

Interactions, Relationships & Environments Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
IRE1: Describes the role of the environment in supporting children's development.	<p>Describes how factors within the environment, including space, materials, images, sounds, language, and ideas, support community within the classroom and children's development and learning.</p> <p>Includes connections with families, community and children's overall development in environmental description.</p>	Describes how factors within the environment, including space, materials, images, sounds, language, and ideas, support community within the classroom and children's development and learning.	Partially describes how factors within the environment, including space, materials, images, sounds, language, and ideas, support community within the classroom and children's development and learning.	Description of factors within the environment, including space, materials, images, sounds, language, and ideas, support community within the classroom and children's development and learning lacking.	
IRE2: Articulates the importance of relationships in supporting positive developmental and behavioral outcomes	<p>Considers adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes and building trusting relationships.</p> <p>Builds opportunities for positive social interactions which incorporate healthy self-concept techniques for multi-language learners and children of diverse abilities.</p>	<p>Considers adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes.</p> <p>Describes role of positive social interactions which incorporate adaptations for multi-language learners and children of diverse abilities.</p>	Partially considers adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes.	<p>Does not consider adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes.</p> <p>Describes practices that minimize opportunities for positive social interactions.</p>	
IRE3: Identifies factors that contribute to positive interactions with the environment	Identifies factors, including personality and temperament, that influence behavior and interactions within early childhood environments, and advocates for environments that support positive behavior and classroom community	Identifies factors, including personality and temperament, that influence behavior and interactions within early childhood environments.	Partially identifies factors, that influence behavior and interactions within early childhood environments.	Identifies factors within early childhood environments, but does not consider influence on behavior and interactions.	

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<p>IRE4: Designs learning environments and activities supportive of healthy development and learning</p>	<p>Incorporates, advocates and models DAP and input from children to design environments and activities which accommodate individual children’s needs and encourage positive expression of emotions, exploration and problem solving.</p> <p>Environmental design reflects knowledge of legal and ethical principles related to behavior management.</p>	<p>Incorporates knowledge of developmental, individual, and culturally appropriate practice to design environments and activities which are supportive of healthy development and learning, reflective of individual children’s needs, and supportive of positive expression of emotions, exploration and problem solving.</p>	<p>Incorporates knowledge of developmental, individual, and culturally appropriate practice to design environments and activities which are supportive of healthy development and learning.</p> <p>Explicit attention to individual and group not evident.</p>	<p>Learning environments and activities designed are not supportive of healthy development and learning.</p>	
<p>IRE5: Creates engaging environments that meet the diverse development and learning needs of each child</p>	<p>Creates flexible, engaging indoor and outdoor environments that meet the needs of individual and groups of children.</p> <p>Consults with parents and health professionals to maximize participation of all children and accommodate individual abilities, interests and personalities.</p>	<p>Creates engaging indoor and outdoor environments that support the development and learning of individual and groups of children.</p> <p>Seeks to maximize access and participation for all children and to accommodate individual abilities, interests and personalities.</p>	<p>Creates engaging indoor and outdoor environments supportive of development and learning.</p> <p>Explicit attention to access and participation not evident.</p>	<p>Creates indoor and outdoor environments that do not support children's development and learning.</p>	
<p>IRE6: Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments</p>	<p>Analyzes indoor and outdoor environments for incorporation of current-research based strategies supportive of children’s learning and development.</p> <p>Analyzes relationship between curriculum, environmental design, children's interactions and relationships, and children's unique developmental strengths and challenges.</p>	<p>Analyzes indoor and outdoor environments for incorporation of current evidence-based strategies supportive of children’s learning and development.</p> <p>Analyzes relationship between curriculum, environmental design, children's interactions and relationships, and children's unique developmental strengths and challenges.</p>	<p>Examines indoor and outdoor environments for incorporation of practices supportive of children’s learning and development.</p> <p>Explicit attention to the relationship between curriculum, environmental design, children's interactions and relationships, and children's unique developmental needs in analysis not evident.</p>	<p>Analysis of indoor and outdoor environments for incorporation of current evidence-based strategies supportive of children’s learning and development absent.</p>	

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	Includes connections to instructional support and applied examples communication ideas and practice skills to families and colleagues.				
IRE7: Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines	<p>Facilitates the design of engaging environments which incorporate the current evidence-base, policy, standards and guidelines.</p> <p>Identifies evidence-based approaches to evaluate environmental effectiveness and appropriateness.</p> <p>Develops and justifies program policies to maintain environments and meet shifting needs of learners.</p>	<p>Facilitates the design of engaging environments which incorporate the current evidence-base, policy, standards and guidelines.</p> <p>Identifies evidence-based approaches to evaluate environmental effectiveness and appropriateness.</p>	<p>Facilitates the design of engaging environments.</p> <p>Current evidence-base, policy, standards and guidelines inconsistently applied.</p> <p>Evidence-based approaches to evaluate environmental effectiveness and appropriateness inconsistently applied.</p>	<p>Facilitates the design of engaging environments.</p> <p>Current evidence-base, policy, standards and guidelines not applied.</p> <p>Evidence-based approaches to evaluate environmental effectiveness and appropriateness not applied.</p>	

Yellow= Level II

Green=Level III

Orange=Level IV

Blue=Level V