



Child Care Center Program Improvement Plan

Infant/ Toddler Childhood Environment Rating Scale – Third edition (ITERS-3)

Program Name: _____ Date: _____ County: _____

Street (Mailing) Address: _____ City: _____ State: ___ Zip Code: _____

Phone: _____ Email: _____

Room Name: _____ Name of person completing form: _____

This plan is to be used in classrooms serving children birth through 2 years of age.

Directions:

- 1) For each item fill in the boxes. Use the ITERS-3 book and self-assessment scoresheet as a guide. Be specific and give lots of detail.
- 2) In the **strengths** box, list 1-2 strengths. List the indicator number and the indicator description taken directly from the book. In parentheses, describe your current conditions (what you do now) that makes this a strength.
- 3) In the **area(s) for potential growth** box, list indicator number and description as taken directly from the book. In parentheses, describe your current conditions (what you do now).
- 4) Decide a **priority rating** for each indicator in the description of potential growth box. Write the priority rating in the box below the "P". High, Medium, or Low.
- 5) **Changes I will Make**- list indicator for reference and describe what changes are needed to meet the best practice in the indicator. If no changes will be made, describe how you will maintain the current conditions.
- 6) List the types of **resources** you will need to make the improvements under "changes I will make". If no changes will be made, list the resources you will need to maintain the current conditions. Resources might include money, volunteers, equipment or materials, support from the director, developing helpful hints, etc.
- 7) **Cost (C)**. Decide what the cost will be to make the improvements or maintain the current conditions. High, Medium, or Low.
- 8) **Expected completion date**. When you expect to complete the changes? Record in corresponding box.
- 9) **Follow-up** on your goals. Write the actual completion date and/or any progress or adjustments to the goal made.
- 10) **See Example** on page 2.

EXAMPLE

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ITERS-3 Item 2: Furnishings for care, play, and learning		
<p>Strengths: 5.4 Softness provided in several areas. (Several areas of the room with rugs. Crib mattress with pillows in books area). 7.3 At least 2 pieces of furniture for specific activities. (housekeeping kitchen, and a book shelf for storing books with the cover facing outward).</p>	<p>Areas for Potential Growth: 5.1 Ample furniture for routine care, play, and learning. (children each have a hook for belongings. Children’s belongings touch and are crowded with winter attire). 7.2 At least 75% of chairs and tables are child-sized. (tables and chairs are too high for toddlers in the classroom. Feet do not touch the floor).</p>	<p>P: 2 2</p>
<p>Changes I will Make: 5.1 Provide a tub for each child’s additional belongings, such as snowpants, heavy coats, and bags. 7.2 Purchase new low tables and chairs of appropriate size for toddlers.</p>	<p>Resources I will need: 5.1 Money to purchase tubs. Create nametags for children to put on hooks and on tubs, so children and parents know which hook and tub belongs to them. 7.2 Money to purchase child-sized tables and chairs for toddlers.</p>	<p>C: M H</p>
<p>Expected Completion Date: 5.1 05/01/22 7.2 06/01/22</p>	<p>Follow-up (changes made, date completed, what went well, what can we do better, etc.): 4/15/22 created names tags for tubs and hooks. 4/20/22 purchased tubs.</p>	

SUBSCALE 1: SPACE AND FURNISHINGS

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ITERS-3 Item 1: Indoor space		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, what went well, what can we do better, etc.):	

ITERS-3 Item 2: Furnishings for care, play, and learning		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 3: Room arrangement		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 4: Display for children		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 2: PERSONAL CARE ROUTINES

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ITERS-3 Item 5: Meals/ snacks		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 6: Diapering/ toileting		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 7: Health practices		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 8: Safety practices		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 3: LANGUAGE AND BOOKS*P* (Priority): 1=High 2=Medium 3=Low**C* (Cost): H=High M=Medium L=Low*

ITERS-3 Item 9: Talking with children		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 10: Encouraging vocabulary development		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 11: Responding to children's communication		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 12: Encouraging children to communicate		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 13: Staff use of books with children		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 14: Encouraging children's use of books		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 4: ACTIVITIES

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ITERS-3 Item 15: Fine motor		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 16: Art		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 17: Music and movement		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 18: Blocks		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 19: Dramatic play		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 20: Nature/ science		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 21: Math/ number		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 22: Appropriate use of technology		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 23: Promoting acceptance of diversity		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 24: Gross motor		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 5: INTERACTION

P (Priority): 1=High 2=Medium 3=Low*

C (Cost): H=High M=Medium L=Low*

ITERS-3 Item 25: Supervision of gross motor play		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 26: Supervision of play and learning (non-gross motor)		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 27: Peer interaction		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 28: Staff-child interaction		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 29: Providing physical warmth/ touch		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 30: Guiding children's behavior		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

SUBSCALE 6: Program Structure*P* (Priority): 1=High 2=Medium 3=Low**C* (Cost): H=High M=Medium L=Low*

ITERS-3 Item 31: Schedule and transitions		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 32: Free play		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

ITERS-3 Item 33: Group play activities		
Strengths:	Areas for Potential Growth:	P:
Changes I will Make:	Resources I will need:	C:
Expected Completion Date:	Follow-up (changes made, date completed, etc.):	

**Subscale and Item names from:

Harms, T., Clifford, R.M., Cryer, D., and Yazejian, N. (2017). Infant/ Toddler Environment Rating Scales, third edition (ITERS-3), New York, NY: Teachers College Press.

Based on the information in the ITERS-3 program improvement plan (pages 3-19 of this document), detail the top three goals for the classroom. Discuss any differences and similarities in the goals, and plans to move forward. Determine who will take responsibility for moving the goal forward and put their initial next to each goal.

Director's Top 3 Goals for the Classroom	Date	Initials

Teacher's Top 3 Goals for the Classroom	Date	Initials