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Guide to Using the *Infant Toddler Consultant Self-Assessment Tool* with *Technical Assistance Competencies for Maine's Early Childhood Workforce*

Technical Assistance Competencies for Maine's Early Childhood Workforce (Labas, Lavalley, Downs & Gallik, 2017) includes five attributes, known as dispositions, of effective TA professionals: Caring, Communicative, Creative, Critical, and Professional. These dispositions were developed by an Administration for Children & Families Region 1 Workgroup for the [Guide to Effective Consultation \(PDF\)](#), and were informed by *The Iowa Disposition Model: A Framework for Developing Effective Teacher Dispositions*.

The [Infant Toddler Consultant Self-Assessment Tool \(PDF\)](#) is a companion to the *Guide to Effective Consultation*. It was developed by Region I workgroups composed of representatives from all six New England States, national technical assistance providers, and staff from the Region I Office of Child Care and Office of Head Start.

The *Self-Assessment Tool* consists of five principle domains with corresponding sub domains, and a set of five dispositions. Each sub domain and disposition includes a scale for consultants to rate their perceived level of competence and a space to plan action steps.

Because the Maine TA competencies adopted the same five dispositions, a section of the *Infant Toddler Consultant Self-Assessment Tool* was adapted for use by Maine TA professionals to assess their use of these attributes in their current practice. These two pages, "[Technical Assistance Professional Dispositions](#)" (PDF), include a scale for TA professionals to rate their perceived level of frequency of disposition demonstration:

3 = TYPICALLY (I almost always display this characteristic.)

2 = SOMETIMES (I usually display this characteristic, but could be more aware of myself in certain situations.)

1 = SELDOM (I could be better at displaying this characteristic across situations.)

Once completed, TA professionals can use this information to complete their professional development plans and identify areas to pursue for ongoing professional development.

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