| **TA Leadership & Professional Master Rubric** | | | | | |
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| **Competency** | **Distinguished** | **Proficient** | **Needs Improvement** | **Unsatisfactory** | **Unable to Assess** |
| **TALP1**: Identifies research-based strategies to support personal and professional development.  **TA**: LPS4 | Chooses and contextually implements research-based strategies to support personal and professional development. | Chooses and describes research-based strategies to support personal and professional development. | Describes some strategies to support personal and professional development. | Discusses and describes strategies that hinder and/or stall personal and professional development. |  |
| **TALP2**: Demonstrates foundational and unique contextual knowledge and leadership skills essential for successful performance as a leader and mentor.  **TA**: LPS5, LPS10 | Utilizes and models advanced and unique contextual knowledge and leadership skills as a leader and mentor which empower and motivate others. | Examples foundational and unique contextual knowledge and leadership skills essential for successful performance as a leader and mentor. | Attempts to use foundational leadership skills. | Demonstrates a lack of contextual knowledge and/or leadership skills to perform as a leader and mentor. |  |
| **TALP3**: Provides leadership to promote quality improvement and the growth and development of programs and staff.  **TA**: LPS1, LPS3, LPS6 | Consistently demonstrates guidance, direction and influence to promote quality improvement and the positive growth and development of individual staff in tandem with program needs and goals. | Demonstrates guidance, and direction to promote quality improvement and the positive growth and development of individual staff. | Somewhat guides others to promote quality improvement. | Influence, direction and example diminish positive growth and development of individuals, having a negative impact on in program needs and goals. |  |
| **TALP4**: Utilizes various modes of service delivery and effective coaching, mentoring, and professional development methods and techniques.  **TA**: LPS7, LPS9 | Supports and advocates through consistent example various effective coaching, mentoring, and professional development methods and techniques which meet the individual needs of mentees and program contexts. | Chooses and purposefully implements various effective coaching, mentoring, and professional development methods and techniques which meet the individual needs of mentees and program contexts. | Chooses coaching, mentoring, and professional development methods and techniques that are generally effective, not necessarily specific to individual needs. | Uses ineffective coaching, mentoring, and professional development methods and techniques. Ignores individual needs of mentees and/or program contexts. |  |
| **TALP5**: Advocates for excellence in leadership and effective early childhood and school age quality improvement systems through utilization of evidence-based practices in consultation and technical assistance.  **TA**: LPS2, LPS8, LPS11 | Advocates, through state and national opportunities (professional organization leadership, dissemination and communication), for excellence in leadership and effective early childhood and school age quality improvement systems through utilization of evidence-based practices in consultation and technical assistance. | Specifically leads, guides and directs toward excellence and supports effective early childhood and school age quality improvement systems through utilization of evidence-based practices in consultation and technical assistance. | Attempts, through leadership, to support early childhood and school age quality improvement systems. | Utilizes weak or detrimental leadership strategies that are unsupportive of effective early childhood and school age quality improvement systems. Ignores evidence-based practices, consultation and technical assistance. |  |

Level 4 – Beige Level 5 – Blue Level 6 – Purple