

CHLD 201: Child Development Practicum I

Infant Toddler Environmental Rating Scale

Learning Outcomes	1. Articulate and demonstrate skills needed to develop supportive, inclusive learning climates, including collaborative, respectful partnerships between children, professionals, family members, and communities that are culturally and linguistically diverse. 4. Demonstrate the knowledge and ability to design, implement, evaluate and adapt respectful, cohesive early childhood environments and evidence-based practices and curricula that are developmentally, individually, and culturally appropriate.
DEC Recommended Practices	C1 Physical space and materials are structured and adapted to promote engagement, play interaction, and learning by attending to children's preferences and interests, using novelty, using responsive toys, providing adequate amounts of materials, and using defined spaces. C6 Learning environments meet accepted standards of quality including curriculum, child-staff ratios, group size, and physical design of classroom.
NAEYC Standards	1C. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Illinois uses the Infant Toddler Environmental Rating Scale (ITERS) as an instrument to assess the quality of infant toddler centers involved in the Quality Rating System. This is your opportunity to gain first-hand experience using this instrument and at the same time become familiar with many aspects of your assigned classroom. The items in the ITERS will draw your attention to the numerous details that must be addressed to provide the quality environments described in the above Objectives, DEC Recommended Practices, and NAEYC Standards.

Prior to administering the ITERS:

- Review the ITERS book carefully, being sure that you understand the scoring system prior to administration. Clarify any questions you have with your course faculty.
- Discuss the assignment with the cooperating teachers so that they can help you plan appropriate times to work on the ITERS during your regularly scheduled lab hours. (Note: You may be able to be complete some sections of the ITERS outside of lab hours based on previous observations in that particular room)

During the administration of the ITERS:

- Be as accurate and objective as you can be in your assessments.
- Ask the cooperating teachers for assistance with items that you cannot determine based on your observations only.
- Work quickly; you don't want to spend all of your lab time on this activity.

After administering the ITERS:

- Complete the profile sheet at the back of the ITERS booklet.

- Reflect on this experience administering the ITERS by addressing the following questions:
 - What do you feel are some of the benefits of implementing the ITERS within the infant toddler environment?
 - How do you feel that the ITERS helped you in terms of focusing on important aspects of quality within the environment?
 - What limitations are there to this instrument?
 - Which criteria in the ITERS helped you decide if the environment you assessed is a “supportive, inclusive learning climate”?
 - Which criteria measure if the environment is “developmentally, individually, and culturally appropriate”?
 - Which criteria ensure that these DEC practices are specifically met?
 - C1 Physical space and materials are structured and adapted to promote engagement, play interaction, and learning by attending to children’s preferences and interests, using novelty, using responsive toys, providing adequate amounts of materials, and using defined spaces.
 - C6 Learning environments meet accepted standards of quality including curriculum, child-staff ratios, group size, and physical design of classroom
- Submit the ITERS Profile Sheet and your reflections to your instructor.