

**Family Specialist Interactions, Relationships, and Environment Master Rubric**

<b>Competency</b>	<b>Distinguished</b>	<b>Meets</b>	<b>Approaching</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<p>IRE1: Identifies positive and negative indicators of mental and emotional well-being of families within their context.</p> <p><b>FS: B11</b></p>	<p>Distinguishes among positive and negative indicators of mental and emotional health and healthy emotional environments.</p> <p>Identifies family coping strategies and adaptations to adverse environmental conditions.</p> <p>Uses research and the evidence-base to provide a rationale for coping strategies, and conditions identified.</p>	<p>Distinguishes among positive and negative indicators of mental and emotional health and healthy emotional environments.</p> <p>Identifies family coping strategies and adaptations to adverse environmental conditions.</p>	<p>Identifies indicators of mental and emotional health and healthy emotional environments.</p> <p>Identifies family coping strategies in adaptations.</p>	<p>Identification of factors that contribute or detract from mental and emotional health and healthy emotional environments are inaccurate or incomplete.</p> <p>Coping strategies and adaptations to environmental conditions identified are inaccurate or incomplete.</p>	
<p>IRE2: Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience.</p> <p><b>FS: E11</b></p>	<p>Identifies qualities and characteristics supportive of reciprocal relationships with families, including demonstrating respect for family competence and resilience.</p> <p>Demonstrates cultural competence in the enactment of these qualities and characteristics.</p>	<p>Identifies qualities and characteristics supportive of reciprocal relationships with families, including demonstrating respect for family competence and resilience.</p>	<p>Identifies limited qualities and characteristics that support reciprocal relationships with families.</p>	<p>Identifies qualities and characteristics that detract from developing reciprocal relationships with families.</p>	

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<p>IRE3: Creates culturally, linguistically and individually appropriate opportunities for family engagement that foster healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children.</p> <p>FS: E6, E7, E10</p>	<p>Identifies culturally, linguistically and individually appropriate curricular strategies and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children.</p> <p>Creates culturally, linguistically and individually appropriate curriculum and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children.</p> <p>Uses research to support opportunities identified.</p>	<p>Identifies culturally, linguistically and individually appropriate curricular strategies and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children.</p> <p>Creates culturally, linguistically and individually appropriate curriculum and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children.</p>	<p>Identifies curricular strategies and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children.</p> <p>Creates curricular strategies and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children.</p>	<p>Identifies curricular strategies and program standards that inhibit healthy family interactions and relationships and family functioning and development.</p> <p>Creates curricular strategies and program standards that inhibit healthy family interactions and relationships and family functioning and development.</p>	
<p>IRE4: Assesses program standards and curricular approaches from the perspective of supporting family engagement in children’s development and learning.</p> <p>FS: E12</p>	<p>Assesses program standards from the perspective of supporting family engagement in children’s development and learning.</p> <p>Assesses curricular approaches from the perspective of supporting family engagement in children’s development and learning.</p> <p>Research is utilized to support assessment rationale.</p>	<p>Assesses program standards from the perspective of supporting family engagement in children’s development and learning.</p> <p>Assesses curricular approaches from the perspective of supporting family engagement in children’s development and learning.</p>	<p>Assesses program standards.</p> <p>Assesses curricular approaches.</p>	<p>Assessment of program standards inaccurate or incomplete.</p> <p>Assessment of curricular approaches inaccurate or incomplete.</p>	

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<p>IRE5: Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community.</p> <p><b>FS: E8, E9</b></p>	<p>Analysis of program practices includes support for child and family development as well as connections to the classroom and larger community.</p> <p>Research is used to support analyses.</p>	<p>Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community.</p>	<p>Analyzes program practices.</p>	<p>Analysis of program practices is inefficient in providing information supportive of child and family development.</p>	

Yellow=Level 2

Orange=Level 4

Blue=Level 5