

# Indiana's Framework for Technical Assistance Professionals

Dispositions and Core Knowledge and Competencies



Office of Early Childhood & Out-of-School Learning





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Research shows that technical assistance is an effective strategy for enhancing quality practice among professionals who work with infants, young children, youth, and their families (Yazejian and Iruka, 2015). In 2011, the National Association for the Education of Young Children (NAEYC) and the National Association for Child Care Resource and Referral Agencies (NACCRRA) defined technical assistance in the *Early Childhood Professional Development: Training and Technical Assistance Glossary* (hereafter, the Training and Technical Assistance Glossary). Indiana’s Framework for Technical Assistance Professionals (hereafter, the TA Framework) uses the NAEYC/NACCRRA definition: “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.” Technical assistance is a professional development strategy that includes coaching, consultation, mentoring, and professional development advising, with the goal of supporting professionals as they put their knowledge and skills into practice.

Indiana’s TA Framework identifies the dispositions, core knowledge, and core competencies needed by individuals who provide technical assistance to professionals working with infants, young children, youth, and their families. The TA Framework also assumes that a TA professional has a foundational knowledge of best practice in early childhood and

out-of-school time. This includes but is not limited to knowledge of and experience with the [Core Knowledge and Competencies for Early Childhood, School Age and Youth Professionals](#) as defined by the Indiana Professional Development Network (INPDN) as well as knowledge of and experience with Indiana’s [Early Learning Foundations](#).

The Indiana Professional Development Network (INPDN) adapted many of the core knowledge and competencies in this document from the *Framework for the North Carolina Technical Assistance Practitioner Competencies* (2013). **Indiana thanks the North Carolina Department of Health and Human Services, Division of Child Development and Early Education** for defining the knowledge and skills needed by TA professionals in early childhood and out-of-school time settings. The INPDN would also like to thank Colorado, Utah, Washington, and the ACF Region I states for their previous work on competencies for coaching and consultation. In addition, important national documents like the NAEYC/NACCRRA Training and Technical Assistance Glossary and the National Academy of Sciences’ *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation*, as well as the competency framework documents from all of the above listed states influenced the development of Indiana’s TA Framework. For a detailed list of these documents and their authors, please see Appendix E: Acknowledgements and References.



The guiding principles promoted in ACF Region I's *The Guide to Effective Consultation with Settings Serving Infants, Toddlers, and their Families: Core Knowledge, Competencies, and Dispositions* inspired this section of Indiana's TA Framework. Indiana's core knowledge, competencies, and dispositions for technical assistance professionals:

- Reflect the dispositions, core knowledge, and skills necessary for all Technical Assistance professionals who work with professionals in any capacity or setting to improve program quality, teaching and learning, and outcomes, of children of all ages and their families
  - Inform practices of Technical Assistance professionals working in all early childhood and out-of-school time sectors including early care and education, Head Start/ Early Head Start, early intervention, preschool special education, home visiting, and early childhood mental health
  - Are research-based and reflect best practice
  - Build upon the work previously done nationally and in Indiana
- Support collaborative multi-disciplinary and interdisciplinary technical assistance practices
  - Reflect the individual, social, economic, and cultural diversity that must be understood and honored in practice
  - Support and promote culturally competent practice
  - Are relationship-based and family-centered, acknowledging that infants, toddlers, preschoolers, and youth develop within the context of their families, cultures, and communities



# Dispositions

Dispositions reflect “how” the TA professional interacts and works with others based upon his or her knowledge, skills, awareness, and understanding of self and others.

This section focuses on attributes, called dispositions, which are an important part of being an effective technical assistance professional. This section of the document provides a starting point for reflection. The section does not provide a finite list of dispositions or behaviors. These dispositions are adapted from the Administration of Children and Families, Region I, *A Guide to Effective Consultation with Settings Serving Infants, Toddlers, and Their Families: Core Knowledge, Competencies, and Dispositions*, 2011.

Indiana TA professionals can use the dispositions to reflect upon how they interact and work with professionals in early childhood and out-of-school settings serving infants, toddlers, preschoolers, youth, and their families. A Self-Reflection Form is included in the Appendices to assist TA professionals in identifying current strengths and areas for growth.





# 1. Caring Disposition

## Rationale

TA professionals who exhibit the following behaviors value and appreciate all aspects of the well-being of infants, toddlers, children, school age, youth, workforce professionals, and program administrators. The following list is a starting point for reflection on how to interact in a way that shows value and appreciation for the well-being of others.

- 1.1 **Empathic** by identifying with and seeing things from the perspective of others
- 1.2 **Compassionate** by sympathizing, often with a desire to understand and help improve conditions of others' lives
- 1.3 **Understanding** by developing appropriate relationships
- 1.4 **Respectful** by showing appropriate regard for the needs, ideas, and experiences of others
- 1.5 **Passionate** by demonstrating excitement, enthusiasm, and optimism for the people, content, and context of the consulting and teaching-learning process





## 2. Communicative Disposition

### **Rationale**

TA professionals who exhibit the following behaviors are sensitive to and skilled in the various aspects of human communication. They have interpersonal skills and attitudes that foster collaborative relationships that enhance the teaching-learning process. The following list provides examples of the qualities, tendencies, and/or behaviors that characterize a communicative disposition.

- 2.1 **Mentally present** by being keenly engaged in interactions and observations and displaying genuineness
- 2.2 **Responsive** by being inclined to act as best meets the needs, subtle as well as obvious, of others and their circumstances Responsiveness can be demonstrated quickly in a conversation or over time by, for example, providing follow-up resources as needed.
- 2.3 **Attentive** by paying attention to all aspects of communication and applying active listening techniques such as paraphrasing what the other person has said to ensure clear understanding
- 2.4 **Collaborative** by involving and working with others in planning, problem-solving, and implementing effective practices
- 2.5 **Vocal** by being willing to openly engage and respond to peers, practitioners, administrators, and other organizations within the community





### 3. Creative Disposition

#### Rationale

TA professionals who exhibit the following behaviors display the capacity to envision and create novel and meaningful learning environments and activities.

The following list includes examples of the qualities, tendencies, and/or behaviors that characterize a creative disposition.

- 3.1 **Inventive** by using the interests, preferences, and needs of infants, toddlers, children, school-age, youth families, and practitioners to collaboratively design multiple strategies to support the children’s successful participation in natural learning opportunities; creating, reviewing, problem-solving, and revising intervention strategies practitioners can successfully implement throughout typical routines and activities; visualizing and can support implementation of novel ideas and practices
- 3.2 **Resilient** by enduring managing and maintaining stability in the face of disruption and unpredictability; recovers poise and positivity that enables moving forward in an effective manner







## 4. Critical Disposition

### Rationale

TA professionals who exhibit the following behaviors have the ability to examine closely, critique, and ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize individuals with this set of dispositions. The following list includes examples of the qualities, tendencies, and/or behaviors that characterize a critical disposition.

- 4.1 **Enterprising** by exhibiting a willingness to pursue solutions to problems or questions; gathering relevant data and persistently seeking to improve situations or areas of need
- 4.2 **Open-Minded** by exhibiting an ability to look at different sides of an issue; recognizing the possibility of error in one's own beliefs and practices; does not display or act upon prejudices against people or ideas
- 4.3 **Effective** by nurturing high expectations; demonstrating self-direction and confidence; encouraging others to display their own skills and strengths
- 4.4 **Modest** by placing the needs of the learner and/or learning task above own ego; reflecting on own growth and accountability





## 5. Professional Disposition

### **Rationale**

These are the general expected qualities and behaviors for all TA professionals.

- 5.1 **Responsible and Reliable** by conducting work and related tasks in a consistent, timely, thorough, and efficient manner; demonstrates a strong work ethic
- 5.2 **Compliant** by meeting Federal, State, and program policies relating to confidentiality
- 5.3 **Objective** by fostering and enhancing the teaching and learning process while exercising judgment about personal and professional boundaries



# Core Knowledge and Competencies for TA professionals





# 1. The Role of the Technical Assistance Professional

## Rationale

TA professionals support other adult professionals (defined in this document as TA partners) in translating their knowledge and skills into practice. In early childhood and out-of-school time systems, technical assistance is a professional development strategy designed to enhance the quality of practice among professionals who work with infants, young children, youth, and their families.

## Core Knowledge and Competencies:

- 1.1 Follows established professional, ethical, and legal standards including maintaining confidentiality of children, families, and TA partners at all times. This includes the NAEYC Code of Ethical Conduct and Statement of Commitment and the Supplement for Early Childhood Adult Educators and the International Coach Federation (ICF) Standards of Ethical Conduct
- 1.2 Understands and articulates a professional philosophy including guiding principles, legal requirements governing their practice and those who they serve, ethical standards, and common practices of a TA practitioner
- 1.3 Understands the TA professional's role in maintaining professional boundaries
- 1.4 Understands the TA professional's role as an agent of change

- 1.5 Applies appropriate theories and resources to support the TA partner's growth and change
- 1.6 Establishes positive relationships with other TA professionals that are in the best interest of the TA partner
- 1.7 Understands how to manage a technical assistance process consistent with requirements of the employer and systems governing the work and discipline-specific standards and credentials





## 2. Technical Assistance Approaches

### Rationale

Strengths-based relationships, effective communication, and professional boundaries are key ingredients for an effective TA approach. TA professionals should also be familiar with the NAEYC/NACCRRA Training and Technical Assistance Glossary to understand and apply different TA strategies including mentoring, coaching, consultation, and professional development advising.

### Core Knowledge and Competencies:

- 2.1 Applies principles of relationship-based practice to establish and maintain strength-based relationships with TA partners
- 2.2 Understands his or her own contribution to the relationship dynamic
- 2.3 Uses effective communication techniques when working with other adults, including common language, active listening, explanation of jargon, and reflective questioning
- 2.4 Understands and can articulate the importance of cultural competence
- 2.5 Selects strategies and resources based on the TA partner's learning style, culture, language, needs, and preferences and supports the TA partner in reflective thinking and practice
- 2.6 Applies different technical assistance strategies including coaching, mentoring, consultation, and professional development advising to meet the needs of the TA partner
- 2.7 Uses ongoing adult learning groups such as Communities of Practice and Professional Learning Communities as appropriate





## 3. Technical Assistance Process

### Rationale

TA professionals must understand and effectively manage the TA process in order to best support positive change and improvement in the practices of the TA partner.

### Core Knowledge and Competencies:

- 3.1 Uses an appropriate technical assistance process, including addressing the TA partner's readiness for and commitment to change, establishing a productive and professional relationship, and identifying a focus and purpose for the TA that is aligned with the TA partner's values and goals
- 3.2 Develops, follows, and revises as necessary a TA plan with the TA partner that includes goals, expectations, strategies, outcomes, and evaluation of progress
- 3.3 Understands that technical assistance is a capacity building process and uses appropriate TA strategies to support adult learning and the TA partner's reflection on current practice and effective application of new knowledge and skills
- 3.4 Uses observation, reflective questioning, assessment, feedback, and modeling techniques
- 3.5 Supports the TA partner to reflect on progress and engage in collaborative problem-solving
- 3.6 Connects the TA partner to early childhood and out-of-school time system resources and supports as needed
- 3.7 Uses technology as appropriate to support adult learning and the TA process
- 3.8 Applies appropriate conflict resolution strategies in support of the TA process
- 3.9 Engages in self-reflection to support the continuous quality improvement of his or her own practice as a TA professional
- 3.10 Models and encourages reflective practice for the TA partner





## 4. Technical Assistance Professional Growth

### **Rationale**

TA professionals must draw on their own knowledge and skills in order to provide technical assistance to a diverse array of TA partners. TA professionals should understand evidence-based or evidence-informed methods in several key areas and stay current with research that is relevant to their profession. Key areas include:

- Indiana’s Core Knowledge and Competencies for Early Childhood, School-Age, and Youth Professionals
- Indiana’s Early Learning Foundations
- Developmentally appropriate practice
- Observation and assessment
- Relationship-based approaches
- Adult learning theory and strategies
- Facilitation of learning processes for adults and children
- Planning tools and methods to support adult learning
- Planning tools and methods to support children’s learning
- Self-assessment of individual practice
- Culturally competent practice
- Best practice and innovation in the fields of early childhood and out-of-school time, including but not limited to best practice in continuous quality improvement and innovations in the use of technology to support adult and child learning

### *Core Knowledge and Competencies:*

- 4.1 Recognizes personal dispositions, professional knowledge and skills, and sets professional development goals
- 4.2 Works continuously to improve work-related skills and performance through self-reflection, continuing training and education, and participation in professional communities of practice and other professional development opportunities
- 4.3 Integrates current research and trends about child and youth development, adult learning, capacity-building, and theory of change into his or her own practice as a TA professional
- 4.4 Appreciates and capitalizes on diversity and applies cultural competence to his or her own practice as a TA professional
- 4.5 Recognizes, reflects on, and acts to reduce his or her own biases
- 4.6 Facilitates the understanding and implementation of Indiana’s Early Learning Foundations, After School Standards, or any other standards that are appropriate to the setting
- 4.7 Creates or supports the creation of partnerships and collaborations with TA partners, TA professionals, and other professionals, groups, and organizations



## 5. Systems Knowledge

### **Rationale**

Knowledge of early childhood and out-of-school time systems at the national, state, and local level is critical for all early childhood and out-of-school time professionals. Key systems knowledge includes but is not limited to knowledge of the individuals, groups, programs, and organizations in any sector that work to support infants, young children, youth and their families. TA professionals must be able to apply this systems knowledge and make connections as appropriate in their work with individuals, programs, and communities.

### *Core Knowledge and Competencies:*

- 5.1 Recognizes national, statewide, regional, and local early childhood and out-of-school time system resources to support the needs and interests of TA partners
- 5.2 Connects individuals and programs to system resources when needed
- 5.3 Understands how to assess needs and advocate for change
- 5.4 Understands the use of evidence-based, reliable, and valid assessment instruments for data collection and uses assessment instruments when appropriate
- 5.5 Uses data to make informed decisions and support change at the at the individual, program, and system levels







# Appendix A: Using Indiana's Framework for Technical Assistance Professionals

A variety of professionals can use the TA Framework. The purpose of the Framework is to define the dispositions and core knowledge and competencies needed by individuals who provide technical assistance to adults working with infants, young children, youth, and their families. Examples of who can use the TA Framework and how to use it include:

## Technical Assistance Professionals

- Reflect on dispositions and their influence on practice
- Assess professional knowledge and competence
- Identify professional development needs
- Create an Individual Professional Development Plan
- Enhance knowledge and skills and adapt practices and dispositions to improve TA outcomes

## Agencies Employing Technical Assistance Professionals

- Assess technical assistance professionals' knowledge, competencies, and dispositions
- Create Individual Professional Development Plans
- Select goals, plan for needed resources or professional development, and establish a timeframe for meeting the professional development goals and evaluating the outcomes
- Link the Indiana TA Framework to job descriptions, recruitment efforts, program procedures, and improvement plans

- Use the Indiana TA Framework as the basis of orientation, ongoing support, and a handbook for TA professionals

## Professional Development Organizations/Individuals

- Identify county- or state-wide TA provider professional development needs
- Develop professional development opportunities to meet identified needs
- Implement PD opportunities including training and shared learning (communities of practice, etc.) in various formats, locations, and timeframes
- Develop or identify TA professional handbooks, tools, and resources
- Evaluate professional development opportunities and practices based on the dispositions and competencies

## Higher Education Faculty and Administrators

- Use the TA Framework to analyze, evaluate, and create a shared foundation of knowledge and competencies for technical assistance professionals
- Align and link the core knowledge, competencies, and dispositions to coursework and field-based experiences

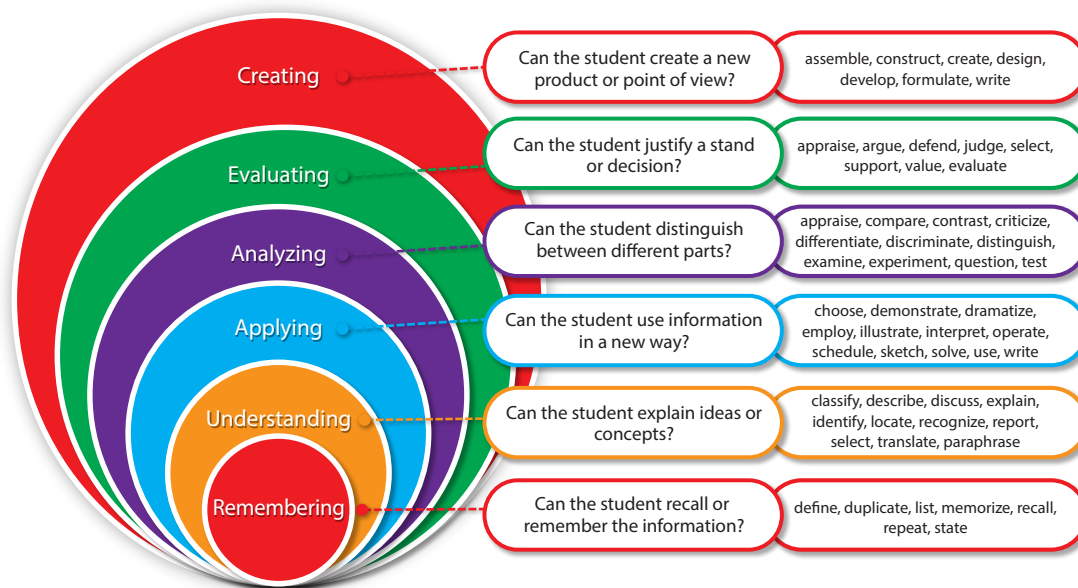


# Appendix B: Individual Professional Development Planning Tools

Appendix B contains tools to help a TA professional review, reflect, and plan. The **Self-Reflection Form** and the **TA CKC Assessment Form** can help a TA professional understand his or her current dispositions, knowledge, and skills. The **Individual PD Plan** tool allows a TA professional to create a professional development plan that includes short- and long-term professional development goals.

1. **Review and Reflect:** First, **review** the technical assistance dispositions and use the **Self-Reflection Form** to **reflect** on your current qualities, tendencies, and/or behaviors related to each of the disposition areas. Then, **review** the competencies in each core knowledge area. **Reflect** using the **TA CKC Assessment Form** to identify whether, for each competency, you can remember, understand, apply, analyze, evaluate, or create. These are the six levels of the revised Bloom’s Taxonomy (below) and the planning tool is designed help you reflect on your knowledge and competencies in this context. Take notes as needed.
2. **Plan:** Use the **Individual Professional Development Plan** to record your goals, plan for needed resources or professional development, establish timeframes for meeting your goals, and keep track of progress.

## Bloom’s Taxonomy (Revised)



(Anderson & Krathwohl, 2001)



# TECHNICAL ASSISTANCE DISPOSITIONS SELF-REFLECTION FORM

The purpose of this activity is to assist you in learning about what you need to be successful as a technical assistance professional and to help you create an action plan for self-improvement. Write an X in one of the boxes to the right of each disposition, depending on how you see yourself right now. No one will see your ratings unless you voluntarily share them, so please be honest in your reflection.

	Personal Strength	Opportunity for Growth
<b>1. Caring Disposition</b>		
1.1 <b>Empathic</b> by identifying with and seeing things from the perspective of others.		
1.2 <b>Compassionate</b> by sympathizing, often with a desire to understand and help improve conditions of others' lives.		
1.3 <b>Understanding</b> by developing appropriate relationships.		
1.4 <b>Respectful</b> by showing appropriate regard for the needs, ideas, and experiences of others.		
1.5 <b>Passionate</b> by demonstrating excitement, enthusiasm, and optimism for the people, content, and context of the consulting-teaching-learning process.		
<b>2. Communicative Disposition</b>		
2.1 <b>Mentally</b> present by being keenly engaged in interactions and observations and displaying genuineness.		
2.2 <b>Responsive</b> by being inclined to act as best meets the needs, subtle as well as obvious, of others and their circumstances. Responsiveness can be demonstrated quickly in a conversation or over time by, for example, providing follow-up resources as needed.		
2.3 <b>Attentive</b> by paying attention to all aspects of communication and applying active listening techniques such as paraphrasing what the other person has said to ensure clear understanding.		
2.4 <b>Collaborative</b> by involving and working with others in planning, problem-solving, and implementing effective practices.		
2.5 <b>Vocal</b> by being willing to openly engage and respond to peers, practitioners, administrators, and other organizations within the community.		



## Opportunity for Growth

### Personal Strength

3. Creative Disposition		
3.1 <b>Inventive</b> by using the interests, preferences, and needs of infants, toddlers, children, school-age, youth families, and practitioners to collaboratively design multiple strategies to support the children’s successful participation in natural learning opportunities; creating, reviewing, problem-solving, and revising intervention strategies practitioners can successfully implement throughout typical routines and activities; visualizing and can support implementation of novel ideas and practices.		
3.2 <b>Resilient</b> by enduring managing and maintaining stability in the face of disruption and unpredictability; recovers poise and positivity that enables moving forward in an effective manner.		
4. Critical Disposition		
4.1 <b>Enterprising</b> by exhibiting a willingness to pursue solutions to problems or questions; gathering relevant data and persistently seeking to improve situations or areas of need.		
4.2 <b>Open-Minded</b> by exhibiting an ability to look at different sides of an issue; recognizing the possibility of error in one’s own beliefs and practices; does not display or act upon prejudices against people or ideas.		
4.3 <b>Effective</b> by nurturing high expectations; demonstrating self-direction and confidence; encouraging others to display their own skills and strengths.		
4.4 <b>Modest</b> by placing the needs of the learner and/or learning task above own ego; reflecting on own growth and accountability.		
5. Professional Disposition		
5.1 <b>Responsible</b> and Reliable by conducting work and related tasks in a consistent, timely, thorough, and efficient manner; has strong work ethic.		
5.2 <b>Compliant</b> by meeting Federal, State, and program policies relating to confidentiality.		
5.3 <b>Objective</b> by fostering and enhancing the teaching and learning process while exercising judgment about personal and professional boundaries.		



# TECHNICAL ASSISTANCE CORE KNOWLEDGE AND COMPETENCIES SELF-ASSESSMENT FORM

## 1. The Role of the Technical Assistance Professional

### Core Knowledge and Competencies

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Notes/Reflection
1.1 Follows established professional, ethical, and legal standards including maintaining confidentiality of children, families, and TA partners at all times. This includes the NAEYC Code of Ethical Conduct and Statement of Commitment and the Supplement for Early Childhood Adult Educators and the International Coach Federation Standards for Ethical Conduct							
1.2 Understands and articulates a professional philosophy including guiding principles, legal requirements governing their practice and those who they serve, ethical standards, and common practices of a TA practitioner							
1.3 Understands the TA professional's role in maintaining professional boundaries							
1.4 Understands the TA professional's role as an agent of change							
1.5 Applies appropriate theories and resources to support the TA partner's growth and change							
1.6 Establishes positive relationships with other TA professionals that are in the best interest of the TA partner(s)							
1.7 Understands how to manage a technical assistance process consistent with requirements of the employer and systems governing the work and discipline-specific standards and credentials							

Levels of Expertise

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	Carrying out or using a procedure through executing, or implementing.	Breaking material into constituent parts, determining how the parts relate to one another, and to an overall structure or purpose through differentiating, organizing, and attributing.	Making judgments based on criteria and standards through checking and critiquing.	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.



## 2. Technical Assistance Approaches

### Core Knowledge and Competencies

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Notes/Reflection
2.1 Applies principles of relationship-based practice to establish and maintain strength-based relationships with TA partners							
2.2 Understands his or her own contribution to the relationship dynamic							
2.3 Uses effective communication techniques when working with other adults, including common language, active listening, explanation of jargon, and reflective questioning							
2.4 Understands and can articulate the importance of cultural competence							
2.5 Selects strategies and resources based on the TA partner's learning style, culture, language, needs, and preferences and supports the TA partner in reflective thinking and practice							
2.6 Applies different technical assistance strategies including coaching, mentoring, consultation, and professional development advising to meet the needs of the TA partner							
2.7 Uses ongoing adult learning groups such as Communities of Practice and Professional Learning Communities as appropriate							

Levels of Expertise

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	Carrying out or using a procedure through executing, or implementing.	Breaking material into constituent parts, determining how the parts relate to one another, and to an overall structure or purpose through differentiating, organizing, and attributing.	Making judgments based on criteria and standards through checking and critiquing.	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.



## 3. Technical Assistance Process

### Core Knowledge and Competencies

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Notes/Reflection
3.1 Uses an appropriate technical assistance process, including addressing the TA partner’s readiness for and commitment to change, establishing a productive and professional relationship, and identifying a focus and purpose for the TA that is aligned with the TA partner’s values and goals							
3.2 Develops, follows, and revises as necessary a TA plan with the TA partner that includes goals, expectations, strategies, outcomes, and evaluation of progress							
3.3 Understands that technical assistance is a capacity building process and uses appropriate TA strategies to support adult learning and the TA partner’s reflection on current practice and effective application of new knowledge and skills							
3.4 Uses observation, reflective questioning, assessment, feedback, and modeling techniques							
3.5 Supports the TA partner to reflect on progress and engage in collaborative problem-solving							
3.6 Connects the TA partner to early childhood and out-of-school time system resources and supports as needed							
3.7 Uses technology as appropriate to support adult learning and the TA process							
3.8 Applies appropriate conflict resolution strategies in support of the TA process							
3.9 Engages in self-reflection to support the continuous quality improvement of his or her own practice as a TA professional							
3.10 Models and encourages reflective practice for the TA partner							

Levels of Expertise

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	Carrying out or using a procedure through executing, or implementing.	Breaking material into constituent parts, determining how the parts relate to one another, and to an overall structure or purpose through differentiating, organizing, and attributing.	Making judgments based on criteria and standards through checking and critiquing.	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.



### 4. Technical Assistance Professional Growth

#### Core Knowledge and Competencies

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Notes/Reflection
4.1 Recognizes personal dispositions, professional knowledge and skills, and sets professional development goals							
4.2 Works continuously to improve work-related skills and performance through self-reflection, continuing training and education, and participation in professional communities of practice and other professional development opportunities							
4.3 Integrates current research and trends about child and youth development, adult learning, capacity-building, and theory of change into his or her own practice as a TA professional							
4.4 Appreciates and capitalizes on diversity and applies cultural competence to his or her own practice as a TA professional							
4.5 Recognizes, reflects on, and acts to reduce his or her own biases							
4.6 Facilitates the understanding and implementation of Indiana’s Early Learning Foundations, After School Standards, or any other standards that are appropriate to the setting							
4.7 Creates or supports the creation of partnerships and collaborations with TA partners, TA professionals, and other professionals, groups, and organizations							

Levels of Expertise

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	Carrying out or using a procedure through executing, or implementing.	Breaking material into constituent parts, determining how the parts relate to one another, and to an overall structure or purpose through differentiating, organizing, and attributing.	Making judgments based on criteria and standards through checking and critiquing.	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.





# 5. Systems Knowledge

## Core Knowledge and Competencies

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Notes/Reflection
5.1 Recognizes national, statewide, regional, and local early childhood and out-of-school time system resources to support the needs and interests of the TA partner							
5.2 Connects individuals and programs to system resources when needed							
5.3 Understands how to assess needs and advocate for change							
5.4 Understands the use of evidence-based, reliable, and valid assessment instruments for data collection and uses assessment instruments when appropriate							
5.5 Uses data to make informed decisions and support change at the individual, program, and system levels							

Levels of Expertise

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	Carrying out or using a procedure through executing, or implementing.	Breaking material into constituent parts, determining how the parts relate to one another, and to an overall structure or purpose through differentiating, organizing, and attributing.	Making judgments based on criteria and standards through checking and critiquing.	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.



# Individual Professional Development Plan

Name \_\_\_\_\_

Date \_\_\_\_\_

Core Knowledge Area	What I need to know or do <i>Specific competencies</i>	My Goals Are...	How I will reach these goals <i>Specific strategies and resources to achieve my goal</i>	Time frame for my goal <i>When will I complete my goal?</i>	Progress towards goal <i>Update on how you are doing</i>	Completed Date
1. The Role of the Technical Assistance Professional		1.	1.	1.	1.	1.
2. Technical Assistance Approaches		2.	2.	2.	2.	2.
3. Technical Assistance Process		3.	3.	3.	3.	3.
4. Professional Growth		3.	3.	3.	3.	3.
5. Systems Knowledge		3.	3.	3.	3.	3.



## Appendix C: Glossary

**Coaching** is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, and 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 (NAEYC and NACCRRA, 2011).

**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 (NAEYC and NACCRRA, 2011).

**Cultural competence** is defined in many different ways. According to the U.S. Department of Health and Human Services, cultural competence is the ability to interact effectively with people of different cultures (Substance Abuse and Mental Health Services Administration, 2015) and means that services, supports or other assistance are conducted or provided in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language and behaviors of individuals who are receiving services (Administration on Developmental Disabilities, 2011). For a list of other definitions of cultural competence highlighted by Georgetown University’s National Center for Cultural Competence, go to <http://nccc.georgetown.edu/curricula/culturalcompetence.html>.

**Disposition** is an inherent characteristic/attribute or natural tendency.

**Early childhood education professional development** is 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. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses education, training, and technical assistance (NAEYC and NACCRRA, 2011).

**Indiana’s Core Knowledge and Competencies for Early Childhood, School Age, and Youth Professionals** is a document that defines the content (knowledge) and skills (competencies) needed by professionals working with infants, young children, youth, and their families (Indiana Professional Development Network, 2015).

**Mentoring** is a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills (the mentor) provides guidance and examples to the less-experienced protégé or mentee. Mentoring is intended to increase an individual’s personal or professional capacity, resulting in greater professional effectiveness (NAEYC and NACCRRA, 2011).

**Peer-to-peer TA** fosters 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 (NAEYC and NACCRRA, 2011).



**Professional development advising** (sometimes referred to as career or PD counseling) is a one-on-one process through which an advisor offers information, guidance, and advice to an individual about professional growth, career options, and pathways to obtain or meet required qualifications (NAEYC and NACCRRA, 2011).

**Relationship-based practice** Seven principles define relationship-based work: respect for the person, sensitivity to context, commitment to evolving growth and change, mutuality of shared goals, open communication, commitment to reflecting on the work, and setting standards for staff.

**Reflective practice** is the process of studying one’s own methods and behaviors and determining what works best for child, youth, or adult learners. Reflective practice can help an individual to develop and grow professionally.

**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 (NAEYC and NACCRRA, 2011).





## Appendix D: Excerpts from the International Coach Federation (ICF) Code of Ethics

Please note that this is not the full text of the ICF Code of Ethics. Appendix D provides two sections from the ICF Code of Ethics that are most relevant to TA initiatives in early childhood and out-of-school time. To view ICF's complete Code of Ethics, go to <http://www.coachfederation.org>.

### Part 1: The ICF Philosophy of Coaching

The International Coach Federation (ICF) adheres to a form of coaching that honors the client as the expert in his or her life and work and believes that every client is creative, resourceful, and whole. Standing on this foundation, it is the coach's responsibility to:

- Discover, clarify and align with what the client wants to achieve
- Encourage client self-discovery
- Elicit client-generated solutions and strategies
- Hold the client responsible and accountable

### Part 2: The ICF Standards of Conduct

#### *Professional Conduct at Large*

1. I will conduct myself in a manner that reflects positively upon the coaching profession and I will refrain from engaging in conduct or making statements that may negatively impact the public's understanding or acceptance of coaching as a profession.
2. I will not knowingly make any public statements that are untrue or misleading, or make false claims in any written documents relating to the coaching profession.
3. I will respect different approaches to coaching. I will honor the efforts and contributions of others and not misrepresent them as my own.
4. I will be aware of any issues that may potentially lead to the misuse of my influence by recognizing the nature of coaching and the way in which it may affect the lives of others.
5. I will at all times strive to recognize personal issues that may impair, conflict, or interfere with my coaching performance or my professional relationships. Whenever the facts and circumstances necessitate, I will promptly seek professional assistance and determine the action to be taken, including whether it is appropriate to suspend or terminate my coaching relationship(s).
6. I will accurately create, maintain, store and dispose of any records of work done in relation to the practice of coaching in a way that promotes confidentiality and complies with any applicable laws.



### **Professional Conduct with Clients**

1. I will be responsible for setting clear, appropriate and culturally sensitive boundaries that govern any physical contact that I may have with my clients.
2. I will not become sexually involved with any of my clients.
3. I will construct clear agreements with my clients, and will honor all agreements made in the context of professional coaching relationships.
4. I will ensure that, prior to or at the initial session, my coaching client understands the nature of coaching, the bounds of confidentiality, financial arrangements and other terms of the coaching agreement.
5. I will accurately identify my qualifications, expertise and experience as a coach.
6. I will not intentionally mislead or make false claims about what my client will receive from the coaching process or from me as their coach.
7. I will not give my clients or prospective client's information or advice I know or believe to be misleading.
8. I will not knowingly exploit any aspect of the coach-client relationship for my personal, professional or monetary advantage or benefit.
9. I will respect the client's right to terminate coaching at any point during the process. I will be alert to indications that the client is no longer benefiting from our coaching relationship.
10. If I believe the client would be better served by another coach, or by another resource, I will encourage the client to make a change.
11. I will suggest that my clients seek the services of other professionals when deemed appropriate or necessary.
12. I will take all reasonable steps to notify the appropriate authorities in the event a client discloses an intention to endanger self or others.

### **Confidentiality/Privacy**

1. I will respect the confidentiality of my clients' information, except as otherwise authorized by my client or as required by law.
2. I will obtain agreement from my clients before releasing their names as clients or references or any other client identifying information.
3. I will obtain agreement from the person being coached before releasing information to another person compensating me. NOTE: Guidelines for sharing information may be established by particular coaching initiatives. These guidelines should be clearly communicated to adult learner as part of the coaching agreement.

### **Conflicts of Interest**

1. I will seek to avoid conflicts between my interests and the interests of my clients.
2. Whenever any actual conflict of interest or the potential for a conflict of interest arises, I will openly disclose it and fully discuss with my client how to deal with it in whatever way best serves my client.
3. I will disclose to my client all anticipated compensation from third parties that I may receive for referral of that client.



# Appendix E: Acknowledgements

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\*The ACF Region I States are Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont



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