

Staff Development Component Information

COMPONENT TITLE: Assessing Infant/Toddler Classroom Environments using the Infant Toddler Environmental Rating Scale (ITERS)

IDENTIFIER NUMBER: 2404005

MAXIMUM POINTS: 60

GENERAL OBJECTIVE:

Instructional/coaching staff will gain the skills needed to assess an infant/toddler early learning environment and produce a quality improvement plan based on the results. The environment rating scale instrument to be used is the Infant/Toddler Environment Rating Scale (ITERS), a research-based, nationally recognized assessment tool.

SPECIFIC OBJECTIVES:

Within the duration of this program, participants will:

1. Identify the rationale for using a rating scale to evaluate an infant/toddler classroom learning environment.
2. Describe the research and development process for the ITERS.
3. Explain the scoring process for the ITERS.
4. Describe the content of each of the seven subscales of the ITERS:
 - a. Space and Furnishings
 - b. Personal Care
 - c. Listening and Talking
 - d. Activities
 - e. Interaction
 - f. Program Structure
 - g. Parents and Staff
5. Define the quantifying terms “many, varied, some” in the completion of the scale.
6. Define the term ‘much of the day.’
7. Explain the importance of items that reflect health, nutrition, and safety practices in the classroom.
8. Explain the difference between the classroom environment and the classroom curriculum.
9. Describe how the classroom environment may impact the overall learning experience for children.
10. Explain the difference between a “high stakes” classroom assessment with the ITERS and a self assessment for quality improvement.
11. Define ‘quality improvement plan.’
12. Describe the completion and use of a quality improvement plan.

DELIVERY PROCEDURES:

Participants will:

1. Attend scheduled staff development sessions.
2. Complete a mock assessment of a classroom using the ITERS.
3. Score and interpret the assessment.
4. Complete a quality improvement plan based on the assessment with the ITERS.
5. Participate in a reliability assessment with the ITERS.
6. Participate in discussion and problem solving activities with staff and peers to implement the quality improvement plan.

EVALUATION OF PARTICIPANTS:

Participants will:

1. Demonstrate mastery of at least 80% of the targeted objectives on a post-assessment.
2. Provide products identified of the procedures section according to a task time line.

FOLLOW-UP ACTIVITIES:

Participants will:

1. Complete periodic reviews of specific subscales of the ITERS to measure progress on the quality improvement plan.
2. Participate in on-going staff development to master strategies for identified areas that reflect a need for improvement.

COMPONENT EVALUATION:

Participants will assess the degree to which the professional development procedures address the specific objectives of the component and will make recommendations for revisions through the evaluation instrument.