

**ITC Professional and Personal Development (Level 4)
Infant/Toddler Resource File**

ITC Competencies	<p>HGD1: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors.</p> <p>HDG2: Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration).</p> <p>PPD4: Identifies and incorporates knowledge and skills provided through evidence-based resources into practice.</p>
IPTS	N/A
NAEYC	6c, 6d, 6e
Original ITC Gateways Benchmarks	2-4G15, 2-4G16, 2-4G17, 5G13

Note: This assignment can be adapted for each content area by changing targeted competencies and rubric.

Assessment Guidelines

Over the course of the semester, you will be required to complete 10 Resource File Assessments. The purpose of these assessments is to identify your competence in identifying and using appropriate publications for practitioners who work with infants and toddlers as well as your ability to name and use credible, state, local, and other resources to obtain training specific to infants, toddlers, and their families.

Each individual Resource File Assessment is tied to specific competencies needed to succeed as an Infant/Toddler practitioner. In each of your Resource File Assessments, you are expected to respond to the prompt provided and integrate course materials to support your perspectives and points of view.

Infant/Toddler Resource File Assessment 1:

PPD4: Identifies and incorporates knowledge and skills provided through evidence-based resources into practice.

HGD1: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors.

HDG2: Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration).

Assessment Directions:

This Assessment has 3 parts.

Part One:

Consider what you have learned about the developmental trajectory of children between the ages of birth and age 3. Carefully reflect on essential knowledge you have gained regarding how important it is for infant/toddler professionals to understand developmental milestones and patterns of play and have realistic expectations for young children's knowledge, capabilities, and behaviors. Also consider the importance of early environments and experiences in supporting healthy development and learning. With this in mind:

Identify 3 publications (e.g. journals, web-based resources that include research and practical applications) that would support infant/toddler professionals in developing knowledge and skills related to supporting the development and learning of infants and toddlers.

For each resource identified include:

- The name of the resource
- Where the resource can be found
- A 3-5 sentence overview of why you selected the resource (for example, why is this resource beneficial in terms of supporting infant/toddler professional knowledge and skills?).
- 3 key ideas from reviewing the resource that you found beneficial in supporting your own development and learning.

Part Two:

Consider what you are learning about the importance of families, parent-child relationships, and parent-child interactions in influencing healthy growth and development for young children, age's birth to 3. Specifically reflect on attachment and identity development. With this in mind:

Identify 3 publications (e.g. journals, web-based resources that include research and practical applications) that would support infant/toddler professionals in working with families and supporting healthy parent-child relationships and parent-child interactions.

For each resource identified include:

- The name of the resource
- Where the resource can be found
- A 3-5 sentence overview of why you selected the resource (for example, why is this resource beneficial in terms of supporting infant/toddler professional knowledge and skills in working with families and promoting positive parent-child relationships and parent-child interactions?).
- 3 key ideas from reviewing the resources that you found beneficial in supporting your own development and learning as it relates to working with families and supporting positive parent-child relationships and parent-child interactions.

Part Three:

Visit the Gateways to Opportunity Statewide Online Training Calendar: <http://www.ilgateways.com/en/statewide-online-training-calendar>

Identify one training (two total) focused on each of the following topics:

- (1) Supporting infant/toddler professionals in developing knowledge and skills related to supporting the development and learning of infants and toddlers
- (2) Supporting infant/toddler professionals in working with families and supporting healthy parent-child relationships and parent-child interactions

After you identify each training, provide the name of the training, when it is offered, and copy and paste the description.

Assignment length: 2-3 pages

Assessment Rubric (pulled from ITC Master Rubrics)

ITC Professional and Personal Development (Level 4): Infant/Toddler Resource File Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>HGDI:</p> <p>Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors.</p> <p>NAEYC: 1a, 1b, 1c, 5a, 6c, 6d</p> <p>IPTS: 1A, 8A, 8B, 8C</p> <p>ITC: 2-4A2, 2-4A9, 2-4A12, 2-4A15</p>	<p>Labels and describes developmental milestones, behavioral indicators for the progression of play, and patterns of development for young children, ages birth to three.</p> <p>Identifies realistic expectations for infant toddler knowledge, capabilities, and behaviors based on young children’s developmental trajectories.</p> <p>Gives examples of possible meanings that infants/toddlers communicate through their behavior about their preferences, needs, or agendas.</p> <p>Names major findings of important current research in early development, prenatal-age 3.</p> <p>Identifies impact of young children’s developmental foundation on future growth, development, and learning.</p>	<p>Labels and describes developmental milestones, behavioral indicators for the progression of play, and patterns of development for young children, ages birth to three.</p> <p>Identifies realistic expectations for infant toddler knowledge, capabilities, and behaviors based on young children’s developmental trajectories.</p> <p>Gives examples of possible meanings that infants/toddlers communicate through their behavior about their preferences, needs, or agendas.</p> <p>Identifies major findings of important current research in early development, prenatal-age 3.</p>	<p>Labels and describes developmental milestones.</p> <p>Identifies expectations for infant/toddler knowledge, skills, capabilities, and behaviors.</p> <p>Gives examples of possible meanings that infants/toddlers communicate through their behavior.</p> <p>Partially identifies major findings of important current research in early development, prenatal-age 3.</p>	<p>Labels and describes developmental milestones incorrectly.</p> <p>Identifies inappropriate expectations for infant/toddler knowledge, skills, capabilities, and behaviors.</p> <p>Gives inaccurate examples of possible meanings that infants/toddlers communicate through their behavior.</p> <p>Identifies major findings of current research in early development, prenatal-age 3 inaccurately.</p>	
<p>HGD2:</p> <p>Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and</p>	<p>Describes ways that early environments and experiences (e.g., adult/child interaction, opportunities for exploration) influence early brain development, prenatal-age 3.</p> <p>Describes the term attachment and</p>	<p>Describes ways that early environments and experiences (e.g., adult/child interaction, opportunities for exploration) influence early brain development, prenatal-age 3.</p> <p>Describes the term attachment and</p>	<p>Describes characteristics of attachment, development, and learning for young children, prenatal-age 3, and early environments and experiences (e.g., adult/child interaction, opportunities for exploration).</p>	<p>Does not accurately describe characteristics of attachment, development, and learning for young children, prenatal-age 3, and early</p>	

<p>experiences (e.g., adult/child interaction, opportunities for exploration).</p> <p>NAEYC: 1a, 1b, 4a, 6c, 6d IPTS: 8A, 8B, 8E, 8G ITC: 2-4A12, 5A3</p>	<p>identities implications of attachment relationships for lists implications for infants' and toddlers' learning and development.</p> <p>Current research-base is integrated into description.</p>	<p>identities implications of attachment relationships for lists implications for infants' and toddlers' learning and development.</p>		<p>environments and experiences (e.g., adult/child interaction, opportunities for exploration).</p>	
<p>PPD4: Identifies and incorporates knowledge and skills provided through evidence-based resources into practice.</p> <p>NAEYC: 6c, 6d, 6e IPTS: N/A ITC: 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>	

Yellow – Level 2

Orange – Level 4