

IDC Educational Programming Master Rubric

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
EP1: Describe, plan, and implement instructional strategies, curriculum, and environmental plans that reflect evidence-based practice and support and enhance the development and learning of young children and their families	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	Defines, plans, and implements instructional strategies, curriculum, and environmental plans that support and enhance the development and learning of young children and their families	Defines, plans, or implements established instructional strategies, curriculum, and environmental plans that support the development and learning of young children and their families	Intentionally ignores the development and learning of young children and their families in instructional strategies, curriculum, and environmental plans	
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EP2: Develop collaborative transition policies and procedures that promote smooth transitions for children entering and exiting the program.	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	Devises policies and procedures that promote smooth transitions for children entering and exiting the program	Attempts to create policies and procedures that promote smooth transitions for children entering and exiting the program	Neglects the importance of planning for smooth transitions for children entering and exiting the program	
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EP3: Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices	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	Protects and ensures utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices	Utilizes ethical, confidential, developmental screening tools and summative child assessment practices	Disregards ethical, confidential, research-based, principles in choosing developmental screening tools appropriate formative and summative child assessment practices	

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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	Plans developed support the utilization of the results of informal data to support program design, decision-making, and the development of comprehensive goals 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	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 Plans and processes to incorporate data from formal, standardized instruments to inform program design are developed	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 Plans and processes created do not incorporate data from formal, standardized instruments to inform program design	
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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	Specifically assesses the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design	Attempts to assess the appropriateness and effectiveness of curricula and management strategies	Does not assess the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design when making programmatic decisions	
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EP6: Develop, implement, interpret, and evaluate child assessment policies and practices	Establishes, implements, interprets, and evaluates developmentally appropriate, high-quality child assessment policies and practices that include families in assessment considerations	Establishes and applies developmentally appropriate child assessment policies and practices	Tries to apply child assessment policies and practices	Promotes developmentally inappropriate child assessment policies and practices	

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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	
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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	
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EP9: Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program	Models and supports collaborative efforts that promote smooth transitions for children entering and exiting the program and reflect consideration of	Works consistently with external organizations and agencies to promote smooth transitions for children entering and exiting the program	Attempts to work with external organizations and agencies to promote smooth transitions for children entering and exiting the program	Neglects the importance of working consistently with external organizations and agencies to promote smooth transitions for	

	family needs and context. Collaboration skills reflect visionary leadership and support others in developing as professionals			children entering and exiting the program	
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EP10: Utilizes results of data gathered to impact program decision-making and design	Models sustainable and replicable models for using data gathered to impact program decision-making and design	Effectively puts to use data gathered to impact program decision-making and design	Tries to use data gathered to impact program decision-making and design	Gathers useless data and/or ignores data gathered in program decision-making and design	

Level I—Beige

Level II—Blue

Level III—Purple