



Technical Assistance Credential Competency Table ©

The Novice Technical Assistance Practitioner (Level 4)	The Competent Technical Assistance Practitioner (Level 5)	The Master Technical Assistance Practitioner (Level 6)
Leadership and Professional Skills (LPS)		
LPS1: Identifies research-based strategies to support personal and professional development.	LPS3: Provides leadership to promote quality improvement and the growth and development of programs and staff.	LPS5: 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.
LPS2: Demonstrates foundational and unique contextual knowledge and leadership skills essential for successful performance as a leader and mentor.	LPS4: Utilizes various modes of service delivery and effective coaching, mentoring, and professional development methods and techniques.	
Communication (C)		
C1: Utilizes respectful, collaborative communication skills that foster authentic engagement within professional communication.	C2: Utilizes communication and collaboration skills to support collaborative problem-solving, mediation, planning, and group cohesiveness.	C3: Use positive conflict management and mediation skills to build on common goals, and respect unique experiences of program to solve problems and support growth.
Adult Learning (AL)		
AL1: Demonstrates responsiveness to the unique strengths, characteristics, and life experiences of each professional.	AL3: Utilizes engaging techniques supportive of self-directed learning, reflection, and meaningful application that capitalize on each learner’s unique strengths, characteristics, and life experiences.	
AL2: Acknowledge and build on each learner’s strengths, knowledge, and experiences.	AL4: Designs learning experiences that support ongoing insight into and reflection on the early childhood profession, children and families, and high-quality practices.	
Collaborative Relationships (CR)		
CR1: Develops respectful and responsive relationships through positive interpersonal skills.	CR2: Recognize and build on strengths, assets, capabilities and capacities of people and programs.	CR5: Supports excellence in colleagues and programs through modeling and supporting shared decision making, culturally responsive practices, thriving partnerships and strategic planning.
	CR3: Develops and models professional relationships based on clear goals, boundaries, and expectations.	
	CR4: Use shared decision making and mutual agreement to design quality improvement plans.	

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Reflective Practice (RP)		
RP1: Reflects on own work and critically explores own practices, biases, values, and behaviors to gain insight into one's values, knowledge, skills, and dispositions.		RP4: Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving to build a framework of mutual understanding and professional integrity.
RP2: Engages in objective observation and practices and supports flexible perspective taking.		
RP3: Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving and resolution of ethical dilemmas and to increase mutual understanding.		
Assessment and Planning (AP)		
AP1: Maintains integrity and ethical conduct, including confidentiality, in communication and record keeping.	AP3: Uses logical reasoning and insight to synthesize data gathered with knowledge of standards and apply knowledge gained to practice.	AP4: Uses data to collaboratively develop quality improvement plans based on standards and evidence-based practices.
AP2: Uses evidence-based tools and strategies supportive of collaborative goal setting, progression, and attainment across individual, group, and program needs.		AP5: Uses data to collaboratively reflect on, evaluate, affirm, and analyze progress.
Change Process (CP)		
CP1: Identifies central components of the change process.	CP3: Supports professionals in their development through providing evidence-based materials and resources.	CP5: Supports professionals in linking knowledge to practice through reflection and discussion about evidence-based practices.
CP2: Facilitates individual readiness for change and the progression through the change process.	CP4: Facilitates individual and organizational readiness for change and the progression through the change process.	CP6: Collaboratively develops strategic plans and processes that lead to ongoing quality improvement.
		CP7: 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.

Level 4=Beige; Level 5= Blue, Level 6=Purple

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