**ECE IRE1 Overview Page**

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

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| **IL ECE Gateways Competency**: **IRE1**: Describes the role of the environment in supporting children’s development | | |
| **Proposed NAEYC Standard & Competency Alignment**  Standard 1d (1d-LVL1-2)  Standard 4c (4c-LVL1-2) | **IPTS (2013) Alignment**  4A, 4D | **InTASC Alignment**  3(i), 5(s) |
| **Behaviors and Skills:**   * Describes how indoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) reflect children’s development and need for play (individual & group) (1d-LVL1-2; 4c-LVL1-2) * Describes how indoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) support children’s development and need for play (individual & group) (1d-LVL1-2; 4c-LVL1-2) * Describes how indoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) build classroom community (e.g. responsive classroom culture that respects and builds all children bring to the early learning setting) (1d-LVL1-2) * Describes how outdoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) reflect children’s development and need for play (individual & group) (1d-LVL1-2; 4c-LVL1-2) * Describes how outdoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) support children’s learning (individual & group) (1d-LVL1-2) * Describes how outdoor environmental choices (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) build classroom community (e.g. responsive classroom culture that respects and builds all children bring to the early learning setting) (1d-LVL1-2) | | |

**Master Rubric Row**

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| **ECE Interactions, Relationships & Environments Master Rubric** | | | | | |
| **Competency** | **Competent** | | | | **Unable to Assess** |
| **Checklist Criteria** | | | |
| **IRE1**: Describes the role of the environment in supporting children’s development  **Possible Codes:** D = describes, P = provides example of  **NAEYC**: 1d, 4c (1d-LVL1-2, 4c-LVL1-2)  **IPTS**: 4A, 4D  **InTASC**: 3(i), 5(s) | **O-3** | **3-5** | **K-3** | **How indoor environmental choices consider children’s development (individual & group) …** | |
|  |  |  | arrangement |  |
|  |  |  | materials |  |
|  |  |  | organization & accessibility |  |
|  |  |  | written and verbal messaging |  |
|  |  |  | images |  |
| **O-3** | **3-5** | **K-3** | **How indoor environmental choices support children’s learning (individual & group) …** | |
|  |  |  | arrangement |  |
|  |  |  | materials |  |
|  |  |  | organization & accessibility |  |
|  |  |  | written and verbal messaging |  |
|  |  |  | images |  |
| **O-3** | **3-5** | **K-3** | **How indoor environmental choices build classroom community…** | |
|  |  |  | arrangement |  |
|  |  |  | materials |  |
|  |  |  | organization & accessibility |  |
|  |  |  | written and verbal messaging |  |
|  |  |  | images |  |
| **O-3** | **3-5** | **K-3** | **How outdoor environmental choices consider children’s development (individual & group) …** | |
|  |  |  | arrangement |  |
|  |  |  | materials |  |
|  |  |  | organization & accessibility |  |
|  |  |  | written and verbal messaging |  |
| **O-3** | **3-5** | **K-3** | **How outdoor environmental choices support children’s learning (individual & group) …** | |
|  |  |  | arrangement |  |
|  |  |  | materials |  |
|  |  |  | organization & accessibility |  |
|  |  |  | written and verbal messaging |  |
| **O-3** | **3-5** | **K-3** | **How outdoor environmental choices build classroom community…** | |
|  |  |  | arrangement |  |
|  |  |  | materials |  |
|  |  |  | organization & accessibility |  |
|  |  |  | written and verbal messaging |  |

Yellow = Level II Green = Level III Orange = Level IV Blue = Level V

**ECE IRE2 Overview Page**

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

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| **IL ECE Gateways Competency**: **IRE2**: Articulates the importance of relationships in supporting positive developmental and behavioral outcomes | | |
| **Proposed NAEYC Standard & Competency Alignment**  Standard 4a (4a-LVL1-1) | **IPTS (2013) Alignment**  ------ | **InTASC Alignment**  1(j), 2(n), 8(m), 10(n) |
| **Behaviors and Skills:**   * Considers adult behaviors, attitudes and interactions in articulating the importance of that positive and supportive relationships in supporting positive developmental and behavioral outcomes (e.g. mutual respect, attentive, engaging, developmentally appropriate verbal and non-verbal cues, reflective listening) (4a LVL1-1) * Describes role of positive social interactions (e.g. peer to peer work, group work, collaboration) (4a LVL1-1) * Identifies adaptations (e.g. honor their silent period, incorporate visuals, group work, scaffold) supportive of positive relationships (e.g. small and large groups, peer learning) for multi-language learners and children of diverse abilities (4a LVL1-1) | | |

**Master Rubric Row**

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| **ECE Interactions, Relationships & Environments Master Rubric** | | | | | |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **IRE2**: Articulates the importance of relationships in supporting positive developmental and behavioral outcomes  **NAEYC**: 4a (4a-LVL1-1)  **IPTS**: ------  **InTASC**: 1(j), 2(n), 8(m), 10(n) | Considers adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes and building trusting relationships  Builds opportunities for positive social interactions which incorporate healthy self-concept techniques for multi-language learners and children of diverse abilities | Considers adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes  Describes role of positive social interactions which incorporate adaptations for multi-language learners and children of diverse abilities | Partially considers adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes | Does not consider adult behaviors, attitudes and interactions in articulating the importance of relationships in supporting positive developmental and behavioral outcomes  Describes practices that minimize opportunities for positive social interactions |  |

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**ECE IRE3 Overview Page**

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

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| **IL ECE Gateways Competency**: **IRE3**: Identifies factors that contribute to positive interactions with the environment | | |
| **Proposed NAEYC Standard & Competency Alignment**  Standard 1a (1a-LVL2-5)  Standard 4a (4a-LVL1-2 & 3) | **IPTS (2013) Alignment**  1F, 4A, 4B, 4C, 4D, 4F, 4G | **InTASC Alignment**  2(l), 3(i), 3(j), 3(o), 4(q), 9(j), 10(n) |
| **Behaviors and Skills:**   * Identifies and provides examples of specific social emotional factors (e.g. personality, temperament, etc.) (4a LVL1-2) * Identifies and provides examples of specific experiences, knowledge, interests, and abilities of individual learners. (4a LVL1-2) * Identifies and provides examples of specific culture and languages factors for learners. (4a LVL1-2; 1a-LVL2-5) * Identifies components of a positive classroom culture that respects, supports, and build, through social interactions and play, on each child’s unique characteristics (experiences, knowledge, interests, abilities, culture and languages) (4a-LVL1-3) | | |

**Master Rubric Row**

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| **ECE Interactions, Relationships & Environments Master Rubric** | | | | | |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **IRE3**: Identifies factors that contribute to positive interactions with the environment  **NAEYC**: 1a, 4a (1a-LVL2-5, 4a-LVL1-2 & 3)  **IPTS**: 1F, 4A, 4B, 4C, 4D, 4F, 4G  **InTASC**: 2(l), 3(i), 3(j), 3(o), 4(q), 9(j), 10(n) | Identifies factors, including personality and temperament, that influence behavior and interactions within early childhood environments, and advocates for environments that support positive behavior and classroom community | Identifies factors, including personality and temperament, that influence behavior and interactions within early childhood environments | Partially identifies factors, that influence behavior and interactions within early childhood environment | Identifies factors within early childhood environments but does not consider influence on behavior and interactions |  |

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**ECE IRE4 Overview Page**

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

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| **IL ECE Gateways Competency**: **IRE4**: Designs learning environments and activities supportive of healthy development and learning | | |
| **Proposed NAEYC Standard & Competency Alignment**  Standard 4c (4cLVL1-1) | **IPTS (2013) Alignment**  1H, 1K, 1L, 4I, 4J, 4K, 4L | **InTASC Alignment**  1(b), 1(h), 3(f), 3(k) |
| **Behaviors and Skills:**   * Incorporates knowledge of culturally appropriate practice to design environments and activities. (4cLVL1-1) * Incorporates knowledge of healthy development (e.g. physical, cognitive, linguistic, social emotional) and learning to design environments and activities. (4cLVL1-1) * Justifies environmental design choices associated to individual children’s needs (e.g. developmentally and individually appropriate). (4cLVL1-1) * Describes how opportunities for supportive of positive expression of emotions, exploration and problem solving are incorporated in environment design and activity choices. (4cLVL1-1) | | |

**Master Rubric Row**

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| **ECE Interactions, Relationships & Environments Master Rubric** | | | | | |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **IRE4**: Designs learning environments and activities supportive of healthy development and learning  **NAEYC**: 4c (4cLVL1-1)  **IPTS**: 1H, 1K, 1L, 4I, 4J, 4K, 4L  **InTASC**: 1(b), 1(h), 3(f), 3(k) | Incorporates, advocates and models DAP and input from children to design environments and activities which accommodate individual children’s needs and encourage positive expression of emotions, exploration and problem solving  Environmental design reflects knowledge of legal and ethical principles related to behavior management | Incorporates knowledge of developmental, individual, and culturally appropriate practice to design environments and activities which are supportive of healthy development and learning, reflective of individual children’s needs, and supportive of positive expression of emotions, exploration and problem solving | Incorporates knowledge of developmental, individual, and culturally appropriate practice to design environments and activities which are supportive of healthy development and learning  Explicit attention to individual and group not evident | Learning environments and activities designed are not supportive of healthy development and learning |  |

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**ECE IRE5 Overview Page**

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

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| **IL ECE Gateways Competency**: **IRE5**: Creates engaging environments that meet the diverse development and learning needs of each child | | |
| **Proposed NAEYC Standard & Competency Alignment**  Standard 1b (1b-LVL1-2 & 3)  Standard 4c (4c-LV2L-1, 4cLVL3-1-3) | **IPTS (2013) Alignment**  1K, 1L, 4I, 4J, 4K, 4M, 4N, 4O, 4P | **InTASC Alignment**  1(i), 1(h), 3(b), 3(d), 3(e), 3(f), 3(i), 3(k), 3(n), 3(p), 4(d) |
| **Behaviors and Skills:**   * Creates indoor environments (e.g., responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that consider children’s development (individual & group) (4c-LV2-2; 4cLVL3-2; 1b-LVL1-2; 1b-LVL2-3) * Creates indoor environments (e.g., responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that support children’s learning (individual & group) (4c-LVL2-2; 4cLVL3-2; 1b-LVL1-2; 1b-LVL2-3) * Creates indoor environments (e.g., responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that build classroom community e.g. responsive classroom culture that respects and builds all children bring to the early learning setting) ((4c-LV2-2; 4cLVL3-2; 1b-LVL1-2; 1b-LVL2-3) * Creates indoor environments (e.g., responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that reflect learners’ culture and language. (4c-LV2-2; 4cLVL3-2; 1b-LVL1-2; 1b-LVL2-3) * Creates outdoor environments (e.g., responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that consider children’s development (individual & group) ((4c-LV2-2; 4cLVL3-2; 1b-LVL1-2; 1b-LVL2-3) * Creates outdoor environmental choices (e.g., responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that support children’s learning (individual & group) (4c-LV2-2; 4cLVL3-2; 1b-LVL1-2; 1b-LVL2-3) * Creates outdoor environmental choices (e.g., responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that build classroom community (e.g. responsive classroom culture that respects and builds all children bring to the early learning setting) (4c-LV2-2; 4cLVL3-2; 1b-LVL1-2; 1b-LVL2-3) * Creates outdoor environments (e.g., responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that reflect learners’ culture and language. (4c-LV2-2; 4cLVL3-2; 1b-LVL1-2; 1b-LVL2-3) | | |

**Master Rubric Row**

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| **ECE Interactions, Relationships & Environments Master Rubric** | | | | | |
| **Competency** | **Competent** | | | | **Unable to Assess** |
| **Checklist Criteria** | | | |
| **IRE5**: Creates engaging environments that meet the diverse development and learning needs of each child  **NAEYC**: 1b, 4c (1b-LVL1-2 & 3, 4c-LV2L-1, 4cLVL3-1-3)  **IPTS**: 1K, 1L, 4I, 4J, 4K, 4M, 4N, 4O, 4P  **InTASC**: 1(i), 1(h), 3(b), 3(d), 3(e), 3(f), 3(i), 3(k), 3(n), 3(p), 4(d) | **O-3** | **3-5** | **K-3** | **Creates indoor environments that consider children’s diverse developmental needs (individual & group) in…** | |
|  |  |  | arrangement |  |
|  |  |  | materials |  |
|  |  |  | organization & accessibility |  |
|  |  |  | written and verbal messaging |  |
|  |  |  | images |  |
| **O-3** | **3-5** | **K-3** | **Creates indoor environments that support children’s learning needs (individual & group) …** | |
|  |  |  | arrangement |  |
|  |  |  | materials |  |
|  |  |  | organization & accessibility |  |
|  |  |  | written and verbal messaging |  |
|  |  |  | images |  |
| **O-3** | **3-5** | **K-3** | **Creates outdoor environments that consider children’s diverse developmental needs (individual & group) in…** | |
|  |  |  | arrangement |  |
|  |  |  | materials |  |
|  |  |  | organization & accessibility |  |
|  |  |  | written and verbal messaging |  |
| **O-3** | **3-5** | **K-3** | **Creates outdoor environments that support children’s learning needs (individual & group) …** | |
|  |  |  | arrangement |  |
|  |  |  | materials |  |
|  |  |  | organization & accessibility |  |
|  |  |  | written and verbal messaging |  |

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**ECE IRE6 Overview Page**

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

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| **IL ECE Gateways Competency**: **IRE6**: Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments | | |
| **Proposed NAEYC Standard & Competency Alignment**  Standard 4c (4c-LVL2-1, 4c-LVL3-1 & 2) | **IPTS (2013) Alignment**  2A, 3A, 4L, 4Q, 9Q | **InTASC Alignment**  1(j), 2(a), 4(n), 7(g), 7(i), 8(j) |
| **Behaviors and Skills:**   * Justify indoor and outdoor environmental choices using current evidence-based research (e.g. developmentally appropriate, culturally and linguistically relevant teaching approaches) (4c-LVL2-1; 4cLVL3-1) * Analyzes learning environments (e.g. indoor and outdoor) for culturally and linguistically relevance (e.g. respecting silent period, literature choices, images, written labels, stereotypes are avoided). (4c-LVL2-1; 4cLVL3-1) * Compare and analyze environment design choices to developmental theories (e.g. language acquisition, cognitive stage theory, social emotional theories, locomotion theory). (4c-LVL2-1; 4cLVL3-2) * Justifies learning environment, materials, and routine choices through the context of individual children’s strengths and challenges. (4c-LVL2-2; 4cLVL3-2) | | |

**Master Rubric Row**

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| **ECE Interactions, Relationships & Environments Master Rubric** | | | | | |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **IRE6**: Considers the relationship between curriculum, relationships, and child development and learning in analyzing environments  **NAEYC**: 4c (4c-LVL2-1, 4c-LVL3-1 & 2)  **IPTS**: 2A, 3A, 4L, 4Q, 9Q  **InTASC**: 1(j), 2(a), 4(n), 7(g), 7(i), 8(j) | Analyzes indoor and outdoor environments for incorporation of current research-based strategies supportive of children’s learning and development  Analyzes relationship between curriculum, environmental design, children's interactions and relationships, and children's unique developmental strengths and challenges  Includes connections to instructional support and applied examples communication ideas and practice skills to families and colleagues | Analyzes indoor and outdoor environments for incorporation of current evidence-based strategies supportive of children’s learning and development  Analyzes relationship between curriculum, environmental design, children's interactions and relationships, and children's unique developmental strengths and challenges | Examines indoor and outdoor environments for incorporation of practices supportive of children’s learning and development  Explicit attention to the relationship between curriculum, environmental design, children's interactions and relationships, and children's unique developmental needs in analysis not evident | Analysis of indoor and outdoor environments for incorporation of current evidence-based strategies supportive of children’s learning and development absent |  |

Yellow = Level II Green = Level III Orange = Level IV Blue = Level V

**ECE IRE7 Overview Page**

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

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| **IL ECE Gateways Competency**: **IRE7**: Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines | | |
| **Proposed NAEYC Standard & Competency Alignment**  Standard 1d (1d-LVL3-2)  Standard 4a (4a-LVL3-1)  Standard 4c (4c-LV2-2, 4c-LVL3-2) | **IPTS (2013) Alignment**  1D, 1K, 3A, 3G, 3O, 4I, 4J, 4K, 4M, 4N, 8J, 9B, 9C | **InTASC Alignment**  1(h), 2(a), 2(h), 3(b), 3(d), 3(f), 3(i), 3(k), 4(n), 7(b), 7(g), 9(d), 9(f), 9(h), 9(j), 9(o), 10(b), 10(i), 10(j), 10(k) |
| **Behaviors and Skills:**   * Creates indoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that reflect developmental theories (e.g. language acquisition, cognitive stage theory, social emotional theories, locomotion theory). (4c-LVL2-2; 4cLVL3-2) * Creates indoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that reflect relevant organizational/agency policies and guidelines (e.g. NAEYC, DCFS, Illinois School Code) (4c-LVL2-2; 4cLVL3-2) * Creates outdoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that reflect developmental theories (e.g. language acquisition, cognitive stage theory, social emotional theories, locomotion theory). (4c-LVL2-2; 4cLVL3-2) * Creates outdoor environments (e.g. responsive arrangement, appropriate materials, clear organization and accessibility, clarity in written and verbal messaging, responsive images) that reflect relevant organizational/agency policies and guidelines (e.g. NAEYC, DCFS, Illinois School Code) (4c-LVL2-2; 4cLVL3-2) | | |

**Master Rubric Row**

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| **ECE Interactions, Relationships & Environments Master Rubric** | | | | | |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **IRE7**: Facilitates the design of engaging environments based on appropriate theory, policy, and guidelines  **NAEYC**: 1d-LVL3-2, 4a-LVL3-1, 4c-LVL3-2  **IPTS**: 1D, 1K, 3A, 3G, 3O, 4I, 4J, 4K, 4M, 4N, 8J, 9B, 9C  **InTASC**: 1(h), 2(a), 2(h), 3(b), 3(d), 3(f), 3(i), 3(k), 4(n), 7(b), 7(g), 9(d), 9(f), 9(h), 9(j), 9(o), 10(b), 10(i), 10(j), 10(k) | Facilitates the design of engaging environments which incorporate the current evidence-base, policy, standards and guidelines  Identifies evidence-based approaches to evaluate environmental effectiveness and appropriateness  Develops and justifies program policies to maintain environments and meet shifting needs of learners | Facilitates the design of engaging environments which incorporate the current evidence-base, policy, standards and guidelines  Identifies evidence-based approaches to evaluate environmental effectiveness and appropriateness | Facilitates the design of engaging environments  Current evidence-base, policy, standards and guidelines inconsistently applied  Evidence-based approaches to evaluate environmental effectiveness and appropriateness  inconsistently applied | Facilitates the design of engaging environments  Current evidence-base, policy, standards and guidelines not applied  Evidence-based approaches to evaluate environmental effectiveness and appropriateness  not applied |  |

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