

ITC IRE Assessment (Level 3) 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. IRE4: Integrates family experience, cultural practices and perspectives, and knowledge of childrearing beliefs and practices into the infant/toddler setting.
NAEYC	1c, 2a, 2b, 4a, 4b, 4c, 6d
IPTS	8A, 8B, 8D 8g, 8H, 8J, 9A, 9B, 9C, 9D, 9F
Original ITC Gateways Benchmarks	2-4A6, 2-4B9, 2-4E1-4, 2-4E8, 2-4E11, 2-4E16, 2-4G5, 2-4G6, 5A6, 5B9, 5E8, 5E16, 5F9

In this assignment, you will develop a newsletter for your infant/toddler co-teachers that highlights 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.
- An overview of how families' culture, experiences, knowledge, and childrearing beliefs and practices (e.g., what children wear or eat) can be incorporated into practices in early care and education settings.
- A description of how individual differences in cultural, familial, and linguistic heritage influence perceptions of infancy, and thereby influence communication and interactions with infants and toddlers.
- 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.
- Examples that illustrate why it is important for early childhood practitioners to understand parents' views of their child (e.g., child's strengths and needs; their parental, familial, and cultural goals for their child's development).
- A description of why it is important for infant/toddler practitioners to understand parents' views of their child (e.g., child's strengths and needs; their parental, familial, and cultural goals for their child's development).
- Examples that demonstrate how cultural ideas about infants/toddlers and about parenting have implications for working with individual children and their families.

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 and how families' culture, experiences, knowledge, and childrearing beliefs and practices (e.g., what children wear or eat) can be incorporated into practices in early care and education settings and information regarding description of how individual differences in cultural, familial, and linguistic heritage influence perceptions of infancy should represent half of the content of your newsletter. You are required to include 12-15 interactions and strategies. Please remember that these interactions and strategies are required to cover each of the topics (other than the first 3) 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 3): 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 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>	
<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>	

<p>IRE4: Integrates family experience, cultural practices and perspectives, and knowledge of childrearing beliefs and practices into the infant/toddler setting.</p> <p>NAEYC: 1a, 1b, 2a, 2c, 6d IPTS: 8D, 8H, 8J, 9A, 9B, 9C, 9D, 9F ITC: 2-4A6, 2-4B9, 2-4E3, 2-4E16, 2-4G5, 2-4G6, 5A6, 5B9, 5E16, 5F9</p>	<p>Provides examples of how families' experiences, knowledge, and childrearing beliefs and practices can be incorporated into practices in early care and education settings.</p> <p>Identifies ways in which individual differences in cultural, familial, and linguistic heritage influence perceptions of infancy, and thereby influence communication and interactions with infants and toddlers.</p> <p>Provides examples that illustrate why it is important for early childhood practitioners to understand cultural nuances in family health practices and parents' views of their child.</p> <p>Explains how culture impacts families' perspectives about their infant toddler, parenting, and the services they value, and how cultural ideas about infants/toddlers and about parenting have implications for working with individual children and their families.</p> <p>Supports families as current and future advocates for integration of family experience, cultural practices and perspectives, and knowledge of childrearing beliefs and practices into future educational settings.</p>	<p>Provides examples of how families' experiences, knowledge, and childrearing beliefs and practices can be incorporated into practices in early care and education settings.</p> <p>Identifies ways in which individual differences in cultural, familial, and linguistic heritage influence perceptions of infancy, and thereby influence communication and interactions with infants and toddlers.</p> <p>Provides examples that illustrate why it is important for early childhood practitioners to understand cultural nuances in family health practices and parents' views of their child.</p> <p>Explains how culture impacts families' perspectives about their infant toddler, parenting, and the services they value, and how cultural ideas about infants/toddlers and about parenting have implications for working with individual children and their families.</p>	<p>Provides limited examples of how families' experiences, knowledge, and childrearing beliefs and practices can be incorporated into practices in early care and education settings.</p> <p>Identifies ways in which individual differences in cultural, familial, and linguistic heritage influence perceptions of infancy.</p> <p>Provides limited examples that illustrate why it is important for early childhood practitioners to understand cultural nuances in family health practices and parents' views of their child.</p> <p>Partially explains how culture impacts families' perspectives about their infant toddler, parenting, and the services they value, and include limited explanation of how cultural ideas about infants/toddlers and about parenting have implications for working with individual children and their families.</p>	<p>Provides inaccurate or incomplete examples of how families' experiences, knowledge, and childrearing beliefs and practices can be incorporated into practices in early care and education settings.</p> <p>Inaccurately identifies ways in which individual differences in cultural, familial, and linguistic heritage influence perceptions of infancy, and thereby influence communication and interactions with infants and toddlers.</p> <p>Provides inaccurate or incomplete examples that illustrate why it is important for early childhood practitioners to understand cultural nuances in family health practices and parents' views of their child.</p> <p>Provides an incorrect explanation of how culture impacts families' perspectives about their infant toddler, parenting, and the services they value, and how cultural ideas about infants/toddlers and about parenting have implications for working with individual children and their families.</p>	
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Yellow – Level 2

Green – Level 3