

**IDC Leadership & Advocacy Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>LA1: Evaluate organizational climate and program and classroom quality, using valid and reliable tools, and implement improvement plans based on data gathered.</p>	<p>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</p>	<p>Organizational climate assessment plans are comprehensive and related to improving organizational culture and climate.</p> <p>Program improvement plans are based on data derived from program and classroom assessment through use of valid and reliable tools.</p>	<p>Organizational climate assessment plans are related to improving organizational culture and climate.</p> <p>Program improvement plans are based on data derived from program and classroom assessment.</p>	<p>Organizational climate assessment plans are not related to improving organizational culture and climate.</p> <p>Program improvement plans are not based on data derived from program and classroom assessment.</p>	
<p>LA2: Collaboratively evaluate program effectiveness and utilize data to inform continuous quality improvement efforts.</p>	<p>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.</p>	<p>Self-study process is cohesive, supportive of continuous quality improvement, and based on data.</p> <p>Multiple stakeholders are engaged in continuous quality improvement.</p>	<p>Self-study process is cohesive, supportive of continuous quality improvement, and partially based on data.</p> <p>A partial group of stakeholders are engaged in continuous quality improvement.</p>	<p>Self-study process is not related to data or continuous quality improvement.</p> <p>Stakeholders are not engaged in continuous quality improvement.</p>	
<p>LA3: Engage staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families.</p>	<p>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.</p>	<p>Strategies identified and engaged in support family, staff, and community engagement in coordinated advocacy efforts, including targeted advocacy toward as high-quality, inclusive services and equitable compensation.</p>	<p>Strategies identified and engaged in support coordinated advocacy efforts, including targeted advocacy toward as high-quality, inclusive services and equitable compensation.</p>	<p>Strategies identified and engaged fail to support coordinated advocacy efforts.</p>	
<p>LA4: Advocate for effective early childhood and school age systems and the advancement of the field.</p>	<p>Promotes and encourage at all levels effective early childhood and school age systems and the advancement of the field.</p>	<p>Comprehensive description of how investments in early childhood and/or school-age education support societal changes provided.</p> <p>Advocacy strategies outlined</p>	<p>A description of how investments in early childhood and/or school-age education support societal changes provided.</p> <p>Advocacy strategies outlined</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>	

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		support alignment of standards, high-quality learning environments, and effective teaching and assessment practices across the early childhood/school age learning continuum.	partially support alignment of standards, high-quality learning environments, and effective teaching and assessment practices across the early childhood/school age learning continuum.	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.	

Level II—Blue

Level III—Purple