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| **ECE Professionalism Master Rubric** |
| **Competency** | **Competent** | **Unable****To Assess** |
| **Checklist Criteria** |
| **PPD1*:***Demonstrates professionalism in image, behavior, and disposition**NAEYC**: 6a, 6b (6a- LVL1-1-2, 6b-LVL1-2) **IPTS**: 9H, 9I, 9T **InTASC**: 3(r), 10(i) | **Interactions & Communication**: |
|  | Listens and responds with an open mind to suggestions |  |
|  | Communicates with honesty, respect, & integrity |  |
|  | Addresses conflict appropriately |  |
|  | Seeks and considers the opinions of others |  |
|  | Demonstrates empathy |  |
|  | Seeks to understand individual perspectives (cultural, gender, socio-economic, etc.) |  |
|  | Verbal and non-verbal language, behaviors and interactions demonstrate emotional control and maturity |  |
|  | Responds appropriately to actions and reactions of others |  |
|  | Identifies personal responsibility in conflict |  |
| **Ethics & Responsibility:** |
|  | Protects and Maintains confidentiality |  |
|  | Is dependable and responsible in time management (Present, on time, engaged, meets deadlines, responds in a timelymanner) |  |
|  | Is on-task, engaged & prepared |  |
|  | Maintains accurate records |  |
|  | Uses digital devices responsibly and appropriately |  |
|  | Respects student and family privacy both hard copy and electronically |  |
|  | Uses social media in respectful and professional ways |  |
|  | Dresses professionally for context/situation |  |
|  | Maintains professional interactions with staff & families |  |
| **Reflection & Flexibility:** |
|  | Seeks and uses feedback from others |  |
|  | Incorporates feedback in subsequent practice |  |
|  | Reflects accurately regarding own strengths and weaknesses |  |
|  | Adapts to unexpected or new situations |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable****to Assess** |

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| **PPD2**: Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields**NAEYC**: 6a (6a-LVL1-2, 6a-LVL2-1-3, 6a-LVL2-1 & -3)**IPTS**: 1F, 9G **InTASC**: 3(g), 4(q), 10(s) | Describes historical, theoretical and philosophical foundations of the fields of early childhood general education, early childhood special educationArticulates how current research, values and experiences within each field influence professional practice, perspective, program designand structureDescribes the influence of public policy on practice within each of these fields | Describes historical, theoretical and philosophical foundations of the fields of early childhood general education, early childhood special educationArticulates how current research, values and experiences within each field influence professional practice, perspective, program design and structure | Describes historical, theoretical and philosophical foundations of the field of early childhood general educationArticulates how current research, values and experience influence professional practice, perspective, program design and structure within the early childhood field | Describes historical, theoretical and philosophical foundations of the field of early childhood general education inaccuratelyArticulates how current research, values and experience influence professional practice, perspective, program design and structure within the early childhood field in a way that is inaccurate |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD3**: Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations**NAEYC**: 6b (6b-LVL1-1- 4, 6b-LVL2-3) | Explains and justifies professional practice with applicable standards and guidelines and legal and ethical considerations.Articulates reasons for confidentiality and impartiality. Values participation in professional organizations and models a professional code of ethicsAligns and justifies professional practice with applicable standards andguidelines and legal and | Aligns professional practice with applicable standards and guidelines and legal and ethical considerationsArticulates the importance of confidentiality and impartialityConnects to professional organizations and aligns behavior with a professional code of ethics | Aligns professional practice with applicable standards and guidelines and legal and ethical considerationsArticulates the importance of confidentiality and impartialityPartial connections to professional organizations and demonstration of behavioral alignment with professional code of ethics | Alignment of professional practice with applicable standards and guidelines and legal and ethical considerations not presentThe importance of confidentiality and impartiality not describedLacking connections to professional organizations and demonstration of behavioral alignment with professional code of ethics |  |

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| **IPTS**: 1D, 3A, 3O, 4F, 7N, 8I, 9B, 9C, 9I, 9R, 9S **InTASC**: 2(a), 2(h), 4(n), 7(b), 7(g), 9(a),9(c), 9(f), 9(g), 9(j),9(k), 9(o), 10(i), 10(j) | ethical considerationsArticulates the importance of confidentiality and impartialityModels a professional code of ethics |  |  |  |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD4**: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams**NAEYC**: 6c, 6e (6c- LVL1-1, 6c-LVL2-2, 6e- LVL1-1-4)**IPTS**: 4J, 6E, 7N, 8C, 8K, 8L, 8M, 8N, 8O, 8P, 8Q,8R, 8S, 9L, 9M**InTASC**: 3(f), 8(q), 9(c),9(d), 10(a), 10(b),10(c), 10(d), 10(g),10(k) | Utilizes, models, and leads others in using respectful, responsive, culturally and linguistically sensitive communication and collaboration skills when interacting with children, families, and as a member of an early childhood teamCommunication and collaboration skills used are ethical and supportive of advocacy | Utilizes respectful, responsive, culturally and linguistically sensitive communication and collaboration skills when interacting with children, families, and as a member of an early childhood team.Communication and collaboration skills used are ethical and supportive of advocacy | Utilizes communication and collaboration skills when interacting with children, families, and as a member of an early childhood team | Utilizes communication and collaboration skills when interacting with children, families, and as a member of an early childhood team lacking in respect, responsiveness, and cultural and linguistic sensitivity |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD5**: Engages in reflection and the design of a professional development plan with the goal of improvingprofessional practice | Designs a professional development plan that incorporates self-reflection and self-assessmentIncludes within professional development plan attention tocurrent professional role and | Designs a professional development plan that incorporates self-reflection and self-assessmentIncludes within professional development plan attention tocurrent professional role and | Designs a professional development plan that incorporates self-reflection and self-assessment | Designs a professional development plan lacking in self-reflection and self- assessment |  |

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| and fostering professional growth**NAEYC**: 4d, 6c, 6d (4d- LVL2-1 & 2, 6c-LVL1-1, 6c-LVL2-3, 6c-LVL3-1,6d-LVL1-1-4)**IPTS**: 1F, 9D, 9E, 9I, 9K**InTASC**: 4(q), 9(a), 9(b),9(e), 9(k), 9(l), 9(m),9(n), 10(f), 10(i), 10(s) | plans to continue professional development and growthDevelops meaningful, specific, collaborative goals to support attainment of plan | plans to continue professional development and growth |  |  |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD6**: Creates a professional philosophy that guides development as a practitioner and advocate**NAEYC**: 6a, 6b, 6d (6a- LVL2-4, 6b-LVL2-2, 6d- LVL2-1)**IPTS**: 9D, 9E, 9I, 9K, 9O, 9P, 9Q**InTASC**: 9(a), 9(d), 9(k),10(i), 10(j), 10(k), 10(s) | Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocateIncludes theory and evidence- base for philosophy and attention to factors that support ongoing development as a professionalPhilosophy includes attention to contextual factors that will nurture and support ongoingdevelopment | Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocateIncludes theory and evidence- base for philosophy and attention to factors that support ongoing development as a professional | Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate | Produces a professional philosophy that is limited in explore of current and future role, and lacks exploration of theory, evidence base, and supportive contextual factors |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD7**: Describes processes, procedures and identified roles within successful early childhood teams**NAEYC**: 6c (6c-LVL3-3) **IPTS**: 5Q, 8B, 8D, 8E, 8F, 8G | Describes own role and roles of others in successful early childhood teamsDescribes processes and procedures that influence the success of early childhood teamsDescribes the role of families and appropriate professionals | Describes own role and roles of others in successful early childhood teamsDescribes processes and procedures that influence the success of early childhood teams | Describes own role and roles of others in successful early childhood teams | Describes early childhood teams. Description lacking understanding of roles, processes and procedures |  |

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| **InTASC**: 10(n), 10(r) | who can enhance processes and procedures supportingchildren and programs within early childhood teams |  |  |  |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD8**: Engages in written, verbal and non-verbal communication skills with children, families, and colleagues that support culturally, linguistically, and ability diverse populations; program functioning; family and community collaboration; and healthy child development and learning**NAEYC**: 6e (6e-LVL3-1) **IPTS**: 4J, 6E, 6Q, 7N, 9L, 9N**InTASC**: 1(c), 3(a), 3(c),3(f), 9(c), 10(d), 10(q) | Models examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues supportive of culturally, linguistically, and ability diverse populations; family collaboration and development; and healthy child development and learningCommunication supported by infrastructure that includes effective record maintenance system that promotes program functioning, and connections to community resources | Provides examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues supportive of culturally, linguistically, and ability diverse populations; family collaboration and development; community collaboration; and healthy child development and learningCommunication supported by infrastructure that includes effective record maintenance that promotes program functioning, and connections to community resources | Provides examples and evidence of written, verbal and non-verbal communication with children, families, and colleaguesCommunication supported by infrastructure that includes effective record maintenance | Provides incomplete/inaccurate examples and evidence of written, verbal and non- verbal communication with children, families, and colleaguesCommunication lacks infrastructure that includes effective record maintenance |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD9**: Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhoodsettings | Effectively and professionally leads teams and individuals to encourage collaboration.Develops and facilitates program decisions based on professional standards.Protects confidentiality and | Professionalism and leadership evidenced by application of legal, ethical, and regulatory standards to decision-making within early childhood settingsUtilizes interpersonal skills to work collaboratively with | Professionalism evidenced by application of legal, ethical, and regulatory standards to decision-making within early childhood settingsUtilizes interpersonal skills to work with teams andindividuals | Professionalism not evidenced due to inaccurate/incomplete application of legal, ethical, and regulatory standards to decision-making within early childhood settingsUtilizes underdeveloped |  |

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| **NAEYC**: 6b, 6c (6b- LVL3-3, 6c-LVL3-1 & 2) **IPTS**: 1D, 3A, 3O, 4F, 7H, 7N, 8F, 9E, 9I, 9P,9R, 9S**InTASC**: 2(a), 2(h), 4(n), 7(b), 7(g), 9(c),9(d), 9(f), 9(j), 10(i),10(k), 10(p), 10(s) | privacy and promotes impartiality in procedures and practicesProfessionalism and leadership evidenced by leading teams in application of legal, ethical, and regulatory standards to decision-making within early childhood settingsModels interpersonal skills supportive of working collaboratively with teams and individualsLeads teams in protecting confidentiality and privacyand promoting impartiality in procedures and practices. | teams and individualsProtects confidentiality and privacy and promotes impartiality in procedures and practices | Protects confidentiality and privacy and promotes impartiality in procedures and practices | interpersonal skills to work with teams and individualsDoes not consistently protect confidentiality and privacy and promote impartiality in procedures and practices |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD10**: Designs and/or participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served**NAEYC**: -----**IPTS**: 8J, 8K, 8O, 8P, 8Q, 9P, 9Q**InTASC**: 9(d), 10(a),10(b), 10(d), 10(j),10(k), 10(t) | Designs and/or participates in collaborative approaches with professionals supportive of interagency collaborationModels visionary leadership through the development of program policies and procedures that reflect federal, state, and local regulations and ensure the healthy functioning of the early childhood program/ agency and the children and families served | Designs and/or participates in collaborative approaches with professionalDemonstrates leadership through the development of program policies and procedures that reflect federal, state, and local regulations and ensure the healthy functioning of the early childhood program/ agency and the children and families served | Designs and/or participates in collaborative approaches with professionalsDevelops program policies and procedures that reflect federal, state, and local regulations and ensure the healthy functioning of the early childhood program/ agency and the children and families served | Lacks participation in collaborative approaches with professionalsProgram policies and procedures developed do not reflect federal, state, and local regulations and fail to ensure the healthy functioning of the early childhood program/ agency and the children and families served |  |

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Yellow= Level 2 Green=Level 3 Orange=Level 4 Blue=Level 5