

TECHNICAL ASSISTANCE AND COACHING COMPETENCIES
(OCCRRA, January 2010)

PROGRAM SERVICES			
TA	C1	C2	C3
0.1 Connects people to resources requested	1.1 Connects people to resources needed	2.1 Facilitates decision making and resourcefulness	3.1 Assists in the development of appropriate resources
0.2 Connects programs with appropriate documents as needed	1.2 Connects materials and classroom components with appropriate curriculum	2.2 Connects professional development of program staff to practice in the setting	3.2 Assists administrator in professional development planning for his/herself and staff
0.3 Connects programs with coaches that are knowledgeable in early childhood education	1.3 Accurately communicates about developmentally appropriate practice in early childhood/afterschool	2.3 Uses current ECE and DAP information to inform practice	3.3 Advocates for best practices in ECE
0.4 Connects programs with coaches that are knowledgeable in guidance and discipline of young children	1.4 Provides information and strategies concerning guidance and discipline of young children	2.4 Utilizes conflict resolution skills in practice and/or models these skills to programs	3.4 Utilizes conflict resolution skills in practice and/or models these skills and refers program to appropriate resources if needed
0.5 Demonstrates knowledge of state documents and standards	1.5 Explains and models the alignment of curriculum with state documents and standards	2.5 Assists in the selection/development and implementation of curriculum that aligns to state documents and standards	3.5 Ensures consistency in the implementation of curriculum and alignment to state documents and standards
0.6 Is aware of formal observation tools and their uses.	1.6 Demonstrates knowledge and appropriate use of formal observation tools	2.6 Maintains reliability as an observer in formal observation tools	3.6 Maintains and utilizes reliability skills in models used to help train others
0.7 Understands the importance of programs having a system for organization and recordkeeping	1.7 Suggests options for program organization and recordkeeping system	2.7 Assists programs in the development of systems for organization and recordkeeping	3.7 Facilitates program in development and evaluation of their own systems for organization and recordkeeping
0.8 Is aware of professional development opportunities appropriate for program leaders	1.8 Stays current on professional development opportunities related to program leadership	2.8 Connects administrator to leadership professional development opportunities that meets their needs	3.8 Supports the development of leadership skills in others
N/A	1.9 Maintains and expresses realistic expectations for program improvement	2.9 Maintains and expresses realistic expectations for the coaching relationship	3.9 Modifies expectations as growth and change occur
N/A	1.10 Observes program to identify areas of strength and need	2.10 Appropriately interprets observation results and uses them to inform decision making	3.10 Creates and implements a coherent plan of observations and assessments to measure

			and facilitate attainment of goals.
	1.11 Works with program to set effective goals and outcomes	2.11 Monitors and offers feedback regarding goals and outcomes	3.11 Helps connect short and long term goals with the program mission and vision
N/A	1.12 Demonstrates knowledge of Core Knowledge documents	2.12 Helps administrator utilize Core Knowledge to help strengthen staffing	3.12 Guides administrators to actively use Core Knowledge in staffing decisions, performance evaluation of staff, and staff development planning.
N/A	N/A	2.13 Demonstrates or models appropriate practice in the classroom	3.13 Utilizes technology for coaching and teacher self-reflection (i.e.: use of video tape, use of CLASS)
			3.14 Links programs with resources to meet needs identified through observations and assessments

COMMUNICATION & INTERPERSONAL SKILLS			
TA	C1	C2	C3
0.1 Effectively solves work-related problems (e.g. time management).	1.1 Demonstrates and communicates knowledge of problem-solving strategies.	2.1 Effectively facilitates development of problem-solving skills of the program leadership.	3.1 Builds collaborative problem-solving skills among programs and teams
0.2 Listens for the purpose of gathering relevant information	1.2 Uses active listening skills to help identify needs of program	2.2 Integrates and utilizes information gathered through verbal and non-verbal cues	3.2 Uses communication skills to affirm, validate and build positive relationships
0.3 Recognizes the value of asking useful questions.	1.3 Demonstrates skill in asking effective questions to gather data in a variety of situations.	2.3 Demonstrates skill in asking open-ended questions to identify barriers to program quality, effectiveness or growth.	3.3 Demonstrates skill in using provocative questions to facilitate reflective thinking and positive change among programs or teams.
0.4 Clearly communicates with others.	1.4 Recognizes the dynamic nature of communication and therefore balances speaking and listening	2.4 Effectively establishes rapport during communication (e.g., uses self-disclosure appropriately).	3.4 Adjusts communication based on immediate verbal and non-verbal feedback, in groups or one-on-one
0.5 Produces written communication that meets agency standards	1.5 Demonstrates skill at appropriate written communication	2.5 Provides clear, concise and timely written communication in support of the coaching relationship	3.5 Effectively uses written communication to meet a variety of goals (e.g., documentation, advocacy, conflict resolution)
0.6 Provides appropriate information in response to request	1.6 Provides strength-based (positive) feedback on identified needs in a sensitive and responsive manner	2.6 Leads program/teacher through critical self-evaluation	3.6 Uses of a variety of evaluation and feedback methods for continuous improvement and quality assurance.
0.7 Is approachable and respectful when interacting with others	1.7 Understands and respects the values of programs and/or individual	2.7 Understands and recognizes own culture, values and biases	3.7 Employs sensitive communication strategies based on culture, life-style, linguistic and values
			3.8 Effectively communicates with groups such as boards and corporate offices to facilitate positive change

AGENCY & COMMUNITY			
TA	C1	C2	C3
0.1 Demonstrates knowledge of relevant resources and provides contact information as requested	1.1 Refers programs to appropriate resources within the community	2.1 Facilitates a collaboration between programs and community service providers	3.1 Promotes collaboration among community agencies on behalf of early childhood and afterschool programs
0.2 Demonstrates an understanding of advocacy and its value	1.2 Advocates for early childhood and afterschool programs and their staff	2.2 Advocates for, supports and works towards community awareness of the early childhood and afterschool profession	3.2 Helps administrators, teachers and family child care providers become advocates for the early childhood and afterschool profession
	1.3 Demonstrates knowledge of other coaching/mentoring services in the community	2.3 Works with other coaching/mentoring agency partners on behalf of the program	3.3 Promotes coordination of services of the R & R and other coaching/mentoring agency partners

PROFESSIONALISM			
TA	C1	C2	C3
0.1 Follows agency guidelines regarding professional dress	1.1 Adjust dress according to the audience while following agency guidelines	2.1 Works with administrator to establish policies regarding professionalism	3.1 Works with team on continual professional conduct, ethics and development
0.2 Recognizes the importance of teamwork	1.2 Participates actively as a team member	2.2 Provides leadership as an effective team leader	3.2 Fosters a collaborative atmosphere
0.3 Prioritizes time and duties	1.3 Prioritizes time and duties	2.3 Utilizes time well both for indirect and direct services	3.3 Ensures team effectiveness
0.4 Demonstrates basic organizational skills	1.4 Demonstrates advanced organizational skills	2.4 Mentors others in organizational skills	3.4 Promotes development of organizational systems
0.5 Understands importance of maintaining appropriate, healthy boundaries in relationships	1.5 Sets and maintains appropriate, healthy boundaries in relationships	2.5 Guides program administration in setting appropriate boundaries with parents and staff	3.5 Models and works with team on effective strategies for addressing issues with professional boundaries
0.6 Respects and maintains confidentiality	1.6 Respects and maintains confidentiality	2.6 Works with program administration to establish policies and ensure confidentiality in practice	3.6 Works with team to maintain, ensure and address concerns with confidentiality
0.7 Accepts constructive criticism	1.7 Uses self-assessment and supervisory support to strengthen skills	2.7 Assumes responsibility for strengthening skills using self-assessment tools and feedback	3.7 Utilizes on-going self-reflection for professional growth
0.8 Identifies meaningful professional development goals for oneself and is willing to attend	1.8 Seeks professional development opportunities and recognizes areas of own knowledge and skills to be strengthened	2.8 Pursues own professional development within own practice	3.8 Seeks professional development opportunities based on projected trends in the field
0.9 Refers programs to pd resources	1.9 Connects program with professional development opportunities	2.9 Effectively delivers professional development	3.9 Develops curriculum for professional development opportunities
0.10 Is aware of a professional development plan and its purpose	1.10 Articulates the value of professional development plans	2.10 Assists program staff in creating and assessing professional development plans	3.10 Assists program administrators with assessing needs and strengths of staff across program and developing a plan for improvement
0.11 Demonstrates sufficient skill in technology relevant to position in agency	1.11 Demonstrates skill in the use of technology relevant to job responsibilities and	2.11 Demonstrates/acquires advanced/specialized technology skills to enhance job individual or organizational effectiveness	3.11 Effectively identifies and applies advanced or specialized technology skills to accomplish a variety of goals
		2.12 Mentors technical assistance specialists and coaches	3.12 Matches, assigns, and/or mentors technical assistance specialists and coaches

SUPERVISION

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| 1. Ensures that work is being carried out effectively among coaches |
| 2. Ensures that coaches and instructors have the most current information and have consistency in delivering services |
| 3. Sets goals and evaluates staff performance |
| 4. Matches appropriate coach to program |
| 5. Ensures TA and coaching staff provide ECE and DAP information that is consistent and accurate |
| 6. Monitors and offers feedback regarding goals and outcomes |
| 7. Recognizes and fosters leadership potential |
| 8. Ensures written documentation of coaches is accurate and meets agency requirements |