Technical Assistance Competencies for Maine's Early Childhood Workforce

Competencies

are the ability to do something successfully or efficiently.

Competencies are a way to assess what an individual values or does not value; knows or does not know; and can do or cannot do.

Welcome!
So glad you can join us to support
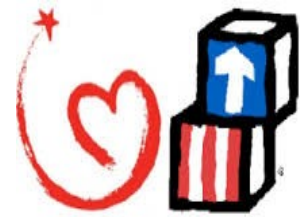Unifying Maine's Technical Assistance System.

Who we are!!

- Early/Head Start
- Child Care
- Maine Families
- Public School Preschool
- Maine DOE
- Child Development Services

- Higher Education
- Federal or Local Training and Technical Assistance Organizations
- Professional Development Alignment Team (PDAT)

Funding

KVCAP's Early Head Start: Child Care Partnership Grant From the Administration for Children and Families

EHS-CC Partnership Long-Term Outcomes

- Sustained, mutually respectful, and collaborative partnerships with community child care providers;
- A more highly educated and fully qualified workforce to provide high-quality infant/toddler care and education;
- Increased community supply of high-quality early learning environments and infant/toddler care and education;
- Well-aligned early childhood policies, regulations, resources, and quality improvement support at national, state, and local levels; and
- Improved family and child well-being and progress toward school readiness.

and Standards such as…

Head Start Program Performance Standards

45 CFR Chapter XIII RIN 0970-AC63 §1302.92 Training and professional development.

(c) A program must implement a research-based, coordinated coaching strategy for education staff for Head Start, Early Head Start, and Early Head Start/Child Care Partnerships.

and Current Expectations/Emerging Standards in;

Federal Department of Education Preschool Expansion Grant (PEG).

- Maine DOE PEG
  - Providing targeted training and technical assistance to support teachers and administrators to meet program standards.
  - Employ Public Preschool Professional Development Coaches responsible for providing targeted evidence-based training and TA.

and Current Expectations/Emerging Standards in (b);

Federal Child Care Development Fund (CCDF) Plan.

- 6.1 Training and PD requirements: For purposes of this section, the term professional development is inclusive of credit-bearing coursework, postsecondary degree programs, and technical assistance (targeted assistance such as mentoring, coaching or consultation) activities.

- In the Maine Plan - CCDF quality funds are used to support the Maine Roads To Quality Professional Development Network which provides training and technical assistance to all providers, not just those who accept subsidy.

and Current Expectations/Emerging Standards in (c);

Federal Individuals with Disabilities Act (IDEA) Part C - Early Intervention (EI).

- EI services are delivered in a number of ways.

- One approach or model of service delivery is Primary Coach Approach to Teaming.

- Maine Child Development Services (CDS) Part C uses a primary coach approach to teaming.

child development services

Project Team

Kennebec Valley Community Action Program Educare Central Maine

Kathryn Colfer, Director, Child & Family Services
Tracye Fortin, Assistant Director, Child & Family Services
Sarah Lavallee, Early Head Start Associate Director

Funding from Administration for Children and Families, Early Head Start/Child Care Partnership Grant, Head Start T&TA Funds

Maine Roads To Quality Professional Development Network

Sonja Howard, Director
Jill Downs, Technical Assistance Manager
Pam Gallik, Early Childhood Consultant

Funding from Maine DHHS Office of Child & Family Services, Child Care Development Block Grant

University of Maine Center for Community Inclusion and Disability Studies

Linda Labas, Early Childhood Coordinator

Funding from U.S. DHHS, Administration on Intellectual & Developmental Disabilities

Why were Maine's TA Competencies Developed?

1. To support TA professionals in knowing about and understanding how to assist programs as they progress to higher levels of quality.

2. To provide TA professionals with a research-based inventory of the dispositions, knowledge and skills necessary to work effectively in this role.

3. To ensure statewide consistency and understanding of the key components of quality TA service provision for the TA professional and the recipients of the TA services.

Agenda
The Process, The Product, The Plan

- **The Process**
  - Research, Common Definitions, Product Development.
- **The Product**
  - The Documents, Using the Documents.
- **The Plan**
  - Accessing the Documents, Creating a Maine TA Credential.
- **Conclusion**
  - Next Steps, Feedback on the Day.

The Process

Why focus on TA?

Implementation Research says,

There is excellent experimental evidence for what **does not work**.

- **Dissemination of information by itself does not lead to successful implementation (research literature, mailings, promulgation of practice guidelines).**

- **Training alone, no matter how well done, does not lead to successful implementation.**

(Fixen, et. al. 2005).

Implementation Research Tell Us that..

- Evidence-based implementation practices <u>are necessary</u> to support staff to adopt and use evidence-based intervention practices.

- Emerging research shows that when trying to adopt new models and change practices, staff need **3 types** of professional development support:

  1. Knowledge Development
  2. Skill Development
  3. Actual "use in the field" Support

(From: 2007 Child Trends: Implementing Evidence-Based Practices: Six "Drivers" of Success).
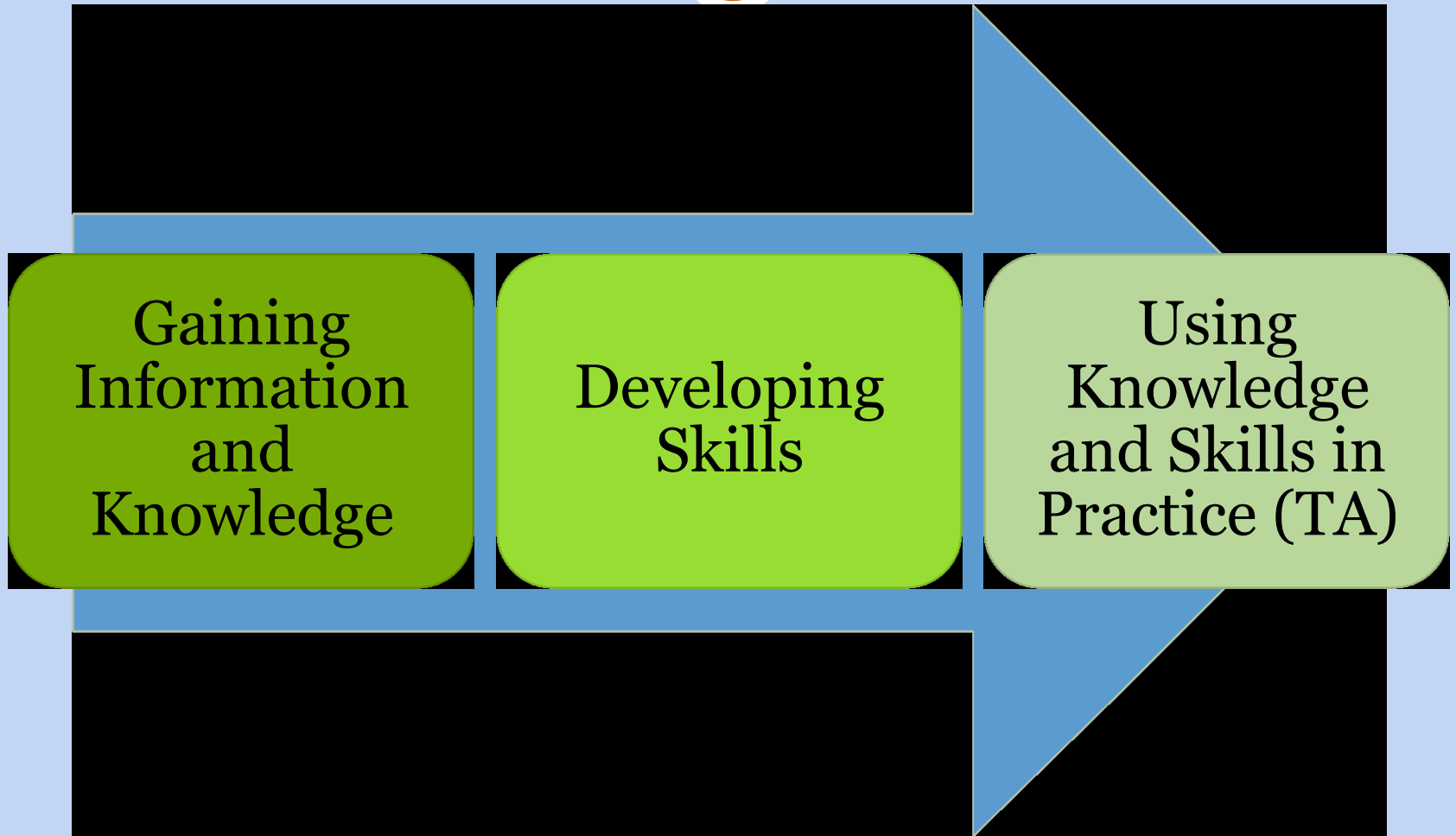
Technical Assistance Impacts Use in the Field
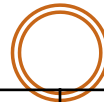
PROFESSIONAL DEVELOPMENT ELEMENTS / TRAINING COMPONENTS	KNOWLEDGE LEVEL (Estimate percentage of participants understanding content)	SKILL ATTAINMENT (Estimate percentage of participants demonstrating proficiency in the instructional practices)	TRANSFER TO PRACTICE / USE IN CLASSROOM (Estimate percentage of participants regularly implementing instructional practices in the classroom)
Theory/ Discussion (e.g., presenter explains content—what it is, why it is important and how to teach it)	10%	5%	0%
Demonstration (e.g., presenter models instructional practices)	30%	20%	0%
Practice & Feedback (e.g., participants implement instructional practices during the session)	60%	60%	5%
Coaching in Classroom (e.g., participants receive ongoing support and guidance when they return to the classroom)	95%	95%	99%

Technical Assistance is one form of PD

On a Continuum of Learning, it is the *"actual use in the field support"*.

Gaining Information and Knowledge → Developing Skills → Using Knowledge and Skills in Practice (TA)

Key Definitions

- Early childhood professional development.

- Technical assistance (TA).

- Technical assistance partner.

- Technical assistance professional.

Key Definitions Source

Early Childhood Education Professional Development:
Training And Technical Assistance Glossary
http://www.naeyc.org/GlossaryTraining_TA.pdf

Early Childhood Professional Development

Early Childhood Professional Development is defined by NAEYC and NACCRRA as "a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. Professional development encompasses education, training, and technical assistance."

Professional Development

Professional Development

Education   Training

Technical Assistance

Image source: NAEYC/NACCRRA, *Training and TA Glossary* (2011)

Technical Assistance (TA)

…is "the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients."

(Source: National Association for the Education of Young Children; National Association of Child Care Resource and Referral Agencies. *Early Childhood Professional Development: Training and Technical Assistance Glossary*, pg. 9, 2011.)

Technical Assistance Professional

A **technical assistance professional** is an individual who provides these targeted and customized supports to recipients of TA services through specific strategies or approaches, such as mentoring, coaching, consultation and peer-to-peer networks.
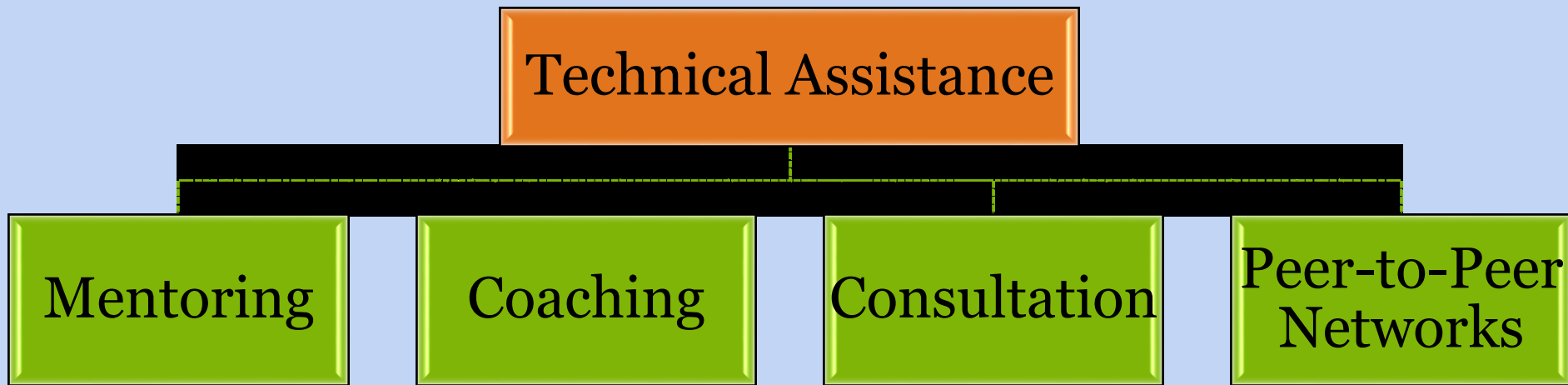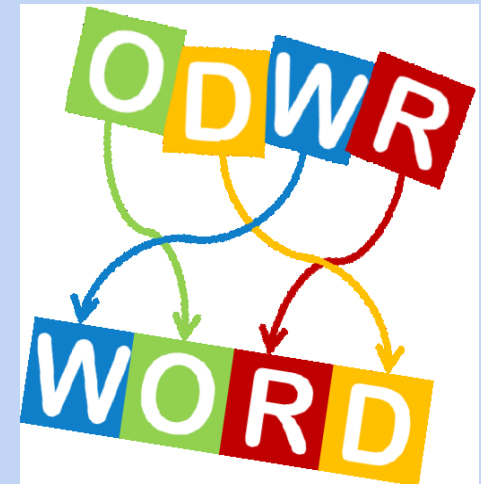
Technical Assistance

| Mentoring | Coaching | Consultation | Peer-to-Peer Networks |

Image adapted from North Carolina DHHS. Framework (2013).

Matching Activity

- Let's explore!
- Review the handout.
- Match the technical assistance request to the technical assistance role.

- Mentoring.
- Coaching.
- Consulting.
- Peer-to-Peer Network Facilitation.

TA Approaches: Targeted and Customized Supports

Mentoring is a process between colleagues in similar professional roles, with a more experienced individual, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.

Coaching is a process led by an expert with specialized knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal setting and achievement for an individual or group.

Consultation is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic.

TA Approaches: Targeted and Customized Supports (d)

Peer-to-Peer Networks foster the development of relationship-based learning and support communities among colleagues, often in like roles. Peer-to-peer TA is based on the premise that a significant expert knowledge base exists in the field and that peers who have solved challenges on the ground have developed tools and strategies that can be shared with their colleagues. Communities of Practice (CoP) and Professional Learning Communities (PLC) are two forms of Peer-to-Peer Networks.

TA Professionals

Roles	Types
- Mentor - Coach - Consultant - Peer-to-Peer Network Facilitator	- Staff - Contracted - Single role or multiple roles (coach and supervisor) - Content expertise (health, mental health, special education, quality improvement, literacy, family engagement, etc.)

Technical Assistance Partner

A **technical assistance partner** is the recipient of technical assistance services provided by a technical assistance professional.

Table Talk

- Review the definitions together.
- If you are currently working as a TA Professional, what is your primary role?
- If you are a leader supporting TA or planning for TA, what approach or role will you be offering?
- How do the definitions match what you already do or are planning to do to provide TA?
- What stood out?
- How will you use these definitions in your ongoing work?

The Product

Technical Assistance Competencies
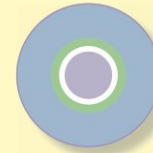for Maine's Early Childhood Workforce

Table of Contents

- Introduction
  - Key Definitions
  - Purpose
  - Guiding Principles/Core Values
  - Organization of Maine's TA Competencies
- Dispositions
- Competency Areas and Indicators
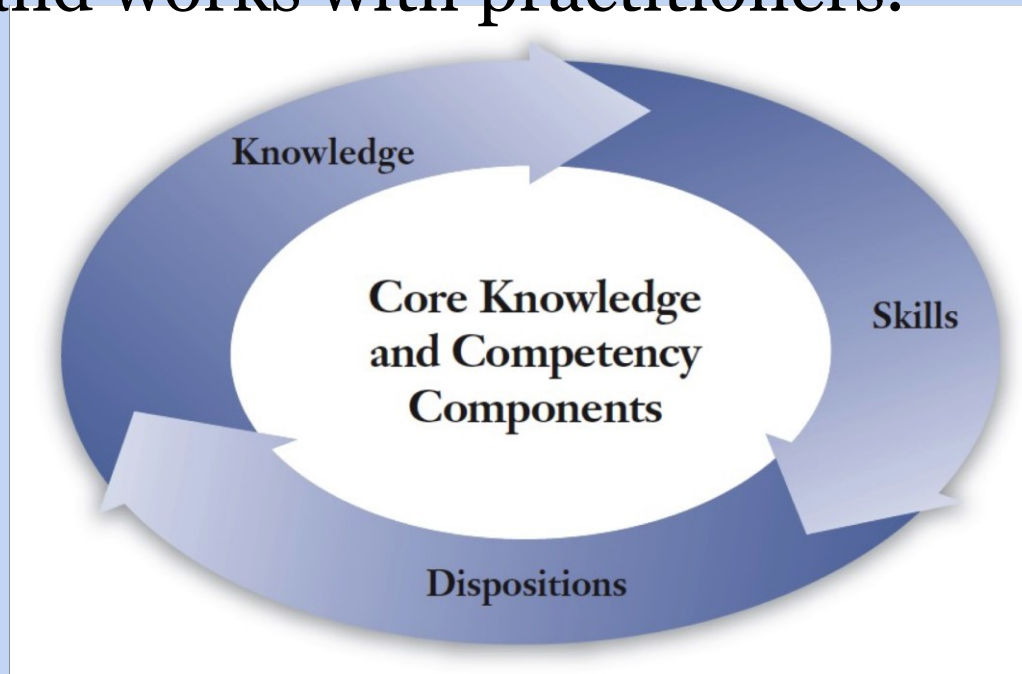- Appendices
- References
- Footnotes

Organization of Maine's TA Competencies

Dispositions, Knowledge and Skills

- The knowledge and skills demonstrate **what** the TA professional knows and can do.

- Dispositions denote **how** the TA professional interacts and works with practitioners.
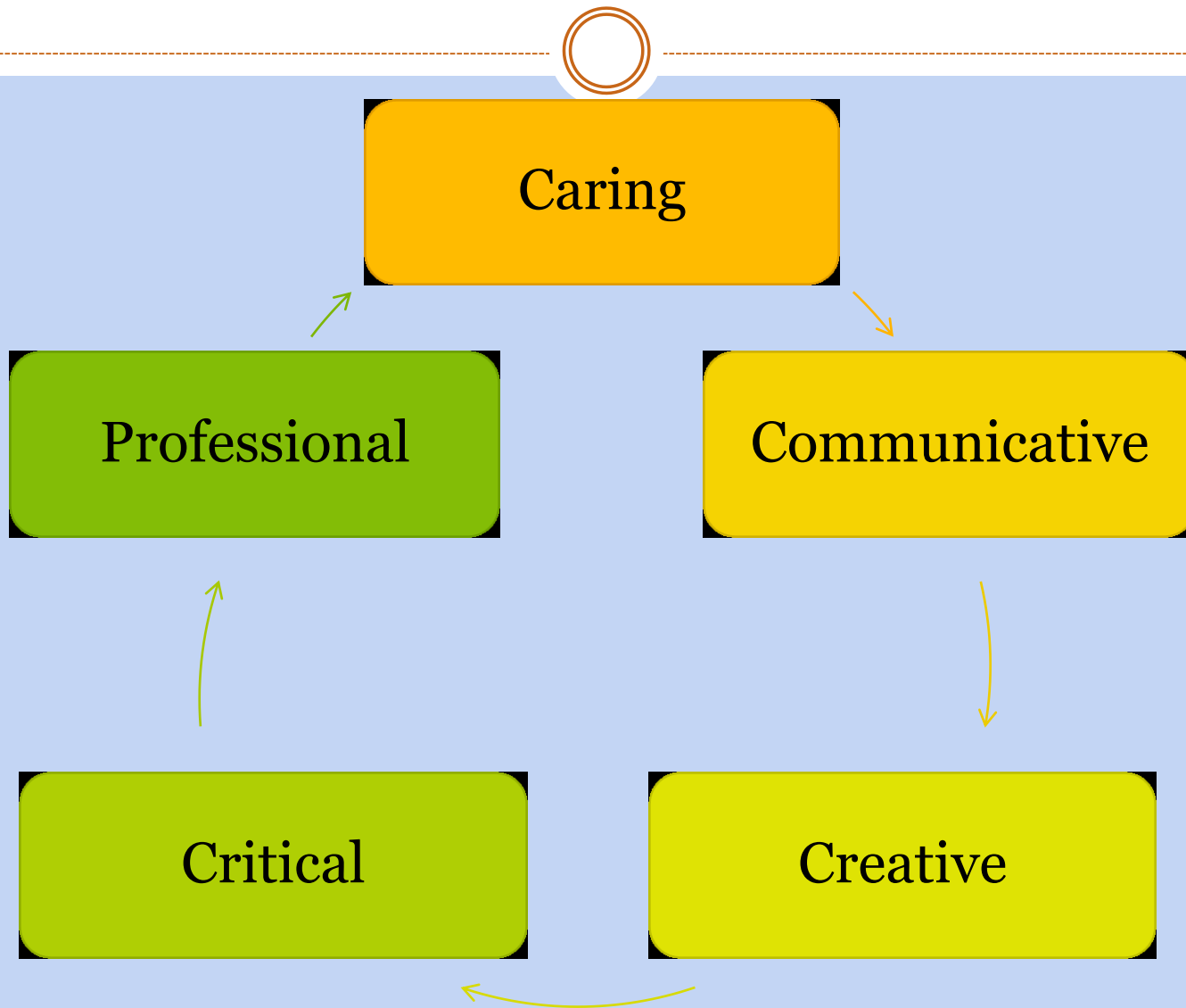
Dispositions

- The first section introduces the five attributes, known as **dispositions**, of effective TA professionals.

- Attributes, called dispositions, are a person's inherent qualities of mind and character.
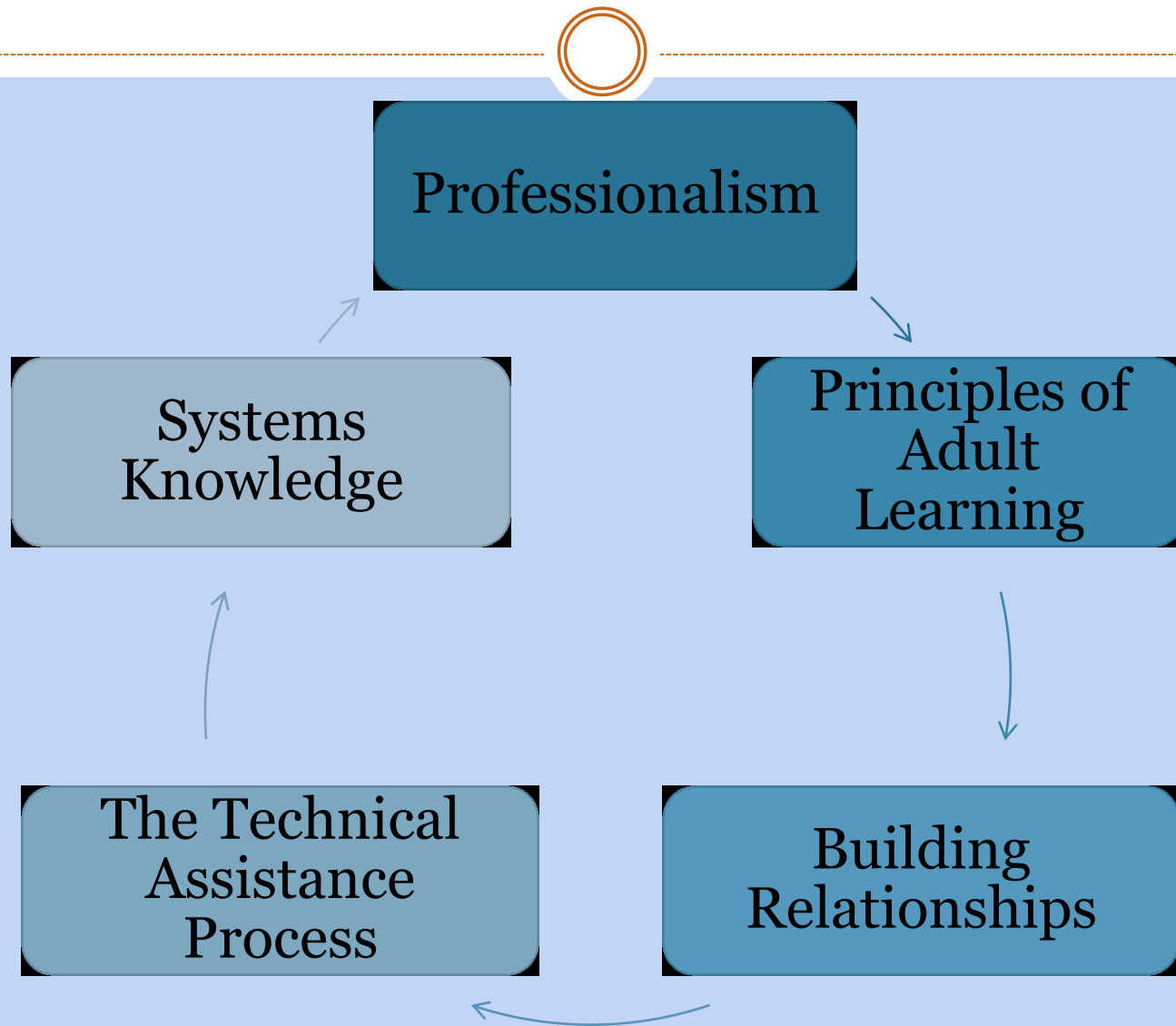
The 5 Dispositions

Competency Areas and Indicators

The second section addresses the **knowledge** and **skills** that represent the foundational principles of high-quality TA.

The 5 Competency Areas

Professionalism

Principles of Adult Learning

Systems Knowledge

Building Relationships

The Technical Assistance Process

Core Team
- Linda Labas, CCIDS; Sarah Lavallee, KVCAP / Educare Central Maine; Jill Downs, MRTQ PDN; Pam Gallik, Early Childhood Consultant.

Stake-holder Panel
- Representatives from KVCAP/Educare Central Maine; Maine Families; MRTQ PDN; MDOE Child Development Services; MDOE Pre-K; CCIDS, New England Head Start Training & TA Network, MDHHS Office of Child and Family Services.

Expert Panel
- TA professionals representing Maine CDC; USM Muskie School of Public Service; Maine Department of Education; Child Development Services, CCIDS, Southern Kennebec Child Development Corp.; New England Head Start Training & TA Network; Androscoggin Head Start.

Field-Test
- KVCAP Child & Family Services Coaches (14)
- MRTQ PDN Consultants & Peer-to-Peer Network – CoP Facilitators (23)

The Field Test Process
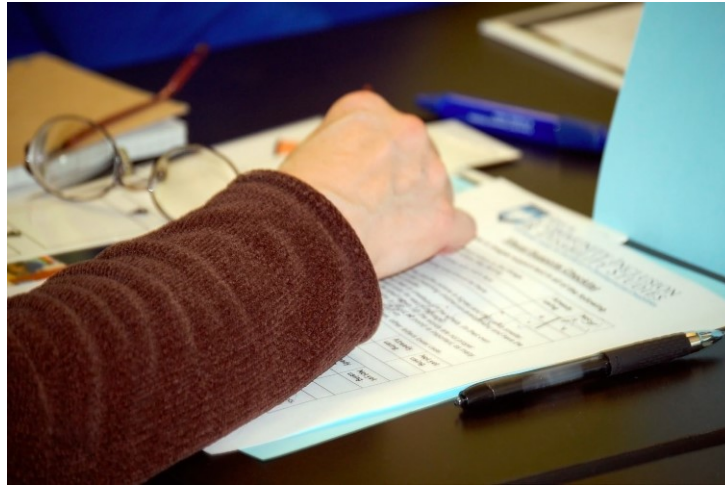
Why a field-test?

1. To gather additional input to inform the final revision of these competencies from those who are actually doing technical assistance work, and

2. To provide these TA professionals a chance to use the competencies and indicators to assess their own practices.

How was feedback provided?

- KVCAP Coach Communities of Practice (CoP)
  - Individual review using self-reflection templates.
  - Group reflection and review during monthly CoPs (July – February, 2017).

- MRTQ PDN Consultants and CoP Facilitators
  - Individual review using self-reflection templates.
  - Group reflection and review during June, 2016 and September, 2016 CoP.

Who We are and Who We Represent

Using the Document

- As a guide:
  - To better understand our role.
  - A "self-check" – particularly the Dispositions.
  - To keep us focused on the role, checking the definitions.
  - To determine our own professional growth and development.

Reflections:

- The document like coaching is not linear.
- Our go to competency areas are; Principles of Adult Learning and Systems Knowledge.

Lessons We are Learning

- Coaches need to know a lot!
- Competencies are great but, not enough.
- Coaches need support to do this work and time for reflection.
- Coaching needs leadership support.
- Relationships are at the core but balance is important.
- Coaching provides a way to develop leadership skills and to sustain quality.

Who We are and Who We Represent (b)

Using the Document (b)

For our own learning and professional development.

- To continuously consider and check in on our roles.

- As a guide to consider all the "parts" to being an effective and competent consultant.

- When you are "stuck" as a professional, to go back and use as a guide to figure out where you've gone off track.

- As a way to assess our own skills – for example, using the ethical codes to guide our work; presenting information sensitively; working as a partner without asserting self as an expert; maintaining professionalism by being on time, organized and prepared.

How we plan to use the competencies as we expand on the restructuring of the MRTQ PDN TA system.

- These will be foundational to the role and work of the new consultants by:
  - Shaping the job descriptions and interview process.
  - Used in the orientation and training.
  - As a self-assessment for individual consultant professional development plans.

Lessons We are Learning

- There is a lot to the consultant role!
- It is not possible to stay ethically grounded without going back and doing a check-in wit guiding tools, such as the competencies.
- When you are in this role, you will experience times when you feel like you are stronger at some skills and weaker in others.
- Learning is ongoing… you do not check off an essential skill and never go back to it.

Technical Assistance Competencies for Maine's Early Childhood Workforce

Self-Assessment Checklist

Companion to the *Technical Assistance Competencies for Maine's Early Childhood Workforce*

Self-Assessment Checklist

The checklist supports TA Professionals in assessing their <u>skills</u> within the 5 competency areas.

TA professionals:

- Rate each competency skill statement to determine if the skill is:
  - B = Beginning
  - D = Developing
  - P = Proficient
- Complete a Professional Development Plan using the results to identify areas of strengths and priority areas for continued growth.

Lunch and Networking

Questions or Comments from this Morning

Document Use

Maine's TA Competencies are intended for use by all TA professionals working within the early care and education field in Maine.

The TA competency document page 3 offers some suggestions on how these competencies may be used.

Table Talk – Document Use

Review the information on page 3.

Document use as:

- Framework

- Resource

- Guidance

Talk with others to share:

- How do you see using this document?

- What other uses do you see for these products?

- Questions this raises for you?

- Reflections on what you heard this morning.

The Plan

Disseminate and Use the Documents

- The *Technical Assistance Competencies for Maine's Early Childhood Workforce* and the *Self-Assessment Checklist* will be available to the field on a number of websites including:
  - Kennebec Valley Community Action Program and Educare Central Maine.
  - The Maine Roads to Quality Professional Development Network Technical Assistance Services.
  - The University of Maine Center for Community Inclusion and Disability Studies.
- Printed copies of the document.

Develop a Credential

Maine's Technical Assistance Competencies **will be used in the creation of a Maine Technical Assistance Credential.**

The Credential

The Technical Assistance (TA) Credential will be designed for professionals representing a variety of roles including mentor, coach, consultant, or peer-to-peer facilitator.

The TA Credential will recognize professionals for obtaining specific knowledge and skills in providing technical assistance, including professionalism, adult learning, building collaborative relationships, and systems knowledge.

MRTQ PDN Credentials

The TA Credential will be modeled after the current MRTQ PDN credentials.

The TA Credential will include:

- An application process.
- Eligibility requirements.
- Educational requirements.
- Training requirements.
- Portfolio development.
- Identified pathways to meet the requirement.

Draft Credential Training Plan

- Teaching the Adult Learner (18 hours).
- Foundations of Relationship-Based Technical Assistance (18 hours).
- *Anticipated* individual 9-hour trainings providing specific information related to the various TA professional roles and responsibilities. TA professionals must take at least one of the following trainings:
  - *An Introduction to Mentoring (9-hours)*
  - *An Introduction to Coaching* (9-hours)
  - *An Introduction to Consultation* (9-hours)
  - *An Introduction to Communities of Practice* (9-hours)

Credential Training Plan (b)

- Depending on an individual's training selection, when the *Teaching the Adult Learner* and *RBTA* series is completed a participant may be awarded a minimum of 45, and up to a maximum of 63, training hours.

Credential Pathway Example

- *A Head Start staff attends the Practice-Based Coaching (PBC) Academy training offered by Head Start. Work will be done to crosswalk the MRTQ training competencies and the PBC training to discern if this Head Start training can be used for the credential pathway.*

Table Talk (b)

- Thinking about your particular system or sector, what opportunities do you see for having a TA credential?

- What are some considerations?

- What input do you have related to a credential pathway?

- Share your insights with the group!

Reflect, Review and Share

Take 5 minutes to think about the information shared, the definitions and the documents.

Share your thoughts.

- How does what you heard match what you knew or do?

- What was one "ah-ha" or new learning for you?

- How will you share this information with others?

- What steps do you need to take to adopt these definitions in your system/sector?