		TA Change Process Master Rubric			
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
TACP1: Identifies central components of the change process. **TA**: CP1, CP4	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	
TACP2: Facilitates individual readiness for change and the progression through the change process. **TA**: CP2, CP3	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	
TACP3: Supports professionals in their development through providing evidence-based materials and resources. **TA**: CP7	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.	
TACP4: Facilitates organizational readiness for change and the progression through the change process. **TA**: CP2, CP3, CP5	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.	
TACP5: Supports professionals in linking knowledge to practice through evidence-based practices. **TA**: CP8	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	
TACP6: Collaboratively develops strategic plans and processes that lead to ongoing quality improvement. **TA**: CP6	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.	

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Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
TACP7: 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. **TA**: CP9	Leads and models formal and informal actions to publically 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 publically 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