ITC IRE Assessment (Level 3) Family Newsletter

ITC	IRE1: Identifies the importance of healthy practitioner-parent interactions and relationships in nurturing the development,						
Competencies	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	2-4A6, 2-4B9, 2-4E1-4, 2-4E8, 2-4E11, 2-4E16, 2-4G5, 2-4G6, 5A6, 5B9, 5E8, 5E16, 5F9						
Benchmarks							

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 parentchild 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				
IRE1:Identifies the importance of healthy practitioner-parent interactions and relationships in nurturing the development, 	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. Uses research to as a rationale to support explanation.	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.	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.	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.					
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, 4a, 4b, 4c IPTS: 8A, 8B ITC: 2-4E1, 2-4E4, 2-4E8, 2- 4E11, 5E8	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. 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. 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. Uses research to as a rationale to support strategies/examples provided.	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. 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. 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.	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. 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. Names characteristics of interactions.	Provides of interactions. Identifies strategies that inhibit communication and/or language in infants and toddlers of different ages. 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.					

IRE4:	Provides examples of how	Provides examples of how	Provides limited examples of	Provides inaccurate or	
Integrates family experience,	families' experiences,	families' experiences,	how families' experiences,	incomplete examples of how	
cultural practices and	knowledge, and childrearing	knowledge, and childrearing	knowledge, and childrearing	families' experiences,	
perspectives, and knowledge of	beliefs and practices can be	beliefs and practices can be	beliefs and practices can be	knowledge, and childrearing	
childrearing beliefs and practices	incorporated into practices in	incorporated into practices in	incorporated into practices in	beliefs and practices can be	
into the infant/toddler setting.	early care and education	early care and education	early care and education	incorporated into practices in	
	settings.	settings.	settings.	early care and education	
NAEYC: 1a, 1b, 2a, 2c, 6d				settings.	
IPTS: 8D, 8H, 8J, 9A, 9B, 9C,	Identifies ways in which	Identifies ways in which	Identifies ways in which		
9D, 9F	individual differences in cultural.	individual differences in cultural.	individual differences in cultural.	Inaccurately identifies ways in	
ITC: 2-4A6, 2-4B9, 2-4E3, 2-	familial, and linguistic heritage	familial, and linguistic heritage	familial, and linguistic heritage	which individual differences in	
4E16, 2-4G5, 2-4G6, 5A6, 5B9,	influence perceptions of infancy,	influence perceptions of infancy,	influence perceptions of infancy.	cultural, familial, and linguistic	
5E16, 5F9	and thereby influence	and thereby influence	initiacitée pérééptions of initialey.	heritage influence perceptions of	
	communication and interactions	communication and interactions		infancy, and thereby influence	
	with infants and toddlers.	with infants and toddlers.	Provides limited examples that	communication and interactions	
	with mants and toddiers.	with mants and toddlers.	illustrate why it is important for	with infants and toddlers.	
			early childhood practitioners to	with infants and toddlers.	
	Provides examples that illustrate	Provides examples that illustrate	understand cultural nuances in		
	why it is important for early	why it is important for early	family health practices and	Provides inaccurate or	
	childhood practitioners to	childhood practitioners to	parents' views of their child.	incomplete examples that	
	understand cultural nuances in	understand cultural nuances in		illustrate why it is important for	
	family health practices and	family health practices and	Derticilly explains how culture	early childhood practitioners to	
	parents' views of their child.	parents' views of their child.	Partially explains how culture impacts families' perspectives	understand cultural nuances in	
			about their infant toddler,	family health practices and	
	Frankrigen hann anderen inner etc.	Tour lains have sultant interests		parents' views of their child.	
	Explains how culture impacts	Explains how culture impacts	parenting, and the services they		
	families' perspectives about their	families' perspectives about their	value, and include limited	D 11 1 1 1 1	
	infant toddler, parenting, and the	infant toddler, parenting, and the	explanation of how cultural ideas	Provides an incorrect explanation	
	services they value, and how	services they value, and how	about infants/toddlers and about	of how culture impacts families'	
	cultural ideas about	cultural ideas about	parenting have implications for	perspectives about their infant	
	infants/toddlers and about	infants/toddlers and about	working with individual children	toddler, parenting, and the	
	parenting have implications for	parenting have implications for	and their families.	services they value, and how	
	working with individual children	working with individual children		cultural ideas about	
	and their families.	and their families.		infants/toddlers and about	
				parenting have implications for	
	Supports families as current and			working with individual children	
	future advocates for integration			and their families.	
	of family experience, cultural				
	practices and perspectives, and				
	knowledge of childrearing beliefs				
	and practices into future				
	educational settings.				
Vellow – Level 2	Green _ Level 3				

Yellow – Level 2 Green – Level 3