



GATEWAYS TO OPPORTUNITY®

Illinois Professional Development System

Technical Assistance Credential ©

Content Area: Leadership and Professional Skills (LPS)

All professional development, including leadership, education, training, and technical assistance should use evidence-based best practices and be structured to promote linkages between research, theory and practice. A technical assistance provider acts as a learner as well as a leader and mentor, continually improving knowledge, skills and dispositions of the early childhood profession.

Level	Competency	Descriptor
4	LPS1: Identifies research-based strategies to support personal and professional development.	Pursue ongoing professional development opportunities in early care and education to fine tune and refine research-based practices and techniques
4	LPS2: Demonstrates foundational and unique contextual knowledge and leadership skills essential for successful performance as a leader and mentor.	Model leadership, professionalism, responsibility in organization, time-management, and planning Respect the unique history, philosophy, mission and culture of early childhood programs
5	LPS3: Provides leadership to promote quality improvement and the growth and development of programs and staff.	Model dispositions and skills of leadership, including the ability to recognize others' strengths with the goal of building the capabilities of people and capacities of organizations Provide leadership to promote the growth and development of beginning teachers Hold and encourage high expectation for quality improvement and increasing professionalism of programs and staff
5	LPS4: Utilizes various modes of service delivery and effective coaching, mentoring, and professional development methods and techniques.	Understand coaching methods, including modeling and providing opportunities for teachers and home-based child care providers to intentionally practice new strategies Facilitate various modes of service delivery including face-to-face meeting, on-site observation and feedback, technology-based communication, and hybrid methods of coaching, mentoring, and professional development
6	LPS5: Advocates for excellence in leadership and effective early childhood	Provide leadership to create linkages to state quality improvement systems and efforts and resources for professional development

Level	Competency	Descriptor
	and school age quality improvement systems through utilization of evidence-based practices in consultation and technical assistance.	Demonstrate commitment to evidence-based practices in consultation and technical assistance, including knowledge of high-quality, research-based best practices in early care and education that promote optimal achievement and development for all children Mobilize and inspire action towards the goal of excellence in early childhood leadership

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

Content Area: Communication (C)

Effective communication in technical assistance provides the basis for genuine care, respect, collaboration, and shared purpose. The technical assistance provider develops competency in effective communication through speaking, listening, writing, and leadership skills.

Level	Competency	Descriptor
4	C1: Utilizes respectful, collaborative communication skills that foster authentic engagement within professional communication.	Provide verbal and non-verbal cues (e.g., focused attention, matched pace and affect) and feedback to validate, affirm, and encourage authentic conversation and engagement Develop effective writing skills for professional communication (e.g., e-mail, letter, training materials) Build a repertoire of positive communication strategies and skills that include effective discussion and problem solving through multiple mediums (e.g., telephone and e-mail, on-site visits, meetings, tele-conference, and various training approaches)
5	C2: Utilizes communication and collaboration skills to support collaborative problem-solving, mediation, planning, and group cohesiveness.	Activate authentic listening skills (e.g., attending, acknowledging, and associating), responding (e.g., probing, summarizing, sharing feedback and support), and using information received to move towards problem solving and planning Build a repertoire of positive communication strategies and skills that include mediation techniques through multiple mediums (e.g., telephone and e-mail, on-site visits, meetings, tele-conference, and various training approaches)
6	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.	Use positive conflict management and mediation skills to build on common goals, and respect unique experiences of program to solve problems and support growth

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Content Area: Adult Learning (AL)

Adult learning theory recognizes the unique strengths and assets of learners within the specific context of their professional knowledge and experience, including the ability to apply life and professional knowledge, to identify and solve problems, and to use self-identified goals as a motivation for positive growth and change. A technical assistance provider fosters a safe collaborative environment by respecting each professional’s unique learning style, encouraging active participation, and ensuring shared responsibility for planning and accountability.

Level	Competency	Descriptor
4	AL1: Demonstrates responsiveness to the unique strengths, characteristics, and life experiences of each professional.	Show sensitivity and responsiveness to the unique characteristics of each professional, including cultural, linguistic, ability, and community and life experiences
4	AL2: Acknowledge and build on each learner’s strengths, knowledge, and experiences.	Acknowledge and build on each learner’s strengths, knowledge, and experiences
5	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.	Use a variety of techniques that promote self-directed learning including active communication, case-study, role-play, observation and shared reflection Engage and involve the learner through adult learning techniques, such as guided self-reflection and application of new learning to professional practice or personal dispositions
5	AL4: Designs learning experiences that support ongoing insight into and reflection on the early childhood profession, children and families, and high-quality practices.	Invite learners to reflect on learning by asking guiding questions that invite mutual dialogue and ongoing insight regarding the early childhood profession, children and families, and high-quality practices

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

Content Area: Collaborative Relationships (CR)

A collaborative relational framework guides effective quality improvement efforts through shared decision making and iterative (on-going) planning to review practices, set priorities, define goals and objectives, evaluate progress, and document success. Technical assistance providers nurture successful collaboration by establishing credibility and trust, building on core knowledge and capabilities, and ensuring a professional relationship.

Level	Competency	Descriptor
4	CR1: Develops respectful and responsive relationships through positive interpersonal	Develop respectful and responsive relationships through positive interpersonal skills

	skills.	
5	CR2: Recognize and build on strengths, assets, capabilities and capacities of people and programs.	Recognize and build on strengths, assets, capabilities and capacities of people and programs
5	ACR3: Develops and models professional relationships based on clear goals, boundaries, and expectations.	Foster collaborative partnerships by clarifying needed goals and modeling effective and positive professional interactions Build professional relationships by clarifying roles, respecting boundaries, and setting clear expectations
5	CR4: Use shared decision making and mutual agreement to design quality improvement plans.	Use shared decision making and mutual agreement to design quality improvement plans
6	CR5: Supports excellence in colleagues and programs through modeling and supporting shared decision making, culturally responsive practices, thriving partnerships and strategic planning.	Use shared decision making and mutual agreement to facilitate quality improvement plans Ensure awareness, sensitivity and responsiveness to cultural competencies of people and organizations, and understand their relevance to effective partnerships

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Content Area: Reflective Practice (RP)

Reflective practice in early care and education is a dynamic and ongoing process of reciprocal thought and evaluation that energizes dialog and informs meaningful action. The continuing cycle of learning is characterized by self-awareness and mutual empathy that includes observation, reflection, response, and evaluation to set goals for improved practice. A technical assistance provider facilitates reflective practice by engaging the perceptions and feedback of others to enrich decision making about professional practices.

Level	Competency	Descriptor
4	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.	Reflect on one's own work and engage in critical exploration of one's practices, biases, values, and behaviors to gain insight into one's values, knowledge, skills, and dispositions
4	RP2: Engages in objective observation and practices and supports flexible perspective taking.	Observe actions, feelings, and experiences of individuals and groups with objectivity (without bias or judgment), respecting differences in knowledge, understanding, and skill Ensure flexible perspective taking by understanding practices from another viewpoint and frame of reference (e.g., how staff and teachers perceive or view a program)

4	RP3: Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving and resolution of ethical dilemmas and to increase mutual understanding.	Solve ethical dilemmas through an exchange of ideas and perspectives that increase mutual understanding
6	RP4: Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving to build a framework of mutual understanding and professional integrity.	Guide decision making, practice, and action through discussion and raising questions with the goal of adding to existing knowledge and fostering deeper understanding Promote mutuality and understanding of self and others through competence building, objectivity, adaptability, caring, and honesty (Hanft et al., 2004)

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Content Area: Assessment and Planning (AP)

Successful assessment and planning for quality improvement relies on clearly defined goals to gather and analyze data for the purpose of positive change. Technical assistance providers collaborate with professionals to evaluate practice, establish goals and priorities, and set action steps that lead to specific and meaningful outcomes.

Level	Competency	Descriptor
4	AP1: Maintains integrity and ethical conduct, including confidentiality, in communication and record keeping.	Maintain integrity and ethical conduct and protect confidentiality in communication and record keeping
4	AP2: Uses evidence-based tools and strategies supportive of collaborative goal setting, progression, and attainment across individual, group, and program needs.	Use observation strategies and tools that are based on quality standards of the profession to gather information and define strengths and needs
5	AP3: Uses logical reasoning and insight to synthesize data gathered with knowledge of standards and apply knowledge gained to practice.	Use critical thinking skills by gathering data, analyzing, applying standards, and using logical reasoning and insight to apply knowledge to practice Engage in critical thinking (e.g., identify needs, gather information, evaluate evidence in light of professional standards, weigh options, choose plans of action)
6	AP4: Uses data to collaboratively develop quality improvement plans based on standards and evidence-based practices.	Use data to develop quality improvement plan (e.g., establish purpose and goals, determine areas for improvement, set priorities and action steps, and summarize/review needs)

		<p>Use formal and informal assessment data to inform goal setting and collaborative planning related to individual, group, and program needs</p> <p>Utilize standards and evidence-based practices to guide goal-setting and collaborative planning</p> <p>Develop action steps that leads to measurable realistic and attainable goals including creation of resources and tools.</p>
6	AP5: Uses data to collaboratively reflect on, evaluate, affirm, and analyze progress.	<p>Gather and analyze data, and support others' ability to reflect on and analyze the data</p> <p>Establish follow-up plans with realistic time frame to keep goals on track and affirm progress</p> <p>Promote collaborative engagement for on-going evaluation of progress</p> <p>Provide guidance in making adjustments to action steps and goals</p>

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

Content Area: Change Process (CP)

Change processes are influenced by the assumptions, values, beliefs, and perceptions of people and programs that motivate or hinder positive change. Technical assistance providers work with professionals to gain needed insight and to plan strategies that will build the strengths, assets, and capabilities of an organization, and will increase needed skills, dispositions, and behaviors to achieve desired goals and outcomes.

Level	Competency	Descriptor
4	CP1: Identifies central components of the change process.	<p>Knowledge of change process, including ability to document evidence of change</p> <p>Understand that improvement is continuous and takes time; is incremental and should be celebrated along the way</p>
4	CP2: Facilitates individual readiness for change and the progression through the change process.	<p>Knowledge and ability to facilitate individual readiness for change and to collaborate with individuals and program staff to create that change</p> <p>Demonstrate responsiveness to individuals' ongoing professional needs</p>
5	CP3: Supports professionals in their development through providing evidence-	Provide evidence-based materials and resources that maximize practitioner access to professional research and best-practices

	based materials and resources.	
5	CP4: Facilitates organizational readiness for change and the progression through the change process.	<p>Knowledge and ability to facilitate individual and organizational readiness for change and to collaborate with individuals and program staff to create that change</p> <p>Demonstrate responsiveness to individuals' and organizations' ongoing professional needs</p> <p>Embrace the complexity of change and the need for adaptability and flexibility in supporting others</p>
6	CP5: Supports professionals in linking knowledge to practice through reflection and discussion about evidence-based practices.	Translate professional development, training, and resources into practice through <i>active reflection</i> , discussion, problem solving techniques, identifying and linking training to practice
6	CP6: Collaboratively develops strategic plans and processes that lead to ongoing quality improvement.	Develop strategic plans and processes that lead to ongoing quality improvement in programs
6	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.	Motivate positive change through commitment to the profession, ability to present evidence of the impact of quality practice on positive outcomes for children and to use compelling and relevant dialogue to advocate for best practices for children and families

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