

Credential AREA: Technical Assistance Credential (Level 6)
TOPIC: Integrated Domains Assessment Example
Capstone Experience

I. Assessment Competency & Standard Alignment

Gateways Competencies Assessed
TAC3: Use positive conflict management and mediation skills to build on common goals and respect unique experiences of programs to solve problems and support growth.
TACR5: Support excellence in colleagues and programs through modeling and supporting shared decision making, culturally responsive practices, thriving partnerships, and strategic planning.
TALPS5: 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.
TACP5: Supports professionals in linking knowledge to practice through evidence-based practices.
TACP6: Collaboratively develops strategic plans and processes that lead to ongoing quality improvement.
TACP7: 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.
TARP4: Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving to build a framework of mutual understanding and professional integrity.
TAAP4: Use data to collaboratively develop quality improvement plans based on standards and evidence-based practices.
TAAP5: Use data to collaboratively reflect on, evaluate, affirm, and analyze progress.

II. Assessment Task Description/ Directions

Instructor's Note: This assignment requires TA Credential Level 6 candidates to conduct the *Program Administration Scale, second edition* (Talan & Bloom, 2011) with center/school administrator and staff. This assignment can be adapted for use with the entire *Scale* or a portion of it, depending upon the site's as well as the course's contexts. Alternatively, students can use the findings of a recent (no more than two years old) program assessment conducted by their chosen site's administrative team and staff, using external criteria.

Assessment Guidelines

Assignment Background

This assignment is designed as the capstone experience for your program coursework leading to the Gateways Technical Assistance Credential, Level 6. It requires you to integrate your understanding of and skills in assuming the role of a coach, mentor, consultant, and/or technical assistance provider. In this assignment, you will apply what you now know to support a local early childhood center's continuous improvement processes and efforts. The assignment is completed over a series of weeks during your semester or quarter. It requires you to work on site with program administrators and staff in an ongoing fashion to (a) collect data about the current program's key quality features and organization; (b) evaluate and interpret the data; plus (c) share your findings with relevant site personnel. You also are required to prepare a written reflection upon your experiences in conducting the data collection (including interviews), interpreting and sharing your results, as well as detailing how this assignment prepares you to assume the responsibilities of the technical assistance provider role in your future.

How to Complete This Assignment

First: Collaborate with a center or other site serving young children and their families to secure permission to administer the *Program Administration Scale, second edition* (Talan & Bloom, 2011) with the center's director or other relevant administrator. *Alternatively*, work with the director/administrator to secure a copy of the findings of their most recent internal or external quality review assessment. Aim for the review to be no older than two years, to insure accuracy and relevance to current personnel, program constellations, and families served. Interview the director to specifically learn about how they conducted their evaluation. Ask why they used the criteria they did, and how they were benchmarked against national (e.g., NAEYC, NAFCC) standards.

Next: Whether you use the *Program Administration Scale* or another recent site evaluation provided to you, analyze the review findings on your own. For each key area listed below, make notes on (a) the rating or evaluation received and why, plus (b) whether the site has developed plans for addressing issues or moving identified improvement agendas forward. Organize your notes according to these key areas—

- Child screening & placement
- Curriculum planning & assessment
- Program evaluation, including stakeholders' roles
- Child planning, including stakeholders' roles
- Family support & involvement
- Staff education, supervision, & professional development support
- Resources (e.g., technology, consultants, materials, equipment)
- Internal & external communications, outreach

As you conduct your PAS, consider whether all these key areas have been addressed in the documentation provided plus your notes from your interview with the director. If not, ask the director/lead administrator if there is another written review or plan that includes the missing area(s), or to elaborate upon the interview, so that you have data and information to prepare the remaining aspects of this assignment.

Then: Prepare a **written report** of (a) your determinations, summarizing your key understandings plus (b) **questions** for the site administrators and staff about what you've realized in analyzing their continuous improvement plans. Organize your determinations in a summary table that lists the site's Strengths and its Areas for Improvement, with brief annotations explaining how you made each determination. (c) **Also prepare a Prezi or other electronic presentation** to use with the site personnel (and any other stakeholders the site administrator designates; your presentations may need to differ, according to audience—confer with the site director) in summarizing and then discussing your findings as well as your recommendations.

Technology Option:
← Embedded

*Your **report** along with your list of **questions** plus the **electronic presentation** need to demonstrate how you:*

Use the data to collaboratively develop quality improvement plans based on standards and evidence-based practices. [**Assessment & Planning #4**]

Use data to collaboratively reflect on, evaluate, affirm, and analyze progress. [**Reflective Practice # 4, Assessment & Planning #5**]

Advocate 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 [**Leadership and Professionalism #5**]

After your course instructor approves your questions, schedule meetings with the relevant site personnel to discuss them. Be prepared to share at those meetings any initial suggestions or recommendations for resolving the issues you identified, including research-based resources the site's personnel can use to follow through. These resources can include people (e.g., coaches and mentors) as well as professional publications and webinars, among others. Be sure to include online resources that can be accessed and perused by busy professionals on their own time, as need be.

Final Step: Upon completion of your site meetings, write a **summary of your review process steps and reflections on them**. In your summary piece, concentrate especially on these critical aspects of your relationship-based mentoring/ coaching/ technical assistance:

Describe how you used positive conflict management and mediation skills to (a) build on the program personnel's common goals and support their growth in reaching them, as well as (b) demonstrate your respect for their unique experiences as they collaborated with you to solve problems. [**Communication #3**]

Identify at least three specific ways in which you supported excellence in colleagues and their program through modeling and encouraging shared decision-making, culturally responsive practices, thriving partnerships, and strategic planning. [Reflective Practice #4, Collaborative Relationships #5, Change Process #5, Change Process #6]

Specify how you (a) advocated for positive change in the site by demonstrating your commitment to the profession as well as to the stakeholders with whom you worked; (b) presented evidence about the impact of quality practice on insuring positive outcomes for children; and (c) used compelling, relevant dialogue to advocate for best practices for children and families. If possible, video or audio record your presentation(s) and conversation(s) with the site stakeholders. **[Change Process #7]**

III. Assessment Rubric

Technical Assistance Adult Learning Assessment (Level 6): Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TAC3: Use positive conflict management and mediation skills to build on common goals, and respect unique experiences of program to solve problems and support growth.	Mentors, models and supports others in positive conflict management and mediation skills to build on common goals, and respect unique experiences of program to solve problems and support growth	Specifically chooses and utilizes positive conflict management and mediation skills to build on common goals, and respect unique experiences of program to solve problems	Can describe and tries to utilize conflict management skills to solve problems	In program problem solving, ignores or neglects unique program contexts, respect or goals. Uses a “one size fits all” conflict resolution strategy	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TACR5: Supports excellence in colleagues and programs through modeling and supporting shared decision-making, culturally responsive practices, thriving partnerships and strategic planning.	Encourages and upholds excellence in colleagues and programs through modeling and supporting shared decision making, culturally responsive practices, thriving partnerships and strategic planning	Encourages and upholds excellence in colleagues and programs by supporting shared decision making, culturally responsive practices, and strategic planning	Encourages colleagues and programs by supporting culturally responsive practices and strategic planning	Uses one-sided decision making and/or non-supportive and/or unresponsive practices which discourage program excellence	

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TACP5: Supports professionals in linking knowledge to practice through evidence-based practices.	Sustains and upholds professionals by connecting knowledge and experience to practice and context through evidence-based practices	Sustains professionals by connecting knowledge and experience to practice through evidence-based practices	Tries to sustain professionals by connecting knowledge to practice	Is unsupportive or neglectful of professionals. Does not make connections between knowledge and experience to practice and context and/or ignores evidence-based practices	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TACP6: Collaboratively develops strategic plans and processes that lead to ongoing quality improvement.	Utilizes collegial and cooperative strategies to develop strategic plans, processes and evaluation that lead to ongoing quality improvement	Utilizes collegial and cooperative strategies to develop strategic plans that lead to ongoing quality improvement	Attempts to develop strategic plans for program improvement	Utilizes strategies that diminish collaborative contribution strategic plans, and/or processes that represent bias and lack constituent input	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TACP7: 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.	Leads and models formal and informal actions to publicly support positive change through consistent dedication 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	Identifies and takes advantage of formal and informal opportunities to publicly support positive change through dedication to the profession and ability to present evidence of the impact of quality practice on positive outcomes for children	Attempts to support positive change by presenting evidence of the impact of quality practice on positive outcomes for children	Disregards opportunities to support positive change. Demonstrates a lack of commitment to the profession and inability to present evidence of the impact of quality practice on positive outcomes for children	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess

TARP4: Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving to build a framework of mutual understanding and professional integrity.	Builds a professional framework which mirrors mutual understanding, professional integrity and problem solving by employing discussion, competence building, objectivity and perspective taking	Builds a professional framework which mirrors professional integrity and problem solving by employing objectivity and perspective taking.	Attempts to build a professional framework which mirrors professional integrity.	Professional decisions, actions and practices do not reflect professional integrity and problem solving or employ objectivity and perspective taking.	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TAAP4: Uses data to collaboratively develop quality improvement plans based on standards and evidence-based practices.	Models the use of relevant data to collaboratively create and strategize quality improvement plans based on standards and evidence-based practices	Applies relevant data to collaboratively create quality improvement plans based on standards	Attempts to apply relevant data to create improvement plans	Creates shallow improvement plans which do not rely on relevant data and/or neglects constituent collaboration and/or neglects relevant standards and best practices	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TAAP5: Uses data to collaboratively reflect on, evaluate, affirm, and analyze progress.	Mentors others in the utilizing of current and relevant data in reflecting, evaluating, affirming and analyzing progress	Utilizes current and relevant data in reflecting, evaluating, affirming and analyzing progress	Utilizes some current data in evaluating and analyzing progress	Ignores relevant data in the evaluation, affirmation and analysis of progress	
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TALPS5: 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	Advocates, through state and national opportunities (professional organization leadership, dissemination and communication), for excellence in leadership and effective early childhood and school age	Specifically leads, guides and directs toward excellence and supports effective early childhood and school age quality improvement systems through utilization of evidence-based practices in consultation and	Attempts, through leadership, to support early childhood and school age quality improvement systems	Utilizes weak or detrimental leadership strategies that are unsupportive of effective early childhood and school age quality improvement systems. Ignores evidence-based practices, consultation	

assistance.	quality improvement systems through utilization of evidence-based practices in consultation and technical assistance	technical assistance		and technical assistance	
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IV. Data Collection & Analysis Tool

Competency & Standards Alignment Competency	Cumulative Assessment Data				
	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable To Assess
TAC3: Use positive conflict management and mediation skills to build on common goals and respect unique experiences of programs to solve problems and support growth.					
TACR5: Support excellence in colleagues and programs through modeling and supporting shared decision making, culturally responsive practices, thriving partnerships, and strategic planning.					
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TARP4: Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving to build a framework of mutual understanding and professional integrity.					
TAAP4: Use data to collaboratively develop quality improvement plans based on standards and evidence-based practices.					
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