

**IDC Personal & Professional Self-Awareness Master Rubric**

<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
PPS1: Identify strategies to support personal and professional development.	Models personal strategies and techniques to support personal and professional development and supports peers in professional development and growth.	Clearly articulates relationships between research and early childhood and/or school-age policy and practice.  Provides a comprehensive overview of professional resources, personal goals, and strategies supporting balance between personal and professional obligations.	Provides a partial description of relationships between research and early childhood and/or school-age policy and practice.  Provides an overview of professional resources, personal goals, and strategies supporting balance between personal and professional obligations.	Provides an inaccurate or incomplete description of relationships between research and early childhood and/or school-age policy and practice.  Provides an inaccurate or incomplete overview of professional resources, personal goals, and strategies supporting balance between personal and professional obligations.	
PPS2: Develop and demonstrate effective leadership skills, including culturally and linguistically responsive communication skills and an intentional management philosophy.	Constantly builds and advocates through example exemplary leadership skills, including culturally and linguistically responsive communication skills and an intentional management philosophy.	Management philosophy developed is comprehensive.  Communication skills reflect cultural competence and are respectful of children and families who are culturally, linguistically, ethnically, socioeconomically, and ability diverse.	Management philosophy is developed.  Communication skills are appropriate within context.	Management philosophy is absent or inappropriate.  Communication skills are inappropriate within context.	
PPS3: Implement reflective and intentional administrative practices.	Supports other leaders in the implementation of reflective and intentional administrative practices which are substantive and fit the situational context	Evidence-based strategies identified are inclusive of reflective and intentional administrative practices.  Evidence-based strategies identified include appropriate reflective supervision strategies for staff and are inclusive of program strategic planning.	Strategies identified are inclusive of reflective and intentional administrative practices.  Strategies identified include appropriate reflective supervision strategies for staff and are inclusive of program strategic planning.	Strategies identified are not inclusive of reflective and intentional administrative practices.  Strategies identified do not include appropriate reflective supervision strategies for staff and are inclusive of program strategic planning.	
PPS4: Develop, implement, and assess plans that support personal and professional development as well as the	Supports others, through example, in producing, carrying out and evaluating plans that support personal and	Strategies identified include extensive opportunities to develop, implement, and assess plans to reduce stress, achieve	Strategies identified include limited opportunities to develop, implement, and assess plans to reduce stress, achieve	Strategies identified do not include opportunities to develop, implement, and assess plans to reduce stress,	

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status of the profession.	professional development as well as the status of the profession.	balance between personal and professional obligations, and avoid burnout.  Strategies identified include plans for and evidence of participation in professional organizations and engagement with other professionals in support of improving the status of the profession.	balance between personal and professional obligations, and avoid burnout.  Strategies identified include limited plans for and evidence of participation in professional organizations and engagement with other professionals in support of improving the status of the profession.	achieve balance between personal and professional obligations, and avoid burnout.  Strategies identified do not include plans for and evidence of participation in professional organizations and engagement with other professionals in support of improving the status of the profession.	

Level I—Beige

Level II—Blue

Level III—Purple