

**ITC Custom Assessment (Level 6)
Practitioner Observation and Developmental Planning**

Note: This Assessment can be adapted to meet competencies related to families or practitioners. Applicable instructions for both populations are black. Assessment information applicable to families is marked in **red**. Assessment instructions applicable to practitioners are marked in **blue**.

ITC Competencies	<p>OA4: Identifies, selects, and implements culturally, linguistically, and individually responsive observation and assessment strategies.</p> <p>OA5: Promotes family and practitioner knowledge of and engagement in infant and toddler assessment.</p> <p>OA6: Identifies developmental and environmental risk factors requiring intervention through observation and assessment.</p> <p>CPD6: Plans and implements evidence-based developmental interventions for infants/toddlers and families based on a holistic needs assessment.</p> <p>CPD7: Supports families and practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers.</p> <p>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.</p> <p>PPD6: Develops responsive, reciprocal relationships with practitioners that support and promote professional self-efficacy.</p> <p>FCR8: Develops responsive, reciprocal relationships with families that support and promote parenting self-efficacy.</p>
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Assessment Guidelines

The purpose of this Assessment is to evaluate your knowledge and skill in supporting practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers. Assessment requirements include identifying and selecting a responsive, holistic assessment for infants/toddlers, followed by partnering with the practitioner to identify, select, and implement activities based on areas of strength and opportunities for growth. Your six-part Assessment requires completion of the following:

The purpose of this Assessment is to evaluate your knowledge and skill in planning and implementing evidence-based developmental interventions for infants/toddlers and families based on a holistic infant/toddler/family needs assessment. Assessment requirements include identifying and selecting a responsive, holistic assessment for families and infants/toddlers, followed by partnering with the family to identify, select, and implement activities based on areas of strength and opportunities for growth. Your six-part Assessment requires completion of the following:

Part 1: Overview of Family/Practitioner Partnership Strategies

In Part One of the Assessment, provide 1-2 page overview of strategies that will be used to promote family/practitioner partnership and engagement in the assessment process. Strategy selection should encompass communication and collaboration skills and relationship-based strategies designed to solicit and maintain family/practitioner partnership and engagement in the assessment process; be reflective of the current competencies of the individual you are working with as well as strengths, and opportunities for growth; and be culturally and individually responsive.

Part 2: Assessment Selection

In Part Two of the Assessment, partner with the practitioner to identify and select culturally, linguistically, and individually responsive assessment strategies. Requirements for assessment selection include the following:

- Responsiveness to families, community/culture, language, and variations in development and learning.

For each strategy selected, provide a rationale that describes strategy responsiveness to families, community/culture, language, and variations in development and learning.

Part 3: Assessment Implementation

In Part Three of the assessment, partner with the **family/practitioner** to implement the Assessment strategies selected in Part 2. As you implement the strategies together, keep in mind your overall goals including supporting skills in the areas of

- Application of evidence-based practice;
- Responsiveness to individual contexts and development;
- The importance of engaging families in the assessment process.

Part 4: Assessment Analysis

In Part Four of the Assessment, partner with the **family/practitioner** to provide an overview of assessment results. Include in your overview data interpretation of:

- Infant/toddler and family capacities, strengths, and opportunities for growth;
- Potential infant/toddler developmental and/or emotional delays/challenges, as applicable.
- Developmental and environmental risk factors requiring intervention through observation and assessment, as applicable.

Following data interpretation, partner with the practitioner to provide a holistic description of the unique development and learning characteristics of the infant/toddler and family.

Following data interpretation, provide a holistic description of the unique development and learning characteristics of the infant/toddler and family.

Part 5: Developmental Intervention Plan

In Part Five of the Assessment, you will partner with the practitioner to plan evidence-based developmental interventions for the young child within the early childhood setting. The developmental intervention plan should include attention to opportunities for embedding interventions across the child's day.

Intervention plans developed should be responsive to the unique development, learning, and preferences of infants-toddlers as well as the early childhood context. In addition to the developmental intervention plan, identify how the identified interventions are responsive to each of the following:

- The child's unique needs, strengths, and family context;
- Responsiveness to present levels of practitioner knowledge and skill in intervention implementation;
- Needed guidance and support, based on current levels of competence and opportunities for growth;
- Practitioner problem-solving and reflective practice skills.

In Part Five of the Assessment, you will partner with the family to plan evidence-based developmental interventions for the young child and family. The developmental intervention plan should include attention to opportunities for embedding interventions across the child's day. Intervention plans developed

should be responsive to the unique development, learning, and preferences of infants-toddlers and their families. In addition to the developmental intervention plan, identify how the identified interventions are responsive to each of the following:

- The child and family’s unique needs, desires, history, lifestyle, concerns, strengths, resources, cultural community, priorities and desired outcomes;
- Responsiveness to present levels of family knowledge and skill in intervention implementation;
- Needed guidance and support, based on current levels of parenting capabilities and opportunities for growth;
- Family problem-solving and reflective practice skills.

Part 6: Developmental Intervention Implementation

In Part Six of the Assessment, you will be assessing family/practitioner implementation of the developmental intervention. During a timeframe established in partnership with course faculty, evaluate practitioner implementation of identified strategies. Following implementation:

- Partner with the family/practitioner to identify areas of strength and opportunities for growth;
- Determine developmental intervention efficacy and potential need for revision;
- Revisit and revise developmental intervention plan with families/practitioner, as needed.

Assessment Rubric (from ITC Master Rubrics)

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
OA4: Identifies, selects, and implements culturally, linguistically, and individually responsive observation and assessment strategies.	Supports practitioners in their capacity to identify and select assessment strategies that are responsive to family/community culture, language, and variations in development and learning. Models responsive assessment strategies reflective of family/community culture, language, and variations in development and learning.	Identifies observation and assessment strategies that are responsive to families, community/culture, language, and variations in development and learning. Implements observation and assessment strategies that are responsive to families, community/culture, language, and variations in development and learning.	Identifies and selects assessment strategies. Utilizes observation and assessment strategies.	Identifies and selects assessment strategies that lack developmental, cultural, and individual appropriateness. Implements observation and assessment strategies that partially support or undermine culture, language, and responsiveness to individual development and learning.	

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<p>OA5: Promotes family and practitioner knowledge of and engagement in infant and toddler assessment.</p>	<p>Implements responsive strategies to foster and scaffold the competence of families and practitioners in infant and toddler assessment.</p>	<p>Utilizes communication and collaboration skills supportive of family/practitioner partnership in the assessment process.</p> <p>Identifies and implements strategies that are responsive to current family competencies, strengths, and opportunities for growth to cultivate family knowledge and engagement in the assessment process.</p> <p>Identifies and implements strategies that are responsive to current practitioner competencies, strengths, and opportunities for growth to cultivate family knowledge and engagement in the assessment process.</p>	<p>Promotes family and practitioner knowledge of infant and toddler assessment.</p>	<p>Engages in assessment practices that undermine family and practitioner knowledge of and engagement in infant and toddler assessment.</p>	
<p>OA6: Identifies developmental and environmental risk factors requiring intervention through observation and assessment.</p>	<p>Develops family and practitioner skill in conducting formal and informal observations and assessments of infant/toddler development in alignment with evidence-based practice.</p>	<p>Conducts formal and informal observations and assessments of infant/toddler development in full partnership with families and in alignment with evidence-based practice.</p> <p>Accurately interprets data</p>	<p>Conducts formal and informal observations and assessments of infant/toddler development in alignment with evidence-based practice. Accurately interprets data gathered from informal and formal observations and assessments.</p>	<p>Conducts formal and informal observations and assessments of infant/toddler development in partial alignment with evidence-based practice.</p> <p>Provides an incomplete or inaccurate interpretation</p>	

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	Interprets, synthesizes, and shares assessment data with families and practitioners to cultivate shared knowledge and goals.	gathered from informal and formal observations and assessments to identify infant/toddler and family capacities, strengths, opportunities for growth, and areas of concern. Synthesizes assessment data to provide a holistic description of the unique development and learning characteristics of infants, toddlers, and their families.	Synthesizes and reports assessment data.	of data gathered from informal and formal observations and assessments. Provides an incomplete or inaccurate synthesis and reporting of assessment data.	
CPD6: Plans and implements evidence-based developmental interventions for infants/toddlers and families based on a holistic needs assessment.	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.	
CPD7: Supports families and practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers.	Models effective practice supporting families and practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers.	Demonstrates a range of responsive strategies reflective of current family and practitioner competencies, strengths, and opportunities for growth. Supports families and practitioners in developing	Demonstrates responsiveness to current family or practitioner competencies, strengths, and opportunities for growth. Identifies the critical roles of families and practitioners in enhancing infant/toddler	Engages in practices that undermine family and practitioner competencies in responding to the unique developmental trajectories and contexts of infants and toddlers.	

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		<p>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>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>Demonstrates responsiveness to 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>		

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
			<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>		
<p>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.</p>	<p>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>	<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 and responsive to each child and family's unique needs, desires, history, lifestyle, challenges, strengths, resources, cultural community, priorities and desired outcomes.</p>	<p>Develops and implements relationship-based activities and program plans.</p>	<p>Develops and implements activities and program plans.</p>	

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<p>FCR8: Develops responsive, reciprocal relationships with families that support and promote parenting self-efficacy.</p> <p>Applicable to families.</p>	<p>Supports practitioners in developing responsive, reciprocal relationships with families that promote parenting self-efficacy.</p>	<p>Supports and reinforces each family’s strengths, emerging competencies, and positive parent-infant-toddler interactions.</p> <p>Provides culturally responsive information, guidance, and support to families that are responsive to parenting capabilities and opportunities for growth.</p> <p>Identifies and implements relationship-based strategies designed to support family efficacy that are responsive to each family’s strengths, goals, and opportunities for growth.</p>	<p>Identifies each family’s strengths, emerging competencies, and positive parent-infant-toddler interactions.</p> <p>Provides information, guidance, and support to families that are responsive to parenting capabilities and opportunities for growth.</p> <p>Identifies and implements strategies designed to support family efficacy.</p> <p>Support families in identifying and developing advocacy skills.</p>	<p>Provides information to families supportive of parenting capabilities.</p> <p>Identifies and implements family development strategies.</p> <p>Identifies family advocacy skills.</p>	

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
		Identifies, recognizes, and nurtures families in the continued mastery of advocacy skills.			
<p>PPD6: Develops responsive, reciprocal relationships with practitioners that support and promote professional self-efficacy.</p> <p>Applicable to practitioners.</p>	<p>Supports practitioners in developing skills for self-reflection 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 and their families.</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,</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</p>	<p>Provides feedback on practitioner performance and interactions with infants and toddlers.</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>	

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
		<p>goals, and opportunities for growth.</p> <p>Identifies, recognizes, and nurtures practitioners in the continued mastery of advocacy skills.</p>	<p>practitioners can use to advocate.</p>		