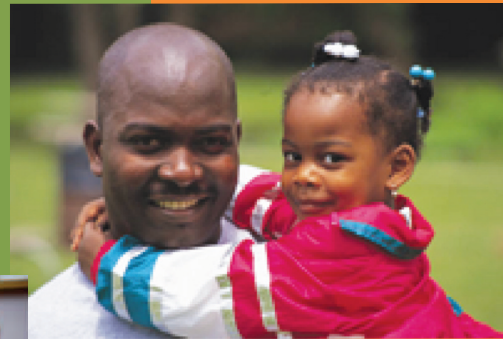# GUIDING CHANGE, IMPACTING QUALITY:

A Guide to Technical Assistance in Settings Serving Infants & Toddlers, Preschoolers, and Children in Out-of-School Time Programs and Their Families

BRAIN BUILDING IN PROGRESS

eec

Massachusetts Department of Early Education and Care

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INTRODUCTION

The increasingly professionalized field of early education has created new opportunity to support the professional growth of the early education and care workforce as well as the people who provide professional development (PD) to the field, including technical assistance (TA) providers.

In 2010-2011, the Massachusetts Department of Early Education and Care (EEC) produced, in collaboration with the Administration of Children and Families Region 1 (the six New England States), *A Guide to Effective Consultation with Settings Serving Infants, Toddlers, and Their Families* and a companion *Self-Assessment Tool*. The Guide establishes the core knowledge, competencies and dispositions for consultants working in diverse early care and education settings and disciplines serving infants and toddlers.

This new guide, *Guiding Change, Impacting Quality: A Guide to Technical Assistance in Settings Serving Infants & Toddlers, Preschoolers, and Children in Out-of-School Time Programs and their Families* (referred to in this document as the Guide) extends and builds upon this work as a comprehensive guide to TA providers serving three major age groups/settings — Infants/Toddlers (I/T), three to five-year-olds (Pre-K settings ranging from private and public center-based, family child care [FCC] and Head Start programs), as well as children up to age 14 in Out-of-School Time (OST) programs (or age 16 for children with disabilities) —to ensure high quality, evidence-based TA practices happen for all of these groups.

EEC contracted with Early Childhood Associates, Inc. to assist in the development of the Guide. In addition, recognized members of the Massachusetts' PD system, including EPS Grantees, Readiness Centers, Office of Child Care, Preschool and Family Childcare systems, OST Programs, Higher Education and consultants in every region in the Commonwealth contributed their unique perspective to each section of the Guide.

Purpose

The purpose of the *Guide* is to describe and articulate the dispositions, knowledge, and skills needed by TA providers who work in one or more of the following settings: I/T, Pre-K, and OST programs. Core dispositions, knowledge, and skills (e.g. competencies) are essential for TA providers in order to support program quality, good outcomes for children and families, and to sustain effective TA.

TA providers offer a variety of supports and should have specific competencies, which are garnered through a combination of education, training, and experience. The *Guide* identifies what TA providers should demonstrate in order to work effectively with educators that work with children and families in settings serving I/T, Pre-K, and/or OST programs. The *Guide* establishes a baseline of knowledge, competencies and dispositions for TA providers to ensure that high quality TA practices

apply across all three of these settings, in every corner of the State, and for children and families of diverse cultures, racial, socio-economic and developmental backgrounds. Consequently, the *Guide* aims to unify TA practice by identifying what good TA providers across early childhood disciplines and settings have in common. The *Guide* will help TA providers who specialize in one age group understand TA providers in other age groups, and to look more closely at children as they move across settings.

While the *Guide* is designed to support TA providers in Massachusetts, it is also intended to strengthen and inform similar efforts to identify a coordinated set of competencies and expand opportunities for TA providers and Institutes of Higher Education (IHE) faculty and staff who work with these settings across the nation.

Companion Self-Assessment Tool

The *Self-Assessment Tool* can be used along with the Guide by all TA providers to evaluate skills and to identify areas of strength and areas of opportunity.

The *Self-Assessment Tool*, a companion to the Guide, is an efficient and effective way for TA providers to track and measure their proficiency, and ultimately, to reflect on how their own practice relates to practitioner outcomes. The competencies in this *Guide* are not intended to be a finite list of content a TA provider would possess, but rather a base or foundation upon which additional knowledge and skills are informed by emerging evidence, best practices, and advanced professional knowledge and experiences.

Organization of the Guide

The *Guide* first presents dispositions required for effective TA, and then follows with knowledge and skills that represent the foundational principals of high-quality TA. While the knowledge and skills demonstrate what the TA provider knows and can do, dispositions denote how the TA provider interacts and works with practitioners. The dispositions are organized into five broad categories: *Caring, Communicative, Creative, Critical, and Professional*.[1]

The following graph depicts the overall structure of Core Knowledge, Skills, and Dispositions.
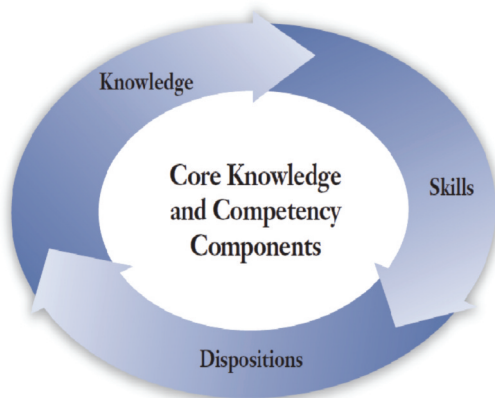
In all settings and programs, TA providers must demonstrate TA competencies that embrace principals of adult learning, such as knowledge of adult learning strategies and good communication skills. Since effective TA helps educators implement specific instructional, developmentally appropriate practices when working directly with children, TA providers also must demonstrate content knowledge appropriate to the age group being served by the setting the TA provider is working in.

Knowledge and skills within the *Guide* are divided into four sections that support this framework:

■ Section 1, Understanding Technical Assistance, provides competencies that apply to TA providers working in all three settings. It embeds research-based pedagogical theories on providing effective technical assistance to adults.

■ Section 2, Infants, Toddlers and Their Families, outlines competencies for TA providers working in settings serving the youngest learners.

■ Section 3, Preschoolers and Their Families, includes competencies for TA providers working in settings serving 3 and 4-year-olds.

■ Section 4, Children in Out-of-School Time Programs and Their Families, addresses competencies for TA providers working with school-age children outside of the classroom.

Each section is divided into domains, or subject areas, and subdomains, which list specific knowledge and skills related to the domain. The subdomains first list indicators of knowledge or understanding, then list corresponding skills, and finally provide examples of how the knowledge and skills can be demonstrated (evidence).

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[1] Dispositions are informed by The Iowa Disposition Model: A Framework for Developing Effective Teacher Dispositions (2008). Dispositions are strength-based, honor multiple cultures, and collaboration.

Guiding Change, Impacting Quality: A Guide to Technical Assistance

DISPOSITIONS

CARING	COMMUNICATIVE	CREATIVE	CRITICAL	PROFESSIONAL

KNOWLEDGE AND SKILLS

SECTION 1 UNDERSTANDING TECHNICAL ASSISTANCE	SECTION 2 INFANTS, TODDLERS, AND THEIR FAMILIES	SECTION 3 PRESCHOOLER AND THEIR FAMILIES	SECTION 4 CHILDREN IN OUT-OF-SCHOOL TIME PROGRAMS
Domain 1: The TA Provider *Subdomain 1:* The Role of the TA Provider *Subdomain 2:* TA Approaches *Subdomain 3:* TA Process *Subdomain 4:* Professional Development *Subdomain 5:* The Role of Evaluation in the TA process **Domain 2: Systems, Sectors, and Settings for Infants and Toddlers, Pre-K, and Out-of-School Care** *Subdomain 1:* System Components *Subdomain 2:* Program Management & Practice *Subdomain 3:* Resource and Referral *Subdomain 4:* Collaborating Disciplines and Service Network	**Domain 3: Infant and Toddler Development, Screening, and Assessment** *Subdomain 1:* Infant and Toddler Development *Subdomain 2:* Infant and Toddler Developmental Screening and Assessment **Domain 4: Relationship-Based Practice** *Subdomain 1:* Relationships as the Context for Development *Subdomain 2:* Key Relationships for Infants and Toddlers *Subdomain 3:* Policies That Support Relationship-Based Practice **Domain 5: Infant and Toddler Curriculum and Individualization** *Subdomain 1:* Curriculum for Infants and Toddlers *Subdomain 2:* Development and Implementation of Infant and Toddler Curriculum *Subdomain 3:* Key Partners & Resources Supporting Infant and Toddler Curriculum	**Domain 3: Pre-K Development and Assessment** *Subdomain 1:* Pre-K Development *Subdomain 2:* Pre-K Developmental Screening and Assessment **Domain 4: Relationship-Based Practice** *Subdomain 1:* Relationships with Educators and Caregivers *Subdomain 2:* Other Key Relationships for Preschoolers **Domain 5: Importance of Learning Environment** *Subdomain 1:* Key Elements of Learning Environment **Domain 6: Pre-K Curriculum and Individualization** *Subdomain 1:* Curriculum for Pre-K Settings *Subdomain 2:* Development and Implementation of Pre-K Curriculum *Subdomain 3:* Key Resources Supporting Pre-K Curriculum	**Domain 3: Child and Youth Development and Support** *Subdomain 1:* Understanding Child and Youth Development *Subdomain 2:* Supporting Development Through Family, School & Community Partnerships **Domain 4: Relationship-Based Practice** *Subdomain 1:* Strong Caring Relationships as the Context for Healthy Development *Subdomain 2:* Intentional Relationship Building **Domain 5: Safe, Healthy, and Nurturing Environments** *Subdomain 1:* Safe, Healthy, and Nurturing Environments **Domain 6: Activities, Curricula and Learning** *Subdomain 1:* Intentional Learning and Engagement *Subdomain 2:* Links to the School Day

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Alignment with State and National Frameworks

Using common terminology jointly established by the National Association for the Education of Young Children (NAEYC), the National Association for Child Care Resource Referral Agencies (NACCRRA), and the Alliance of Early Childhood Teacher Educators (AECTE) ensures that the roles and responsibilities of consultants, coaches, and mentors are clear to the individuals in those roles, to the providers and program that make use of them, and to other professionals in the PD system, including higher education faculty and staff. Use of national definitions for TA concepts advances a common understanding of what TA practice is across the country.

A Guide to Technical Assistance adopts NAEYC/NACCRRA/AECTE terminology of technical assistance. This *Guide* utilizes the term "TA provider" to denote all individuals who provide mentoring, coaching and consultation services and support, and for whom these competencies are intended.

The competencies in this *Guide* embed NAEYC/NACCRRA/AECTE professional standards to provide a common foundation for all EC professionals upon which specialized core competencies for TA providers can be developed.[2] Indicators for the competencies have been cross walked to align with NAEYC/NACCRRA/AECTE and other state standards.[3] The *Guide* also aligns with Massachusetts' quality improvement efforts, including its Quality Rating and Improvement System (QRIS) and priorities identified by the Office of Head Start as described in the *Head Start Roadmap to Excellence*.

Finally, the *Guide* builds upon the work of the National Association of Family Childcare Providers (NAFCC), research and policy papers on Out-of-School Time practices,[4] and seminal literature on TA listed in the appendix. In general, users of this *Guide* should access appropriate guidelines for the population, (e.g. dual language learners [DLL] and special education [SPED]) with which they are working.

Guiding Principles

The Guiding Principles are based on the principles that NAEYC and NACCRRA have identified as significant requisites for the positive movement toward higher quality services. The Guiding Principles that inform the competencies and dispositions throughout this *Guide* include:

- Use evidence-based best practices
- Address the continuum of young children's abilities and needs
- Include resources to ensure access for all
- Align adult learning principles and structure TA to promote links among research, theory, and practice
- Build upon the work previously done within Massachusetts, ACF Region 1 and nationally
- Support multi-disciplinary and interdisciplinary TA practices
- Reflect and respond to children's different, social, economic, and cultural backgrounds, and experiences
- Support and promote culturally competent practice
- Define the knowledge and skills necessary for promoting the development and well-being of infant and toddler, Pre-K and school-age children regardless of an individual's discipline
- Reflect the knowledge, skills and dispositions essential for all TA providers working with I/T, Pre-K and school-age children, their families and practitioners in any capacity, setting or sector.

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[2] Strategic Directions: Technical Assistance Professionals in State Early Childhood, Professional Development Systems, NAEYC 2012. As part of its Early Childhood Workforce Systems Initiative, the NAEYC researched and reported on strategies for integrating TA providers into state PD systems through common terminology, standards, competencies; qualifications, and compensation. The NAEYC study found that policies related to TA were fragmented within and across sectors and funding streams, rather than conceptualized and developed as part of a systemic approach.

[3] North Carolina, Pennsylvania, Florida and Georgia

[4] Select sources include "A New Day for Youth: Creating Sustainable Quality in Out-Of-School Time", Gil G. Noam, May 2008; "A Field Guide to Best Practices and Indicators for Out-of-School Time Programs, in District of Columbia, DC Children and Youth Investment Trust Corporation www.cyitc.org; and New Hampshire's After School PD System, October 2013.

Use of this *Guide*

There is a growing number of TA providers from a range of disciplines who support educators in multiple settings. This *Guide* addresses competencies required for providing TA in settings that serve a specific age group: infants and toddlers, preschool, and children in out-of-school time programs and their families.

The *Guide* includes a broad and diverse set of competencies that are intended to support a continuum of learning ranging from beginning to advanced.

While it is not expected that you will be knowledgeable and skilled in all of these settings, it is important for you to demonstrate competency in basic TA practices (Section 1 of the *Guide*) and in the specific setting(s) in which you work.

Users of this document may see themselves in one or more of the following three categories:

1. TA Providers, Coaches and Mentors

TA providers from an array of specializations – mental health, early intervention, health and safety, home visiting, family support, accreditation, licensing and IHE – can use the *Guide* to better understand the foundational competencies needed to provide TA to public school and private school staff who serve I/T, Pre-K, and/or OST settings. TA is an important component of QRIS implementation, and QRIS TA providers who focus on the alignment of QRIS goals with research-based quality improvement measures are included in this category.

2. Program Managers, Supervisors, Administrators, Educators

These Users work in programs ranging from I/T, Pre-K, and Early Intervention, to Home Visiting, and OST programs. They can use the *Guide* both to inform their own mentoring/supervision of staff, their practice, and/or to develop criteria around hiring outside TA providers, to be better consumers in identifying TA providers for their program. These Users include public and private school administrators, program and site directors, principals and teachers.   The Companion Self-Assessment Tool can be used to develop TA provider profiles that could be matched to specific program needs.

3. Network of State Educators: Regional Professional Development Specialists, Community Councils/ Planners, Readiness Centers, and IHE Faculty and Staff

IHE faculty and staff can use the *Guide* to provide a lens into the skills necessary to be an effective TA provider, or to use the knowledge, skills, and dispositions in the *Guide* to develop courses, advise students, and ultimately, to increase the pool of high qualified early education and care TA providers available. The Regional EPS Grantees and Readiness Centers who are funded by EEC to plan PD and to hire TA providers can use the *Guide* to determine if TA providers have the dispositions, knowledge, and skills necessary to work effectively in specific settings.

DISPOSITIONS

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Effective TA providers manifest many of the same sets of attributes one hopes to see in I/T, Pre-K, and OST clients and program administrators. These attributes, called dispositions, provide a vehicle for effectively conveying specialized knowledge of I/T, Pre-K, and school-age children. Below is framework of dispositions for I/T, Pre-K, and OST TA providers to reflect upon and strive to demonstrate in their work. The following dispositions comprise many, but not all, of the qualities, tendencies, and/or behaviors that characterize each type of disposition below.

Caring Dispositions

TA providers with this set of dispositions value and appreciate all aspects of the well-being of I/T, Pre-K, and school-age children, clients, and program administrators.

Empathic: Identifies with and sees things from the perspective of others.

Compassionate: Sympathizes, often with a desire to understand and help improve conditions of others' lives.

Understanding: Develops appropriate relationships.

Respectful: Shows appropriate regard for the needs, ideas, and experiences of others.

Passionate: Demonstrates excitement, enthusiasm, and optimism for the people, content, and context of the TA-teaching-learning process.

Culturally Competent: Appreciates and capitalizes upon diversity; is aware of and acts to reduce one's own biases; employs culturally sensitive pedagogy.

Communicative Dispositions

TA providers with this set of dispositions are sensitive to and skilled in the various aspects of adult learning. They have effective interpersonal relationship skills and attitudes that foster collaboration useful for the process.

Present: Is keenly engaged in interactions and observations.

Responsive: Is inclined to act to best meet 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.

Attentive: Pays attention to all aspects of communication and applies active listening techniques such as paraphrasing what the other person has said to ensure clear understanding.

Collaborative: Involves and works with others in planning, problem solving, and implementing effective practices.

Vocal: Is willing to openly engage and respond to peers, clients, administrators, and community.

Creative Dispositions

TA providers with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways.

Flexible: Adapts, adjusts, and modifies practices to meet the needs of those with whom she/he is consulting or providing TA; thinks on his/her feet; is comfortable with change.

Inventive: Uses the interests, preferences, and needs of I/T, Pre-K/school-age children, their families, and clients to collaboratively design multiple strategies to support the child's successful participation in natural learning opportunities; creates, reviews, problem solves, and revises intervention strategies clients can successfully implement throughout typical routines and activities; visualizes and can support implementation of novel ideas and practices.

Resourceful: Identifies and uses resources in effective ways; adapts practices to unforeseen challenges; helps clients find and use resources and informal supports.

Resilient: Endures stress and maintains stability in the face of disruption and chaos; recovers poise or spirit that enables moving forward in an effective manner.

Critical Dispositions

TA providers with this set of dispositions have the ability to examine closely, to critique, and to 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.

Reflective: Takes time consistently to evaluate effectiveness of consultation and behavior in terms of the larger goals of consultation; nurtures reflectivity in clients; reflects on own growth and accountability.

Enterprising: Exhibits a willingness to pursue solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need.

Open-Minded: Exhibits an ability to look at different sides of an issue; recognizes the possibility of error in one's own beliefs and practices; does not display or act upon prejudices against people or ideas.

Effective: Nurtures high expectations; demonstrates self-direction and confidence; encourages others to display their own skills and strengths.

Modest: Places the needs of the learner and/or learning task above own ego; reflects on own growth and accountability.

Professional Dispositions

These are general expected qualities and practices of all professionals, including TA providers.

Professional: Meets the standards expected of a professional, such as appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, etc.

Ethical and Principled In Person and Profession:
Adheres strongly to personal and professional morals, principles, and ethical standards established by the profession, for example, the NAEYC Code of Ethics.

Responsible and Reliable:
Conducts work and related tasks in a reliable, thorough, and efficient manner; has strong work ethic.

Discreet: Complies with federal, State, and program policies relating to confidentiality.

Objective: Fosters and enhances the teaching and learning process while exercising judgment about personal and professional boundaries; displays genuineness.

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UNDERSTANDING TECHNICAL ASSISTANCE

DOMAIN 1: THE TA PROVIDER

Subdomain 1.1 | The Role fo the TA Provider

- *Philosophy and professional orientation*
- *Responsibilities and boundaries*
- *Legal requirements and ethical practice*
- *Roles of other professionals*
- *Managing a consulting practice*

KNOWLEDGE

1.1-K1	Articulates professional philosophy, principles, and practice.
1.1-K2	Understands and applies a professional code of ethics.
1.1-K3	Describes the role, responsibilities, and professional boundaries of a TA provider.
1.1-K4	Is aware of and maintains a professional demeanor and appropriate conduct in different venues (face to face, online and through social media) and settings.
1.1-K5	Demonstrates understanding of own role as well as the roles of other professionals working with the client.
1.1-K6	Describes how to manage a consulting/TA practice so that it complies with State, systems, and discipline-specific standards, standards for special populations, and credentials.

SKILLS

1.1-S1	Follows established professional, ethical, and legal standards and/or own employee/institution's code of conduct.
1.1-S2	Establishes clear expectations and sets boundaries about roles and relationships.
1.1-S3	Establishes expectations around confidentiality and channels of communication between administrators, the client and self.
1.1-S4	Establishes a focus for TA.
1.1-S5	Reaches clarity and agreement on scope of work, communication protocols, and anticipated outcomes before providing TA.
1.1-S6	Establishes positive relationships with other TA providers working with the client.
1.1-S7	Successfully manages own TA practice and meets State, system, and discipline-specific standards, standards for special populations, and credentials.[5]

> ### These competencies may be demonstrated by evidence of:
>
> - *Written statements of professional philosophy and practices.*
>
> - *Written TA agreement with job descriptions, roles, and responsibilities.*

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[5] Standards include licensing and learning standards; Health and safety guidelines; QRIS; accreditation, MA Early Learning Guidelines and Standards for Infants and Toddlers, Curriculum Frameworks, Core Competencies, and other standards and benchmarks recognized by the Commonwealth.

DOMAIN 1: THE TA PROVIDER

Subdomain 1.2 | TA Approaches

- *Relationship-based practice*
- *Communication*
- *Contextual understanding*
- *Cultural and linguistic appropriateness*
- *Conflict management*

KNOWLEDGE

1.2-K1   Recognizes that establishing and maintaining trusting and respectful relationships form the foundation for effective TA.

1.2-K2   Understands/describes characteristics of adult learners.

1.2-K3   Knows and embeds cultural competence as defined by NEA[6] in all aspects of TA.

1.2-K4   Describes the dynamics and context of the client: culture, language, demographics/socio-economic status, and organization's policies, procedures, and structure.

1.2-K5   Articulates the importance of cultural and linguistic sensitivity throughout the TA process.

1.2-K6   Recognizes effective communication techniques and strategies to apply when working with adults, including common language, active listening, and effective conferencing skills that encourage the flow of ideas and joint problem solving.

1.2-K7   Describes effective negotiation, facilitation, conflict management, and team building skills, and gathers information about the organization's or institution's conflict management policies.

SKILLS

1.2-S1   Uses a strength based approach which focuses on identifying client's strengths and building upon them to establish respect and mutual trust.

1.2-S2   Uses interpersonal skills (e.g. humor, empathy and body language) and rapport building activities to establish ongoing supportive relationships and to establish effective two way communication.

1.2-S3   Respects the background of the individual client: culture, language, demographics and the context and culture of the organization and community in which he/she is working.

1.2-S4   Builds a learning environment that supports and encourages discussions about cultural similarities and differences.

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[6]   The definition of cultural competence adopted in this document is that of the National Education Association: Cultural competence is having an awareness of one's own cultural identity and views about difference and the ability to learn and build on varying cultural and community norms of students and their families. It is the ability to understand the within group differences that make each student unique, while celebrating the between group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator's classroom." (NEA, 2013)

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Subdomain 1.2 | TA Approaches *(continued)*

1.2-S5   Presents sensitive materials fairly, acknowledging the validity of contrasting perspectives and when appropriate, identifying own biases.

1.2-S6   Selects strategies and resources based on the client's learning style, culture, language, needs, and preferences, and responds to client's contributions with respectful feedback.

1.2-S7   Follows organization's and institution's policies regarding managing conflict and change.

1.2-S8   Anticipates potential conflict by identifying areas where conflict or challenges might occur and attempts to mitigate beforehand.

1.2-S9   Seeks ongoing feedback on management of conflicts and addresses misunderstandings to prevent future conflict and challenges.

These competencies may be demonstrated by evidence of:

- *Descriptions of activities and communications used to get to know the client and strategies used to tailor TA approach and style.*

- *Documentation of outreach to clients including email, social media, phone, and print.*

- *Explicit methods used to discern needs and goals including client interviews and surveys.*

DOMAIN 1: THE TA PROVIDER

Subdomain 1.3 | TA Process

- *Professional conferencing process*
- *Observation and assessment*
- *Plan development and evaluation*
- *Supporting client capacity*
- *Client advocacy*

KNOWLEDGE

1.3-K1	Defines the professional conferencing process of planning, observation, feedback, and reflective practice and knows how to carry out the process.
1.3-K2	Describes the essential components of a TA plan, including goals, outcomes, strategies, and evaluation.
1.3-K3	Recognizes that TA is a capacity-building process and knows the strategies for building client capacity.
1.3-K4	Demonstrates an ability to establish realistic and consistent expectations that build on prior experiences and knowledge of the client.
1.3-K5	Knows the importance of embedding multiple TA methods and processes to assist the client in translating theory and knowledge into best practices.
1.3-K6	Knows when the client may need support in advocating for his/her needs and what resources and connections are available to support these needs.

SKILLS

1.3-S1	Develops and adheres to a TA plan that includes goals, outcomes, strategies, and evaluation.
1.3-S2	Applies and models observation, interviewing, assessment, and feedback techniques.
1.3-S3	Engages in collaborative problem-solving and ensures that the client contributes to the creation of solutions and services to address needs and challenges.
1.3-S4	Uses different instructional methods and formats to deliver TA including modeling, demonstration, co-teaching and technology based tools.
1.3-S5	Uses client's experiences as the foundation for transferring new knowledge and understanding to practice.
1.3-S6	Assists client in locating and understanding needed resources and materials to support the TA process.
1.3-S7	Works effectively with the client to reflect on progress in achieving goals and develop plans for continuous improvement.
1.3-S8	Connects client to early childhood advocacy and systems-building resources as needed.

Subdomain 1.3 | TA Process *(continued)*

These competencies may be demonstrated by evidence of:

- *Written statement of philosophy that describes a research informed approach to the TA process.*

- *Use of objective observation and assessment.*

- *Collaborative approach as noted in TA agreements to develop a plan that includes regular reviews of the relationship and effectiveness in meeting agreed upon goals.*

- *Recommendations made for connecting the client to additional resources and expertise to facilitate attainment of objectives/goals.*

DOMAIN 1: THE TA PROVIDER

Subdomain 1.4 | Professional Development

- *Self-assessment of knowledge and skills*
- *Individualized PD Plan (IPDP)*
- *Current research and best practices*
- *Reflective practice*
- *Leadership*
- *Partnering*

KNOWLEDGE

1.4-K1   Recognizes the importance of continuously evaluating own professional knowledge and abilities, establishing professional goals and a PD plan.

1.4-K2   Describes the necessary knowledge and skills needed to effectively implement observation, assessment, relationship-based practices, adult learning theory, facilitation, planning, and evaluation.

1.4-K3   Is familiar with the resources and continuing education opportunities for increasing depth of understanding of critical concepts, themes, processes, principles and systems relevant to settings in which TA is provided.

1.4-K4   Describes current research and trends and their relevance in supporting clients in the settings in which TA is provided.

1.4-K5   Maintains knowledge and awareness of legislative changes that affect children, families, and the early childhood field.

SKILLS

1.4-S1   Gathers feedback and examines self-assessments results to evaluate own professional abilities and content knowledge.

1.4-S2   Sets PD goals based on current professional knowledge and skills and assessment of personal dispositions needed to consult effectively.

1.4-S3   Engages in ongoing professional learning to meet goals and increase depth of understanding of critical concepts, theories, processes, principles, and structures that connect and organize the teaching field.

1.4-S4   Integrates current research and effective practices, adult learning principles, capacity-building, and the change process into TA.

1.4-S5   Continuously evaluates own practice and seeks growth in areas of limited knowledge and/or practice.

1.4-S6   Models a professional commitment to lifelong learning.

1.4-S7   Builds authentic partnerships with colleagues and the broader community that support healthy growth and development of all children.

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Subdomain 1.4 | Professional Development *(continued)*

These competencies may be demonstrated by evidence of:

- *Ratings obtained from the Guide's Self-Assessment Tool.*

- *Written PD plans guided by the Self-Assessment results.*

- *Documentation showing the ways TA provider was informed of current research and best practices through continuing education and membership in professional organizations.*

- *Documentation of leadership within the early childhood and out of school time community to advocate on behalf of children, families, and the workforce.*

- *Prior and existing work with other TA providers to support children's growth and development.*

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DOMAIN 1: THE TA PROVIDER

Subdomain 1.5 | The Role of Evaluation in the Technical Assistance Process

- *Multiple methods and uses of assessments*
- *Continuous quality improvement*
- *Collecting ongoing feedback*
- *Maintaining documentation*
- *Timely and accurate reporting*
- *Ethical professional practices*

KNOWLEDGE

1.5-K1 Recognizes the steps involved in planning and conducting assessments including:
- ◆ Formulating Key questions
- ◆ Creating an Assessment plan and schedule
- ◆ Using multiple assessment methods including feedback from clients
- ◆ Developing a Data analysis plan
- ◆ Generating Recommendations for continuous improvement

1.5-K2 Describes different tools for assessing program quality (such as QRIS models) and educator knowledge and skills.

1.5-K3 Demonstrates how to use multiple evaluation methods for data collection and how evaluation results can be used to make changes at the client and program levels.

1.5-K4 Knows the ethical use of assessment and evaluation practices (including cultural bias safeguards) and applies them consistently.

1.5-K5 Identifies systems (including technology based tools) for organizing ongoing assessment information and tracking TA progress and outcomes.

1.5-K6 Understands the concept of a continuous cycle of improvement and how data can be used to inform revisions to the TA process.

1.5-K7 Recognizes and builds personal capacity to gather, organize, analyze, and report data and use technology to develop reporting systems.

SKILLS

11.5-S1 Works with client to develop specific TA expectations, and outcomes, and uses formative information to establish appropriate benchmarks and to assess progress over time.

1.5-S2 Selects appropriate and culturally responsive assessment strategies and tools based on TA goals and desired outcomes.

1.5-S3 Uses observation and other qualitative assessments to measure extent to which client applies knowledge or skill to practice.

1.5-S4 Engages client in analysis of assessments and evaluation to determine TA effectiveness and inform revisions to TA goals, content, delivery, and timelines.

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Subdomain 1.5 | The Role of Evaluation in the Technical Assistance Process *(continued)*

1.5-S5   Uses assessment data and client feedback to guide own professional improvement, growth and development.

1.5-S6   Maintains records of client's growth over time.

1.5-S7   Regularly seeks formative feedback from client to determine efficacy in meeting client's needs and to inform continuous improvement.

These competencies may be demonstrated by evidence of:

● *Use of varied assessment measures to discern client's progress in achieving TA objectives/goals.*

● *Modification(s) to original TA plans based on assessments.*

● *Collection of feedback from client regarding efficacy of TA services.*

● *Feedback and progress monitoring documentation related to the achievement of TA goals/objectives.*

● *Ethical professional practices regarding reporting, confidentiality, and the selection and use of appropriate assessments as described in TA logs.*

Guiding Change, Impacting Quality: A Guide to Technical Assistance

Department of
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DOMAIN 2: SYSTEMS, SECTORS, AND SETTINGS FOR INFANTS AND TODDLERS, PRESCHOOL, AND OUT-OF-SCHOOL CARE

Subdomain 2.1 | System Components

- *Sectors and settings*
- *Regulations, standards, and benchmarks*
- *Quality initiatives and best practices*

KNOWLEDGE

2.1-K1   Aware of the systems, sectors, and settings that serve the age ranges of children who attend programs where TA is provided.

2.1-K2   Understands the State and federal regulations, standards, and benchmarks that apply to settings in which TA is provided.

2.1-K3   Understands quality initiatives and best practices related to the settings in which TA is provided.

SKILLS

2.1-S1   Customizes TA to best meet the needs of systems, sectors, and settings in which TA is provided.

2.1-S2   Recognizes and uses appropriate protocols to address unsafe, unhealthy, and questionable practices, and reinforces developmentally appropriate, evidence-based practice.

2.1-S3   Supports client in assessing program quality based on health, safety, and licensing, and learning standards; Health and safety guidelines; QRIS standards; national accreditation standards; or other standards and benchmarks specific to the setting and recognized within the Commonwealth.

These competencies may be demonstrated by evidence of:

- *Information shared with client regarding relevant regulations and standards.*

- *Documentation of policies and procedures established in response to unsafe and questionable practices.*

- *Collaborative assessments of program quality coordinated with other TA providers.*

DOMAIN 2: SYSTEMS, SECTORS, AND SETTINGS FOR INFANTS AND TODDLERS, PRESCHOOL, AND OUT-OF-SCHOOL CARE

Subdomain 2.2 | Program Management and Practice

- *Characteristics of I/T, Pre-K, and/or OST settings in which TA is provided*
- *Program practices*
- *Health and safety*
- *Supporting quality*

KNOWLEDGE

2.2-K1 Identifies characteristics of high quality programs and family services in the setting(s) in which TA is provided and the unique challenges of managing these distinct programs.

2.2-K2 Recognizes appropriate program practices and opportunities in the sectors and settings in which TA is provided, including funding streams, staffing patterns, training and PD requirements, implementation features, assessment, and evaluation measures.

2.2-K3 Defines the programmatic health and safety requirements for the sectors and settings in which TA is provided, including emergency preparation plans.

2.2-K4 Describes how program policies and practices can affect the quality of education and care, and the critical role of families.

SKILLS

2.2-S1 Seeks opportunities to enhance client's understanding of the characteristics of a high quality program for the specific sectors and settings in which TA is provided.

2.2-S2 Builds client capacity to meet the program's implementation, monitoring and evaluation requirements, and to identify PD opportunities.

2.2-S3 Works with client to comply with all programmatic, health, and safety requirements.

2.2-S4 Collaborates with client to research and integrate practices that support quality education and care and that promote the inclusion, health and well-being of all children, families, and clients.

These competencies may be demonstrated by evidence of:

- *Documentation on client's use of best practices based on quality indicators of program practice.*

- *Documentation of compliance with health and safety policies and practices based on current research and quality program standards.*

- *Documentation of programs' participation in the State's quality rating system.*

DOMAIN 2: SYSTEMS, SECTORS, AND SETTINGS FOR INFANTS AND TODDLERS, PRESCHOOL, AND OUT-OF-SCHOOL CARE

Subdomain 2.3 | Resource and Referral

- *Public and private resources*
- *Quality initiatives*
- *Professional development (PD)*

KNOWLEDGE

2.3-K1   Identifies the range of public and private resources available to children, families, and clients in the sector and setting in which TA is provided including health, mental health, hearing, vision, oral health, early intervention, and/or special education services to support the delivery of quality services.

2.3-K2   Knows where to find necessary research/evidence-based practices and access community, State, and federal initiatives that support quality improvement in the target setting.

SKILLS

2.3-S1   Shares information with client on how to access appropriate resources and assists with the referral process, as needed.

2.3-S2   Connects client to local, regional, State, and national resources that support quality improvement in the target settings (for example, State licensing, I/T and Pre-K guidelines, Health and safety guidelines, State QRIS, accreditation projects, and facility improvement).

2.3-S3   Evaluates the needs of the workforce and shares information on PD opportunities and various workforce initiatives.

These competencies may be demonstrated by evidence of:

- *Documentation of information/referrals to public and private resources.*

- *Increased client participation in quality initiatives (QRIS and/or other).*

- *Types and breadth of information provided on PD opportunities.*

DOMAIN 2: SYSTEMS, SECTORS, AND SETTINGS FOR INFANTS AND TODDLERS, PRESCHOOL, AND OUT-OF-SCHOOL CARE

Subdomain 2.4 | Collaborating Disciplines and Service Networks

- *Cross-system and cross-sector collaboration*
- *Collaborative TA*
- *Service networks*

KNOWLEDGE

2.4-K1   Articulates the importance of cross-system and cross-sector networks to better serve and support children, families, and clients in the target settings.

2.4-K2   Defines the principles and practices of collaborative TA.

2.4-K3   Identifies services and TA networks that provide discipline-specific or interdisciplinary services such as early interventionists and mental health specialists.

SKILLS

2.4-S1   Facilitates effective communication among clients and other TA providers, including health and mental health specialists.

2.4-S2   Uses collaborative TA practices and participates in multi- and interdisciplinary TA initiatives.

2.4-S3   Effectively creates and maintains working partnerships with service networks and other TA providers.

These competencies may be demonstrated by evidence of:

- *TA logs describing ways the TA provider linked client and families to other relevant services as appropriate.*

- *TA logs describing participation in a network of service providers to enhance and augment TA practices, as needed.*

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INFANTS, TODDLERS, AND THEIR FAMILIES

INFANTS, TODDLERS, AND THEIR FAMILIES

Department of
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DOMAIN 3: INFANT AND TODDLER DEVELOPMENT, SCREENING, AND ASSESSMENT

I/T Subdomain 3.1 | Infant and Toddler Development

- *Continuum of development/developmentally appropriate expectations*
- *Integration of developmental domains*
- *Nature and nurture*
- *Environmental dimensions of development*
- *Brain development and research*
- *Client/family support of development*
- *I/T development information and resources*

KNOWLEDGE

IT 3.1-K1 Describes the continuum of I/T development and developmentally appropriate expectations.

IT 3.1-K2 Explains how I/T development is integrated across domains (physical, motor, cognitive, communication/language, social, and emotional).

IT 3.1-K3 Discusses how I/T development is shaped by both nature (biology, health) and nurture (relationships, safety, environment).

IT 3.1-K4 Describes what a high quality environment looks like for infants and toddlers and how the thoughtful arrangement of physical space can engage infants and toddlers in developmentally appropriate activities.

IT 3.1-K5 Explains brain development in infants and toddlers and current brain development research.

IT 3.1-K6 Discusses how families and clients can work together to support I/T development.

IT 3.1-K7 Identifies what quality improvement initiatives and resources are available to families and clients to enhance their knowledge of I/T development and ways to support it.

SKILLS

IT 3.1-S1 Sets up opportunities for client to assess his/her understanding of the continuum of I/T development and developmentally appropriate expectations.

IT 3.1-S2 Reviews and offers feedback on client's use of information and resources (such as I/T Early Learning Guidelines and standards) to inform ways to integrate developmental domains into learning experiences and activities.

IT 3.1-S3 Shares policies and practices about relationships and environment that meet the unique health, safety, and developmental needs of infants and toddlers.

IT 3.1-S4 Engages client in assessing his/her knowledge of I/T brain development.

DOMAIN 3: INFANT AND TODDLER DEVELOPMENT, SCREENING, AND ASSESSMENT

I/T Subdomain 3.1 | Infant and Toddler Development *(continued)*

IT 3.1-S5   Discusses the importance of collaboration between the client and families in supporting optimum development of infants and toddlers, including those with special needs and works with clients to enhance collaborative opportunities.

IT 3.1-S6   Shares with the client I/T development policies and practices, and information on quality initiatives and resources to improve program practices.

These competencies may be demonstrated by evidence of:

- *Resources and information provided on I/T development and developmentally appropriate expectations.*

- *Recommendations made and strategies jointly developed to nurture I/T development across all domains.*

- *Recommendations made to adjust environment to support developmental needs, such as increasing 1room for movement.*

- *Parent friendly resources provided on I/T development.*

- *Research and information shared on I/T brain development and extent to which this information is infused throughout the TA process.*

DOMAIN 3: INFANT AND TODDLER DEVELOPMENT, SCREENING, AND ASSESSMENT

I/T Subdomain 3.2 | Infant and Toddler Development Screening and Assessment

- *Observation, screening, and ongoing assessment process*
- *Involvement of families in screening and assessment*
- *Resources to support the process and use of observation, screening, and assessment*
- *Involvement of families in referral*
- *State's Part C/Early Intervention System*
- *Referral coordination*

KNOWLEDGE

IT 3.2-K1   Explains the processes of observation, screening, and ongoing assessment of infants and toddlers, the key components of each, and appropriate tools to support the process.

IT 3.2-K2   Describes the importance of involving families meaningfully in observation, screening, and assessment.

IT 3.2-K3   Identifies resources that can be used to support observation, screening, and assessment.

IT 3.2-K4   Discusses the importance of communicating with families about needed referral for services.

IT 3.2-K5   Explains the point of entry and eligibility criteria for the State's Part C/Early Intervention system.

IT 3.2-K6   Discusses the importance of coordinating referrals with the family and other care providers, such as medical and dental homes, therapists, and other early education and care providers.

SKILLS

IT 3.2-S1   Sets up opportunities to collaboratively examine program policies and observation, screening, and assessment strategies to determine appropriateness for use with infants and toddlers.

IT 3.2-S2   Shares information and an array of resources on appropriate screening, observation and assessment tools for infants and toddlers.

IT 3.2-S3   Works with client to identify strategies for communicating with and engaging families in observation, screening, and assessment.

IT 3.2-S4   Shares strategies for helping families understand understanding their children's development and learning needs and ways to engage them in the process.

IT 3.2-S5   Sets up opportunities to work with client to examine special education referral policies and practices related to referral to Part C/Early Intervention and how services can be delivered in the context of natural routines of the program.

IT 3.2-S6   Helps client coordinate referrals with family members and other providers and specialists, such as medical and dental homes, and therapists.

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DOMAIN 3: INFANT AND TODDLER DEVELOPMENT, SCREENING, AND ASSESSMENT

I/T Subdomain 3.2 | Infant and Toddler Development Screening and Assessment

(continued)

These competencies may be demonstrated by evidence of:

- *Information provided to client on developmental screening, assessment, and referral policies, processes, materials, tools and resources including the appropriate dissemination of information and policies that protect confidentiality and disclosure to families.*

- *Specific information and support provided to client related to parent participation, including legal and ethical requirements, and the process by which parents are involved in the screening and assessment of their child, and in any resulting referrals.*

- *Information and strategies provided on how to allot time for those working with infants and toddlers to use ongoing observation and assessment to plan, adapt, and individualize curriculum.*

- *TA that complies with the State's Part C/Early Intervention System and provides the client with a working knowledge of services and the referral process.*

I/T Subdomain 4.1 | Relationships as the Context for Development

- *Centrality of relationships to development*
- *Dynamic interactive nature of relationships*
- *Factors that impact relationships*
- *Impact of relationships on development*
- *Developmental theories and relationships*

KNOWLEDGE

IT 4.1-K1   Explains the centrality of relationships with parents and caregivers to infant and toddler (I/T) development and learning.

IT 4.1-K2   Recognizes the dynamic and interactive nature of the relationships between young children and those who educate and care for them.

IT 4.1-K3   Describes the factors that affect relationships such as temperament, characteristics and experiences of children and adults, and contextual factors such as culture.

IT 4.1-K4   Describes how positive relationships lead to healthy development, including brain development.

IT 4.1-K5   Discusses theories describing the influence of relationships on development, including development of trust and the critical role of attachment in growth and development.

SKILLS

IT 4.1-S1   Gathers data to determine the impact of relationships with adults and other children on I/T growth and development in the target setting.

IT 4.1-S2   Works with the client to better understand the meaning and intent of I/T behavior through examination of observational data and other formative techniques.

IT 4.1-S3   Supports the client in recognizing how attachment, temperament, and other factors impact relationships with others and others' relationships with them.

IT 4.1-S4   Sets up opportunities for the client to build and maintain positive relationships with children, families and other adults.

IT 4.1-S5   Engages the client in examining and reflecting on child level observational data, linking data to developmental theories, and applying instructional practices and experiences.

I/T Subdomain 4.1 | Relationships as the Context for Development *(continued)*

These competencies may be demonstrated by evidence of:

- *Documented communication exchanges on the importance of relationships in I/T development and discussion of strategies for initiating and sustaining those relationships.*

- *Information provided to the client describing the continual progression of relationships with infants and toddlers overtime based on caregiver interactions.*

- *TA strategies shared with clients to identify and address challenges or barriers in forming healthy relationships with infants, toddlers, and families.*

- *Multiple sources of Information offered on the theories of child development and their role in shaping daily experiences of infants and toddlers.*

DOMAIN 4: RELATIONSHIP-BASED PRACTICE

I/T Subdomain 4.2 | Key Relationships for Infants and Toddlers

- *Relationships with parents, families, and caregivers*
- *Relationships among parents, families, and caregivers*
- *Strength-based practice*

KNOWLEDGE

IT 4.2-K1   Recognizes the importance of relationships with client, parents, and families in the lives of infants and toddlers.

IT 4.2-K2   Identifies strength-based practices that promote positive relationships, healthy families, and that prevent child abuse and neglect.

SKILLS

IT 4.2-S1   Supports client in learning about key relationships in the lives of infants and toddlers and their families.

IT 4.2-S2   Plans and implements opportunities to work with the client to examine his/her relationship with parents and families and the ways culture and cultural preferences influence these relationships.

IT 4.2-S3   Observes the quality of interactions among staff within the program and engages the client in reflective practice to better support interactions at all levels.

IT 4.2-S4   Models and discusses ways that the client can support healthy development and healthy families.

These competencies may be demonstrated by evidence of:

- *Information provided on key relationships among client, infants/toddlers, parents, and families.*

- *TA logs that illustrate the extent to which discussions are focused on supporting healthy relationships with parents, families, and providers, establishing appropriate boundaries, and promoting culturally relevant practices.*

- *TA logs describing reflective and strength-based practices discussed that are aimed at promote healthy relationships and building on strengths.*

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DOMAIN 4: RELATIONSHIP-BASED PRACTICE

I/T Subdomain 4.3 | Policies that Support Relationship-Based Practice

- *Responsive caregiving*
- *Continuity of care*
- *Primary caregiving*
- *Transitions*

KNOWLEDGE

IT 4.3-K1   Identifies policies and models of practice that support healthy relationships.

IT 4.3-K2   Explains responsive caregiving practices and how they promote relationships and healthy development.

IT 4.3-K3   Describes the benefits of primary caregiving and continuity of education and care for establishing healthy relationships, development, and learning.

IT 4.3-K4   Explains how transitions into, out of, and during program routines impact development and learning.

SKILLS

IT 4.3-S1   Collaboratively assesses policies and practices to determine if they support healthy relationships among client, parents, families, and children.

IT 4.3-S2   Sets up opportunities to work with client to overcome barriers to and find opportunities for implementing relationship-based policies and practices.

IT 4.3-S3   Works proactively in helping clients learn how to recognize and be responsive to the needs of infants and toddlers.

IT 4.3-S4   Helps client value and implement primary caregiving and continuity of care practices.

IT 4.3-S5   Works with client to collaboratively plan appropriate transitions in the lives of infants and toddlers.

These competencies may be demonstrated by evidence of:

- *Information provided emphasizing the importance of applying relationship-based practices to ensure responsive caregiving for infants and toddlers.*

- *Resources and tools provided to client for developing program practices that promote healthy relationships and continuity of care for infants and toddlers.*

- *Information provided to enhance understanding of transition planning for infants, toddlers, and their families.*

- *Strategies offered to support the optimal development of infants and toddlers using daily transitions, routines and consistency.*

- *TA logs documenting types of support provided to client in meeting the needs of families as they prepare for a transition to another program or move into a Pre-K setting.*

DOMAIN 5: INFANT AND TODDLER CURRICULUM AND INDIVIDUALIZATION

I/T Subdomain 5.1 | Curriculum for Infants and Toddlers

- *Concept of curriculum for infants and toddlers*
- *Distinctions from Pre-K curriculum*
- *Curriculum aspects and early education and care continuum*
- *Developmentally appropriate practice*

KNOWLEDGE

IT 5.1-K1   Describes what is meant by the concept of a curriculum for infants and toddlers in different settings.

IT 5.1-K2   Explains distinctions between curriculum for infants and toddlers and Pre-K children.

IT 5.1-K3   Describes how curriculum for infants and toddlers is part of a continuum of early education and care.

IT 5.1-K4   Explains developmentally appropriate practice.

SKILLS

IT 5.1-S1   Discusses the features of an appropriate curriculum for infants and toddlers with client.

IT 5.1-S2   Jointly examines the differences in various I/T curriculum and helps client to evaluate existing curricula to ensure it incorporates goals, experiences, and outcomes appropriate for the age group.

IT 5.1-S3   Sets up opportunities to work with the client to implement a developmentally appropriate I/T curriculum with fidelity.

These competencies may be demonstrated by evidence of:

- *Information provided to develop an understanding of curriculum for infants and toddlers that is unique to their developmental needs.*

- *I/T curriculum guidance provided that clearly differentiates it from Pre-K yet connects it along the developmental continuum.*

- *Curriculum strategies, policies, and program supports provided that embed the tenets of developmentally appropriate practice and honor the unique developmental needs of infants and toddlers.*

DOMAIN 5: INFANT AND TODDLER CURRICULUM AND INDIVIDUALIZATION

I/T Subdomain 5.2 | Development and Implementation of Infant and Toddler Curriculum

- *Individualized curriculum*
- *Curriculum-planning process*
- *I/T Early Learning Guidelines*
- *Relationships and routines*
- *Transition to age groups and curricula*

KNOWLEDGE

IT 5.2-K1   Discusses how to individualize a curriculum for infants and toddlers.

IT 5.2-K2   Describes the cyclical and overlapping components of an individualized curriculum, including observation, documentation, planning, implementation, and reflection.

IT 5.2-K3   Explains I/T Early Learning Guidelines and their connections to developmentally appropriate curriculum.

IT 5.2-K4   Describes how a curriculum for infants and toddlers is embedded in relationships, responsive care, and daily routines.

IT 5.2-K5   Discusses how to facilitate transitions across age groups.

SKILLS

IT 5.2-S1   Examines curriculum development procedures with the client to ensure inclusion of observation, documentation, planning, implementation, and reflection.

IT 5.2-S2   Engages clients in conversations about linking curriculum and approaches to learning guidelines and/or models a process for establishing these links.

IT 5.2-S3   Supports the client in developing transition plans for toddlers as they transition to Pre-K.

These competencies may be demonstrated by evidence of:

- *Information and resources shared with the client on actively accommodating the unique interests, abilities and needs of infants and toddlers in curriculum planning and development.*

- *TA offered that builds participant skills in appropriate observation and assessments methods and strategies.*

- *Documented methods and strategies shared with client to enhance his/her ability to individualize curriculum to meet the needs of all infants and toddlers.*

- *Materials and information provided that support the client in understanding State and national guidelines, and MA Infant and Toddler Early Learning Guidelines.*

DOMAIN 5: INFANT AND TODDLER CURRICULUM AND INDIVIDUALIZATION

I/T Subdomain 5.3 | Key Partners and Resources Supporting Infant and Toddler Curriculum

- *Partnering with families*
- *Partnering with Part C/Early Intervention Services*
- *Individualized Family Services Plan (IFSP)*
- *Additional partners and services*

KNOWLEDGE

IT 5.3-K1   Identifies strategies for partnering with families to develop and implement an individualized curriculum for infants and toddlers in the early care and education setting, at home and in other environments.

IT 5.3-K2   Discusses ways to partner with Part C/Early Intervention Services to develop an effective curriculum for infants and toddlers with disabilities.

IT 5.3-K3   Describes the ways that client participation in an Individualized Family Services Plan (IFSP) or Individualized Education Plan (IEP) can support the inclusion and successful participation of infants and toddlers in learning opportunities in the target settings.

IT 5.3-K4   Identifies other partners and services available to the client to support parent engagement, learning, and care of infants and toddlers.

SKILLS

IT 5.3-S1   Jointly examines daily/individualized plans for involving parents in curriculum development and implementation.

IT 5.3-S2   Works with client to build an understanding of the ways that Part C/Early Intervention Services policies and procedures inform curriculum design for infants and toddlers with disabilities.

IT 5.3-S3   Builds client capacity to identify supports and adaptations necessary for the child to successfully participate in curriculum activities and program routines in accordance with IFSP or IEP.

IT 5.3-S4   Links client and families to other TA providers or community programs as needed.

These competencies may be demonstrated by evidence of:

- *Information provided to develop and strengthen the client's partnership with families.*

- *Processes, procedures and protocols used to ensure inclusionary practices.*

- *Information provided to support families in IFSP implementation.*

- *Information provided that connects client to relevant consultants and other service providers as needed.*

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PRESCHOOLERS AND THEIR FAMILIES

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PRESCHOOLERS AND THEIR FAMILIES

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DOMAIN 3: PRE-K DEVELOPMENT AND ASSESSMENT

Pre-K Subdomain 3.1 | Pre-K Development

- *Stages of development*
- *Developmental domains: physical, motor, cognitive, communication/language, social, emotional*
- *Integration of developmental domains*
- *Variation in children's growth and development*
- *Developmentally appropriate expectations*
- *Client/family support of development*
- *Pre-K development information and resources*

KNOWLEDGE

PK 3.1-K1 Describes stages of development for preschool children and developmentally appropriate expectations.

PK 3.1-K2 Explains how preschoolers' development is integrated across domains (physical, motor, cognitive, communication/language, social, and emotional).

PK 3.1-K3 Recognizes typical variations in children's growth and development.

PK 3.1-K4 Discusses how families and the client can work together to support three to five-year-olds' development.

PK 3.1-K5 Identifies quality improvement initiatives and resources available to families and clients to enhance their knowledge of children's development and ways to support it.

SKILLS

PK 3.1-S1 Engages in conversations with the client to gauge his/her understanding of the stages of three to five-year-olds' development and appropriate expectations.

PK 3.1-S2 Reviews and offers feedback on client's use of information and resources (such as learning guidelines and standards) to inform ways to integrate developmental domains into learning experiences and activities.

PK 3.1-S3 Sets up opportunities to jointly examine and reflect on the variation in children's growth and development and strategies for responding appropriately to children with disabilities, DLL, or other unique characteristics.

PK 3.1-S4 Discusses the importance of collaboration between the client and families, schools and other partners to support the optimum development of three to five-year-olds including children with disabilities.

PK 3.1-S5 Shares information and resources on Pre-K development, policies and practices, quality initiatives and resources to address client's TA goals.

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DOMAIN 3: PRE-K DEVELOPMENT AND ASSESSMENT

Pre-K Subdomain 3.1 | Pre-K Development *(continued)*

These competencies may be demonstrated by evidence of:

- Documentation describing the ways TA provider works with client to help each child participate at their own level of interest and ability.

- Developmental information shared with the client and developmentally appropriate expectations clarified.

- Parent-friendly resources provided regarding the development of children ages three to five.

DOMAIN 3: PRE-K DEVELOPMENT AND ASSESSMENT

Pre-K Subdomain 3.2 | Pre-K Developmental Screening and Assessment

- *Observation, screening, and ongoing assessment process*
- *Involvement of families in screening and assessment*
- *Resources to support observation, screening, and assessment*
- *Involvement of families in referral*
- *State's Part B intervention system*
- *Referral coordination*

KNOWLEDGE

PK 3.2-K1   Explains the process of observation, screening, and ongoing assessment, the key components of each, and appropriate tools to support the assessment process.

PK 3.2-K2   Understands the importance of involving families meaningfully in observation, screening, and assessment processes.

PK 3.2-K3   Recognizes the purpose of different assessment instruments and how and when to use them in Pre-K settings.

PK 3.2-K4   Explains the point of entry and eligibility criteria for the State's Part B intervention system.

PK 3.2-K5   Discusses the importance of communicating with families about the services referral process and coordinating referrals with the family and service providers, including (but not limited to) medical, dental, therapeutic, transportation, and educational services.

SKILLS

PK 3.2-S1   Provides information on appropriate screening and assessment tools for three to five-year-olds.

PK 3.2-S2   Works with the client to communicate with and engage families in observation, screening, and assessment.

PK 3.2-S3   Uses an array of resources to help the client conduct and interpret observation, screening, and assessment.

PK 3.2-S4   Shares strategies for helping families understand the need for and benefits of better understanding their children's development and learning needs and ways to engage them in the process.

PK 3.2-S5   Demonstrates ways to use natural routines to address the learning needs of children with disabilities.

PK 3.2-S6   Builds client skills in coordinating referrals with families and a broad range of health and social services.

DOMAIN 3: PRE-K DEVELOPMENT AND ASSESSMENT

Pre-K Subdomain 3.2 | Pre-K Developmental Screening and Assessment *(continued)*

These competencies may be demonstrated by evidence of:

- Information provided on appropriate developmental screening, assessment, and referral policies for children in Pre-K settings.

- Specific support provided to engage parents in the screening and assessment of their child.

- Information provided and strategies used to help client allocate time for ongoing observation and assessment, and to plan, adapt, and individualize curriculum.

DOMAIN 4: RELATIONSHIP BASED PRACTICE

Pre-K Subdomain 4.1 | Relationships with Educators and Caregivers

- ■ Impact of relationships on cognitive and social-emotional development
- ■ Responsive relationships
- ■ Factors that impact relationships
- ■ Developmental theories about relationships

KNOWLEDGE

PK 4.1-K1   Explains how a child's relationship with parents, clients, and caregivers impacts the development of cognitive and social-emotional skills, self-concept, and self-image.

PK 4.1-K2   Describes the methods and approaches that early childhood professionals use to establish nurturing relationships with children in Pre-K including respectful interactions, sensitivity to context, open communication, and reflection and continuous improvement.

PK 4.1-K3   Describes the factors that affect relationships such as characteristics and experiences of children and adults, and contextual factors such as culture, language, and socio-economic status.

SKILLS

PK 4.1-S1   Builds opportunities to jointly examine the impact of relationships with adults and other children on individual children's growth and development.

PK 4.1-S2   Sets up opportunities to collaboratively work with the client to build and maintain positive relationships with children in Pre-K.

PK 4.1-S3   Talks with client and shares resources/research on the impact of past experiences, culture, and other factors on relationships.

PK 4.1-S4   Works with client to jointly examine and reflect on child level observations, link data to developmental theories, and use data to inform instructional practices and experiences.

These competencies may be demonstrated by evidence of:

● *Documentation on ways the TA provider engaged client in understanding developmental theory and in applying this understanding to building relationships with children and their families.*

● *Strategies, information, and guidance provided that helps client use observation and assessment data to promote relationship building.*

● *TA support provided to help client identify and address challenges or barriers in forming healthy relationships with adults and peers.*

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DOMAIN 4: RELATIONSHIP BASED PRACTICE

Pre-K Subdomain 4.2 | Other Key Relationships for Preschoolers

- *Relationships between preschoolers and parents and families*
- *Relationships between preschoolers and their peers*
- *Strength-based practice*

KNOWLEDGE

PK 4.2-K1   Describes the importance of relationships with parents and family members to the development of children in Pre-K.

PK 4.2-K2   Describes the importance of relationships with peers in the development of children in Pre-K.

PK 4.2-K3   Identifies strength-based practices that promote positive relationships, healthy families, and prevent child abuse and neglect.

SKILLS

PK 4.2-S1   Engages client in discussions and mapping activities to better understand key relationships that three to five-year olds have with their families and peers and how these relationships can promote and/or interfere with healthy development.

PK 4.2-S2   Sets up opportunities for client to gather information on children and families' culture and cultural preferences, develop resources to understand various cultures, and build opportunities to ensure that these preferences are acknowledged and used in proactive and positive ways.

PK 4.2-S3   Offers opportunities to jointly assess and identify strengths of families and other individuals who touch children's lives, and strategize ways to use these strengths to support healthy development and healthy families.

These competencies may be demonstrated by evidence of:

- TA plans that describe strategies used to support the client in mapping key relationships that children have with others, including their family members and peers.

- TA plans documenting opportunities to support healthy relationships with families and peers, including setting appropriate boundaries, and culturally relevant practices.

- Reflective and strength-based practices actively used by TA provider and confirmed by client evaluation/recommendations to promote healthy relationships.

DOMAIN 5: IMPORTANCE OF LEARNING ENVIRONMONT

Pre-K Subdomain 5.1 | Key Elements of Learning Environment

- *Environmental dimensions of learning*
- *Engaging*
- *Cultural variations in environment*
- *Environmental impact on health and safety*

KNOWLEDGE

PK 5.1-K1 Recognizes the interrelationship between environment, Pre-K settings, curriculum and evidence-based methods and activities that support the physical, social, and cognitive growth and development of three to five-year-old children.

PK 5.1-K2 Describes what a high quality Pre-K environment looks like and the different ways that learning environments can engage children in developmentally appropriate activities.

PK 5.1-K3 Identifies opportunities for children to exercise choice and to engage in a rich variety of developmentally appropriate activities via the learning environment.

PK 5.1-K4 Identifies opportunities within the physical learning environment to celebrate and learn about the many cultures of children within the program and outside of it.

PK 5.1-K5 Identifies strategies for collecting information on children's developmental strengths and needs that lead to the development of a learning environment that engages children and impacts their development across domains.

PK 5.1-K6 Describes aspects of learning environments that promote health and safety for three to five-year olds.

SKILLS

PK 5.1-S1 Sets up opportunities for the client to understand the interrelationship between environment, curriculum, and evidence-based methods and activities that support the physical, social, and cognitive growth/development of three to-five-year-olds.

PK 5.1-S2 Works collaboratively with the client to use space and materials to construct an environment that encourages play, exploration, learning, and citizenship.

PK 5.1-S3 Demonstrates, models, or discusses opportunities that encourage children to exercise choice and to engage in a rich variety of developmentally appropriate activities within the learning environment.

PK 5.1-S4 Jointly examines the learning environment and the ways culture and cultural preferences can positively influence environments and child engagement.

PK 5.1-S5 Works with the client to use child level assessment information to plan and improve Pre-K learning environments.

DOMAIN 5: IMPORTANCE OF LEARNING ENVIRONMONT

Pre-K Subdomain 5.1 | Key Elements of Learning Environment *(continued)*

PK 5.1-S6   Assists clients in accessing reading and research to learn more about evidence-based Pre-K practices and to stay current on news and trends related to classroom environment and safety.

PK 5.1-S7   Shares resources on ways the learning environment promotes health and safety and ways to improve aspects of the environment that may present risks.

These competencies may be demonstrated by evidence of:

● Information and resources provided to clients on the interrelationship between environment, curriculum and evidence-based methods and activities that support the physical, social and cognitive growth and development of preschool age children.

● TA resources and guidance offered on arranging space to meet the developmental needs of children during routines and play.

● TA on assessing physical space to determine developmental appropriateness and its influence on children's progress.

● Information and resources shared on evidence-based Pre-K practices, trends, and news related to environment.

DOMAIN 6: PRESCHOOL CURRICULUM AND INDIVIDUALIZATION

Pre-K Subdomain 6.1 | Curriculum for Preschool Settings

- ■ Curriculum for Pre-K children
- ■ School readiness
- ■ Early education and care continuum
- ■ Developmentally appropriate practice
- ■ Best practices for special populations, including special education and dual language learners

KNOWLEDGE

PK 6.1-K1 Describes what constitutes a curriculum for Pre-K age children in different settings, from family child care to public school and center-based settings, and the importance of addressing school readiness skills.

PK 6.1-K2 Describes how Pre-K curriculum is part of a continuum of education.

PK 6.1-K3 Explains developmentally appropriate practice for all children and how development may vary for dual language learners and children with special needs.

PK 6.1-K4 Describes different kinds of linguistic, physical, social, and emotional supports children may need to successfully participate and engage in classroom routines.

PK 6.1-K5 Identifies how child-focused curriculum can be created to ensure that children, including children with different needs such as dual language learners and other special needs, are being met throughout the program day.

SKILLS

PK 6.1-S1 Creates opportunities to gauge client's current understanding of what constitutes an appropriate curriculum for children in Pre-K and shares resources to assist clients in creating curriculum tailored to the developmental and individual needs of children.

PK 6.1-S2 Works with client to include indicators of school readiness into daily routines and experiences of children.

PK 6.1-S3 Works with client to identify different kinds of language and physical supports that all children, including dual language learners, may need to successfully participate and engage in classroom routines.

These competencies may be demonstrated by evidence of:

- ● Information provided that helps client to understand key component of a Pre-K curriculum and how curriculum supports development in and across multiple learning domains.

- ● Information shared on key skills that impact School Readiness.

- ● Information shared on the links among curriculum strategies, policies, and program supports, the tenets of developmentally appropriate practice, and the unique developmental needs of preschoolers.

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DOMAIN 6: PRESCHOOL CURRICULUM AND INDIVIDUALIZATION

Pre-K Subdomain 6.2 | Development & Implementation of Preschool Curriculum

- *Curriculum-planning process*
- *Pre-K Early Learning Guidelines and learning standards*
- *Relationships and routines*
- *Transition to age groups and curricula*

KNOWLEDGE

PK 6.2-K1 Explains Pre-K Early Learning Guidelines and standards and their connections to developmentally appropriate curriculum.

PK 6.2-K2 Explains the cyclical nature of curriculum development, including observation, documentation, planning, implementation, and reflection.

PK 6.2-K3 Describes how a Pre-K curriculum should be embedded in relationships, the learning environment, play, and learning expectations.

PK 6.2-K4 Discusses how to facilitate transitions across age groups.

SKILLS

PK 6.2-S1 Models, demonstrates, and discusses strategies for using learning standards and relationship building principles to develop curriculum.

PK 6.2-S2 Jointly examines current curriculum to ensure inclusion of observation, documentation, planning, implementation, and reflection opportunities, and shares resources for strengthening curriculum processes.

PK 6.2-S3 Examines and gives feedback on current transition plans for supporting children and their families' movement between programs.

These competencies may be demonstrated by evidence of:

- TA provided that assists client in planning curriculum to accommodate the unique interests, abilities, and needs of all preschool age children, including those with varying abilities.

- TA provided that builds client skills in observation and assessment.

- State and national standards (e.g., state Early Learning Guidelines and Standards for Preschool Age Children) shared and used to create a standards driven, developmentally appropriate curriculum.

DOMAIN 6: PRESCHOOL CURRICULUM AND INDIVIDUALIZATION

Pre-K Subdomain 6.3 | Key Resources Supporting Preschool Curriculum

- *Partnering with families*
- *Curriculum resources*
- *Additional partners and services*

KNOWLEDGE

PK 6.3-K1   Identifies partners and services that families and clients can access to support parent engagement, learning, and education of Pre-K children.

PK 6.3-K2   Identifies strategies for developing and implementing an individualized curriculum for Pre-K children in early education settings, at home and in other environments.

PK 6.3-K3   Recognizes practices that can be used to develop an intentional curriculum for children with special characteristics and/or disabilities.

PK 6.3-K4   Describes how client's participation in the development of an IEP can support the successful inclusion of Pre-K children with disabilities in learning opportunities and classroom routines.

SKILLS

PK 6.3-S1   Shares resources and works with client to create new or to refine existing strategies for involving parents in curriculum development and implementation.

PK 6.3-S2   Sets up opportunities to jointly examine the policies and procedures related to designing an effective and inclusive curriculum and ways to apply them to the current curriculum.

PK 6.3-S3   Builds client's understanding of the IEP, 504 process, and builds confidence needed to fully participate in an IEP and 504 meeting.

PK 6.3-S4   Engages in conversations about various supports and adaptations that can be made to support children's successful participation in curriculum activities and program routines.

PK 6.3-S5   Helps client to connect with other consultants or community programs as needed.

These competencies may be demonstrated by evidence of:

- Information, resources, and strategies shared on developmentally appropriate, inclusive Pre-K curriculum development.

- TA provided that helps client use SPED, 504 and DLL

- Guidelines to inform inclusionary practices.

- Information provided regarding the development and use of IEPs and 504 plans and ways to assist families in the implementation of an IEP or 504 plan.

- Information provided that helps client understand and participate in IEP development and embed the modifications and strategies to classroom practice.

- Information provided to connect client with other relevant consultants and other service providers as needed.

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CHILDREN IN OUT-OF-SCHOOL TIME PROGRAMS AND THEIR FAMILIES

Guiding Change, Impacting Quality: A Guide to Technical Assistance

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DOMAIN 3: CHILD YOUTH DEVELOPMENT AND SUPPORT

OST Subdomain 3.1 | Understand Child and Youth Development

- *Continuum of development and developmentally appropriate practice*
- *Client and family support of development*
- *Unique characteristics of children*
- *Using developmental knowledge and theory to guide program design and activities and support quality*

KNOWLEDGE

OST 3.1-K1 Explains how child and youth development is integrated across domains (physical, motor, cognitive, communication/language, social, and emotional) and the developmentally appropriate expectations for the age groups served by the OST setting.

OST 3.1-K2 Recognizes the unique characteristics that affect the development and participation of children with disabilities, and who are DLL.

OST 3.1-K3 Identifies common formative assessment tools and strategies that can help understand children's development and identify children who need extra support.

OST 3.1-K4 Discusses how families and clients can work together to support children's development and provides resources to enhance their knowledge of children's development.

OST 3.1-K5 Identifies best practices in selecting developmentally appropriate activities and methods that support learning and engagement.

SKILLS

OST 3.1-S1 Engages in conversations with the client to gauge his/her understanding of the continuum of school age development and developmentally appropriate expectations.

OST 3.1-S2 Reviews and offers feedback on client's use of information and resources (such as learning standards) to inform ways to integrate developmental domains into learning experiences and activities.

OST 3.1-S3 Supports client in providing age appropriate supervision and intervention using guidelines and procedures that promote mental, emotional, and physical health.

OST 3.1-S4 Assesses the level of collaboration between the client, families, schools, and other partners involved in supporting the optimum development of OST children, including children with disabilities and language issues.

OST 3.1-S5 Helps client use child observational data to inform instructional practices and experiences.

OST 3.1-S6 Shares strategies for helping families engage in their children's learning by understanding their developmental learning needs.

OST Subdomain 3.1 | Understand Child and Youth Development *(continued)*

These competencies may be demonstrated by evidence of:

- TA plans documenting references to information shared with OST client to enhance understanding of the developmental continuum of those served in OST programs and ways development impacts program design and activity structure.

- Information provided on understanding roles of OST client and families in the positive development of children in OST settings.

- TA logs documenting conversations around observation and assessment and the role both play in program design and assessing children's progress.

- Information shared on theories of child development and their connection to daily experiences of children.

DOMAIN 3: CHILD YOUTH DEVELOPMENT AND SUPPORT

OST Subdomain 3.2 | Supporting Development through Family, School, and Community

- *Defining parent engagement*
- *Accessing family support*
- *Collaborative community and school relationships*
- *Resource and referral*

KNOWLEDGE

OST 3.2–K1   Defines parent engagement and how it can be supported in OST programs.

OST 3.2-K2   Recognizes the importance of developing consistent and strong partnerships between schools and OST programs so that they are meaningful and mutually beneficial.

OST 3.2-K3   Identifies community services, schools, and other enrichment programs that can potentially partner with the OST program.

OST 3.2-K4   Identifies partners and different kinds of services (including social and emotional) that client can access to support parent engagement, learning, and education of children in OST settings.

OST 3.2-K5   Describes program guidelines and policies for referring families/children in crises and resources to meet other needs, for example, nutrition and transportation.

SKILLS

OST 3.2-S1   Works with client to examine his/her relationships with parents and families and the ways culture and cultural preferences influence these relationships.

OST 3.2–S2   Supports client in establishing positive and productive relationships with families that encourage involvement in the OST program and support the child's relationship with the family.

OST 3.2-S3   Motivates and challenges client to develop relationships with local schools and other community organizations to share resources and data.

OST 3.2-S4   Works with client to accommodate and engage families with diverse backgrounds and parenting expectations.

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OST Subdomain 3.2 | Supporting Development through Family, School, and Community

(continued)

These competencies may be demonstrated by evidence of:

- *Support and guidance provided to client for engaging parents/guardians of OST enrollees.*

- *Methods shared with OST programs to formalize partnerships among those serving school age children in school and outside of the school setting.*

- *Strategies shared for developing school and community partnerships.*

- *Resource and referral information provided that supports OST programs in meeting the diverse needs of families.*

DOMAIN 4: RELATIONSHIP-BASED PRACTICE

OST Subdomain 4.1 | Strong Caring Relationships as the Context for Healthy Development

- *Factors that impact relationships*
- *Impact of relationships on development*
- *Nurturing children's capacities*
- *Strength based practices*
- *Peer relationships*

KNOWLEDGE

OST 4.1-K1 Recognizes the dynamic and interactive nature of the relationships between children and their families, and those who educate and care for them.

OST 4.1-K2 Gives examples of factors that affect relationships including dispositions, characteristics, and experiences of children and adults, and contextual factors such as culture, language, and stability in the home setting.

OST 4.1-K3 Identifies strength-based practices that promote positive relationships, healthy families and prevents child abuse and neglect.

OST 4.1-K4 Describes ways to nurture children's capacities and dimensions of self (individuality, relatedness, interpersonal skills, compassion, and self-expression).

OST 4.1-K5 Recognizes and supports the increasing importance of peer relationships and close friendships for children of school age.

SKILLS

OST 4.1-S1 Guides client in building ongoing and consistent relationships with children that foster a sense of belonging with and connection to peers.

OST 4.1-S2 Works with the client to reflect on his/her use of language and interactions with children and their sensitivity to race, ethnicity, gender, and the physical and cognitive ability of all children.

OST 4.1-S3 Develops opportunities for client to use specific strategies to enhance children's physical and emotional security so that each child knows, accepts, and takes pride in her/himself.

OST 4.1-S4 Supports client in learning about key relationships in the lives of school-age children and their families.

OST 4.1-S5 Collaborates with client to identify strengths of families and other individuals important in the lives of children and how these strengths can be used to support healthy development.

OST Subdomain 4.1 | Strong Caring Relationships as the Context for Healthy Development *(continued)*

These competencies may be demonstrated by evidence of:

- *TA resources provided and guidance offered that helps client support healthy relationships with parents, families, and other educators/caregivers.*

- *Reflective and strength-based practices actively used by TA provider and confirmed by client evaluations to promote children's sense of belonging and connection with peers and family members.*

- *Strategies and methods used to engage client in mapping of key relationships of children attending OST programs that include school, community, family, and peers and ways to use those relationships to enhance children's physical and emotional security.*

DOMAIN 4: RELATIONSHIP-BASED PRACTICE

OST Subdomain 4.2 | Intentional Relationship Building

- *Peer interactions and multi-age grouping*
- *Evidence-based models of practice*
- *Modeling cooperation and respect*
- *Assessing social and interpersonal skills*

KNOWLEDGE

OST 4.2-K1 Describes ways to promote the development of social skills and facilitate appropriate interactions with both mixed and same age groups.

OST 4.2-K2 Identifies evidence-based models of practice and specific strategies that support relationship building.

OST 4.2-K3 Describes various tools and methods for collecting information about children's social and interpersonal skills.

OST 4.2-K4 Reviews OST program policies and practices that support and/or interfere with relationship building and works with client to create positive intentional relationship building opportunities.

SKILLS

OST 4.2-S1 Works with client to teach, model and support cooperation and respect among children.

OST 4.2-S2 Observes client and offers feedback on ways to help children feel accepted in the group, to communicate and get along well with others, and encourage empathy and mutual respect.

OST 4.2-S3 Offers support and direction in handling common OST issues related to peer interactions and multi-age groupings.

OST 4.2-S4 Observes the quality of interactions among all staff and children, and uses reflective techniques to assist client in examining and improving these relationships.

OST 4.2-S5 Works with client to examine his/her relationships with parents and families and the ways culture and cultural preferences influence these relationships.

OST Subdomain 4.2 | Intentional Relationship Building *(continued)*

These competencies may be demonstrated by evidence of:

- Information provided and strategies used to help client apply relationship-based practices to support cooperation and respect among children.

- Supports, materials, and guidance provided for addressing issues related to peer interactions and multiage groupings.

- Opportunities provided for the client to get feedback on quality of interactions with and among children.

DOMAIN 5: SAFE, HEALTHY, AND NURTURING ENVIRONMENTS

OST Subdomain 5.1 | Safe, Healthy, and Nurturing Environments

- *Promoting wellness*
- *Support, respect and inclusion*
- *Conflict resolution and crisis management*
- *Supporting mental, emotional and physical health*

KNOWLEDGE

OST 5.1-K1 Identifies OST policies and practices that positively impact the health, safety, and development of children and understands how to ensure compliance in various OST settings.

OST 5.1-K2 Recognizes the way physical space and emotional environments promote collaborative relationships, actively engage all children in learning, and support health and well-being of adults.

OST 5.1-K3 Demonstrates understanding of how to create and maintain culturally and linguistically responsive environments in OST settings.

OST 5.1-K4 Explains the importance of space, relationships, materials, and routines as resources for constructing interesting and secure environments that encourage exploration, learning, and citizenship.

OST 5.1-K5 Identifies short term crisis management, conflict resolution strategies and anti-bullying/cyber bullying approaches, and how to implement them.

OST 5.1-K6 Locates appropriate resources and programs to refer OST participants in crisis.

SKILLS

OST 5.1-S1 Demonstrates, models, and discusses strategies for creating supportive environment where children learn and practice appropriate and acceptable behaviors as individuals and as a group.

OST 5.1-S2 Jointly works with client to create learning environments that are welcoming and reflect the communities, children and their families, cultures and languages.

OST 5.1-S3 Works with client to better understand the meaning and intent of children's behavior and interactions.

OST 5.1-S4 Observes and works with client to assess and improve instructional, social, and emotional climates.

OST 5.1-S5 Supports client in providing age appropriate supervision and intervention using guidelines and procedures that support positive mental, emotional, and physical health and that minimize safety dangers.

OST 5.1-S6 Helps client organize learning environments and identify resources that support a wide range of development abilities, interests, diverse languages, cultures, and home communities.

OST Subdomain 5.1 | Safe, Healthy, and Nurturing Environments *(continued)*

These competencies may be demonstrated by evidence of:

- *Information provided demonstrating how OST practices promote healthy habits of children.*

- *Information provided on establishing routines and room arrangements that enhance children's mental and physical health and well- being, and represent developmentally appropriate practice for targeted age groups.*

- *Documented links to resources and support that promote the full inclusion of all children including those with challenging behaviors.*

- *Information shared that relates to the mental, emotional, and physical health of enrolled children, including referral supports and resources.*

DOMAIN 6: ACTIVITIES, CURRICULA, AND LEARNING

OST Subdomain 6.1 | Intentional Learning and Engagement

- *Embedded curriculum*
- *Engaging curriculum and materials*
- *Variety of activities, choice*
- *Structured opportunities for skills building*

KNOWLEDGE

OST 6.1-K1 Identifies strategies for collecting information on children's developmental strengths and needs that lead to the development of intentional learning opportunities.

OST 6.1-K2 Describes teaching methods and child development strategies that foster engagement, creativity, and self-expression.

OST 6.1-K3 Defines quality programming and what it should look like in OST programs.

OST 6.1-K4 Describes evidence-based methods and activities that support the physical, social, and cognitive growth and development of all participants.

SKILLS

OST 6.1-S1 Works with client to provide opportunities for children to participate in planning, to exercise choice, and to engage in a rich variety of activities.

OST 6.1-S2 Supports client in designing high interest hands-on activities that offer a balance of academic support, enrichment, recreation, and the arts.

OST 6.1-S3 Assists client in accessing reading and research to learn more about evidence-based OST practices and to stay current on OST news and trends.

OST 6.1-S4 Works with client to create systems for collecting and monitoring student participation and engagement.

OST 6.1-S5 Works with client to create systems for assessing children's progress and for using that information for ongoing curricula planning and improvement.

These competencies may be demonstrated by evidence of:

- *Information and resources shared with client on the components of an effective curriculum and how they are integrated into OST activities and routines.*

- *Strategies and methods shared for supporting curriculum goals and objectives in program activities.*

- *Research shared to demonstrate the potential of OST programs to positively impact learning outcomes for enrolled children.*

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DOMAIN 6: ACTIVITIES, CURRICULA, AND LEARNING

OST Subdomain 6.2 | Links to the School Day

- *Understanding and supporting learning standards*
- *Supporting school learning in the context of engaging out of school activities*
- *Working together to integrate/compliment learning*

KNOWLEDGE

OST 6.2-K1   Understands the organizational structures of school programs and the expectations for children in the schools in which OST children participate.

OST 6.2-K2   Describes the scope and intent of learning standards including the Common Core and concepts embedded in Habits of the Mind.

OST 6.2-K3   Explains how local schools are implementing learning standards and how they define expectations/benchmarks for student success.

OST 6.2-K4   Identifies typical curriculum and routines of the school day for children in the target age group(s) with whom they are working.

OST 6.2-K5   Summarizes the mission, goals, and approaches to learning of each organization and ways to work together to integrate and compliment learning for students.

SKILLS

OST 6.2-S1   Sets up opportunities for the client to make connections between school goals and the student's world outside of school.

OST 6.2-S2   Helps client understand how learning standards support children's learning and educational success.

OST 6.2-S3   Shares information on how OST staff can support learning standards.

OST 6.2-S4   Works with client to create opportunities for students to practice skills that they are learning in school in the context of engaging out of school activities.

OST 6.2-S5   Creates opportunities for client to engage with colleagues to assess, reflect, and describe ways to improve their own instructional practices.

These competencies may be demonstrated by evidence of:

- *School age learning standards including Common Core presented to OST to facilitate an understanding of content, strategies, and learning expectations.*

- *Guidance, methods, and strategies provided to client on ways to intentionally integrate curriculum and to individualize in the context of engaging experiences.*

- *Strategies and methods described for collaborating with school programs to design engaging OST activities and experiences that compliment school learning.*

Guiding Change, Impacting Quality: A Guide to Technical Assistance

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APPENDICES

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TERM	DEFINITION
Accreditation	Process that insures an early childhood program has met a specific set of quality standards such as the Council On Accreditation (COA), the National Association for Family Child Care (NAFCC), or as defined by the National Association for the Education of Young Children (NAEYC).
Active listening	Interactions with another person that demonstrate the listener understands what the speaker is talking about.
Adult learning theory	Understanding of how adults learn. Adult learning differs from children's learning in that it is self-directed, problem centered, experience based, and more often relevant to life.
Advocacy	Families, organizations, or volunteers speaking or working on behalf of the rights, interests, or needs of others.
Assessment	Process of collecting and recording information through the use of multiple tools to evaluate a child's abilities and skills at a given point and measure progress over time with respect to developmental domains.
Best practice	Instructional technique, scientifically based practice, or method proven through research to be effective or valid.
Capacity building	Assistance that improves the ability of families, practitioners, administrators, and programs to support the healthy development of children.
Child care	Comprehensive care and education of young children, usually outside their homes.
Child Care Resource and Referral (CCR&R)	Program that provides education, information, and child care referrals for child care providers, families, and communities.
Client	Person(s), program(s), staff, or group(s) who are recipients of TA provider services.
Coaching	A relationship-based process led by an expert (e.g. a coach) with specialized and adult learning knowledge and skills, who often serves in a different professional role than the client/recipient(s). Designed to build capacity for specific professional dispositions, skills, and behaviors; focuses on goal-setting and achievement for an individual or group.
Code of Ethics	Core values of the field that provide guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work.
Collaborative	Members of a group working toward a common goal.
Consultation	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 (client). Facilitates the assessment and resolution of an issue-specific concern - a program/organizational/staff, or child/family-related issue, or addresses a specific topic.
Core knowledge and competencies (CKC)	Content (knowledge), skills (competencies), and dispositions (attributes) that consultants need to effectively guide programs and individuals to provide quality services to children and families.

TERM	DEFINITION
Credential	Document or record certifying that an individual has met a defined set of requirements set forth by the grantor of the credential, usually related to skills and knowledge and may include demonstrations of competence.
Culture	Beliefs, practices, traditions, valued competencies, world views, and histories that characterize a group of people including racial, ethnic, religious customs as well as family, community, and situational circumstances such as poverty, rural isolation, trauma and others.
Cultural competence	Awareness of one's own cultural identity and views about difference and the ability to learn and build on varying cultural and community norms of students and their families. Ability to understand the within group differences that make each student unique, while celebrating the between group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator's classroom." (National Education Association, 2013)
Cultural sensitivity	Knowing that cultural differences as well as similarities exist, without assigning values (i.e. better or worse, right or wrong) to those cultural differences.
Dispositions	values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. (National Council for Accreditation in Teacher Education).
Domain	The broad categories in which the core knowledge and competencies for Consultants/TA providers are organized.
Early care and education (ECE)	System of services provided to young children and their families including, but is not limited to, center-based child care, family child care, in-home or family, friend, and neighbor child care, home visiting, infant mental health, early childhood mental health, Head Start, Early Head Start, and Early Intervention. Early care and education workforce—includes those working with young children (infants, toddlers, three to five-year olds, and school-age children in centers, homes, and schools) and their families or on their behalf (in agencies, organizations, institutions of higher education, etc.), with a primary mission of supporting children's development and learning. (NAEYC and NACCRRA, "Training and Technical Assistance Glossary" [early release], March 2011).
Family support	Promotion of healthy development by helping parents to build capacity and resolve problems that can lead to child maltreatment, developmental delays, and family disruption. Services include peer support and counseling, early developmental screening, parent education, early childhood development, child care and respite care, home visits, family resource centers, school-linked services, recreation, and job or skills education or training.
Individual professional development plan (IPDP)	Documents that provide a framework connecting various professional development experiences to each other and to the common core of knowledge and professional standards for early education professionals. Individual professional development plans are designed to create a holistic approach to building an early childhood professional's capacities and to ensure that individuals remain current regarding knowledge and practices in the field. (NAEYC and NACCRRA, "Training and Technical Assistance Glossary", March 2011).

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TERM	DEFINITION
Infant/Toddler Programs	Various public and private programs and settings that serve children from birth to age three and their families.
Licensing	Requirements or regulations necessary for a provider to legally operate child care services in a State or locality, including registration requirements established under State, local, or Tribal law.
Linguistic sensitivity	Identifying the language(s) used by the client and/or their linguistic abilities and tailoring services and materials accordingly.
Mentoring	Relationship - based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less experienced protégé mentee. Intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.
National Association for the Education of Young Children (NAEYC)	Membership-supported organization of individuals who share a desire to serve and act on the needs and rights of children from birth through age 8.
Observation	Intentional, systematic act of looking at the behavior of another individual in a particular setting, program, or situation.
Out-of-School Time Care	Programs that offer services to children up to 14 years of age or 16 years if they have a disability.in varied public and private settings including center, school, home and community-based . Such programs may or not be affiliated with existing early learning and care programs.
Practitioner	Individual who works directly with children to foster growth and development and partner with families in an early care and education setting and partner with families in an early care and education setting.
Preschool programs	The varied public and private programs and settings that serve children from age three to five prior to formal school entry, and their families.
Professional conferencing process	Process in which the TA provider collaborates with the client to plan, observe, provide feedback and reflections to work toward meeting identified goals.
Professional development	Continuum of learning and support activities to prepare and enhance the knowledge and skills of individuals who work with and on behalf of young children and their families. Encompasses education, training, and technical assistance (NAEYC and NACCRRA, "Training and Technical Assistance Glossary" [early release], March 2011).
Quality initiatives	Initiatives designed to increase the measurable quality of programs serving children and families including targeted research based improvements in administration and management; staff qualifications and professional development; program setting and environment; health and safety practices; and curriculum and assessment implementation.
Quality Rating and Improvement System (QRIS)	Method of assessment of the level of quality in early childhood programs, for the purpose of quality improvement and community engagement.
Referral	Formal process through which an individual or family is sent to another professional for services.

TERM	DEFINITION
Reflective practice	Refers to the process of studying one's own teaching methods and determining what works best for young children, youth, or adult learners. Reflective practice can help an individual to develop and grow professionally.
Regulations	Rules or orders issued by an executive authority or regulatory agency of a government and have the force of law.
Relationship-based practice	Methods and approaches used by early childhood professionals that support healthy child development through the context of nurturing relationships.
Statement of philosophy	Written by the TA provider to describe his/her unique view and beliefs toward work and the profession including how they conduct themselves and provide services.
Standards	Standards include licensing and learning standards; health and safety; QRIS; accreditation, Early Learning Guidelines and Standards for Infants and Toddlers. Preschoolers and Out of School Time, Curriculum Frameworks, Core Competencies, and other standards and benchmarks recognized by the Commonwealth.
Strengths-based approach	Emphasizes individuals' self-determination and strengths, is client led, with a focus on future outcomes and strengths that the individuals bring to address a problem or crisis.
Systems building	Identifying and using existing systems to achieve new goals and outcomes.
Technical assistance (TA)	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, "Training and Technical Assistance Glossary", March 2011).
Theory of change	A systematic assessment of what needs to happen in order for a desired outcome to occur. Designed to explain how and why change happens as well as the potential role of an organization's work in contributing to its vision of progress.ance Glossary", March 2011).

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