

# Quick Look: State Technical Assistance Professional Specialized Knowledge and Competencies



National Center on Child Care Professional Development Systems and Workforce Initiatives (PDW Center)  
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This document provides an overview of several States' specialized knowledge and competencies for technical assistance (TA) professionals. It was developed as part of the PDW Center's TA to Virginia and West Virginia, by the Child Care and Development Fund Lead Agencies and the agencies' State partners. Virginia and West Virginia selected the State examples in this document based on specific characteristics that inform the States' goal to enhance TA (including coaching and mentoring) for early childhood education professionals. Virginia's and West Virginia's desired outcomes supporting this goal includes the following:

- Outcome 1: Review current TA professional content standards.
- Outcome 2: Share TA professional content standards across States and Region III. Review competencies, qualifications, and terminology. Affirm common TA professional standards that can be shared across Region III.
- Outcome 3: Identify TA professional qualifications to ensure consistency across settings and sectors.

Eleven State examples, selected by Virginia, are included in the following chart:

1. [Colorado](#) (CO)
2. [Delaware](#) (DE)
3. [Florida](#) (FL)
4. [Georgia](#) (GA)
5. [Kentucky](#) (KY)
6. [Minnesota](#) (MN)
7. [North Carolina](#) (NC)
8. [Ohio](#) (OH)
9. [Pennsylvania](#) (PA)
10. [South Carolina](#) (SC)
11. [Vermont](#) (VT)

The chart includes information on the intended use of the competencies, the domain/category/criteria areas, websites for additional information, and notes.

State	Intended Use of Competencies	Domain/Category/Criteria Areas	Website	Notes
CO	<p>Coaching Competencies for Colorado Early Childhood Education provide a description of best practices. They support coaching work in the following ways:</p> <ul style="list-style-type: none"> <li>■ as a professional development (PD) tool for programs and initiatives that employ coaches;</li> <li>■ as a self-assessment tool, to review and strengthen coaches' skills and dispositions;</li> <li>■ as a guide for selecting professionals interested in becoming coaches;</li> <li>■ as a tool for strengthening professional identity among early childhood educators who do coaching;</li> <li>■ as a tool to promote coaching as a profession; and</li> <li>■ to inform ongoing conversations on the role of coaching in early childhood education PD.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Setting the Foundation</li> <li>✓ Co-Creating the Relationship</li> <li>✓ Facilitating Learning and Results</li> <li>✓ Assessing Success of the Coaching Partnership</li> </ul>	<p><a href="http://cocoaches.net/Coaching_Competencies.html">http://cocoaches.net/Coaching_Competencies.html</a></p>	<ul style="list-style-type: none"> <li>✓ Specific to coaching</li> <li>✓ Includes self-reflection checklist</li> </ul>
DE	<p>Delaware's TA Competencies were developed:</p> <ul style="list-style-type: none"> <li>■ to design appropriate training and education;</li> <li>■ for personal assessment of professional growth and planning for PD;</li> <li>■ as a tool for career advisement;</li> <li>■ to plan for staff development;</li> <li>■ to inform job descriptions;</li> <li>■ to assess job performance; and</li> <li>■ to inform the process of issuing credentials, certificates, or licenses.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professionalism and Ethics</li> <li>✓ Content Knowledge</li> <li>✓ Goal-setting, Planning and Evaluation</li> <li>✓ Facilitation of Growth</li> </ul>	<p><a href="http://www.dieec.udel.edu/technical-assistant">http://www.dieec.udel.edu/technical-assistant</a></p>	<ul style="list-style-type: none"> <li>✓ Informs Individual Professional Development Planning (IDPD)</li> </ul>

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FL	<p>Purpose:</p> <ul style="list-style-type: none"> <li>■ Define what TA Specialists need to know and be able to do.</li> <li>■ Outline characteristics and attributes that define a continuum of PD.</li> <li>■ Create a framework and common language for PD.</li> <li>■ Inform decisions and practices of TA Specialists.</li> <li>■ Identify and track qualifications for TA Specialists.</li> <li>■ Promote recognition, inform accountability, and guide articulation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Content Knowledge and Professionalism</li> <li>✓ Building Relationships and Accountability</li> <li>✓ Facilitating Shared Goal Setting and Planning</li> <li>✓ Utilizing Effective Communication Skills</li> <li>✓ Modeling Best Practices</li> </ul>	<a href="http://www.floridaearlylearning.com/Documents/SysDev-ProDev/FL_Cor_eCompsforTA_HiRes.pdf">http://www.floridaearlylearning.com/Documents/SysDev-ProDev/FL_Cor_eCompsforTA_HiRes.pdf</a>	<ul style="list-style-type: none"> <li>✓ Document explains how competencies can be used across settings and sectors</li> <li>✓ Three levels</li> </ul>
GA	<p>Georgia's Professional Development Competencies for TA Providers are used to recognize individuals who demonstrate knowledge and competency in providing TA in the field of early child care and education.</p>	<ul style="list-style-type: none"> <li>✓ Needs Assessor</li> <li>✓ Facilitator of Change</li> <li>✓ Joint Problem Solver</li> <li>✓ Trainer/Educator</li> <li>✓ Information Specialist</li> <li>✓ Caseload Manager</li> </ul>	<a href="https://www.training.decal.ga.gov/bfts/technicalAssistanceProviders.do">https://www.training.decal.ga.gov/bfts/technicalAssistanceProviders.do</a>	<ul style="list-style-type: none"> <li>✓ Three levels: (1) candidate (2) associate (3) specialist</li> <li>✓ Associated with 40-hour TA training</li> </ul>
KY	<p>Kentucky's TA Provider Competencies/Skills are designed to support effective implementation and coordination of TA services across the various agencies and programs providing TA in the State.</p>	<ul style="list-style-type: none"> <li>✓ Establishing and Maintaining Relationship with Client</li> <li>✓ Content Knowledge</li> <li>✓ Professionalism/Effective TA Practices</li> </ul>	<a href="http://www.kentuckypartnership.org/Libraries/TIPP_Training_Resources/Kentucky_Early_Childhood_Professional_Development_Framework.sflb.ashx">http://www.kentuckypartnership.org/Libraries/TIPP_Training_Resources/Kentucky_Early_Childhood_Professional_Development_Framework.sflb.ashx</a>	<ul style="list-style-type: none"> <li>✓ Includes approaches for TA evaluation</li> </ul>

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<b>MN</b>	Relationship-based PD core competencies address skills, knowledge, attitudes, and behaviors that lay the foundation for developing a professional relationship.	<ul style="list-style-type: none"> <li>✓ Adult Learning</li> <li>✓ Building Relationships</li> <li>✓ Assessment and Planning</li> <li>✓ Communication</li> <li>✓ Change</li> <li>✓ Professional Development</li> <li>✓ Professional Relationships</li> <li>✓ Coaching Practice</li> <li>✓ Coaching Relationships</li> <li>✓ Effective Coaching Practices</li> <li>✓ Professional Responsibilities in Coaching</li> <li>✓ Managing Challenges</li> </ul>	<a href="http://mncpd.org/docs/RBPD%20Web%20site%20Jul%202009_files/RBPD_Web_site_Jul_2009.htm">http://mncpd.org/docs/RBPD%20Web%20site%20Jul%202009_files/RBPD_Web_site_Jul_2009.htm</a>	<ul style="list-style-type: none"> <li>✓ Four sets:                             <ul style="list-style-type: none"> <li>(1) mentoring</li> <li>(2) coaching</li> <li>(3) TA</li> <li>(4) consultation</li> </ul> </li> </ul>
<b>NC</b>	Framework for the North Carolina Technical Assistance Practitioner Competencies describes and articulates the knowledge, skills, and dispositions needed by TA Practitioners.	<ul style="list-style-type: none"> <li>✓ The Role of the Technical Assistance Practitioner</li> <li>✓ Technical Assistance Approaches</li> <li>✓ Technical Assistance Processes</li> <li>✓ Technical Assistance Practitioner Professional Growth</li> <li>✓ Systems Knowledge</li> </ul>	<a href="http://www.ncicdp.org/documents/TA%20Competencies%20April%2023%202013FINAL%20(1).pdf">http://www.ncicdp.org/documents/TA%20Competencies%20April%2023%202013FINAL%20(1).pdf</a>	<ul style="list-style-type: none"> <li>✓ Includes NAEYC/ NACCRRR adoption of TA terms</li> <li>✓ Includes TA dispositions from Region I's Guide to Effective Infant Toddler Consultation</li> </ul>
<b>OH</b>	Ohio's Technical Assistance and Coaching Competencies are designed to support coaches and TA professionals in their delivery of TA to EC and SA professionals.	<ul style="list-style-type: none"> <li>✓ Program Services</li> <li>✓ Communication and Interpersonal Skills</li> <li>✓ Agency and Community</li> <li>✓ Professionalism</li> <li>✓ Supervision</li> </ul>	<a href="http://www.ncicdp.org/documents/OCCRRR%20competencies_1-12-10%201.pdf">http://www.ncicdp.org/documents/OCCRRR%20competencies_1-12-10%201.pdf</a>	<ul style="list-style-type: none"> <li>✓ Three coaching competency levels</li> <li>✓ One TA competency level</li> </ul>

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PA	<p>Pennsylvania's General Core Competencies for Relationship-Based Technical Assistance checklist addresses the skills, knowledge and attitudes that lay the foundation for developing a professional relationship with all clients and promotes a strength-based approach to continuous quality improvement. The competencies are designed for use across TA systems and Intentionally written using open-ended language.</p>	<ul style="list-style-type: none"> <li>✓ Professionalism</li> <li>✓ Principles of Adult Learning</li> <li>✓ Building Relationships</li> <li>✓ Assessment and Planning</li> <li>✓ Communication</li> <li>✓ Change Process</li> </ul>	<p><a href="http://www.pakeys.org/uploadedContent/Documents/PD/PQAS/TA%20competencies.pdf">http://www.pakeys.org/uploadedContent/Documents/PD/PQAS/TA%20competencies.pdf</a></p>	<ul style="list-style-type: none"> <li>✓ Self-assessment checklist</li> <li>✓ Individual professional development planning (IPDP) tool</li> </ul>
SC	<p>Competencies support the delivery of a statewide system of certification and PD to include all providers of TA. The System for Teacher and Student Advancement (TAP) outlines a distinct statewide process designed to document specific qualifications of TA providers who provide quality enhancement support to early care and education programs. The TAP System recruits individuals with a variety of early childhood experiences and knowledge to become Certified Technical Assistance Providers.</p>	<ul style="list-style-type: none"> <li>✓ Interpersonal Skills</li> <li>✓ Professionalism</li> <li>✓ Content Knowledge</li> </ul>	<p><a href="http://www.sc-cccd.net/TAP/TAP.html">http://www.sc-cccd.net/TAP/TAP.html</a></p>	<ul style="list-style-type: none"> <li>✓ Outlines TA Provider qualifications and credentials for each level of TA provision</li> <li>✓ 7 Certified TA Provider Levels</li> </ul>
VT	<p>Mentoring Advising Teaching Coaching/Consulting Helping (M.A.T.C.H.) Knowledge Areas and Competencies are designed to enhance the competency, professional growth, and satisfaction of individual practitioners and to promote program quality through customized support for effective practices.</p>	<ul style="list-style-type: none"> <li>✓ Standards, Resources and Systems</li> <li>✓ Facilitating Growth</li> <li>✓ Relationship Building</li> <li>✓ Ethical Guidelines and Professionalism</li> <li>✓ Effective Communication</li> </ul>	<p><a href="http://northernlightscdc.org/your-role/match-consultants/">http://northernlightscdc.org/your-role/match-consultants/</a></p>	<ul style="list-style-type: none"> <li>✓ Self-assessment checklist</li> <li>✓ Dispositions</li> </ul>