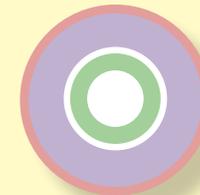
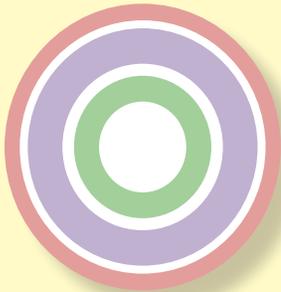




**Technical Assistance Competencies  
for Maine's Early Childhood Workforce  
Self-Assessment Checklist**





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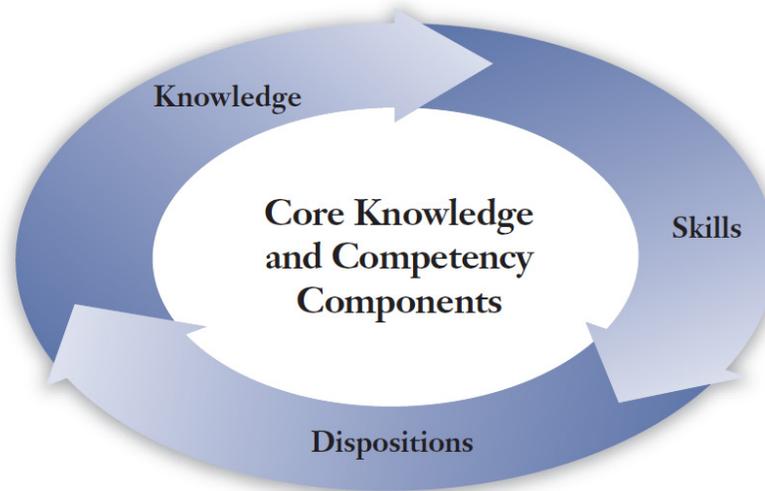
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# Maine TA Competencies Self-Assessment Cover Sheet

Name: \_\_\_\_\_ Job Title/Position: \_\_\_\_\_ Date Completed: \_\_\_\_\_



## Introduction

*TA professionals include those who provide mentoring, coaching, consultation and peer-to-peer network facilitation.*

This self-assessment checklist is a companion to the *Technical Assistance Competencies for Maine's Early Childhood Workforce* (Labas, Lavalley, Downs, & Gallik, 2017). The checklist supports Technical Assistance (TA) professionals in assessing their skills within the five competency areas: 1) Professionalism; 2) Adult Learning Principles; 3) Building Relationships; 4) The Technical Assistance Process; and 5) Systems Knowledge. The checklist is designed to be used by TA professionals who support early childhood practitioners (serving children prenatal through age 8 and their families) and work across early childhood systems and sectors.

## Instructions

### Completing the **Self-Assessment Checklist**

1. Read through the checklist to familiarize yourself with the content.
2. Refer to the *Technical Assistance Competencies for Maine's Early Childhood Workforce* to review the knowledge indicators within each of the five competency areas.
3. For each competency skill statement<sup>1</sup>:
  - a. Assess your overall ability by determining if the skill is:
    - B = Beginning** – You have little skill in this area and you need more information and experience to try it out.
    - D = Developing** – You have some skill in this area, but need to do it better or use it more effectively.
    - P = Proficient** – You have extensive experience using this skill confidently and do not require additional professional development in this area.
  - b. Note any areas you may want to consider for your ongoing professional growth and development.

### Completing the **Professional Development Plan**:

1. Identify your priority areas using the results from your self-assessment.
2. Complete the **Professional Development Plan** to identify specific goals, action steps, resources needed, timeline and measurement of progress.

### COMPETENCY AREA 1: Professionalism

*Professionalism is the conduct, aims, or qualities that characterize a person in a work setting or profession.<sup>2</sup> Effective TA professionals know the applicable codes of ethical practices and standards of professionalism and apply them appropriately in their TA practice.*

Indicator	Competency Area 1: Professionalism Essential Skills	Rating			Note any priorities for your ongoing professional growth and development.
		B	D	P	
1.A. Legal Requirements and Ethical Practices	1.A.4. Follows established professional, ethical, and legal standards including maintaining confidentiality of children, families, and TA partners at all times.				
	1.A.5. Uses professional codes of ethics to guide decision-making when a situation involves competing professional values and/or has more than one possible solution.				
	1.A.6. Presents sensitive information fairly, acknowledging the validity of contrasting perspectives.				
1.B. Responsibilities and Boundaries	1.B.3. Establishes clear expectations and sets boundaries regarding appropriate roles and relationships.				
	1.B.4. Works as a partner without asserting self as an expert.				
	1.B.5. Models and promotes positive self-care practices.				
	1.B.6. Maintains professionalism by being on time, organized and prepared for each TA session.				
1.C. Maintaining Documentation for Timely and Accurate Reporting	1.C.2. Develops an organizational system to independently meet requirements and timelines.				
	1.C.3. Maintains accurate records to document TA contacts, goals, activities, progress and next steps.				
	1.C.4. Records, manually or electronically, the needed documentation at the established intervals.				
	1.C.5. Submits reports and data that are accurate, grammatically correct and error-free.				

Indicator	Competency Area 1: Professionalism Essential Skills	Rating			Note any priorities for your ongoing professional growth and development.
		B	D	P	
1.D. Role as Change Agent	1.D.3. Assess TA partner’s readiness for change.				
	1.D.4. Works with the TA partner to plan for change.				
	1.D.5. Supports TA Partner “where they are” in implementing change.				
1.E. Self-Reflection and Assessment of Knowledge and Skills	1.E.5. Engages in self-reflection as a tool for growth and enhancement of knowledge and skills.				
	1.E.6. Applies the content knowledge and skills needed to support the TA partner including knowledge of child development and Developmentally Appropriate Practices (DAP), as well as, the knowledge and skills in their own discipline and/or area of expertise.				
	1.E.7. Uses the <i>Technical Assistance Competencies for Maine’s Early Childhood Workforce</i> and other resources to assess own personal dispositions, professional knowledge and skills as a TA professional.				
	1.E.8. Uses the self-assessment process and TA partner feedback on an ongoing basis to guide own professional growth and development.				
1.F. Individual Professional Plan Development and Implementation	1.F.3. Develops own professional development plan and goals.				
	1.F.4. Engages in a variety of professional development activities to enhance the quality of TA practices.				
1.G. Current Research and Best Practice	1.G.2. Shares relevant research and evidence-based practices with TA partner.				
	1.G.3. Integrates current research and evidence-based practices in TA work.				
1.H. Advocacy	1.H.3. Supports the TA partner to identify effective advocacy techniques.				
	1.H.4. Shares resources and contacts with TA partners to support their efforts to advocate.				

## COMPETENCY AREA 2: Principles of Adult Learning

*Effective TA professionals ensure success by incorporating adult learning principles. They use approaches to learning that are solution-oriented and collaborative rather than merely didactic; they also emphasize equality between the TA professional and the TA partner.<sup>3</sup>*

Indicator	Competency Area 2: Principles of Adult Learning Essential Skills	Rating			Note any priorities for your ongoing professional growth and development.
		B	D	P	
<b>2.A.</b> Adult Learning Principles	<b>2.A.2.</b> Uses the principles of adult learning in the TA process.				
<b>2.B.</b> Effective Learning Environment	<b>2.B.3.</b> Arranges meeting space/learning environments with the TA partner that are physically comfortable, free from distractions and allow for confidential or private conversations.				
	<b>2.B.4.</b> Takes the time to learn about the culture of the organization and community in which the TA professional is working.				
	<b>2.B.5.</b> Models an approach to diversity characterized by an open mind, a willingness to learn from each other and mutual respect.				
	<b>2.B.6.</b> Seeks different points of view in group processing and decision-making.				
<b>2.C.</b> Adapting to Participant Styles and Needs	<b>2.C.3.</b> Selects culturally responsive strategies and resources that are based on the TA partner's current knowledge and skills as well as learning style, culture, language, needs and preferences.				
	<b>2.C.4.</b> Makes adjustments and accommodations to meet the learning needs of each TA partner.				
	<b>2.C.5.</b> Adjusts learning opportunities to be meaningful and applicable to the TA partner while maintaining fidelity to identified content, requirements or standards set by an organization or initiative.				

### COMPETENCY AREA 3: Building Relationships

*Relationships are central to the TA process. To build effective relationships TA professionals demonstrate the ability to create a safe, supportive environment that produces ongoing mutual respect and trust; to be present with the TA partner in the moment, employing a style that is open, flexible and confident.<sup>4</sup>*

Indicator	Competency Area 3: Building Relationships Essential Skills	Rating			Note any priorities for your ongoing professional growth and development.
		B	D	P	
<b>3.A.</b> Trust with TA Partner	<b>3.A.3.</b> Takes adequate time to develop reciprocal relationships through sharing experiences, exploring expectations and clarifying roles, while maintaining appropriate boundaries.				
	<b>3.A.4.</b> Demonstrates personal integrity, honesty and sincerity throughout the TA process.				
	<b>3.A.5.</b> Ensures the TA partner understands that information shared will be kept confidential.				
	<b>3.A.6.</b> Asks permission prior to sharing ideas and new approaches.				
<b>3.B.</b> Clear Agreements	<b>3.B.3.</b> Creates a mutual agreement such as a memorandum of understanding (MOU), that includes defining roles in the TA process.				
	<b>3.B.4.</b> Follows through on agreed upon plans and commitments.				
	<b>3.B.5.</b> Demonstrates a balance between building rapport and getting the work done.				
	<b>3.B.6.</b> Engages the TA partner to explore alternative ideas and solutions, evaluate options and make decisions when barriers to progress are identified.				
<b>3.C.</b> Collaborative Problem-Solving/ Conflict Resolution	<b>3.C.4.</b> Uses strategies to encourage participation and generate ideas.				
	<b>3.C.5.</b> Models the steps in an intentional collaborative problem-solving process.				
	<b>3.C.6.</b> Uses appropriate conflict resolution strategies to address identified issues or conflicts.				

Indicator	Competency Area 3: Building Relationships Essential Skills	Rating			Note any priorities for your ongoing professional growth and development.
		B	D	P	
3.D. Ongoing Feedback	3.D.3. Provides verbal and written feedback in the context of agreed upon expectations.				
	3.D.4. Provides feedback that is clear, data driven and delivered in a timely manner.				
3.E. Effective Communication	3.E.3. Uses effective communication strategies including active listening, powerful questioning and direct communication.				
	3.E.4. Uses a variety of questions with the TA partner that promote problem-solving, understanding points of view, analysis and planning.				

### COMPETENCY AREA 4: The Technical Assistance Process

*Effective technical assistance requires an intentional, systematic approach to support meaningful change toward improved program quality.<sup>5</sup> Effective TA professionals know the TA stages and follow an established TA framework while appropriately adjusting the process to be meaningful and applicable to the primary TA strategy used. TA professionals know and apply varied TA strategies to address intended outcomes.*

Indicator	Competency Area 4: Technical Assistance Process Essential Skills	Rating			Note any priorities for your ongoing professional growth and development.
		B	D	P	
<b>4.A.</b> Stages of Technical Assistance	<b>4.A.2.</b> Follows the established TA framework while appropriately adjusting the process to be meaningful and applicable to the primary TA strategy used.				
<b>4.B.</b> Gathering Information and Conducting Assessments	<b>4.B.4.</b> Uses a variety of information gathering strategies to assist the TA partner to identify TA priorities.				
	<b>4.B.5.</b> Models objective observation, interviewing, assessment and feedback.				
	<b>4.B.6.</b> Helps the TA partner analyze and interpret the collected data to identify strengths and areas of need for continued growth and desired outcomes.				
<b>4.C.</b> Goal Setting and Action Planning	<b>4.C.3.</b> Supports the TA partner to connect goals and activities with the program’s goals and mission as appropriate within specific TA strategies.				
	<b>4.C.4.</b> Reviews with the TA partner any state, federal or project-specific standards to help inform the development of the TA plan within specific TA strategies.				
	<b>4.C.5.</b> Co-creates the TA plan with the TA partner.				

Indicator	Competency Area 4: Technical Assistance Process Essential Skills	Rating B D P			Note any priorities for your ongoing professional growth and development.
4.D. Supporting the TA Partner to Implement and Evaluate the TA Plan	4.D.5. Works in collaboration with the TA partner to apply new ideas and learnings.				
	4.D.6. Provides information, resources and/or support to strengthen the TA partner's ability to use and sustain the activities/strategies.				
	4.D.7. Uses the appropriate mentoring, coaching, consulting and peer-to-peer networking strategies to address the TA plan and meet the needs of the TA partner. (See 4.D(a), 4.D(b), 4.D(c) & 4.D(d)).				
	4.D.8. Checks in periodically to review progress on the TA plan.				
	4.D.9. If the TA partner is participating in more than one TA initiative, assists in coordinating efforts.				
4.D(a). Implementation Strategies: <b>Mentoring</b>	4.D(a).3. Facilitates goal identification to strengthen or expand on the TA partner's skills.				
	4.D(a).4. Jointly develops a TA plan and uses it to review progress and set goals.				
	4.D(a).5. Shares specialized approaches or skills that will increase the TA partner's capacity in the area identified.				
	4.D(a).6. Uses mentoring strategies to support individual growth such as:				
	~ Modeling;				
	~ Shadowing;				
	~ Observation;				
	~ Guided self-reflection; and ~ Feedback.				

Indicator	Competency Area 4: Technical Assistance Process Essential Skills	Rating			Note any priorities for your ongoing professional growth and development.
		B	D	P	
<b>4.D(b).</b> Implementation Strategies: <b>Coaching</b>	<b>4.D(b).3.</b> Jointly develops a TA plan and uses it to review progress and set goals.				
	<b>4.D(b).4.</b> Uses coaching strategies to support the TA partner's self-efficacy (confidence and competence) in using the identified practice(s) such as: ~ Using assessment data to identify the goal;				
	~ Conducting or participating in focused observations;				
	~ Using questions that provide information and stimulate thinking;				
	~ Sharing materials and resources;				
	~ Demonstrating and/or modeling skills and behaviors identified;				
	~ Sharing feedback; and				
	~ Discussing and reflecting on progress.				
<b>4.D(c).</b> Implementation Strategies: <b>Consultation</b>	<b>4.D(c).3.</b> Discusses with the TA partner the initial focus of the consultation using assessment data.				
	<b>4.D(c).4.</b> Jointly develops a TA plan and uses it to review progress and set goals.				
	<b>4.D(c).5.</b> Uses consultation strategies to address the activities on the TA plan including: ~ Brainstorming ideas, resources and potential solutions that are practical and doable;				
	~ Modeling a problem-solving process;				
	~ Providing information, resources and materials;				
	~ Meeting with administrators, staff and/or families to support the TA plan;				
	~ Conducting observations;				
	~ Demonstrating a new strategy or approach;				
	~ Facilitating reflection by asking open-ended questions; and ~ Providing supportive and constructive feedback.				

Indicator	Competency Area 4: Technical Assistance Process Essential Skills	Rating			Note any priorities for your ongoing professional growth and development.
		B	D	P	
<b>4.D(d).</b> Implementation Strategies: <b>Peer-to-Peer Networks</b>	<b>4.D(d).4.</b> Uses supportive adult learning groups such as Communities of Practice (CoP) and Professional Learning Communities (PLC) when peer learning and networking is needed.				
	<b>4.D(d).5.</b> Jointly develops a TA plan and uses it to review progress and set goals.				
	<b>4.D(d).6.</b> Uses peer-to-peer strategies including:				
	~ Guiding members in planning the focus, activities and structure of the learning community;				
	~ Identifying common interests and goals (the CoP or PLC Plan);				
	~ Facilitating, and organizing the CoP or PLC schedule, agenda, and ongoing communication;				
	~ Engaging all members;				
	~ Building on ideas;				
	~ Guiding discussions and keeping the group on track;				
	~ Redirecting the conversation toward productive channels;				
	~ Clarifying comments and issues;				
	~ Seeking consensus;				
	~ Encouraging members to share in the facilitation, planning and/or sharing their knowledge about selected topics, specific content or relevant resources; and				
~ Supporting the group to meet desired outcomes.					
<b>4.E.</b> Evaluating the TA Plan and Ending the TA	<b>4.E.4.</b> Jointly reviews the TA plan and goals.				
	<b>4.E.5.</b> Engages in a planned conclusion of the TA.				

### COMPETENCY AREA 5: Systems Knowledge

*Effective TA professionals have a general knowledge of the components of a comprehensive Early Childhood System, to include but not be limited to, programs and agencies that deliver services, applicable laws, rules, regulations, standards and professional development opportunities as well as workforce certification and licensure requirements.<sup>6</sup> The TA professional should know where to refer the TA partner for additional support and assist the TA partner in locating or accessing additional resources, when needed.*

Indicators	Competency Area 5: Systems Knowledge Essential Skills	Rating			Note any priorities for your ongoing professional growth and development.
		B	D	P	
5.A. Early Childhood Systems' Components	5.A.3. Customizes TA to best meet the needs of systems, sectors and settings in which TA is provided.				
	5.A.4. Creates and maintains working partnerships with service networks and other TA professionals.				
	5.A.5. Facilitates effective communication and services among practitioners, families, and other TA professionals and/or agencies such as licensing, health, early intervention, and mental health consultants, when needed.				
5.B. Regulation and Standards	5.B.3. Shares resources and materials with the TA partner to support accurate compliance to laws, regulations, policies and procedures.				
	5.B.4. Promotes and supports the TA partner to use the various standards to assess program quality and guide program improvement and TA goals.				
	5.B.5. Uses appropriate protocols to address unsafe, unhealthy, and questionable practices.				
5.C. Resource and Referral	5.C.3. Shares information with TA partner on how to access appropriate resources.				
	5.C.4. Assists the TA partner with the referral process, as needed.				

## Notes and Priorities for Action Planning

A large, empty rectangular box with a thin blue border, intended for users to write notes and prioritize action planning. The box is currently blank.

## Professional Development Plan

Guided by the results of the self-assessment checklist, complete your annual professional development plan to identify the areas you want to pursue for your ongoing professional development. Select a priority area and develop two goals. Use the action planning form below to outline your activities. Review your progress using the scale below for each goal.

Name: \_\_\_\_\_ Date completed: \_\_\_\_\_

What Competency Area and Indicator(s) will I focus on?			
What will I do to develop my technical assistance skills in this area? <b>Goal #1:</b>			
What are my action steps to meet the goal?	What resources do I need to help me meet the goal?	By when?	I will know I have met the goal when?
Review your progress.		Review date:	
<input type="checkbox"/> I have met this goal using the criteria specified above.	<input type="checkbox"/> I am making progress toward this goal and will implement my plan.	<input type="checkbox"/> I need to adjust my plan and revise the goal or change the action step.	
What will I do to develop my technical assistance skills in this area? <b>Goal #2:</b>			
What are my action steps to meet the goal?	What resources do I need to help me meet the goal?	By when?	I will know I have met the goal when?
Review your progress.		Review Date:	
<input type="checkbox"/> I have met this goal using the criteria specified above.	<input type="checkbox"/> I am making progress toward this goal and will implement my plan.	<input type="checkbox"/> I need to adjust my plan and revise the goal or change the action step.	

## Footnotes

- <sup>1</sup> Self-assessment skill levels, Beginning, Developing, and Proficient, and their respective definitions, are from the Pennsylvania General Core Competencies for Relationship-Based Technical Assistance Self-Assessment Checklist (pg.1) and are used with permission from the PA Departments of Human Services and Education, Office of Child Development and Early Learning (OCDEL). Retrieved from <http://www.pakeys.org/uploadedContent/Docs/TA/TA-Consultant%20Competencies.pdf>
- <sup>2</sup> Definition of professionalism appears in the Pennsylvania General Core Competencies for Relationship-Based Technical Assistance Self-Assessment Checklist (pg.2) and is used with permission from the PA Departments of Human Services and Education, Office of Child Development and Early Learning (OCDEL). Retrieved from <http://www.pakeys.org/uploadedContent/Docs/TA/TA-Consultant%20Competencies.pdf>
- <sup>3</sup> Source for definition of Principles of Adult Learning: Professional Development Instructor and Technical Assistance Provider Standards, Second Edition, (pg. 10), Arizona Early Childhood. Retrieved from [http://azearlychildhood.org/uploads/sites/1/PD\\_Instructor\\_and\\_TA\\_Provider\\_Standards\\_Draft\\_3.2.16.pdf](http://azearlychildhood.org/uploads/sites/1/PD_Instructor_and_TA_Provider_Standards_Draft_3.2.16.pdf)
- <sup>4</sup> Building Relationships definition is adapted from “Co-Creating the Relationship” in Coaching Competencies for Colorado Early Childhood Education, (pg. 4), Colorado Coaching Consortium. Retrieved from [http://www.cocoaches.net/uploads/Coaching\\_competencies\\_Oct\\_2010.pdf](http://www.cocoaches.net/uploads/Coaching_competencies_Oct_2010.pdf)
- <sup>5</sup> The Technical Assistance Process definition was informed by Strategic Directions: Technical Assistance Professionals in State Early Childhood Professional Development Systems, National Association for the Education of Young Children (NAEYC). Retrieved from [http://www.naeyc.org/files/naeyc/TA\\_Professionals.pdf](http://www.naeyc.org/files/naeyc/TA_Professionals.pdf)
- <sup>6</sup> Systems Knowledge definition is adapted from “Domain 5.0: Systems Knowledge” in Framework for the North Carolina Technical Assistance Practitioner Competencies, (pg. 20), North Carolina Department of Health and Human Services, Division of Child Development and Early Education. Retrieved from [http://ncchildcare.nc.gov/PDF\\_forms/TACompetenciesApril232013.pdf](http://ncchildcare.nc.gov/PDF_forms/TACompetenciesApril232013.pdf)

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- U.S. Department of Health and Human Services, Administration for Children and Families, National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center). (2013). *Infant toddler self-assessment tool.* (PDF). Retrieved from [https://childcareta.acf.hhs.gov/sites/default/files/public/pdwcenter\\_roi\\_selfassessment\\_itconsultants.pdf](https://childcareta.acf.hhs.gov/sites/default/files/public/pdwcenter_roi_selfassessment_itconsultants.pdf)

