

IDC Educational Programming Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>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.</p> <p>IDC: EP1, EP2, EP5, EP6, PPS7</p>	<p>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.</p>	<p>Defines, plans, and implements instructional strategies, curriculum, and environmental plans that support and enhance the development and learning of young children and their families.</p>	<p>Implements established instructional strategies, curriculum, and environmental plans that support the development and learning of young children and their families.</p>	<p>Intentionally ignores the development and learning of young children and their families in instructional strategies, curriculum, and environmental plans</p>	
<p>EP2: Develop policies and procedures that promote smooth transitions for children entering and exiting the program.</p> <p>IDC: EP Intro</p>	<p>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</p>	<p>Devises policies and procedures that promote smooth transitions for children entering and exiting the program.</p>	<p>Attempts to create policies and procedures that promote smooth transitions for children entering and exiting the program.</p>	<p>Neglects the importance of planning for smooth transitions for children entering and exiting the program.</p>	
<p>EP3: Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.</p> <p>IDC: EP3, EP4, LFM10</p>	<p>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.</p>	<p>Protects and ensures utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.</p>	<p>Utilizes ethical, confidential, developmental screening tools and summative child assessment practices.</p>	<p>Disregards ethical, confidential, research-based, principles in choosing developmental screening tools appropriate formative and summative child assessment practices.</p>	
<p>EP4: Evaluate the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design.</p> <p>IDC: EP1</p>	<p>Articulates replicable models for assessing the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design.</p>	<p>Specifically assesses the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design.</p>	<p>Attempts to assess the appropriateness and effectiveness of curricula and management strategies</p>	<p>Does not assess the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design when making programmatic decisions</p>	

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<p>EP5: Develop, implement, interpret, and evaluate child assessment policies and practices</p> <p>IDC: EP4</p>	<p>Establishes, implements, interprets, and evaluates developmentally appropriate, high-quality child assessment policies and practices that include families in assessment considerations</p>	<p>Establishes and applies developmentally appropriate child assessment policies and practices</p>	<p>Tries to apply child assessment policies and practices</p>	<p>Promotes developmentally inappropriate child assessment policies and practices</p>	
<p>EP6: Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program. Collaboration skills reflect visionary leadership and support others in developing as professionals.</p> <p>IDC: EP Intro</p>	<p>Models and supports collaborative efforts that promote smooth transitions for children entering and exiting the program and reflect consideration of family needs and context. Collaboration skills reflect visionary leadership and support others in developing as professionals.</p>	<p>Works consistently with external organizations and agencies to promote smooth transitions for children entering and exiting the program.</p>	<p>Attempts to work with external organizations and agencies to promote smooth transitions for children entering and exiting the program.</p>	<p>Neglects the importance of working consistently with external organizations and agencies to promote smooth transitions for children entering and exiting the program.</p>	
<p>EP7: Utilizes results of data gathered to impact program decision-making and design.</p> <p>IDC: LA Intro</p>	<p>Models sustainable and replicable models for using data gathered to impact program decision-making and design</p>	<p>Effectively puts to use data gathered to impact program decision-making and design.</p>	<p>Tries to use data gathered to impact program decision-making and design</p>	<p>Gathers useless data and/or ignores data gathered in program decision-making and design</p>	

Level 4—Beige

Level 5—Blue

Level 6—Purple