

## ECE PPD1 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: PPD1: Demonstrates professionalism in image, behavior, and disposition</b>		
<b>Proposed NAEYC Standard &amp; Competency Alignment</b>	<b>IPTS (2013) Alignment</b>	<b>InTASC Alignment</b>
Standard 6a (6a-LVL1-1) Standard 6b (6b-LVL1-2)	9H, 9I, 9T	3(r), 10(i)
<p><b>Behaviors and Skills:</b></p> <p>Demonstrates professionalism in interactions and communication</p> <ul style="list-style-type: none"> <li>• Listens and responds with an open mind to suggestions;</li> <li>• Communicates with honesty, respect, and integrity;</li> <li>• Uses current research-based strategies and practical applications (evidence-based strategies) to address conflict;</li> <li>• Seeks out and considers the opinions of others;</li> <li>• Demonstrates empathy in interactions with children, family, and colleagues;</li> <li>• Applies practices designed to understand individual perspectives (culture, gender, socioeconomic, etc.);</li> <li>• Uses verbal and non-verbal language, behaviors, and interactions that demonstrate emotional control and empathy;</li> <li>• Responds appropriately to the actions and reactions of others (demonstrates self-regulation, takes others' perspectives into account, seeks clarification as needed), identifies personal responsibility in conflict</li> <li>• Identifies as a member of the early childhood profession (6a-LVL1-1)</li> </ul> <p>Demonstrates professionalism in ethics and responsibility (6b-LVL1-2):</p> <ul style="list-style-type: none"> <li>• Protects and maintains confidentiality</li> <li>• Practices sensitivity and respect for young children, their families, and colleagues</li> <li>• Is dependable and responsible in time management (e.g. demonstrates engagement, present, meets deadlines, responds in a timely manner)</li> <li>• Maintains accurate records (child and family)</li> <li>• Uses digital devices responsibly and appropriately (maintains appropriate child protections, follows current guidance regarding appropriate digital use, including social media)</li> <li>• Implements practices that respect student and family privacy both electronically and in hard copy</li> <li>• Uses social media in respectful and professional ways</li> <li>• Dresses professionally for context/situation</li> <li>• Maintains professional relationships with families and staff (e.g. establishes appropriate boundaries, demonstrates a clear understanding of and responsiveness to defined role)</li> </ul>		

Demonstrates professionalism in reflection and flexibility:

- Seeks out and applies feedback to professional practice
- Provides an accurate reflection on strengths and opportunities for growth
- Appropriately adapts to new and unexpected situations

**Master Rubric Row**

<b>ECE Professionalism Master Rubric</b>		
<b>Competency</b>	<b>Competent</b>	<b>Unable To Assess</b>
	<b>Checklist Criteria</b>	
<p><b>PPD1:</b> Demonstrates professionalism in image, behavior, and disposition</p> <p><b>NAEYC:</b> 6a, 6b (6a-LVL1-1-2, 6b-LVL1-2) <b>IPTS:</b> 9H, 9I, 9T <b>InTASC:</b> 3(r), 10(i)</p>	<p><b>Interactions &amp; Communication:</b></p>	
	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	
	<p><b>Ethics &amp; Responsibility:</b></p>	
	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	

Yellow = Level 2

Green = Level 3

Orange = Level 4

Blue = Level 5

## ECE PPD2 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: 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		
<b>Proposed NAEYC Standard &amp; Competency Alignment</b> Standard 6a (6a-LVL1-2, 6a-LVL2-1-3, 6a-LVL2-1 & -3)	<b>IPTS (2013) Alignment</b> 1F, 9G	<b>InTASC Alignment</b> 3(g), 4(q), 10(s)
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"> <li>• Describes foundations (historical, theoretical, philosophical) of the fields of early childhood general education, early childhood special education (6a-LVL2-1)</li> <li>• Describes the connections between the collaborating professions (e.g. special education, speech pathology, occupational therapy, physical therapy, bilingual education) related to the early childhood field (6a-LVL1-2)</li> <li>• Articulates how current research, policies, values and experiences within each field influence professional practice, perspective, program design and structure</li> <li>• Identifies broader contexts and basic policy issues in the profession (e.g. compensation and financing; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues) (6a-LVL1-3; 6a-LVL2-3)</li> </ul>		

#### Master Rubric Row

ECE Professionalism Master Rubric					
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess

<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>	
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Yellow = Level 2

Green = Level 3 Orange = Level 4

Blue = Level 5

## ECE PPD3 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: 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		
<b>Proposed NAEYC Standard &amp; Competency Alignment</b> Standard 6b (6b-LVL1-1-4, 6b-LVL2-3)	<b>IPTS (2013) Alignment</b> 1D, 3A, 3O, 4F, 7N, 8I, 9B, 9C, 9I, 9R, 9S	<b>InTASC Alignment</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><b>Behaviors and Skills:</b></p> <ul style="list-style-type: none"> <li>Aligns practice with relevant laws (e.g., child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities) (6b-LVL1-3)</li> <li>Aligns professional practice with applicable standards and guidelines (e.g., local, state and national guidelines; position statements from professional associations) (6b-LVL1-4)</li> <li>Articulates the importance of confidentiality and impartiality (6b-LVL1-2)</li> <li>Connects to professional organizations (through membership or regular use of resources) (6b-LVL2-3)</li> <li>Aligns behavior with a professional code of ethics (e.g. NAEYC Code of Ethical Conduct) (6b-LVL1-1)</li> </ul>		

#### Master Rubric Row

<b>ECE Professionalism Master Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>PPD3:</b> Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and	Explains and justifies professional practice with applicable standards and guidelines and legal and ethical considerations. Articulates reasons for confidentiality and impartiality. Values participation in	Aligns professional practice with applicable standards and guidelines and legal and ethical considerations  Articulates the importance of confidentiality and impartiality	Aligns professional practice with applicable standards and guidelines and legal and ethical considerations  Articulates the importance of confidentiality and impartiality	Alignment of professional practice with applicable standards and guidelines and legal and ethical considerations not present  The importance of confidentiality and	

impartiality, state and federal laws, and the expectations of relevant professional organizations  <b>NAEYC:</b> 6b (6b-LVL1-1-4, 6b-LVL2-3) <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)	professional organizations and models a professional code of ethics  Aligns and justifies professional practice with applicable standards and guidelines and legal and ethical considerations  Articulates the importance of confidentiality and impartiality  Models a professional code of ethics	Connects to professional organizations and aligns behavior with a professional code of ethics	Partial connections to professional organizations and demonstration of behavioral alignment with professional code of ethics	impartiality not described  Lacking connections to professional organizations and demonstration of behavioral alignment with professional code of ethics	
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Yellow = Level 2

Green = Level 3

Orange = Level 4

Blue = Level 5

## ECE PPD4 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: 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		
<b>Proposed NAEYC Standard &amp; Competency Alignment</b> Standard 6c (6c-LVL1-1, 6c-LVL2-2) Standard 6e (6e-LVL1-1-4)	<b>IPTS (2013) Alignment</b> 4J, 6E, 7N, 8C, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 9L, 9M	<b>InTASC Alignment</b> 3(f), 8(q), 9(c), 9(d), 10(a), 10(b), 10(c), 10(d), 10(g), 10(k)
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"> <li>• Utilizes respectful, responsive, culturally and linguistically sensitive language and gestures (6e-LVL1-2)</li> <li>• Utilizes respectful, responsive, culturally and linguistically sensitive tone (6e-LVL1-3)</li> <li>• Utilizes appropriate grammar, spelling, and terms when interacting with young children, families, and colleagues (6e-LVL1-3)</li> <li>• Uses technology with facility when interacting with children, families, and as a member of an early childhood team (6e-LVL1-4)</li> <li>• Communication and collaboration skills used reflective of a commitment to continuous learning (6c-LVL1-1)</li> <li>• Advocacy skills are demonstrated (identifying a challenge, utilizing communication and collaboration skills to address challenge)</li> <li>• Employs communication and collaboration skills that are reflective of appropriate professional expectations and current technologies (6e-LVL1-2)</li> </ul>		

Master Rubric Row

ECE Professionalism Master Rubric					
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<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)</p> <p><b>IPTS:</b> 4J, 6E, 7N, 8C, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 9L, 9M</p> <p><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>	

Yellow = Level 2

Green = Level 3

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Blue = Level 5

## ECE PPD5 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: PPD5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth</b>		
<b>Proposed NAEYC Standard &amp; Competency Alignment</b>	<b>IPTS (2013) Alignment</b>	<b>InTASC Alignment</b>
Standard 4c (4d-LVL2-1 & 2) Standard 6c (6c-LVL1-1, 6c-LVL2-3, 6c-LVL3-1) Standard 6d (6d-LVL1-1-4)	1F, 9D, 9E, 9I, 9K	4(q), 9(a), 9(b), 9(e), 9(k), 9(l), 9(m), 9(n), 10(f), 10(i), 10(s)
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"> <li>• Designs a professional development plan that incorporates self-reflection, self-assessment, and self-care               <ul style="list-style-type: none"> <li>○ examines own work, (6d LVL1-1)</li> <li>○ reflects of sources of professional knowledge, (6d LVL1-3)</li> <li>○ explores assumptions about the field of early childhood, (6cLVL1-1)</li> <li>○ identifies non-dominant sources of information to supplement knowledge) (6d LVL1-4)</li> <li>○ Identifies strategies for self-care in routines to maintain positive engagement with young children and professionalism with families and colleagues</li> </ul> </li> <li>• Includes within professional development plan attention to current professional role and plans to continue professional development and growth               <ul style="list-style-type: none"> <li>○ participation in collaborative learning communities, (6c LVL3-1) (6d LVL1-2)</li> <li>○ pursuit of strength-based approaches to research-base and theoretical perspectives (6c LVL2-3)</li> </ul> </li> </ul>		

#### Master Rubric Row

<b>ECE Professionalism Master Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>PPD5:</b> Engages in reflection and the design of a professional development plan	Designs a professional development plan that incorporates self-reflection and self-assessment	Designs a professional development plan that incorporates self-reflection and self-assessment	Designs a professional development plan that incorporates self-reflection and self-assessment	Designs a professional development plan lacking in self-reflection and self-assessment	



with the goal of improving professional practice 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)	Includes within professional development plan attention to current professional role and plans to continue professional development and growth  Develops meaningful, specific, collaborative goals to support attainment of plan	Includes within professional development plan attention to current professional role and plans to continue professional development and growth			
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Yellow = Level 2

Green = Level 3 Orange = Level 4

Blue = Level 5

## ECE PPD6 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: PPD6:</b> Creates a professional philosophy that guides development as a practitioner and advocate		
<b>Proposed NAEYC Standard &amp; Competency Alignment</b> Standard 6a (6a-LVL2-4) Standard 6b (6b-LVL2-2) Standard 6d (6d-LVL2-1)	<b>IPTS (2013) Alignment</b> 9D, 9E, 9I, 9K, 9O, 9P, 9Q	<b>InTASC Alignment</b> 9(a), 9(d), 9(k), 10(i), 10(j), 10(k), 10(s)
<b>Behaviors and Skills:</b>		
<ul style="list-style-type: none"> <li>• Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate</li> <li>• Includes theory and evidence-base that underlies philosophy (6b-LVL2-2)</li> <li>• Describes strategies to advocate for resources and policies that support young children and their families as well as for early childhood educators (6a-LVL2-4)</li> <li>• Outlines contributions supportive of ongoing development as a professional (e.g. participation in collaborative learning communities, pursuit of research-base and theoretical perspectives, strength-based approaches to research and practice) (6d-LVL2-1)</li> </ul>		

Master Rubric Row

ECE Professionalism Master Rubric					
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>PPD6:</b> Creates a professional philosophy that guides development as a practitioner and advocate</p> <p><b>NAEYC:</b> 6a, 6b, 6d (6a-LVL2-4, 6b-LVL2-2, 6d-LVL2-1)</p> <p><b>IPTS:</b> 9D, 9E, 9I, 9K, 9O, 9P, 9Q</p> <p><b>InTASC:</b> 9(a), 9(d), 9(k), 10(i), 10(j), 10(k), 10(s)</p>	<p>Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate</p> <p>Includes theory and evidence-base for philosophy and attention to factors that support ongoing development as a professional</p> <p>Philosophy includes attention to contextual factors that will nurture and support ongoing development</p>	<p>Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate</p> <p>Includes theory and evidence-base for philosophy and attention to factors that support ongoing development as a professional</p>	<p>Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate</p>	<p>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</p>	

Yellow = Level 2

Green = Level 3

Orange = Level 4

Blue = Level 5

## ECE PPD7 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: PPD7: Describes processes, procedures and identified roles within successful early childhood teams</b>		
<b>Proposed NAEYC Standard &amp; Competency Alignment</b> Standard 6c (6c-LVL3-3)	<b>IPTS (2013) Alignment</b> 5Q, 8B, 8D, 8E, 8F, 8G	<b>InTASC Alignment</b> 10(n), 10(r)
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"> <li>Describes own role and the roles of others in successful early childhood teams</li> <li>Describes processes and procedures (e.g. record keeping, organization, establishing and maintaining collaborative foundations) that influence the success of early childhood teams (6cLVL3-3)</li> </ul>		

#### Master Rubric Row

<b>ECE Professionalism Master Rubric</b>					
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<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 <b>InTASC:</b> 10(n), 10(r)	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 who can enhance processes and procedures supporting children and programs within early childhood	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	

	teams				
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Yellow = Level 2

Green = Level 3 Orange = Level 4

Blue = Level 5

## ECE PPD8 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<b>IL ECE Gateways Competency: 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		
<b>Proposed NAEYC Standard &amp; Competency Alignment</b> Standard 6e (6e-LVL3-1)	<b>IPTS (2013) Alignment</b> 4J, 6E, 6Q, 7N, 9L, 9N	<b>InTASC Alignment</b> 1(c), 3(a), 3(c), 3(f), 9(c), 10(d), 10(q)
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"> <li>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 (6e-LVL3-1)</li> <li>Communication supports infrastructure that includes effective record maintenance promoting program functioning and connections to community resources</li> </ul>		

#### Master Rubric Row

<b>ECE Professionalism Master Rubric</b>					
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<b>PPD8:</b> Engages in written, verbal and non-verbal communication skills with children, families, and colleagues that support culturally, linguistically, and ability diverse	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	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	Provides examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues  Communication supported by infrastructure that includes effective record	Provides incomplete/inaccurate examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues  Communication lacks infrastructure that	

<p>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>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>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>maintenance</p>	<p>includes effective record maintenance</p>	
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## ECE PPD9 Overview Page

### Standards Alignment—Behaviors & Skills—Master Rubric Row

<p><b>IL ECE Gateways Competency: PPD9:</b> Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings</p>		
<p><b>Proposed NAEYC Standard &amp; Competency Alignment</b></p> <p>Standard 6b (6b-LVL3-3) Standard 6c (6c-LVL3-1 &amp; 2)</p>	<p><b>IPTS (2013) Alignment</b></p> <p>1D, 3A, 3O, 4F, 7H, 7N, 8F, 9E, 9I, 9P, 9R, 9S</p>	<p><b>InTASC Alignment</b></p> <p>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><b>Behaviors and Skills:</b></p> <ul style="list-style-type: none"> <li>Professionalism and leadership evidenced by application of legal, ethical, and regulatory standards (e.g. DCFS licensing, Excelerate, school code) to decision-making within early childhood settings (6b-LVL3-3)</li> <li>Professionalism and leadership evidenced by application of evidence-based practices (e.g. theory and research) to decision-making within early childhood settings (6c-LVL3-1)</li> <li>Utilizes interpersonal skills (e.g. active listening, joining and supporting, establishing consensus) to work collaboratively with teams and individuals) (6c-LVL3-2)</li> <li>Protects confidentiality and privacy in written and verbal communication and promotes impartiality in procedures and practices</li> </ul>		

**Master Rubric Row**

## ECE Professionalism Master Rubric

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>PPD9:</b> Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings</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>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 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>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 teams and individuals</p> <p>Protects confidentiality and privacy and promotes impartiality in procedures and practices</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>Protects confidentiality and privacy and promotes impartiality in procedures and practices</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 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>	

Yellow = Level 2

Green = Level 3

Orange = Level 4

Blue = Level 5

**ECE PPD10 Overview Page**  
**Standards Alignment—Behaviors & Skills—Master Rubric Row**

<b>IL ECE Gateways Competency: 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		
<b>Proposed NAEYC Standard &amp; Competency Alignment</b> -----	<b>IPTS (2013) Alignment</b> 8J, 8K, 8O, 8P, 8Q, 9P, 9Q	<b>InTASC Alignment</b> 9(d), 10(a), 10(b), 10(d), 10(j), 10(k), 10(t)
<b>Behaviors and Skills:</b> <ul style="list-style-type: none"> <li>• Designs and/or participates in collaborative approaches with professionals</li> <li>• 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 <ul style="list-style-type: none"> <li>○ Understands the basics of how public policies are developed</li> <li>○ Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal, or national levels</li> </ul> </li> </ul>		

**Master Rubric Row**

<b>ECE Professionalism Master Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<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	Designs and/or participates in collaborative approaches with professionals supportive of interagency collaboration  Models visionary leadership through the development of program policies and procedures that reflect federal, state, and local regulations and ensure the	Designs and/or participates in collaborative approaches with professional  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/	Designs and/or participates in collaborative approaches with professionals  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	Lacks participation in collaborative approaches with professionals  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	

<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)	healthy functioning of the early childhood program/ agency and the children and families served	agency and the children and families served		and families served	
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