Family Specialist Interactions, Relationships, & Environment Master Rubric

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
IRE1: Identifies positive and negative indicators of mental and emotional well-being of families within their context	Distinguishes among positive and negative indicators of mental and emotional health and healthy emotional environments Identifies family coping strategies and adaptations to adverse environmental conditions Uses research and the evidence-base to provide a rationale for coping strategies, and conditions identified	Identifies positive indicators of family mental and emotional well-being within context Identifies negative indicators of family mental and emotional well-being within context Identifies family coping strategies and adaptations to adverse environmental conditions	Identifies indicators of mental and emotional health and healthy emotional environments Identifies family coping strategies in adaptations	Limited or absent description of positive indicators of family mental and emotional well-being within context provided Limited or absent description of negative indicators of family mental and emotional well-being within context provided Limited or absent description of family coping strategies and adaptations to adverse environmental conditions	
Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	**Unable to Assess**
IRE2: Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience	Identifies qualities and characteristics supportive of reciprocal relationships with families, including demonstrating respect for family competence and resilience Demonstrates cultural competence in the enactment of these qualities and characteristics	Identifies qualities and characteristics supportive of reciprocal relationships with families Engages in interactions that demonstrate respect for family competence. Engages in interactions that demonstrate respect for family resilience	Identifies limited qualities and characteristics that support reciprocal relationships with families	Provides limited or inaccurate qualities and characteristics supportive of reciprocal relationships with families Engages in interactions that undermine or lack support for family competence Engages in interactions that undermine or lack support for family resilience	
Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	**Unable to Assess**

| 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 | 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

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

Uses research to support identified opportunities | 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

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 | 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

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 | Identifies curricular strategies and program standards that inhibit healthy family interactions and relationships and family functioning and development

Creates curricular strategies and program standards that inhibit healthy family interactions and relationships and family functioning and development | |

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
IRE4: Assesses program standards and curricular approaches from the perspective of supporting family engagement in children's development and learning	Assesses program standards from the perspective of supporting family engagement in children's development and learning Assesses curricular approaches from the perspective of supporting	Assesses program standards from the perspective of supporting family engagement in children's development and learning Assesses curricular approaches from the perspective of supporting	Assesses program standards Assesses curricular approaches	Assessment of program standards inaccurate or incomplete Assessment of curricular approaches inaccurate or incomplete	

family engagement in children's development and learning Research is utilized to support assessment rationale	family engagement in children's development and learning			

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
IRE5: Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community	Analysis of program practices includes support for child and family development as well as connections to the classroom and larger community Research is used to support analyses	Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community	Analyzes program practices	Analysis of program practices is inefficient in providing information supportive of child and family development	

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