

Family Specialist Personal & Professional Development Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>PPD1: Demonstrates professionalism in appearance, behavior, and disposition.</p> <p>FS: F9</p>	<p>Exhibits and models professional behavior and demeanor through dependability, responsibility, work habits, personal appearance and disposition</p> <p>Responds positively and constructively to feedback as a member of the professional team.</p> <p>Applies feedback to professional performance in overt and meaningful way.</p>	<p>Exhibits professional behavior and demeanor through dependability, responsibility, work habits, personal appearance and disposition</p> <p>Responds positively and constructively to feedback as a member of the professional team.</p>	<p>Exhibits inconsistent professional behavior and demeanor through dependability, responsibility, work habits, personal appearance and disposition</p> <p>Responds neutrally to feedback as a member of the early childhood team.</p>	<p>Exhibits unprofessional behavior and demeanor through any of the following: a lack of dependability, a lack of responsibility, poor work habits, unprofessional personal appearance and unprofessional disposition.</p> <p>Responds negatively to feedback as a member of the early childhood team.</p>	
<p>PPD2: Demonstrates professional conduct consistent with codes of ethics and standards (e.g., family support principles) outlined by legal entities, by the profession, and by family and child programs and services, including those related to dignity and right to privacy.</p> <p>FS: B9, D2, E13, G4, G5, G6</p>	<p>Identifies legal and policy frameworks that underlie different family and child service systems.</p> <p>Demonstrates professional conduct consistent with codes and standards of legal entities, programs, and own profession.</p> <p>Demonstrates behavior that reflects understanding of personal choices and actions on families and team members, including effects of own beliefs, knowledge, skill, and professional goals.</p> <p>Demonstrates behavior consistent with understanding professional roles during interactions with families, and state implications for family visits and other services.</p> <p>Professional conduct demonstrates cultural and</p>	<p>Identifies legal and policy frameworks that underlie different family and child service systems.</p> <p>Demonstrates professional conduct consistent with codes and standards of legal entities, programs, and own profession.</p> <p>Demonstrates behavior that reflects understanding of personal choices and actions on families and team members, including effects of own beliefs, knowledge, skill, and professional goals.</p> <p>Demonstrates behavior consistent with understanding professional roles during interactions with families, and state implications for family visits and other services.</p> <p>Identifies and prioritizes</p>	<p>Identifies legal and policy frameworks that underlie different family or child service systems.</p> <p>Demonstrates professional conduct on a generally consistent basis with codes and standards of legal entities, programs, and own profession.</p> <p>Demonstrates behavior that partially reflects understanding of personal choices and actions on families and team members, including effects of own beliefs, knowledge, skill, and professional goals.</p> <p>Demonstrates behavior that is generally consistent with understanding professional roles during interactions with families, and state implications for family visits and other services.</p>	<p>Identification of legal and policy frameworks that underlie different family or child service systems in accurate or incomplete.</p> <p>Demonstrates professional conduct on an inconsistent basis.</p> <p>Demonstrates behavior that does not reflect understanding of personal choices and actions on families and team members, including effects of own beliefs, knowledge, skill, and professional goals.</p> <p>Demonstrates behavior that is inconsistent with understanding professional roles during interactions with families, and state implications for family visits and other services.</p>	

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	linguistic competence.	personal strategies to participate in and advance the profession.			
<p>PPD3: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams.</p> <p>FS: E1, E2, E3, E4, E5</p>	<p>Utilizes effective, ethical, culturally competent communication and collaboration skills including active listening, questioning, and summarizing when interacting with children, families, and colleagues, and as a member of service teams.</p> <p>Utilizes communication strategies to convey professional values and perspectives in an open, respectful, and transparent manner.</p> <p>Demonstrates collaborative approaches to problem-solving and conflict resolution.</p> <p>Demonstrates capacity to reflect on efficacy of communication and collaboration approaches employed and adapt appropriately.</p>	<p>Utilizes effective, ethical, culturally competent communication and collaboration skills including active listening, questioning, and summarizing when interacting with children, families, and colleagues, and as a member of service teams.</p> <p>Utilizes communication strategies to convey professional values and perspectives in an open, respectful, and transparent manner.</p> <p>Demonstrates collaborative approaches to problem-solving and conflict resolution.</p>	<p>Utilizes culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams.</p> <p>Utilizes communication strategies to convey professional values and perspectives.</p> <p>Demonstrates collaborative approaches.</p>	<p>Utilizes communication and collaboration skills that do not reflect cultural competence or effectiveness.</p> <p>Utilizes communication strategies that are ineffective.</p> <p>Demonstrates approaches to problem-solving and conflict resolution that are disrespectful and do not reflect cultural competence or sensitivity.</p>	
<p>PPD4: Engages in reflective practice and the design of a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence.</p> <p>FS: G3</p>	<p>Reflects on professional values and related practices, including those for honoring diverse perspectives.</p> <p>Adjusts practices to address personal bias and to strengthen cultural and linguistic responsiveness.</p> <p>Creates a professional development plan with the goal of improving professional practice and fostering professional growth and cultural</p>	<p>Reflects on professional values and related practices, including those for honoring diverse perspectives.</p> <p>Adjusts practices to address personal bias and to strengthen cultural and linguistic responsiveness.</p> <p>Creates a professional development plan with the goal of improving professional practice and fostering professional growth and cultural</p>	<p>Reflects on professional values and related practices.</p> <p>Adjusts practices based on reflection.</p> <p>Creates a professional development plan.</p>	<p>Does not identify connection between professional values and related practices.</p> <p>Practices to address personal bias and to strengthen cultural and linguistic responsiveness are not recognized or adjusted.</p> <p>Professional development plan goals not conducive to improving professional practice and fostering professional growth and</p>	

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	<p>competence.</p> <p>Develops plan for reflecting on and updating professional development plan.</p>	<p>competence.</p>		<p>cultural competence.</p>	
<p>PPD5: Articulates, reflects on, continually refines and puts into practice a professional philosophy and values that drive personal professional beliefs about human service delivery.</p> <p>FS: G1</p>	<p>Identifies personal characteristics, beliefs and values that influence participation in opportunities for personal growth, self-reflection, self-care, and personal safety.</p> <p>Articulates a professional philosophy of human service delivery.</p> <p>Demonstrates behavior congruent with underlying philosophy, beliefs and values.</p> <p>Identifies plan for ongoing reflection and incorporating beliefs and values into practice.</p>	<p>Identifies personal characteristics, beliefs and values that influence participation in opportunities for personal growth, self-reflection, self-care, and personal safety.</p> <p>Articulates a professional philosophy of human service delivery.</p> <p>Demonstrates behavior congruent with underlying philosophy, beliefs and values.</p>	<p>Identifies personal characteristics, beliefs and values.</p> <p>Articulates a philosophy of service delivery systems.</p> <p>Demonstrates behavior that is generally congruent with underlying philosophy and values.</p>	<p>Identifies personal characteristics, beliefs and values that are incongruent with the values of the human services field.</p> <p>Articulates a philosophy of service delivery systems that is incongruent with the values of the human services field.</p> <p>Demonstrates behavior that is incongruent with the values of the human services field.</p>	
<p>PPD6: Designs and participates in collaborative systems and proactive, visionary leadership that address structural inequities in society and human service systems and support family cohesion and well-being.</p> <p>FS: G8, G9</p>	<p>Participates collaboratively in the design of systems supporting human services including law and policy.</p> <p>Collaborates with others to guide and enhance family and child program policies and practices address structural inequities in society and human service systems.</p> <p>Analyzes advocacy organization activities at local, state, and national levels for adherence to strength-based, family-centered standards and practices.</p> <p>Uses research and evidence-</p>	<p>Participates collaboratively in the design of systems supporting human services including law and policy.</p> <p>Collaborates with others to guide and enhance family and child program policies and practices address structural inequities in society and human service systems.</p> <p>Analyzes advocacy organization activities at local, state, and national levels for adherence to strength-based, family-centered standards and practices.</p>	<p>Participates in systems supporting human services including law and policy.</p> <p>Participates in systems to guide and enhance family and child program policies and practices.</p> <p>Analyzes advocacy organization activities at local, state, and national levels for adherence to legal mandates and designated standards.</p>	<p>Does not participate in systems supporting human services including law and policy.</p> <p>Collaboration with others to guide and enhance family and child program policies and practices not conducive to productivity.</p> <p>Does not identify relevant points of analysis for advocacy organization activities at local, state, and national levels or their ability to adhere to strength-based, family-centered standards and practices.</p>	

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	based practice to guide system design and collaborative efforts.				
<p>PPD7: Designs and participates in collaborative systems and proactive, visionary leadership addresses structural inequities in society and human service systems and mitigates against family cohesion and well-being.</p> <p>FS: C19, F13, F14, G8, G9, G10</p>	<p>Compares, contrasts, and evaluates sources of reliable, timely professional information on law, policy, advocacy and practices for adherence to strength-based, family-centered standards and practices. Works to mitigate inequities</p> <p>Identifies and reflects on policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family service program</p> <p>Critiques written standards, policies, and program requirements of an operating family service program in comparison to legal and ethical standards, ability to support community goals, adherence to requirements, and potential for collaboration.</p> <p>Identifies strategies to support others in addressing structural inequities.</p>	<p>Compares, contrasts, and evaluates sources of reliable, timely professional information on law, policy, advocacy and practices for adherence to strength-based, family-centered standards and practices. Works to mitigate inequities</p> <p>Identifies and reflects on policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family service program</p> <p>Critiques written standards, policies, and program requirements of an operating family service program in comparison to legal and ethical standards, ability to support community goals, adherence to requirements, and potential for collaboration.</p>	<p>Provides a partial comparison, contrast, and evaluation of sources of reliable, timely professional information on law, policy, advocacy and practices for adherence to strength-based, family-centered standards and practices. Works to mitigate inequities</p> <p>Identifies policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family service program</p> <p>Summarizes written standards, policies, and program requirements of an operating family service program in comparison to legal and ethical standards, ability to support community goals, adherence to requirements, and potential for collaboration.</p>	<p>Provides an inaccurate comparison, contrast, and evaluation of sources of reliable, timely professional information on law, policy, advocacy and practices for adherence to strength-based, family-centered standards and practices. Works to mitigate inequities</p> <p>Identifies inappropriate policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family service program</p> <p>Incorrectly summarizes written standards, policies, and program requirements of an operating family service program in comparison to legal and ethical standards, ability to support community goals, adherence to requirements, and potential for collaboration.</p>	

Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5