

Technical Assistance Change Process Master Rubric

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
CP1: Identifies central components of the change process	Identifies central components of the change process and makes connections to changes in the field	Identifies central components of the change process	Attempts to identify central components of the change process	Cannot or inaccurately identifies central components of the change process	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
CP2: Facilitates individual readiness for change and the progression through the change process	Promotes and supports individual readiness for change and the progression through the change process	Supports individual readiness for change and the progression through the change process	Supports individual readiness for change	Neglects or ignores individual needs and/or progression through change and the change process	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
CP3: Supports professionals in their development through providing evidence-based materials and resources	Mentors others through change opportunities to promote individualized and group development and growth through evidence-based materials and resources	Takes advantage of change opportunities to promote individualized development and growth through evidence-based materials and resources	Demonstrates awareness of change opportunities to promote growth	Is unsupportive or ignores the impacts of change on individuals and groups	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
CP4: Facilitates organizational readiness for change and the progression through the change process	Models and supports readiness at the classroom and program level to accept and advance change in healthy ways that reflect the change process	Encourages readiness at the classroom and program level to accept change in healthy ways that reflect the change process	Encourages readiness at the classroom level to accept change in healthy ways that reflect the change process	Discourages readiness at all levels to accept and change and or is toxic in the change process	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess

CP5: Supports professionals in linking knowledge to practice through evidence-based practices	Sustains and upholds professionals by connecting knowledge and experience to practice and context through evidence-based practices	Sustains professionals by connecting knowledge and experience to practice through evidence-based practices	Tries to sustain professionals by connecting knowledge to practice	Is unsupportive or neglectful of professionals. Does not make connections between knowledge and experience to practice and context and/or ignores evidence-based practices	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
CP6: Collaboratively develops strategic plans and processes that lead to ongoing quality improvement	Utilizes collegial and cooperative strategies to develop strategic plans, processes and evaluation that lead to ongoing quality improvement	Utilizes collegial and cooperative strategies to develop strategic plans that lead to ongoing quality improvement	Attempts to develop strategic plans for program improvement	Utilizes strategies that diminish collaborative contribution strategic plans, and/or processes that represent bias and lack constituent input	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
CP7: Advocates for positive change through commitment to the profession, ability to present evidence of the impact of quality practice on positive outcomes for children and use of compelling and relevant dialogue to advocate for best practices for children and families	Leads and models formal and informal actions to publicly support positive change through consistent dedication to the profession, ability to present evidence of the impact of quality practice on positive outcomes for children and use of compelling and relevant dialogue to advocate for best practices for children and families	Identifies and takes advantage of formal and informal opportunities to publicly support positive change through dedication to the profession and ability to present evidence of the impact of quality practice on positive outcomes for children	Attempts to support positive change by presenting evidence of the impact of quality practice on positive outcomes for children	Disregards opportunities to support positive change. Demonstrates a lack of commitment to the profession and inability to present evidence of the impact of quality practice on positive outcomes for children	

Level 4 – Beige

Level 5 – Blue

Level 6 – Purple