Technical Assistance Leadership & Professional Skills Assessment (Levels 4-5)
Professional Development Plan

TA Competencies	TALP1, TALP2, TALP3, TALP4
Original Gateways TA Benchmarks	LPS1, LPS3, LPS4, LPS5, LPS6, LPS7, LPS9, LPS10

Assessment Guidelines

Part I:
For this assessment, you will develop your own Professional Development Plan. Your plan should include:
- Your personal philosophy for professional growth, development & reflection
- Your 1-year, 5-year, & 10-year plan/goals for professional development and growth
- A description of your Personal Learning Network (PLN)
  - Blogs, listservs and other professional resources you follow and contribute to
  - ECE and other leaders you follow (on Twitter, Facebook etc.)
  - Professional Organization affiliations, memberships, participation and roles
- Plan for self-evaluation and reflection as well as mentorship

Part II:
For part II of this assessment, you will develop a website to serve as a resource and support tool for leadership, caching and mentoring in ECE environments. Your website should include, but not be limited to resources (e.g. books, book reviews, articles, tools, videos blobs etc.) in the following categories:
- Leadership
- Coaching
- Mentoring
- Professional development
- Adult Learning Theory

Assessment Rubric (pulled from TA Master Rubrics)

Technical Assistance Leadership & Professionalism Assessment (Levels 4-5): Professional Development Plan Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
TALP1: 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.	

Technical Assistance Leadership & Professionalism Assessment (Levels 4-5): Professional Development Plan Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TA: LPS4					
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.	

Level 4 – Beige   Level 5 – Blue