Gateways to Opportunity® **Technical Assistance (TA) Credential** Framework

	EDUCATION REQUIREMENTS	COLLEGE EDUCATION & TRAINING REQUIRED COMPETENCIES IN COACHING, MENTORING, &/OR TECHNICAL ASSISTANCE	WORK & PRACTICAL EXPERIENCE IN COACHING, MENTORING, &/OR TECHNICAL ASSISTANCE	RELEVANT WORK & PRACTICAL EXPERIENCE
LEVEL 6	Graduate Degree and **ANY Gateways Credential Level 5 or higher** or **IDC III**	*Must meet all previous level competencies plus:* TA Leadership and Professional Skills (LPS5) TA Communication (C3) TA Collaborative Relationships (CR5) TA Reflective Practice (RP4) TA Assessment and Planning (AP4, AP5) TA Change Process (CP5, CP6, CP7)	2,000 hours of coaching mentoring, and/or technical assistance supervised work experience	4,500 total hours of documented work experience in area of specialization*
LEVEL 5	Bachelor's Degree and **ANY Gateways Credential Level 5 or higher** or **IDC II**	*Must meet all previous level competencies plus:* TA Leadership and Professional Skills (LPS3, LPS4) TA Communication (C2) TA Adult Learning (AL3, AL4) TA Collaborative Relationships (CR2, CR3, CR4) TA Assessment and Planning (AP3) TA Change Process (CP3, CP4)	2,000 hours of coaching mentoring, and/or technical assistance supervised work experience	4,500 total hours of documented work experience in area of specialization*
LEVEL 4	Associate's Degree and **ANY Gateways Credential Level 4 or higher** or **IDC I**	TA Leadership and Professional Skills (LPS1, LPS2) TA Communication (C1) TA Adult Learning (AL1, AL2) TA Collaborative Relationships (CR1) TA Reflective Practice (RP1, RP2, RP3) TA Assessment and Planning (AP1, AP2) TA Change Process (CP1, CP2)	2,000 hours of coaching mentoring, and/or technical assistance supervised work experience	4,500 total hours of documented work experience in area of specialization*

Area of Specialization on – e.g. Infant Toddler, ECE, Family Child Care, Family Specialist, School-Age & Youth Development or ECE/School-Age Administration.

Up to 3 competencies (total) may be documented through credential approved training for Level 4
Up to 6 competencies (total) may be documented through credential approved training for Level 5
Up to 8 competencies (total) may be documented through credential approved training for Level 6

The Technical Assistance Credential is designed for mentors, coaches, and technical assistance providers.

Technical Assistance (TA) Credential Competencies

TA LPS | Leadership and Professional Skills

1 Identifies research-based strategies to support personal and professional development.

2 Demonstrates foundational and unique contextual knowledge and leadership skills essential for successful performance as a leader and mentor.

3 Provides leadership to promote quality improvement and the growth and development of programs and staff.

4 Utilizes various modes of service delivery and effective coaching, mentoring, and professional development methods and techniques.

5 Advocates for excellence in leadership and effective early childhood and school age quality improvement systems through utilization of evidence-based practices in consultation and technical assistance.

TA C | Communication

1 Utilizes respectful, collaborative communication skills that foster authentic engagement within professional communication.

2 Utilizes communication and collaboration skills to support collaborative problem-solving, mediation, planning, and group cohesiveness.

3 Use positive conflict management and mediation skills to build on common goals, and respect unique experiences of programs to solve problems and support growth.

TA AL | Adult Learning

1 Demonstrates responsiveness to the unique strengths, characteristics, and life experiences of each professional.

2 Acknowledge and build on each learner's strengths, knowledge, and experiences.

3 Utilizes engaging techniques supportive of self-directed learning, reflection, and meaningful application that capitalize on each learner's unique strengths, characteristics, and life experiences.

4 Designs learning experiences that support ongoing insight into and reflection on the early childhood profession, children and families, and high-quality practices.

TA CR | Collaborative Relationships

1 Develops respectful and responsive relationships through positive interpersonal skills.

2 Recognize and build on strengths, assets, capabilities and capacities of people and programs.

3 Develops and models professional relationships based on clear goals, boundaries, and expectations.

4 Use shared decision making and mutual agreement to design quality improvement plans.

5 Supports excellence in colleagues and programs through modeling and supporting shared decision making, culturally responsive practices, thriving partnerships and strategic planning.

TA RP | Reflective Practice

1 Reflects on own work and critically explores own practices, biases, values, and behaviors to gain insight into one's values, knowledge, skills, and dispositions.

2 Engages in objective observation and practices and supports flexible perspective taking.

3 Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving and resolution of ethical dilemmas and to increase mutual understanding.

4 Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving to build a framework of mutual understanding and professional integrity.

TA AP | Assessment and Planning

1 Maintains integrity and ethical conduct, including confidentiality, in communication and record keeping.

2 Uses evidence-based tools and strategies supportive of collaborative goal setting, progression, and attainment across individual, group, and program needs.

3 Uses logical reasoning and insight to synthesize data gathered with knowledge of standards and apply knowledge gained to practice.

4 Uses data to collaboratively develop quality improvement plans based on standards and evidence-based practices.

5 Uses data to collaboratively reflect on, evaluate, affirm, and analyze progress.

TA CP | Change Process

1 Identifies central components of the change process.

2 Facilitates individual readiness for change and the progression through the change process.

3 Supports professionals in their development through providing evidence-based materials and resources.

4 Facilitates individual and organizational readiness for change and the progression through the change process.

5 Supports professionals in linking knowledge to practice through evidence-based practices.

6 Collaboratively develops strategic plans and processes that lead to ongoing quality improvement.

7 Advocates for positive change through commitment to the profession, ability to present evidence of the impact of quality practice on positive outcomes for children, and use of compelling and relevant dialogue to advocate for best practices for children and families.