

ITC Personal and Professional Development Master Rubric

| Competency | Distinguished | Competent | Developing | Unsatisfactory | Unable to Assess |
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| PPD1: Identifies own strengths, opportunities for growth, and values regarding working with infants and toddlers and their families | <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 as it relates to 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 as it relates to 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> | |
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| PPD2: Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families | <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</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</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> | |

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| | families and nurturing relationships with children. 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 | families and nurturing relationships with children | | | |
| Competency | Distinguished | Competent | Developing | Unsatisfactory | Unable to Assess |
| PPD3: Identifies contextual factors that influence infants, toddlers and their families and implications for practice | Uses culturally and linguistically responsive strategies to learn about societal, familial, and community characteristics and accepted community beliefs and practices with infants and toddlers 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 Identifies strategies supportive of families as partners in the care and education of their young children, within the early childhood program and broader community | Uses strategies to learn about societal, familial, and community characteristics and accepted community beliefs and practices with infants and toddlers 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 | Uses strategies to learn about societal, familial, and community characteristics Analyzes information gained from societal, familial, and community characteristics and accepted community beliefs and practices, with the goal creating responsive practices | Develops infant/toddler programming without consideration of contextual factors, including families, society, and community characteristics | |
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| <p>PPD4: Identifies and incorporates knowledge and skills provided through evidence-based resources into practice</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> | |
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| <p>PPD5: Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the infant and toddler programming and the young children and families served</p> | <p>Identifies and engages in system-wide collaboration among agencies and others serving infants/toddlers and their families, 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>Identifies and engages in system-wide collaboration among agencies and others serving infants/toddlers and their families, including procedures for referring children and for obtaining resources</p> | <p>Identifies system-wide collaboration among agencies and others serving infants/toddlers and their families, including procedures for referring children and for obtaining resources</p> | <p>Inaccurate or incomplete identification of system-wide collaboration opportunities among agencies and others serving infants/toddlers and their families. Incomplete identification of procedures for referring children and for obtaining resources</p> | |

Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5