

ITC HGD Assessment (Level 5) Developmental Presentation

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| 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>HGD2: 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>HGD3: Describes individual differences in infants and toddler’s interactions with and responses to the physical and social world.</p> <p>HGD4: Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal-age 3.</p> <p>HGD5: Explains interrelationship between unique developmental trajectories and early relationships (e.g. attachment, trust) with primary caregivers on infant and toddler development, learning, mental health, and well-being.</p> <p>HGD6: Analyzes infant and toddler interactions with the physical and social world and implements responsive, supportive practices that nurture young children’s development, learning, mental health, and well-being.</p> <p>HGD7: Identifies biological and environmental risk conditions that can impact infant-toddler development, learning, and mental health, and well-being and how these conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services.</p> |
| NAEYC | 1a, 1b, 1c, 4a, 4c, 5a, 6c, 6d, 6e |
| IPTS | 1A, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8J, 8L, 8M, 9A |
| Original ITC Gateways Benchmarks | 2-4A2, 2-4A4, 2-4A7, 2-4A9, 2-4A12-15, 2-4A18, 2-4G13, 5A3-4, 5A7, 5A9, 5A10, 5A13-15, 5A18, 5G9 |

Assessment Guidelines

As a teacher in an early childhood classroom, you are interested in developing an engaging presentation that highlights the importance of development in the first three years of life. The audience for your presentation is either other early childhood professionals or families.

You’ve identified the following content as essential information to share:

- The importance of knowing developmental milestones and understanding patterns of development.
- An overview of development for young children ages birth-3, including milestones and how these milestones inform knowledge of young children’s knowledge, capabilities, and behaviors.
- How children interact and respond in unique ways to their physical and social world.
- Why trust and attachment are so important, and how healthy foundations regarding how trust and attachment can be supported.
- Strategies caregivers/family members can use to ensure the healthy development of trust and secure attachments.
- The importance of positive relationships with caregivers and strategies that can be used to foster these relationships.
- Why understanding each child’s unique developmental trajectory and unique interactions with the world is essential to identifying realistic expectations and creating a good fit for young children.
- Foundational supportive strategies essential to supporting development and learning.
- Biological and environmental risk factors that can impact infant-toddler development, learning, and mental health, and well-being.

- How biological and environmental risk factors relate to Illinois' definitions of eligibility for early intervention and the need for special services.
- Federal, state, and local laws/policies related to obtaining Early Intervention services for infants/toddlers with developmental delays or disabilities and their families.

Presentation format:

You may elect to develop your presentation in a variety of ways, including a PowerPoint, blog, short video, or social media tool.

Presentation guidelines:

You are required to cover each of the topics noted above in a meaningful and concise way. For each topic, include a general overview of each of the three bulleted points, which includes a rationale and examples. Each bullet point should include 5 items that provide supportive evidence.

Assignment requirements also include the following:

- Discussion of age span across the birth to three continuum
- Integration of course materials, with appropriate citations
- An engaging presentation

Assessment Rubric (pulled from ITC Master Rubrics)

| ITC HGD Assessment (Level 5): Developmental Presentation Rubric | | | | | |
|---|--|--|---|---|------------------|
| Competency | Distinguished | Proficient | Needs Improvement | Unsatisfactory | Unable to Assess |
| <p>HGD1: 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 IPTS: 1A, 8A, 8B, 8C 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>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</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> | |

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|---|--|--|--|---|------------------|
| | <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>current research in early development, prenatal-age 3.</p> | | | |
| <p>HGD2: 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>NAEYC: 1a, 1b, 4a, 6c, 6d IPTS: 8A, 8B, 8E, 8G ITC: 2-4A12, 5A3</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 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>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 identities implications of attachment relationships for lists implications for infants' and toddlers' learning and development.</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 environments and experiences (e.g., adult/child interaction, opportunities for exploration).</p> | |
| <p>HGD3: Describes individual differences in infants and toddler's interactions with and responses to the physical and social world.</p> <p>NAEYC: 1a, 1b, 1c, 4c IPTS: 8D, 8G, 9A ITC: 2-4A13, 2-4A14</p> | <p>Describes individual differences in infants and toddler's interactions with the physical and social world. Description includes connections to research.</p> | <p>Describes individual differences in infants and toddler's interactions with the physical and social world.</p> | <p>Describes individual differences in infants and toddler's interactions with the physical and social world. Description lacks consideration of interactions with both physical and social environments.</p> | <p>Does not accurately describe individual differences in infants and toddler's interactions with the physical and social world.</p> | |
| <p>HGD4: Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal-age 3.</p> <p>NAEYC: 1b, 2b, 4a IPTS: 8A, 8B, 8G, 8M, 9F ITC: 2-4A4, 2-4A7, 5A7</p> | <p>Provides comprehensive description, supported by research, of how early relationships between young children, birth to age 3, and their caregivers, influence healthy development and learning.</p> <p>Describes the role of attachment and trust in supporting infant's and toddler's emerging sense of self, exploratory play, and social interactions.</p> <p>Provides comprehensive description supported by research, of how early relationships between caregivers of young children, prenatal-age 3,</p> | <p>Provides comprehensive description of how early relationships between young children, birth to age 3, and their caregivers, influences healthy development and learning.</p> <p>Describes the role of attachment and trust in supporting infant's and toddler's emerging sense of self, exploratory play, and social interactions.</p> <p>Provides comprehensive description of how early relationships between caregivers of young children, prenatal-age 3, influence healthy development and learning.</p> | <p>Describes the importance of relationships between young children, birth to age 3, and their caregivers.</p> | <p>Provides inaccurate or incomplete description of the importance of relationships between young children, birth to age 3, and their caregivers.</p> | |

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| | influence healthy development and learning. | | | | |
| <p>HGD5: Explains interrelationship between unique developmental trajectories and early relationships (e.g. attachment, trust) with primary caregivers on infant and toddler development, learning, mental health, and well-being.</p> <p>NAEYC: 1a, 1b, 1c, 4a IPTS: 8A, 8G, 8J, 8M ITC: 5A4, 5A10</p> | <p>Explains how early relationships, and specifically how attachment and trust, influence other aspects of learning and development in infants and toddlers (e.g., emerging sense of self, exploratory play, social interactions) and impacts overall growth and development.</p> <p>Explains how early relationships, and specifically how attachment and trust, influence the mental health and well-being of infants and toddlers.</p> <p>Explains and illustrates the interdependence among areas of development in infants and toddlers (e.g., movement and exploration, language and social interaction, play and emotions).</p> <p>Current research-base is integrated into description.</p> | <p>Explains how early relationships, and specifically how attachment and trust, influence other aspects of learning and development in infants and toddlers (e.g., emerging sense of self, exploratory play, social interactions) and impacts overall growth and development.</p> <p>Explains how early relationships, and specifically how attachment and trust, influence the mental health and well-being of infants and toddlers.</p> <p>Explains and illustrates the interdependence among areas of development in infants and toddlers (e.g., movement and exploration, language and social interaction, play and emotions).</p> | <p>Explains how early relationships influence the developmental trajectories of infants and toddlers.</p> <p>Explains how early relationships influence the mental health and well-being of infants and toddlers.</p> <p>Explains and illustrates the interdependence among areas of development in infants and toddlers.</p> | <p>Provides incomplete or inaccurate description of how early relationships influence the developmental trajectories of infants and toddlers.</p> <p>Provides incomplete or inaccurate description of how early relationships influence the mental health and well-being of infants and toddlers.</p> | |
| <p>HGD6: Analyzes infant and toddler interactions with the physical and social world and implements responsive, supportive practices that nurture young children’s development, learning, mental health, and well-being.</p> <p>NAEYC: 1a, 1b, 1c, 5a IPTS: 8A, 8B, 8D, 8J, 9A, 9E ITC: 5A9, 5A13, 5A14, 5A15</p> | <p>Provides detailed, objective analysis of the developmental trajectory in children birth to three, patterns in play, and the behavioral indicators that demonstrate the progression of play in infants and toddlers.</p> <p>Accurately interprets infant and toddler behavioral communications.</p> <p>Implements culturally and linguistically responsive, supportive, evidence-based practices, reflective of understanding individual children’s unique temperaments and preferred modalities of learning, that nurture young children’s development, learning, mental health, and well-being.</p> | <p>Provides detailed, objective analysis of the developmental trajectory in children birth to three, patterns in play, and the behavioral indicators that demonstrate the progression of play in infants and toddlers.</p> <p>Accurately interprets infant and toddler behavioral communications.</p> <p>Implements responsive, supportive, evidence-based practices, reflective of understanding individual children’s unique temperaments and preferred modalities of learning, that nurture young children’s development, learning, mental health, and well-being.</p> | <p>Provides analysis of infant and toddler interactions with the physical and social world.</p> <p>Interprets infant and toddler behavioral communications.</p> <p>Implements practices that nurture young children’s development, learning, mental health, and well-being.</p> | <p>Provides incomplete or inaccurate analysis of infant and toddler interactions with the physical and social world.</p> <p>Implements practices that fail to nurture young children’s development, learning, mental health, and well-being.</p> | |

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|---|---|--|---|---|------------------|
| <p>HGD7: Identifies biological and environmental risk conditions that can impact infant-toddler development, learning, and mental health, and well-being and how these conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services.</p> <p>NAEYC: 1a, 1b, 6c, 6e IPTS: 8F, 8L, 9A ITC: 2-4A18, 2-4G13, 5A18, 5G9</p> | <p>Identifies biological and environmental risk conditions that can impact infant-toddler development, learning, and mental health, and well-being.</p> <p>Describes how identified biological and environmental risk conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services.</p> <p>Names federal, state, and local laws/policies related to obtaining Early Intervention services for infants/toddlers with developmental delays or disabilities and their families.</p> <p>Identifies culturally responsive strategies to share information with families regarding eligibility and the need for special services.</p> | <p>Identifies biological and environmental risk conditions that can impact infant-toddler development, learning, and mental health, and well-being.</p> <p>Describes how identified biological and environmental risk conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services.</p> <p>Names federal, state, and local laws/policies related to obtaining Early Intervention services for infants/toddlers with developmental delays or disabilities and their families.</p> | <p>Identifies biological and environmental risk conditions that can impact infant-toddler development and learning.</p> <p>Provides partial description of how identified biological and environmental risk conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services.</p> | <p>Provides incomplete or inaccurate identification of biological and environmental risk conditions that can impact infant-toddler development and learning.</p> <p>Provides incomplete or inaccurate description of how identified biological and environmental risk conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services.</p> | |

Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5