

**TA Leadership & Professional Master Rubric**

<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<p><b>TALP1:</b> Identifies research-based strategies to support personal and professional development.</p> <p><b>TA:</b> LPS4</p>	<p>Chooses and contextually implements research-based strategies to support personal and professional development.</p>	<p>Chooses and describes research-based strategies to support personal and professional development.</p>	<p>Describes some strategies to support personal and professional development.</p>	<p>Discusses and describes strategies that hinder and/or stall personal and professional development.</p>	
<p><b>TALP2:</b> Demonstrates foundational and unique contextual knowledge and leadership skills essential for successful performance as a leader and mentor.</p> <p><b>TA:</b> LPS5, LPS10</p>	<p>Utilizes and models advanced and unique contextual knowledge and leadership skills as a leader and mentor which empower and motivate others.</p>	<p>Examples foundational and unique contextual knowledge and leadership skills essential for successful performance as a leader and mentor.</p>	<p>Attempts to use foundational leadership skills.</p>	<p>Demonstrates a lack of contextual knowledge and/or leadership skills to perform as a leader and mentor.</p>	
<p><b>TALP3:</b> Provides leadership to promote quality improvement and the growth and development of programs and staff.</p> <p><b>TA:</b> LPS1, LPS3, LPS6</p>	<p>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.</p>	<p>Demonstrates guidance, and direction to promote quality improvement and the positive growth and development of individual staff.</p>	<p>Somewhat guides others to promote quality improvement.</p>	<p>Influence, direction and example diminish positive growth and development of individuals, having a negative impact on in program needs and goals.</p>	
<p><b>TALP4:</b> Utilizes various modes of service delivery and effective coaching, mentoring, and professional development methods and techniques.</p> <p><b>TA:</b> LPS7, LPS9</p>	<p>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.</p>	<p>Chooses and purposefully implements various effective coaching, mentoring, and professional development methods and techniques which meet the individual needs of mentees and program contexts.</p>	<p>Chooses coaching, mentoring, and professional development methods and techniques that are generally effective, not necessarily specific to individual needs.</p>	<p>Uses ineffective coaching, mentoring, and professional development methods and techniques. Ignores individual needs of mentees and/or program contexts.</p>	
<p><b>TALP5:</b> 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.</p>	<p>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-</p>	<p>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.</p>	<p>Attempts, through leadership, to support early childhood and school age quality improvement systems.</p>	<p>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.</p>	

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TA: LPS2, LPS8, LPS11	based practices in consultation and technical assistance.				

Level 4 – Beige

Level 5 – Blue

Level 6 – Purple