

**IDC Educational Programming Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>EP1: Describe, plan, and implement instructional strategies, curriculum, and environmental plans that reflect evidence-based practice that supports and enhances the development and learning of young children.</p>	<p>Orchestrates and models instructional strategies, curriculum, and environmental plans that reflect high-quality, evidence-based practice and support and enhance the development and learning of young children and their families.</p>	<p>Curricular practices developed are research-based, developmentally and culturally appropriate, and build and the interests of children and families.</p> <p>Curricular practices developed, including IEPs and IFSPs, support collaboration with families and are reflective of the individual needs of each and every child.</p> <p>Program policies and practice support continuity of relationships, developmentally appropriate guidance, and cultural competence.</p>	<p>Curricular practices developed build and the interests of children and families.</p> <p>Curricular practices developed, including IEPs and IFSPs, are reflective of the individual needs of each and every child.</p> <p>Program policies and practice support continuity of relationships, and/or developmentally appropriate guidance, and/or cultural competence.</p>	<p>Curricular practices developed do not reflect developmentally appropriate practice.</p> <p>Curricular practices developed, including IEPs and IFSPs, are not individually or developmentally appropriate.</p> <p>Program policies and practice contradict what is known about evidence-based practice supporting continuity of relationships, and/or developmentally appropriate guidance, and/or cultural competence.</p>	
<p>EP2: Develop collaborative transition policies and procedures that promote smooth transitions for children entering and exiting the program.</p>	<p>Creates and consistently supports policies and procedures that promote smooth transitions for children entering and exiting the program and reflect consideration of family needs and context</p>	<p>Written transition policies are comprehensive and developed in partnership with families.</p>	<p>Written transition policies are comprehensive.</p>	<p>Written transition policies are absent or lack comprehensiveness.</p>	
<p>EP3: Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.</p>	<p>Supports other ECE professionals in the consistent utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.</p>	<p>Policies and practices ensure implementation of research-based, developmental screening tools and assessment processes reflect developmental appropriateness and available resources.</p> <p>Policies and practices developed for assessment</p>	<p>Policies and practices ensure implementation screening tools and assessment processes.</p> <p>Policies and practices developed for assessment reflect confidentiality and/or ethical standards.</p>	<p>Policies and practices fail to support implementation screening tools and assessment processes.</p> <p>Policies and practices developed for assessment contradict confidentiality and/or ethical standards.</p>	

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		support confidentiality and ethical standards.			
EP4: Utilize data generated from children and families to ensure integrity in program design, decision-making, and goals.	Establishes, implements, interprets, and evaluates developmentally appropriate, high-quality child assessment policies and practices that include families in assessment considerations.	<p>Plans developed support the utilization of the results of informal data to support program design, decision-making, and the development of comprehensive goals.</p> <p>Plans and processes incorporate data from formal, standardized instruments to inform program design and demonstrate responsiveness and respect to the needs of children, families, and staff.</p>	<p>Plans that support the utilization of the results of informal data to support program design, decision-making, and/or the development of comprehensive goals are developed.</p> <p>Plans and processes to incorporate data from formal, standardized instruments to inform program design are developed.</p>	<p>Plans that impede the appropriate utilization of the results of informal data to support program design, decision-making, and/or the development of comprehensive goals are provided.</p> <p>Plans and processes created do not incorporate data from formal, standardized instruments to inform program design.</p>	
EP5: Evaluate the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design.	Articulates replicable models for assessing the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design.	<p>A critical and evidence-based evaluation of the appropriateness and effectiveness of different curricula/program designs is provided.</p> <p>A critical, evidence-based analysis of individual and group management strategies is provided.</p> <p>Policies and procedures support implementation of trauma-informed practices.</p>	<p>Evaluates the appropriateness and effectiveness of different curricula/program designs.</p> <p>Analyzes individual and group management strategies.</p> <p>Policies and procedures developed partially support implementation of trauma-informed practices.</p>	<p>Conducts an incomplete evaluation of the appropriateness and/or effectiveness of different curricula/program designs.</p> <p>Conducts a, incomplete analysis of individual and group management strategies.</p> <p>Develops inaccurate or inappropriate policies and procedures that support implementation of trauma-informed practices.</p>	
EP6: Develop, implement, interpret, and evaluate child assessment policies and practices.	Models and supports collaborative efforts that support leadership in the development, implementation,	Evidence-based policies, practices, and tools supporting comprehensive formative and summative child assessment are developed and/or	Policies, practices, and tools supporting formative and summative child assessment are identified and/or implemented.	Effective policies, practices, and tools supporting formative and summative child assessment are incorrectly identified and/or	

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	interpretation, an evaluation of child assessment policies and practices.	implemented.  Processes that support the interpretation of data gathered from formal, standardized instruments are identified and/or implemented.	Processes that support the interpretation of data gathered from formal, standardized instruments are partially identified and/or implemented.	implemented.  Processes that support the interpretation of data gathered from formal, standardized instruments are incorrectly identified and/or implemented.	
EP7: Aggregate and analyze data to identify opportunities for program improvement and to inform program goals.	Models sustainable and replicable models for using data gathered to impact program decision-making and design	Comprehensive strategies that allow for the aggregation and analysis of data are developed and implemented.  Strategies that support analysis and application of aggregated data that contributes to continuous quality program improvement are developed and implemented.	Strategies that allow for the aggregation and analysis of data are developed and implemented.  Strategies that support analysis and/or application of aggregated data that contributes to continuous quality program improvement are developed and implemented.	Strategies that allow for the aggregation and analysis of data are incorrectly developed and implemented.  Strategies that support analysis and/or application of aggregated data that contributes to continuous quality program improvement are incorrectly developed and implemented.	
EP8: Develop, implement, and evaluate system for providing feedback and support to teaching staff.	Evaluation system developed for providing feedback and support to teaching staff promotes staff empowerment in leadership.	An effective system for staff feedback that includes modeling, observation and feedback, and peer-to-peer learning opportunities is developed.  Adult learning strategies through strength-based coaching are used in support of staff development.	A system for staff feedback that includes modeling, observation and feedback, and peer-to-peer learning opportunities is developed.  Adult learning strategies are used in support of staff development.	An ineffective or incomplete system for staff feedback that includes modeling, observation and feedback, and peer-to-peer learning opportunities is developed.  Adult learning strategies are used in a manner that impedes staff development.	
EP9: Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program.	Collaborative skills supportive of smooth transitions serve to empower partnering agencies and families.	Effective collaboration skills are identified and implemented in support of cross-sector and/or cross-program support for children and families.	Effective collaboration skills are identified and/or implemented.  Written policies and procedures about sharing data	Effective collaboration skills are not identified and/or implemented.  Written policies and procedures developed are	

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		Written policies and procedures about sharing and using confidential data are developed and/or implemented.	are developed and/or implemented.	ineffective in providing supportive information regarding sharing data.	
EP10: Utilize aggregate data to inform program planning and improvement, advocacy supportive of funding and policy changes, and collaborative community partnerships that support community/program teaching and learning goals.	Aggregate data serves to empower stakeholders in advocacy, policy, in collaboration efforts.	<p>A comprehensive continuous quality improvement plan is developed based on aggregated data.</p> <p>Aggregated data is incorporated into advocacy efforts targeting funding and policy.</p> <p>Effective practices supporting collaboration with community partners based on aggregated data is developed and/or implemented.</p>	<p>A continuous quality improvement plan is developed based on aggregated data.</p> <p>Aggregated data is partially incorporated into advocacy efforts targeting funding and policy.</p> <p>Strategies supporting collaboration with community partners based on aggregated data is developed and/or implemented.</p>	<p>An incomplete or irrelevant continuous quality improvement plan is developed based on aggregated data.</p> <p>Aggregated data is inaccurately incorporated into advocacy efforts targeting funding and policy.</p> <p>Strategies supporting collaboration with community partners based on aggregated data are not developed and/or implemented.</p>	

Level I—Beige

Level II—Blue

Level III—Purple