

Technical Assistance Leadership & Professional Skills Master Rubric

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
LPS1: Identifies research-based strategies to support personal and professional development	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	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
LPS2: Demonstrates foundational and unique contextual knowledge and leadership skills essential for successful performance as a leader and mentor	Utilizes and models advanced and unique contextual knowledge and leadership skills as a leader and mentor which empower and motivate others	Utilizes 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	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
LPS3: Provides leadership to promote quality improvement and the growth and development of programs and staff	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	

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LPS4: Utilizes various modes of service delivery and effective coaching, mentoring, and professional development methods and techniques	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	

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LPS5: 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	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	