

ITC Professional and Personal Development (Level 2) Infant/Toddler Philosophy Assessment

ITC Competencies	PPD1: Identifies own strengths, opportunities for growth, and values regarding working with infants and toddlers and their families. HDG3: Describes individual differences in infants and toddler’s interactions with and responses to the physical and social world.
IPTS	4d, 6a, 6b, 6d, 6e
NAEYC	NA
Original ITC Gateways Benchmarks	2-4A13-14, 2-4G1, 2-4G4, 2-4G9, 5G1, 5G4, 5G9

Note: This Assessment can be adapted to include varied competencies.

Assessment Guidelines

Over the course of the semester, you will be required to complete 10 Philosophy Assessments. The purpose of these Assessments are to identify your personal strengths and opportunities for growth for working with infants and toddlers and their families; to analyze your own beliefs about families, parent-child relationships, and parent-child interaction; into support you in developing 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.

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

Infant/Toddler Philosophy Assessment 1:

PRO1: Identifies own strengths, opportunities for growth, and values regarding working with infants and toddlers and their families.

HDG3: Describes individual differences in infants and toddler’s interactions with and responses to the physical and social world.

Assessment Directions:

Respond to each of the following:

- Consider what you have learned about differences in infant and toddler development between the ages of 1 and 3, as well as what you have learned about the importance of creating responsive, nurturing environments. With this in mind:

What do you see as your current strengths and opportunities for growth in terms of creating a good fit regarding the temperaments of individual children?

In your response, be sure to include specific examples demonstrating knowledge of temperaments and unique needs and the importance of being responsive.

- Consider what you are learning about the importance of nurture contexts. Reflect on attachment and identity development. With this in mind:

What are your present beliefs regarding the importance of context in supporting healthy infant/toddler development and learning?

In your response, be sure to include specific examples demonstrating knowledge of temperament and how creating a good fit is essential.

Assignment length: 2-3 pages

Assessment Rubric (pulled from ITC Master Rubrics)

ITC Professional and Personal Development (Level 2): Infant/Toddler Philosophy Assessment 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>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 responses to the physical and social world.</p> <p>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 responses to 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>Describes individual differences in infants and toddler’s responses to 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>Does not accurately describe individual differences in infants and toddler’s responses to the physical and social world.</p>	

Yellow – Level 2