

ITC IRE Assessment (Level 2) Family Newsletter

ITC Competencies	IRE1: Identifies the importance of healthy practitioner-parent interactions and relationships in nurturing the development, learning, mental-health, and well-being of young children, birth to age three. IRE2: Describes interactions and strategies that support healthy infant/toddler development, learning, mental health, and well-being and how these can be integrated into daily routines.
NAEYC	1c, 2a, 2b, 4a, 4b, 4c
IPTS	8A, 8B, 8g
Original ITC Gateways Benchmarks	2-4E1-2, 2-4E4, 2-4E8, 2-4E11, 5E8

Assessment Guidelines

In this assignment, you will develop a newsletter for your infant/toddler co-teachers that highlight the importance healthy practitioner-parent interactions and relationships in nurturing the development, learning, mental-health, and well-being of young children, birth to age three. You will also a description of 8-10 strategies interactions and strategies that support healthy infant/toddler development, learning, mental health, and well-being and how these can be integrated into daily routines.

The following content should be covered within your newsletter:

- A description of how positive practitioner-parent interactions and relationships support growth-promoting, positive parent-child interactions and relationships from birth-3.
- Examples of approaches for maintaining and strengthening caregiver/child relationships as the primary focus of all activities with infants and toddlers.
- Examples of how interactions that support learning core tasks of early development (e.g., those that foster attachment, self-regulation, and self-concept) can be integrated into daily care giving and play routines.
- Strategies (e.g., using non-verbal signals such as eye contact and gestures; using verbal language) to support early communication and language in infants and toddlers of different ages.
- Characteristics of interactions (e.g., responsive) that promote and support the healthy development of infant/toddlers' emotional security and expression, self-regulation, and self-confidence to explore and learn.

Newsletter format:

You may elect to develop your newsletter in Microsoft Word and other compatible formats.

Newsletter guidelines:

You are required to cover each of the topics noted above in a meaningful and concise way. Your description of how positive practitioner-parent interactions and relationships support growth-promoting, positive parent-child interactions and relationships from birth-3 should represent half of the content of your newsletter. You are required to include 8-10 interactions and strategies. Please remember that these need to cover each of the topics listed above.

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 newsletter.

Assessment Rubric (pulled from ITC Master Rubrics)

ITC IRE Assessment (Level 2): Family Newsletter Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>IRE1: Identifies the importance of healthy practitioner-parent interactions and relationships in nurturing the development, learning, mental-health, and well-being of young children, birth to age three.</p> <p>NAEYC: 2a, 2b, 4a IPTS: 8A, 8G</p> <p>ITC: 2-4E2</p>	<p>Explains how positive practitioner-parent interactions and relationships are essential in supporting the development, learning, mental-health, and well-being of young children, birth to age three.</p> <p>Uses research to as a rationale to support explanation.</p>	<p>Explains how positive practitioner-parent interactions and relationships are essential in supporting the development, learning, mental-health, and well-being of young children, birth to age three.</p>	<p>Identifies the relationship between positive practitioner-parent interactions and relationships and supporting the development, learning, mental-health, and well-being of young children, birth to age three.</p>	<p>Inaccurate or incomplete identification of the relationship between positive practitioner-parent interactions and relationships and supporting the development, learning, mental-health, and well-being of young children, birth to age three.</p>	

ITC IRE Assessment (Level 2): Family Newsletter Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>IRE2: Describes interactions and strategies that support healthy infant/toddler development, learning, mental health, and well-being and how these can be integrated into daily routines.</p> <p>NAEYC: 1c, 4a, 4b, 4c IPTS: 8A, 8B ITC: 2-4E1, 2-4E4, 2-4E8, 2-4E11, 5E8</p>	<p>Provides examples of how interactions that support learning core tasks of early development (e.g., those that foster attachment, self-regulation, and self-concept) can be integrated into daily care giving and play routines.</p> <p>Names strategies (e.g., using non-verbal signals such as eye contact and gestures; using verbal language) to support early communication and language in infants and toddlers of different ages.</p> <p>Names characteristics of interactions (e.g., responsive) that promote and support the healthy development of infant/toddlers' emotional security and expression, self-regulation, and self-confidence to explore and learn.</p> <p>Uses research to as a rationale to support strategies/examples provided.</p>	<p>Provides examples of how interactions that support learning core tasks of early development (e.g., those that foster attachment, self-regulation, and self-concept) can be integrated into daily care giving and play routines.</p> <p>Names strategies (e.g., using non-verbal signals such as eye contact and gestures; using verbal language) to support early communication and language in infants and toddlers of different ages.</p> <p>Names characteristics of interactions (e.g., responsive) that promote and support the healthy development of infant/toddlers' emotional security and expression, self-regulation, and self-confidence to explore and learn.</p>	<p>Provides partial examples of how interactions that support learning core tasks of early development (e.g., those that foster attachment, self-regulation, and self-concept) can be integrated into daily care giving and play routines.</p> <p>Names strategies (e.g., using non-verbal signals such as eye contact and gestures; using verbal language) to support early communication or language in infants and toddlers of different ages.</p> <p>Names characteristics of interactions.</p>	<p>Provides of interactions.</p> <p>Identifies strategies that inhibit communication and/or language in infants and toddlers of different ages.</p> <p>Partially or inaccurately names characteristics of interactions (e.g., responsive) that promote and support the healthy development of infant/toddlers' emotional security and expression, self-regulation, and self-confidence to explore and learn.</p>	

Yellow – Level 2