

ITC Professionalism Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable To Assess
<p>PPD1: Identifies own strengths, opportunities for growth, and values regarding working with infants and toddlers and their families.</p> <p>NAEYC: 4d, 6a, 6b, 6d, 6e IPTS: N/A ITC: 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>PPD2: Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families.</p> <p>NAEYC: 2b, 4a, 4c, 6b, 6d IPTS: 8A, 8G ITC: 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>PPD3: Identifies contextual factors that influence infants, toddlers and their families and implications for practice.</p> <p>NAEYC: 2b, 2c, 6b, 6d, 6e IPTS: 8J ITC: 2-4G7, 2-4G8, 5G6</p>	<p>Uses culturally and linguistically 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</p>	<p>Uses 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</p>	<p>Uses strategies to learn about 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>Develops infant/toddler programming without consideration of contextual factors, including families, society, and community characteristics.</p>	

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	<p>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>responsibilities as parents.</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>	
<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>NAEYC: 6e IPTS: N/A ITC: 2-4F18, 5F18</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