

## ECE Professionalism Master Rubric

Competency	Competent				Unable To Assess
Checklist Criteria					
<b>PPD1:</b> 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)	<b>Interactions &amp; Communication:</b>				
		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			
	<b>Ethics &amp; Responsibility:</b>				
		Protects and Maintains confidentiality			
		Is dependable and responsible in time management (Present, on time, engaged, meets deadlines, responds in a timely manner)			
		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			
<b>Reflection &amp; Flexibility:</b>					
	Seeks and uses feedback from others				
	Incorporates feedback in subsequent practice				
	Reflects accurately regarding own strengths and weaknesses				
	Adapts to unexpected or new situations				
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>

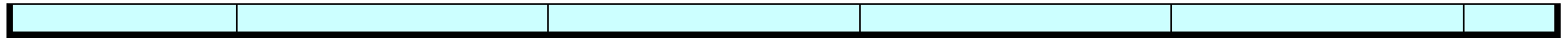
<p><b>PPD2:</b> Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields</p> <p><b>NAEYC:</b> 6a (6a-LVL1-2, 6a-LVL2-1-3, 6a-LVL2-1 &amp; -3)  <b>IPTS:</b> 1F, 9G  <b>InTASC:</b> 3(g), 4(q), 10(s)</p>	<p>Describes historical, theoretical and philosophical foundations of the fields of early childhood general education, early childhood special education</p> <p>Articulates how current research, values and experiences within each field influence professional practice, perspective, program design and structure</p> <p>Describes the influence of public policy on practice within each of these fields</p>	<p>Describes historical, theoretical and philosophical foundations of the fields of early childhood general education, early childhood special education</p> <p>Articulates how current research, values and experiences within each field influence professional practice, perspective, program design and structure</p>	<p>Describes historical, theoretical and philosophical foundations of the field of early childhood general education</p> <p>Articulates how current research, values and experience influence professional practice, perspective, program design and structure within the early childhood field</p>	<p>Describes historical, theoretical and philosophical foundations of the field of early childhood general education inaccurately</p> <p>Articulates 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</p>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<p><b>PPD3:</b> 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</p> <p><b>NAEYC:</b> 6b (6b-LVL1-1-4, 6b-LVL2-3)</p>	<p>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 ethics</p> <p>Aligns and justifies professional practice with applicable standards and guidelines and legal and</p>	<p>Aligns professional practice with applicable standards and guidelines and legal and ethical considerations</p> <p>Articulates the importance of confidentiality and impartiality</p> <p>Connects to professional organizations and aligns behavior with a professional code of ethics</p>	<p>Aligns professional practice with applicable standards and guidelines and legal and ethical considerations</p> <p>Articulates the importance of confidentiality and impartiality</p> <p>Partial connections to professional organizations and demonstration of behavioral alignment with professional code of ethics</p>	<p>Alignment of professional practice with applicable standards and guidelines and legal and ethical considerations not present</p> <p>The importance of confidentiality and impartiality not described</p> <p>Lacking connections to professional organizations and demonstration of behavioral alignment with professional code of ethics</p>	

<p><b>IPTS:</b> 1D, 3A, 3O, 4F, 7N, 8I, 9B, 9C, 9I, 9R, 9S  <b>InTASC:</b> 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)</p>	<p>ethical considerations</p> <p>Articulates the importance of confidentiality and impartiality</p> <p>Models a professional code of ethics</p>				
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<p><b>PPD4:</b> Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams</p> <p><b>NAEYC:</b> 6c, 6e (6c-LVL1-1, 6c-LVL2-2, 6e-LVL1-1-4)  <b>IPTS:</b> 4J, 6E, 7N, 8C, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 9L, 9M  <b>InTASC:</b> 3(f), 8(q), 9(c), 9(d), 10(a), 10(b), 10(c), 10(d), 10(g), 10(k)</p>	<p>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 team</p> <p>Communication and collaboration skills used are ethical and supportive of advocacy</p>	<p>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</p>	<p>Utilizes communication and collaboration skills when interacting with children, families, and as a member of an early childhood team</p>	<p>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</p>	
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<p><b>PPD5:</b> Engages in reflection and the design of a professional development plan with the goal of improving professional practice</p>	<p>Designs a professional development plan that incorporates self-reflection and self-assessment</p> <p>Includes within professional development plan attention to current professional role and</p>	<p>Designs a professional development plan that incorporates self-reflection and self-assessment</p> <p>Includes within professional development plan attention to current professional role and</p>	<p>Designs a professional development plan that incorporates self-reflection and self-assessment</p>	<p>Designs a professional development plan lacking in self-reflection and self-assessment</p>	

and fostering professional growth  <b>NAEYC:</b> 4d, 6c, 6d (4d-LVL2-1 & 2, 6c-LVL1-1, 6c-LVL2-3, 6c-LVL3-1, 6d-LVL1-1-4) <b>IPTS:</b> 1F, 9D, 9E, 9I, 9K <b>InTASC:</b> 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 growth  Develops meaningful, specific, collaborative goals to support attainment of plan	plans to continue professional development and growth			
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>PPD6:</b> Creates a professional philosophy that guides development as a practitioner and advocate  <b>NAEYC:</b> 6a, 6b, 6d (6a-LVL2-4, 6b-LVL2-2, 6d-LVL2-1) <b>IPTS:</b> 9D, 9E, 9I, 9K, 9O, 9P, 9Q <b>InTASC:</b> 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 advocate  Includes theory and evidence-base for philosophy and attention to factors that support ongoing development as a professional  Philosophy includes attention to contextual factors that will nurture and support ongoing development	Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate  Includes 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	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>PPD7:</b> Describes processes, procedures and identified roles within successful early childhood teams  <b>NAEYC:</b> 6c (6c-LVL3-3) <b>IPTS:</b> 5Q, 8B, 8D, 8E, 8F, 8G	Describes own role and roles of others in successful early childhood teams  Describes processes and procedures that influence the success of early childhood teams  Describes the role of families and appropriate professionals	Describes own role and roles of others in successful early childhood teams  Describes 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	

InTASC: 10(n), 10(r)	who can enhance processes and procedures supporting children and programs within early childhood teams				
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<p><b>PPD8:</b> 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</p> <p><b>NAEYC:</b> 6e (6e-LVL3-1)  <b>IPTS:</b> 4J, 6E, 6Q, 7N, 9L, 9N  <b>InTASC:</b> 1(c), 3(a), 3(c), 3(f), 9(c), 10(d), 10(q)</p>	<p>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 learning</p> <p>Communication supported by infrastructure that includes effective record maintenance system that promotes program functioning, and connections to community resources</p>	<p>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 learning</p> <p>Communication supported by infrastructure that includes effective record maintenance that promotes program functioning, and connections to community resources</p>	<p>Provides examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues</p> <p>Communication supported by infrastructure that includes effective record maintenance</p>	<p>Provides incomplete/inaccurate examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues</p> <p>Communication lacks infrastructure that includes effective record maintenance</p>	
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<p><b>PPD9:</b> Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings</p>	<p>Effectively and professionally leads teams and individuals to encourage collaboration.</p> <p>Develops and facilitates program decisions based on professional standards.</p> <p>Protects confidentiality and</p>	<p>Professionalism and leadership evidenced by application of legal, ethical, and regulatory standards to decision-making within early childhood settings</p> <p>Utilizes interpersonal skills to work collaboratively with</p>	<p>Professionalism evidenced by application of legal, ethical, and regulatory standards to decision-making within early childhood settings</p> <p>Utilizes interpersonal skills to work with teams and individuals</p>	<p>Professionalism not evidenced due to inaccurate/incomplete application of legal, ethical, and regulatory standards to decision-making within early childhood settings</p> <p>Utilizes underdeveloped</p>	

<p><b>NAEYC:</b> 6b, 6c (6b-LVL3-3, 6c-LVL3-1 &amp; 2)  <b>IPTS:</b> 1D, 3A, 3O, 4F, 7H, 7N, 8F, 9E, 9I, 9P, 9R, 9S  <b>InTASC:</b> 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)</p>	<p>privacy and promotes impartiality in procedures and practices</p> <p>Professionalism and leadership evidenced by leading teams in application of legal, ethical, and regulatory standards to decision-making within early childhood settings</p> <p>Models interpersonal skills supportive of working collaboratively with teams and individuals</p> <p>Leads teams in protecting confidentiality and privacy and promoting impartiality in procedures and practices.</p>	<p>teams and individuals</p> <p>Protects confidentiality and privacy and promotes impartiality in procedures and practices</p>	<p>Protects confidentiality and privacy and promotes impartiality in procedures and practices</p>	<p>interpersonal skills to work with teams and individuals</p> <p>Does not consistently protect confidentiality and privacy and promote impartiality in procedures and practices</p>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<p><b>PPD10:</b> 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</p> <p><b>NAEYC:</b> -----  <b>IPTS:</b> 8J, 8K, 8O, 8P, 8Q, 9P, 9Q  <b>InTASC:</b> 9(d), 10(a), 10(b), 10(d), 10(j), 10(k), 10(t)</p>	<p>Designs and/or participates in collaborative approaches with professionals supportive of interagency collaboration</p> <p>Models 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</p>	<p>Designs and/or participates in collaborative approaches with professional</p> <p>Demonstrates 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</p>	<p>Designs and/or participates in collaborative approaches with professionals</p> <p>Develops 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</p>	<p>Lacks participation in collaborative approaches with professionals</p> <p>Program 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</p>	



Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5