

IDC Leadership & Advocacy Master Rubric

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
LA1: Evaluate organizational climate and program and classroom quality, using valid and reliable tools, and implement improvement plans based on data gathered	Establishes and models the consistent use of established, valid and reliable tools to assess the organizational climate and program and classroom quality, and implements improvement plans based on data gathered	Organizational climate assessment plans are comprehensive and related to improving organizational culture and climate Program improvement plans are based on data derived from program and classroom assessment through use of valid and reliable tools	Organizational climate assessment plans are related to improving organizational culture and climate Program improvement plans are based on data derived from program and classroom assessment	Organizational climate assessment plans are not related to improving organizational culture and climate Program improvement plans are not based on data derived from program and classroom assessment	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
LA2: Collaboratively evaluate program effectiveness and utilize data to inform continuous quality improvement efforts	Creates and supports an environment where ECE professionals and families consistently and substantively assess and collect data on program effectiveness and utilize data to inform continuous quality improvement efforts	Self-study process is cohesive, supportive of continuous quality improvement, and based on data Multiple stakeholders are engaged in continuous quality improvement	Self-study process is cohesive, supportive of continuous quality improvement, and partially based on data A partial group of stakeholders are engaged in continuous quality improvement	Self-study process is not related to data or continuous quality improvement Stakeholders are not engaged in continuous quality improvement	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
LA3: Engage staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families	Models and advocates collaborative strategies that include staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families	Strategies identified and engaged in support family, staff, and community engagement in coordinated advocacy efforts, including targeted advocacy toward high-quality, inclusive services.	Strategies identified and engaged in support coordinated advocacy efforts, including targeted advocacy toward high-quality, inclusive services	Strategies identified and engaged fail to support coordinated advocacy efforts	

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<p>LA4: Advocate for effective early childhood and school age systems and the advancement of the field</p>	<p>Promotes and encourages effective early childhood and school age systems and the advancement of the field at all levels</p>	<p>Comprehensive description of how investments in early childhood and/or school-age education support societal changes provided</p> <p>Advocacy strategies outlined support alignment of standards, high-quality learning environments, and effective teaching and assessment practices across the early childhood/school age learning continuum</p>	<p>A description of how investments in early childhood and/or school-age education support societal changes provided</p> <p>Advocacy strategies outlined partially support alignment of standards, high-quality learning environments, and effective teaching and assessment practices across the early childhood/school age learning continuum</p>	<p>A description of how investments in early childhood and/or school-age education support societal changes is not provided or is inaccurate</p> <p>Advocacy strategies outlined do not support alignment of standards, high-quality learning environments, and effective teaching and assessment practices across the early childhood/school age learning continuum</p>	

Level I—Beige Level II—Blue Level III—Purple