

**ITC Interactions, Relationships & Environments Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>IRE1:</b> 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><b>NAEYC:</b> 2a, 2b, 4a <b>IPTS:</b> 8A, 8G <b>ITC:</b> 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><b>IRE2:</b> 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><b>NAEYC:</b> 1c, 4a, 4b, 4c <b>IPTS:</b> 8A, 8B <b>ITC:</b> 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>	

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<p><b>IRE3:</b> Engages in interactions, embedded in daily routines and activities, supportive of developing and maintaining nurturing relationships with infants and toddlers.</p> <p><b>NAEYC:</b> 4a, 4c <b>IPTS:</b> 8A, 8E <b>ITC:</b> 2-4E5, 2-4E7, 5E5</p>	<p>Forms responsive, affectionate relationships with infants and toddlers.</p> <p>Responds to children's emotional expression in sensitive and age-appropriate ways.</p> <p>Demonstrates interaction and support techniques appropriate to infants and toddlers (e.g., responding, turn-taking, attunement, elaborating, redirecting, providing positive guidance).</p> <p>Identifies strategies or directly supports families and colleagues in developing and maintaining nurturing relationships with infants and toddlers.</p>	<p>Forms responsive, affectionate relationships with infants and toddlers.</p> <p>Responds to children's emotional expression in sensitive and age-appropriate ways.</p> <p>Demonstrates interaction and support techniques appropriate to infants and toddlers (e.g., responding, turn-taking, attunement, elaborating, redirecting, providing positive guidance).</p>	<p>Forms relationships with infants and toddlers.</p> <p>Responds to children's emotional expression.</p>	<p>Forms challenging and/or negative relationships with infants and toddlers.</p> <p>Responds to children's emotional expression in insensitive and age-inappropriate ways.</p> <p>Demonstrates interaction and support techniques that lack appropriateness.</p>	
<p><b>IRE4:</b> Integrates family experience, cultural practices and perspectives, and knowledge of childrearing beliefs and practices into the infant/toddler setting.</p> <p><b>NAEYC:</b> 1a, 1b, 2a, 2c, 6d <b>IPTS:</b> 8D, 8H, 8J, 9A, 9B, 9C, 9D, 9F <b>ITC:</b> 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>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</p>	

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	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.			infants/toddlers and about parenting have implications for working with individual children and their families.	
<p><b>IRE5:</b> Establishes positive practitioner-family interactions and relationships that support growth, promoting, positive family-child interactions and relationships from birth-3.</p> <p><b>NAEYC:</b> 1b, 2a, 2b, 4a <b>IPTS:</b> 8A, 8G, 8M, 9B, 9C, 9D, 9H <b>ITC:</b> 5E2, 5E3</p>	<p>Establishes positive practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from birth-3.</p> <p>Supports families in their abilities to establish positive practitioner-parent interactions and relationships with their child in the future.</p>	<p>Establishes positive practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from birth-3.</p>	<p>Establishes practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from birth-3.</p>	<p>Establishes challenging practitioner-parent interactions and relationships that support growth-promoting, positive parent-child interactions and relationships from birth-3.</p>	
<p><b>IRE6:</b> Creates culturally and linguistically responsive environments, interactions, and experiences that nurture healthy infant/toddler development, learning, mental health, and well-being.</p> <p><b>NAEYC:</b> 1a, 1c, 2a, 2c, 4a, 4b, 4c, 5a, 5c <b>IPTS:</b> 8A, 8B, 8C, 8E, 8J, 8K, 9A, 9C, 9E, 9F <b>ITC:</b> 2-4A16, 2-4E6, 2-4E9, 2-4E14, 5A5, 5A16, 5E1, 5E14, 5E19</p>	<p>Provides examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3.</p> <p>Explains how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning.</p> <p>Identifies strategies and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that support early brain development, infant/toddler emotional security and expression, self-regulation, and self-confidence to explore and learn.</p> <p>Appraises safe indoor and outdoor physical</p>	<p>Provides examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3.</p> <p>Explains how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning.</p> <p>Identifies strategies and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that support early brain development, infant/toddler emotional security and expression, self-regulation, and self-confidence to explore and</p>	<p>Provides limited examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3.</p> <p>Partially explains how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning.</p> <p>Identifies limited strategies and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that provided limited support for early brain development, infant/toddler emotional security and expression, self-regulation, and self-confidence to explore and learn.</p>	<p>Provides incorrect examples of positive guidance techniques and explains how they apply or do not apply at different ages between birth and 3.</p> <p>Provides incorrect explanation of how home and center environments, interactions, and opportunities that facilitate development of a sense of trust in infants and toddlers and affirm and respect cultural and linguistic diversity also support infant/toddler development and learning.</p> <p>Identifies incorrect strategies and develops early learning environments, interactions, and experiences (e.g., adult/child interaction, exploration) that provided limited support for early brain development, infant/toddler emotional security and expression, self-regulation, and self-confidence to explore and</p>	

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	<p>environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly).</p> <p>Uses research and evidence-based to support and advocate for culturally and linguistically responsive environments, interactions, and experiences for infants and toddlers.</p>	<p>learn.</p> <p>Appraises safe indoor and outdoor physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly).</p>	<p>Partially appraises safe indoor and outdoor physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly).</p>	<p>learn.</p> <p>Inaccurately appraises indoor and outdoor physical environments (e.g., space, materials) that encourage infants/toddlers to explore their emerging understanding of their environment (e.g., watching, comparing), practice their developing motor skills (e.g., pulling up, taking steps), and acting on objects in multiple ways e.g., moving a puzzle piece in different directions to have it fit correctly).</p>	
<p><b>IRE7:</b> Facilitates and advocates for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being.</p> <p><b>NAEYC:</b> 1a, 1b, 1c, 4a, 4b, 4c, 6c <b>IPTS:</b> 8A, 8B <b>ITC:</b> 2-4E20, 5A1, 5E4, 5E6, 5E7, 5E20</p>	<p>Names sources of research-based, practical information on environments and interactions that support infant-toddler development and learning, including sources of information on cultures, life circumstances, varying abilities, and other factors that impact development.</p> <p>Uses principles and related practices of prominent current theories of infant/toddler development and learning (e.g., children's attachment with primary caregivers; importance of play and development).</p> <p>Compares and contrasts interaction and support techniques appropriate to infants and toddlers (e.g., responding, turn-taking, attunement, elaborating, redirecting, and providing positive guidance).</p> <p>Illustrates how positive guidance techniques apply at different ages between birth and 3.</p> <p>Demonstrates approaches for maintaining and strengthening relationships as the primary focus of all activities with infants and toddlers.</p> <p>Supports families and colleagues in</p>	<p>Names sources of research-based, practical information on environments and interactions that support infant-toddler development and learning, including sources of information on cultures, life circumstances, varying abilities, and other factors that impact development.</p> <p>Uses principles and related practices of prominent current theories of infant/toddler development and learning (e.g., children's attachment with primary caregivers; importance of play and development).</p> <p>Compares and contrasts interaction and support techniques appropriate to infants and toddlers (e.g., responding, turn-taking, attunement, elaborating, redirecting, and providing positive guidance).</p> <p>Illustrates how positive guidance techniques apply at different ages between birth and 3.</p> <p>Demonstrates approaches for maintaining and strengthening relationships as the primary focus of all</p>	<p>Names sources of practical information on environments and interactions that support infant-toddler development and learning.</p> <p>Uses principles and related practices infant/toddler development and learning.</p> <p>Compares interaction and support techniques appropriate to infants and toddlers.</p> <p>Illustrates positive guidance techniques.</p> <p>Demonstrates approaches for maintaining and strengthening relationships.</p>	<p>Names inaccurate or irrelevant sources of practical information on environments and interactions that support infant-toddler development and learning.</p> <p>Uses developmental inappropriate principles and related practices infant/toddler development and learning.</p> <p>Compares interaction and support techniques that are not appropriate to infants and toddlers.</p> <p>Illustrates behavioral techniques that do not nurture and support healthy infant/toddler development and learning.</p> <p>Demonstrates approaches that inhibit positive relationships.</p>	

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	facilitating and advocating for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being.	activities with infants and toddlers.			

Yellow= Level 2

Green=Level 3

Orange=Level 4