrals to appropriate agencies.  Engages in a service-delivery follow-up.	Provides access to available resources for children and families.	

Yellow= Level 2    Green=Level 3    Orange=Level 4    Blue=Level 5    Purple=Level 6