



Master Cadre Selection Rubric

In January 2010, the Alaska TACSEI Pyramid Partnership began the process of selecting Master Cadre members. Fifteen individuals will be selected according to the criteria established by the Leadership Team Master Cadre Working Group. A Master Cadre Selection Rubric (*on the following pages*) has been developed to assist with the consistency and efficacy the selection.

Alaska TACSEI Pyramid Partnership Master Cadre Member Rubric 2010

Master Cadre Member Criteria	5	4	3	2	1	Score
Experience in Early Intervention (EI), Early Care (EC), and/or Early Childhood Education (ECE).	Five to ten years of experience in Early Intervention, Early Care and/or Early Childhood program, classroom, and/or home-based experience.	Three to five years EI, EC, and/or ECE program, classroom, and/or home-based experience.	Less than two years EI, EC, and/or ECE program, classroom, and/or home-based experience.	Recent graduate with limited EI, EC, and/or ECE program, classroom, and/or home-based experience.	No EI, EC and/or ECE program, classroom, and/or home-based experience.	
Comments						
Experience in Behavioral Health, Mental Health, and/or Social Emotional Development of Young Children.	Five to ten years of ECMH, Behavioral Health and/or consultant work in Social/Emotional Development of Young Children.	Three to five years of ECMH, Behavioral Health and/or consultant work in Social/Emotional Development of Young Children.	Less than two years of ECMH, Behavioral Health and/or consultant work in Social/Emotional Development of Young Children.	Recent Graduate with limited experience in ECMH, Behavioral Health, Mental Health and/or Social/Emotional Development of Young Children.	No experience in Behavioral Health, Mental health and/or Social Emotional Development of Young Children.	
Comments						



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Master Cadre Member Criteria	5	4	3	2	1	Score
Education	Masters Degree or more of education in Early Childhood Development, Early Childhood Mental Health, Early Intervention, and/or Social Work, Psychology and/or related field with emphasis on young children Birth – five years of age. Experience with PBS work in classroom and/or home-based settings preferred.	Bachelor’s Degree PLUS additional coursework in Early Childhood Development, Early Childhood Mental Health, Early Intervention and/or Social Work, Psychology and/or related field with emphasis on young children Birth – five years of age. Experience with PBS work in classroom and/or home-based settings preferred.	Bachelors Degree in Early Childhood Development, Early Childhood Mental Health, Early Intervention and/or Social Work, Psychology and/or related field with emphasis on young children Birth – five years of age. Experience with PBS work in classroom and/or home-based settings preferred.	Working toward a Bachelors Degree in Early Childhood Development, Early Childhood Mental Health, and/or Social Work, Psychology and/or related field with emphasis on young children Birth – five years of age. Knowledge of PBS work in classroom and/or home-based settings preferred.	Degree unrelated to Early Childhood Development, Early Childhood Mental Health, and/or Social Work, Psychology and/or related field	
Comments						



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Leadership and participation on Collaborative Teams	Documented exemplary leadership skills; at least five to ten years as an executive and/or program director/leader. Documented five years or more experience in leading collaborative teams.	Documented Leadership and/or Program Management of at least three to five years. Documented service on community collaborative team.	Documented management experience of three years or more. Documented three years or more experience in leading collaborative teams.	New to the field of management and leadership. First year experience.	Less than one year to no management or leadership skills. Has documented at least one year of participation on collaborative teams.	
Comments						
Evaluation and assessing environmental quality of programs.	Has conducted program evaluation and produced written reporting on EI, EC and/or ECE programs. Documented experience and ability to assess environmental quality of programs.	Has been a part of an evaluation team that has produced written reporting and has conducted program evaluation on a continuous basis.	Has been involved in program evaluation as a staff member. Was not responsible for written reporting. Is familiar with environmental assessments of EI, EC, and ECE programs.	Has conducted an environmental rating system on own program OR has been a part of a team that has conducted ECERS on program.	Has no program evaluation experience. Is not familiar or does not mention assessing environmental quality of EI, EC, and/or ECE programs.	
Comments						



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Training/Coaching	Has been responsible for conducting regular training programs and/or developed coaching content to fidelity of program performance standards (staff, administration and parents) within an organization.	Has been responsible for coordinating training and organizing trainers. Has conducted some training over the past three years in ECE and/or Behavioral Health.	Has been a co-presenter at annual training events. Has coached at least one staff member to fidelity of program performance.	Has limited training and/or coaching experience. Demonstrates willingness to engage in training/coaching to fidelity.	Has limited to no training and /or coaching experience.	
Comments						
Planning and Program Implementation	Documented five to ten years of organizational planning and responsibility for program implementation.	Documented three to five years of organizational or program planning. Has developed own implementation plans.	Documented three years of organizational or program planning. Has helped to implement the plan.	New to the arena of organizational planning and program implementation; less than one year of experience.	Limited to no planning experience. Has worked within a plan developed by administration.	
Comments						



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Master Cadre Member Criteria	5	4	3	2	1	Score
Organizational and Ongoing Support	<p>Documented letter of support that clearly defines the organizational support for the next two years (committed resources, incentives and time).</p> <p>Applicant has documented a commitment to sustaining the Alaska TACSEI Pyramid Partnership beyond three years.</p>		<p>Documented letter of support identifies resources, incentives and time needed by the organization to support the applicant.</p> <p>Applicant documents willingness to support self through the training process.</p>		<p>Letter of support is attached to application but does not mention support of resources, incentives and time for the applicant to sustain efforts of the Alaska TACSEI Pyramid Partnership beyond two years.</p> <p>Applicant makes no mention of sustaining own efforts beyond three years.</p>	
Comments						
Registered as a trainer on Alaska SEED Registry	YES	In Process			No	
TOTAL SCORE						

