
VERMONT'S KNOWLEDGE AND COMPETENCIES FOR M.A.T.C.H.* PROFESSIONALS

*Working with Early
and Afterschool Professionals*

June 2015



**mentoring, advising, teaching, coaching, consulting, helping*



Sponsored by:

Vermont Child Development Division
Department for Children and Families

Agency of Human Services

With monies from
Federal Child Care
Development Fund

*A Component of Vermont's Unified
Professional Development System*

*Vermont Northern Lights
Career Development Center*



M.A.T.C.H. Knowledge Areas and Competencies

Mentoring, Advising, Teaching/Technical assistance, Coaching/Consulting, Helping



Knowledge Areas and *Subheadings*

Knowledge Area I: Standards, Resources and Systems

MATCH professionals understand, use and share current information about standards, resources and systems.

Knowledge Area II: Ethical Guidelines and Professionalism

MATCH professionals use the highest standards of professionalism and accountability to support the purpose and intention of the MATCH relationship.

Knowledge Area III: Effective Communication

MATCH professionals have a large tool box of effective communication practices and strategies and customize their use.

Knowledge Area IV: Relationship Building

MATCH professionals recognize that relationships are critical to the learning process for both children and adults.

Knowledge Area V: Facilitating Growth

MATCH professionals understand and effectively implement the following cycle in support of the process of growth and change.

Subheadings:

- Assessment
- Goal Setting
- Facilitating Change in Practice
- Measuring Outcomes
- Evaluation

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Knowledge Areas and Subhead-

This document is in effect as of June 2015 and remains in effect until further notice. This full document and additional, related resources can be downloaded at no cost from the Vermont Northern Lights Career Development Center website: <http://northernlightscdc.org>. The Knowledge and Competency tool and the IPDP format can be downloaded separately from the website page under MATCH Consultants.

Introduction

The professional knowledge and skills of early childhood and afterschool staff help determine the quality of services that children and their families receive. When staff and programs provide quality services, children are more likely to thrive. Recent studies have demonstrated the benefits of high-quality and consistent mentor, coach and consultation services as a strategy to increase the quality of services staff and programs provide. Mentor, coach and consultation services are different from group training or coursework, though they may be used to extend the application of training content.



the professionals and programs they serve. This booklet takes a step toward answering these questions.

The Vermont Knowledge and Competencies for MATCH Professionals are the common skills and knowledge that mentors, coaches, consultants and advisors should have when they work with early childhood and afterschool professionals, services or programs. The overall purpose of this booklet is to ultimately improve the quality of early childhood and afterschool services to children and their families in Vermont.

What is M.A.T.C.H.?

Individualized professional development is called by many different terms: technical assistance, advising, consulting, mentoring, coaching, relationship-based professional development, and others. Nationally, there has been an increased focus on these types of services in the early childhood and afterschool fields. Questions are being asked about how the services are provided; what are the skills and knowledge needed by those who provide them; what is the best way to provide these services so they have the greatest impact on

MATCH stands for Mentoring Advising, Teaching, Coaching, Consulting and Helping. It is Vermont's term for a system which networks the mentors, coaches and consultants who guide the early childhood and afterschool fields. The goal of MATCH is to increase consistent access to quality mentor, coach and consultant services for early childhood and afterschool professionals and programs, as part of the professional development system in Vermont.

Establishing a strong Mentor-Coach and protégé bond requires acceptance, respect, willingness to communicate, honesty, and building the process together. It is a partnership.

E. Dollie Wolverton, chief, Education

The term MATCH was created by a group of 25 Vermonters working together over nine months in 2009-2010. One task of the group was to research the best term to describe all of these individualized services. The group reviewed the work of other states, national organizations and asked Vermonters who received - and offered - these services the best term for mentors, coaches, consultants and advisors, and why. We learned that the terms had different meanings and values depending on the individual's experience. Since there was no one right word for everyone, we

Mentor, coach, consultant, advisor... every term means something good - or bad, depending on whom you talk to. "Mentors" are your friends - so they don't need to get paid. A "Coach" is from the field of sports; she can help you - or tell you the right way to do it. "Consultants" provide new information - or come in with their clipboards to look for what's wrong. Everyone has strong feelings about these terms. Add to that, sometimes a person mentors

decided we needed a common term that included all of the other terms and ideas. We also decided that if we used words describing *how* these professionals worked, rather than their roles, we could be more inclusive. We combined the various terms and created a new term that includes them all.

The new term, MATCH, reminded us of the individualized support that mentors, coaches and consultants provide. We agreed on the term MATCH to describe the different processes professionals use to support and guide individual early childhood and afterschool programs and professionals.

M.A.T.C.H. stands for:

M Mentoring: usually a process of peer-to-peer support, based on a more experienced person helping someone in a similar context

A Advising: usually refers to providing information and guidance to individuals going to school or developing a career pathway

T Teaching: adults often teach new information or models to other adults as part of the process of providing guidance and support

Technical Assistance: targeted support on a specific subject

C Consulting: usually a process of providing

outside expertise and problem solving to guide a program or organization to solve a problem

Coaching: a process of providing specialized knowledge and skills to help an individual develop skills and abilities

H Helping: what all professionals offer as they provide customized support and guidance

Who MATCH professionals serve	Early Childhood*	Afterschool*
Programs		
child care homes	✓	✓
programs in centers and schools	✓	✓
Professionals		
staff	✓	✓
teachers	✓	✓
administrators	✓	✓
owners	✓	✓
students	✓	✓
home visitors	✓	✓

[See also *NAEYC: Advancing the Early Childhood Profession: Standards and Guidelines for Professional Development (2012)* cited under Definitions in the Appendix of this booklet]

Another task of the committee that named MATCH was to determine the scope of the services under the MATCH umbrella. Specifically, we addressed who the services are for and in what context they are provided. We chose to be as inclusive as possible.

* In Vermont, Early Childhood refers to services for children ages birth to grade 3. Afterschool refers to



before school, afterschool or summer programs for children ages 5 to 18.

We recognize that the skills and knowledge that mentors, coaches and consultants use to guide and support other adults can also be used with families, co-workers, friends, or even a spouse. They also apply to instructors, managers and supervisors. While we recognize the Vermont Knowledge and Competencies for MATCH Professionals may be useful to others, they are intended to be used by those providing MATCH services.

What are the terms used in this booklet?

MATCH Organization: The organization or agency that employs, hosts, contracts or sponsors the MATCH professional to provide services to other early childhood or afterschool professionals/programs in Vermont.

Examples in Vermont: Vermont Agency of Education, Vermont Child Care Industry and Careers Council (VCCICC), Vermont Birth to Three, Community Child Care Support Agencies, Vermont Association for the Education of Young Children, Children's Integrated Services, Vermont Afterschool, Inc. and many others.

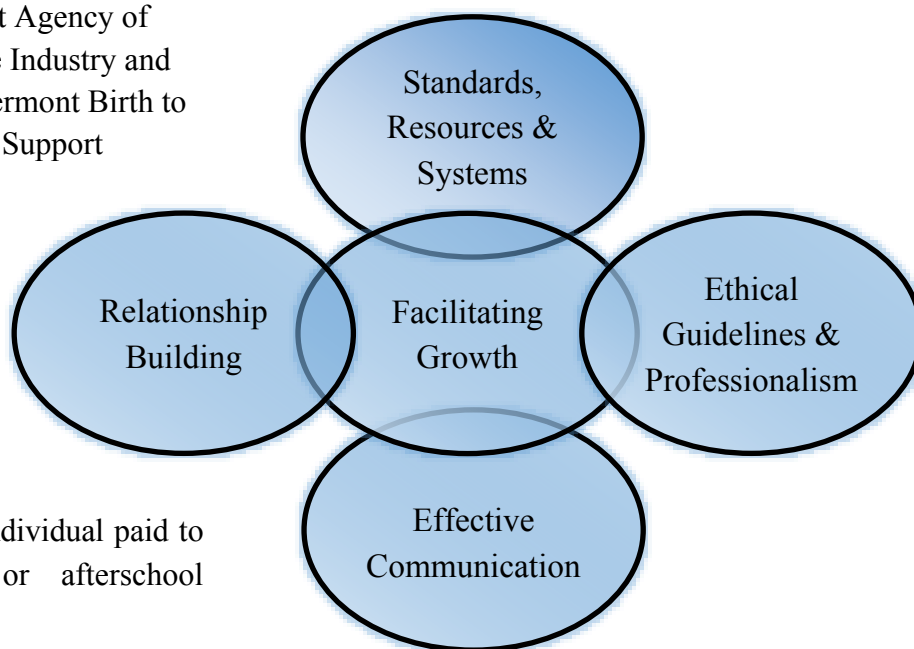
MATCH Professional: An individual paid to work with early childhood or afterschool

programs or professionals in Vermont, providing individualized support and guidance to meet one or more goals set by the client. They may be employed or hosted by an organization, or may work independently.

Client: The person or the program that is receiving the services of a MATCH professional.

What are the Vermont Knowledge and Competencies for MATCH Professionals?

The Vermont Knowledge and Competencies for



MATCH Professionals are indicators of the knowledge, skills and dispositions that mentors, coaches, consultants and advisors should have when working with early childhood and afterschool professionals and programs.

These are the common standards shared by all professionals in these roles, regardless of specific content expertise. They are designed to be inclusive of many settings and disciplines, however they are not intended to address discipline-specific knowledge and competencies. It is expected that MATCH professionals consider their own context when using the Vermont Knowledge and Competencies for MATCH Professionals.

There are five MATCH Knowledge Areas:

Each Knowledge Area is detailed into competencies or indicators of the knowledge and skills within each area. The last knowledge area includes subheadings. The list of Knowledge Areas and subheadings are inside the front cover of this booklet.

Who provides MATCH services?

MATCH professionals cover a broad range of expertise because there are a broad range of skills and knowledge needed by early childhood and afterschool professionals and programs. All effective MATCH professionals share common knowledge and skills. They have knowledge of resources and best practices in the field; are

articulate and responsive communicators; and act professionally. MATCH services should “match” the client’s requirement for content expertise and the development of a trusting relationship in service to achieving the client’s goals.

Some examples of the expertise and services MATCH professionals provide:

The art and science of providing technical assistance to early learning programs is the ability to provide the appropriate supports/resources at the appropriate time for and with the appropriate people.

- ♦ a business expert providing budgeting skills to a director
- ♦ a nurse providing medication administration consultation to a site manager
- ♦ an educator providing behavioral coaching to an infant teacher
- ♦ a professional providing guidance to a family child care provider about how to create an Individual Professional Development Plan, or apply for program accreditation
- ♦ a seasoned teacher in a public school mentoring a first year teacher
- ♦ a mental health consultant guiding a home visitor in working with children and families
- ♦ a consultant helping a program director use the Environmental Rating scale as a self-

What are MATCH services	What are <i>not</i> MATCH services
Individual support and guidance	Group training or course
Guidance, information, problem solving to support the program or individual to meet their own goals	Evaluation or testing of programs or individuals
Professional to professional support	Professional to parent support Staff supervision
Done by professionals paid to do this specific work	Friends supporting each other Part of the job of an administrator

Some of the many titles of MATCH professionals:

- ⇒ Mental health consultant to a program
- ⇒ Early education consultant to a program or staff member
- ⇒ Health and wellness consultant to a program
- ⇒ Children's Integrated Services (CIS) child care consultant
- ⇒ STARS mentor
- ⇒ ERS (Environmental Rating Scale) mentor
- ⇒ YPQA (Youth Program Quality Assessment) mentor
- ⇒ Program accreditation mentor
- ⇒ Family child care mentor
- ⇒ Center-based program mentor
- ⇒ Program consultant
- ⇒ CDA mentor
- ⇒ Technical assistance provider
- ⇒ Child care apprenticeship mentor
- ⇒ Afterschool program mentor
- ⇒ Business or administrative consultant



How to Use the Vermont Knowledge and Competencies for MATCH Professionals

There are many ways to use this tool. Professionals in a range of roles may use them in different ways.

MATCH professionals: Mentors, coaches and consultants

- **MATCH Professionals** use the Vermont Knowledge and Competencies for MATCH Professionals as a self-assessment tool, identifying areas for ongoing professional growth. It can also be used to create a list of areas of strength and areas for growth, which is the first step in developing an Individual Professional Development Plan (IPDP). (See also the IPDP format in this document)
- **MATCH Professionals supporting another mentors, coaches and consultants** may use it to guide that professional. The Vermont Knowledge and Competencies for MATCH Professionals provide a framework for discussion of the components of being an MATCH professional and help identify skills to develop.

MATCH ORGANIZATIONS hire or host groups of MATCH professionals to then provide these services to various programs or professionals



- **Organizations who hire mentors, coaches or consultants** use it to outline expectations, frame a job description or structure a performance evaluation.
- **Organizations ask the MATCH professionals they hire** to complete the Vermont Knowledge and Competencies for MATCH Professionals as a self-assessment tool, in order to determine common training needs and areas of strength to share with others.
- **Organizations** use it to determine the support they need to provide to ensure their mentors, coaches and consultants are effective.

INDIVIDUALS

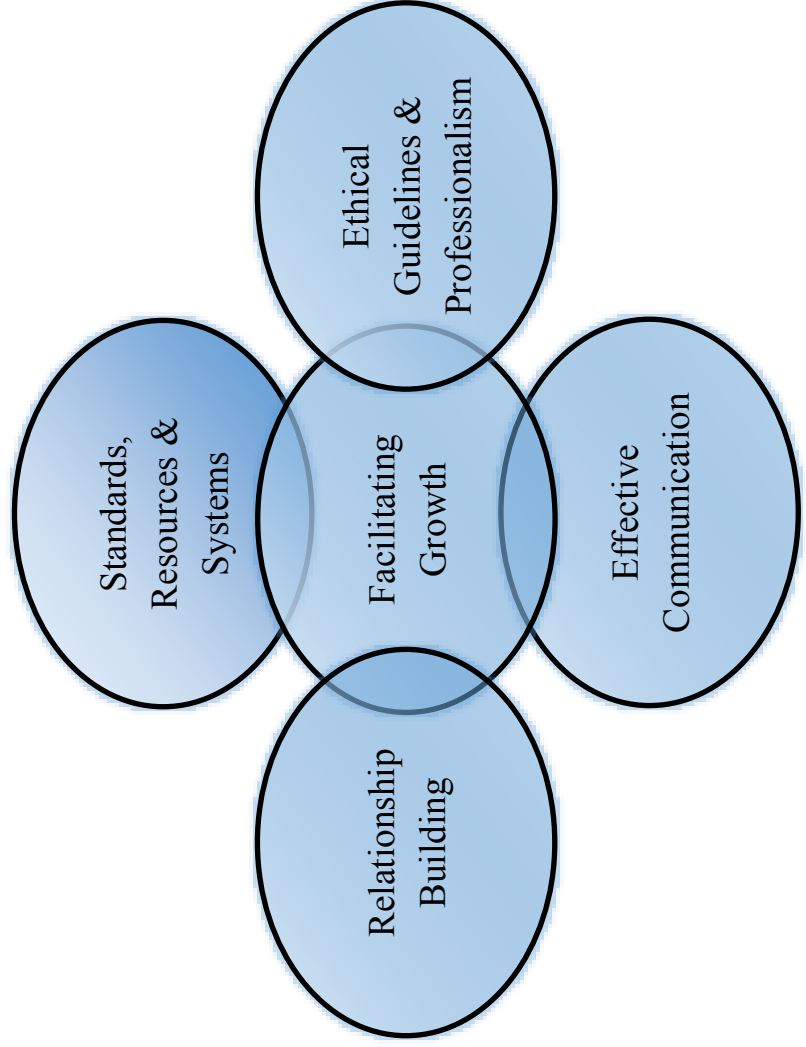
- **Professionals** in early childhood, afterschool, or related fields study the Knowledge and Competencies to gain information about the skills and knowledge needed to be an effective coach, mentor or consultant.
- **Professionals seeking to hire** a mentor, coach or consultant service, use the Vermont Knowledge and Competencies for MATCH Professionals to frame expectations of a mentor, coach or consultant they hire.

MATCH Knowledge Areas and Competencies

Mentoring, Advising, Teaching/Technical assistance, Coaching/Consulting, Helping



MATCH professionals provide responsive guidance to early childhood and afterschool professionals and programs. MATCH professionals have current knowledge of their discipline. They stay informed of systems, requirements and resources pertinent to their field. They are experienced and effective in their use of evidence-based practices. In addition, all MATCH professionals endeavor to implement and continually improve in the five MATCH Knowledge Areas and related professional competencies as described below:



Knowledge Area I: Standards, Resources and Systems

MATCH professionals understand, use and share current information about standards, resources, and systems.

Competencies		New	Developing	Solid	Example/notes
1.1	Knows national, statewide and regional resources and organizations				
1.2	Articulates and practices a professional philosophy				
1.3	Understands and promotes practices that meet or exceed the state and national regulations/standards				
1.4	Facilitates effective collaboration				
1.5	Uses and promotes research-based practices				
1.6	Uses knowledge of adult learning principles and stages of professional development				

Knowledge Area I Example: Individual

A MATCH professional observes the new teacher, listens to questions raised and links her questions to information about the Fundamentals for Early Childhood Professionals course. Together they look to see where and when the next class is offered by looking in the course calendar in Bright Futures Information System (BFIS). The MATCH professional introduces her to another person who completed the Fundamentals course, and encourages the client to ask her questions. They see the other person's Level I certificate posted on the wall and discuss the connection between the Fundamentals course, the Level certificate, and program's STARS application.

Knowledge Area I Example: Program

The MATCH professional and the director discuss what observation tool to use as the first step in getting perspective on the strengths and needs of the program. The MATCH professional is familiar with tools such as Creative Curricula - TS Gold, The Vermont Child Care Industry and Careers Council, Daily Activities Assessment Tools®, Youth Program Quality Assessment (YPQA), Environmental Rating Scale(s), the Devereaux Early Childhood Assessment (DECA) - Reflective Checklist and Classroom Assessment Scoring System (CLASS). As they discuss these standards together, the MATCH professional supports the director to determine the best tool to use in her program to meet her goals, and connects these tools to program standards such as licensing regulations, STARS program quality standards, public school partnerships, and national accreditation. She references other programs in the community that use these tools, and how to become trained in their usage. The MATCH professional supports implementation of the tools. When the observa-

Knowledge Area II: Ethical Guidelines and Professionalism

MATCH professionals use the highest standards of professionalism and accountability to support the purpose and intention of the MATCH relationship.

Competencies		New	Developing	Solid	Example/notes
2.1	Describes what ethical practice means and consistently maintains this professional standard				
2.2	Upholds a commitment to the quality of a MATCH relationship through ongoing and open evaluation of the process, goals, etc.				
2.3	Implements reflective practice personally and supports this within the MATCH relationship				
2.4	Promotes professional well-being through clear boundaries, positive self-care practices, and cultural and self-awareness				
2.5	Develops and reflects on own leadership role within the early childhood and afterschool community				
2.6	Practices effective time management, record keeping and documentation				
2.7	Demonstrates a commitment to continual learning and discovery				

Knowledge Area II Example: Individual

The MATCH professional maintains a record keeping system on her computer, recording meeting times, goals, activities, results and next steps. She uses this password protected site to reflect on her work, plan her next contacts and manage her schedule. The IPDP she helped the teacher develop is used as the action plan for their work and a framework for reflection. Every other month the MATCH professional invites the teacher to provide feedback about their working relationship. The MATCH professional also has regular calls with other MATCH professionals to reflect on her practices and share and gain more resources.

Knowledge Area II Example: Program

A MATCH professional learns that the staff person she is working with is very upset with her program director. The MATCH professional supports the staff person to articulate and express her concerns constructively and confidentially, and to problem solve how to address this dilemma. The MATCH professional follows the contract that she has signed with the program which specifies the role and responsibilities of the MATCH professional in relation to the program director, staff and families. The MATCH professional maintains confidentiality.

Knowledge Area III: Effective Communication

Competencies		New	Developing	Solid	Example/notes
3.1	Uses a wide array of communication modalities appropriately				
3.2	Models cultural competence and commitment to diversity				
3.3	Uses effective listening, questioning, scaffolding and verbal and non-verbal communication strategies				
3.4	Has knowledge of and uses effective negotiation, facilitation, conflict management and team building strategies				
3.5	Is honest and sets clear realistic expectations using non-judgmental and objective feedback.				
3.6	Gathers current information through observation and/or other strategies and is respectful of the context and culture of the organization and community in which s/he is working				

Knowledge Area III Example: Individual

Before the first meeting of an extended relationship with a staff person, the MATCH professional asks him to complete a learning styles checklist and to write or draw what success in meeting his goals might be. At the meeting she asks open ended questions and uses scenarios to discover what is stressful at work, how this staff person shows it and what coping strategies he uses. The MATCH professional listens and observes more than she talks. She tailors her requests to match his learning style. She practices ongoing observation of body language, tone and language and checks in with her client to make sure she is understanding him. This develops their relationship and enables the MATCH professional to individualize her guidance and support.

Knowledge Area III Example: Program

Before she talks with the director, the MATCH professional learns about the program history, organization, scope of activities and who uses the program services. She asks the director to describe the program, her hopes for this work together, and what she sees as the program strengths, assets and challenges. She plans with the director the best way to meet the staff and build that relationship, and to observe the program without disrupting the children. She observes the program facilities, organizational culture, and interactions. The MATCH professional maintains regular contact with the director by email, face-to-face, Skype

Knowledge Area IV: Relationship Building

MATCH professionals recognize that relationships are critical to the learning process for both children and adults

	Competencies	New	Developing	Solid	Example/notes
4.1	Establishes trusting relationships and builds a partnership within set boundaries				
4.2	Uses an individualized, participant-led, strengths-based approach				
4.3	Practices mutual respect and promotes collaboration				
4.4	Facilitates and supports motivation to learn and grow				
4.5	Practices flexibility				
4.6	Provides feedback in the context of agreed upon expectations				
4.7	Models and promotes reflection that leads to effective practice				

Knowledge Area IV Example: Individual

Before a MATCH relationship is formally initiated, the MATCH professional has one or more conversations with the potential MATCH partner, so both are sure of the assumptions and that the relationship is appropriate. Once confirmed, the MATCH professional elicits from the teacher her hopes and goals for her own professional growth and for the relationship with the MATCH professional. The MATCH professional listens and observes carefully in order to reflect back to the teacher her strengths, concerns and possible questions that together they can answer in the context of their work. They MATCH professional and the teacher come to an agreement on mutually desired outcomes. The MATCH professional learns from the client about the context she works in and when are the best times to connect.

Knowledge Area IV Example: Program

The MATCH professional provides an outline of a contract which is used to identify and clarify the scope of her work with the program. Together they develop an action plan that provides the framework for their work based on desired outcomes, acknowledging that the needs of the program may change over

Knowledge Area V: Facilitating Growth

Competencies		New	Developing	Solid	Example/notes
5.1	Assessment: An objective self-assessment or external assessment of practices and skills identifies current strengths, needs and conditions				
5.2	Goal Setting: Results of the assessment inform planning, goal setting and an action plan guided by the MATCH professional				
5.3	Facilitating Change in Practice: Implementation of the action plan to meet the stated goals by problem solving, innovation, skill development, discovery, modeling, reflecting, facilitating, and risk-taking				
5.4	Measuring Outcomes: Review of practice and learning, and assessment of outcomes determines next steps				
5.5	Evaluation: Reflection and assessment of the MATCH relationship, as well as contributing to the MATCH program evaluation results is ongoing				

Knowledge Area V: Facilitating Growth [Examples]

Competency 5.1: Assessment [Example]

After the MATCH professional and client have agreed to work together, the client uses tools provided by the MATCH professional to assess her program. With the client's permission, she may also video tape or record aspects of the program to enable the MATCH professional and the client to review the video together. The MATCH professional observes the program as a whole and particularly in the area that the client has questions about.

Competency 5.2: Goal Setting [Example]

Then they meet together to share what they have seen and learned. From this discussion, they create an action plan that includes specific goals that the client wants to address to make her program better. They brainstorm how the goals can be met and the MATCH professional provides resources and information to help the client. They decide on a timeline of when they will meet and when the activities will get done.

Competency 5.3: Facilitating Change in Practice [Example]

The observations of the MATCH professional and the questions she asks enable the client to reflect and consider new perspectives on how to address her goals. The client asks the MATCH professional to observe a particular interaction to help her understand why behaviors are occurring. The client may ask the MATCH professional to facilitate a meeting or take a more active role in modeling how to address the goals. The MATCH professional shares her observations and helps the client analyze what she sees. The MATCH professional brings in a range of models that other programs have used successfully to address this problem. The client makes time to meet privately with the MATCH professional to discuss what they observe, strategies that have been successful, and how the client is progressing toward meeting her goals. The MATCH professional works with the client to collect and document whether the interventions are effective in meeting the goals.

Competency 5.4: Measuring Outcomes [Example]

The client and MATCH professional review the results of the activities or interventions and assess if each of the goals are being met and if new goals are needed. The MATCH professional provides perspective from her observations of how the program has developed and supports the client to recognize changes as well.

Competency 5.5: Evaluation [Example]

They discuss how their relationship has changed and developed as a result of this work. They submit copies of their documentation and reflection to the MATCH host agency, as part of the requirement for program evaluation and payment. Evaluation of outcomes also may lead to creating new goals.



Individual Professional Development Plan (IPDP) Format based on the Knowledge Areas for MATCH Professionals

An Individual Professional Development Plan (IPDP) is an action plan written by a professional to guide his or her future professional development. Each IPDP has the professional's name and the date written. An IPDP has four parts:

- 1) a self-assessment with areas of strength and areas to grow;
- 2) specific goals based on the areas for growth;
- 3) strategies and resources to meet each goal; and
- 4) a timeline of when each goal will be met.



Successful IPDPs show reflection by the writer and describe a pathway for the professional over time. Individual professional development plans should be current, guiding the individual to continuously improve. There are different ways to categorize the knowledge areas in the self- assessment section. There are already IPDP formats using the Early Childhood and Afterschool Core Knowledge Areas, the Program Director Knowledge Areas, and others. For guidance, examples, and sample IPDP formats go to the Northern Lights Career Development Center website: <http://northernlightscdc.org>

This tool is organized by the Knowledge Areas of the MATCH Competencies. It may be used by professionals in various roles. Here are some ideas.

- ⇒ **A MATCH professional** uses the Vermont Knowledge and Competencies for MATCH Professionals to identify his or her strengths and areas for growth. These are then summarized on the first page of the MATCH IPDP. Based on these, the MATCH professional creates an action plan (IPDP page 2) to further develop and meet professional goals as a mentor, coach or consultant.
- ⇒ **A MATCH professional supports another mentor, coach or consultant** to use the IPDP as an action plan framework. It guides their discussion of how they could work together to set and meet the goals of the developing MATCH professional.
- ⇒ **An organization that hosts MATCH professionals** asks them to each complete an IPDP. The goals are then reviewed together and analyzed. The results are used to identify common resource and training needs and to highlight which MATCH professionals may help each

MATCH Professional: Individual Professional Development Plan (IPDP)

1. Self-Assessment

Name: _____

Date: _____

	What do I already know and what skills do I have?	I want to increase my knowledge or skills in:
Example: Standards, Resources and Systems	<i>I am familiar with STARS application elements, Northern Lights website resources, CDD professional grants, Resource Development Specialist contacts</i>	<ul style="list-style-type: none">Resources that private organizations provideFinancial resources that VSAC (VT Student Assistance Corp.) provides
Standards, Resources and Systems		
Ethical Guidelines and Professionalism		
Effective Communication		
Relationship Building		
Facilitating Growth A. Assessment B. Goal Setting C. Facilitating Change in Practice D. Measuring Outcomes E. Evaluation		

MATCH Professional: Individual Professional Development Plan (IPDP)

2. Goals, Strategies, Timeline Name: _____ Date: _____

Based on the ideas you identified on Page 1: Self-Assessment, column two, create your **goals**. They should be specific and measurable so you know when you have achieved them. **Strategies** consider *how* to achieve them, such as: gathering materials, interviewing specific people, places to observe, etc. Add **resources** such when you will allocate the time to meet this goal, websites you will explore, funding needed to attend events, etc. The **timeline** is your plan for how long it will take to reach your goal. Make it in the future, but not too far so you can keep working on your goal;

Goals (3 or more)	Strategies to accomplish this goal	What I need to accomplish my goal	Timeline	Status
Example: <i>I will update my tool box of financial resources for programs and providers</i>	<ul style="list-style-type: none"> Review VSAC website, identify and interview key staff about grants, loans, and scholarship Collect information booklets and application forms Organize and update resource list of websites 	<ul style="list-style-type: none"> Computer and phone time on Wednesdays Day time to meet with VSAC Friday am 	December 2016	
1.				
2.				
3.				

MATCH Competencies: <http://northernlightscdc.org/your-role/match-consultants/>

Appendices

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Only the combination of all five components — theory, demonstration, practice, feedback, and coaching — was consistent with the transfer of training to the classroom.

Joyce & Showers (2002). Student achievement through staff development. *Association for*

Appendix A: Definitions

Technical Assistance:

The provision of targeted and customized support by a professional with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application or implementation of services by recipients.

For example: I can help you find and fill out the grant application.

Mentoring:

A relationship-based process between colleagues in similar professional roles, with a more experienced individual with adult learning knowledge and skills, the mentor, providing guidance and an example to the less experienced protégé or mentee. Mentoring is intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness.

For example: I can help you meet your goal to achieve a CDA Credential; I have one too.

Coaching:

A relationship based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills and behaviors and is focused on goal setting and achievement for an individual or group.

For example: I can guide the development of your skills to effectively address Sam's challenging behaviors.

Consultation:

A collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills with an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern – a program-/organizational, staff- or child-/family-related issue – or addresses a specific topic.

*For example: I will work with
ment an effective communication*

*your team to create and imple-
plan among all employees.*



Appendix B: Sample Action Plans

When a mentor, coach or consultant works with a client over time, a process is followed. This is outlined in **MATCH Knowledge Area 5:**

Facilitating Growth. In this Knowledge Area the MATCH professional understands and effectively implements the following cycle in support of the process of growth and change:

1. Assessment
2. Goal Setting
3. Facilitating Change in Practice
4. Measuring Outcomes
5. Evaluation

I think the most useful part was the repetition: learning about it, seeing our mentor doing it, and using it helped to create experiences that we would remember.

Vermont client reflecting on her work with a Building Blocks for Literacy mentor

The Action Plan is a short, written outline of the client's goals, how to meet them and by when.

It is a useful tool with steps 2, 3 and 4 above. Step 1 helps determine the goals set in the Action Plan, and step 5 assesses the process and can help determine new goals. The Action Plan is a way to make visible the plan for change, and to recognize when it is accomplished. The Action Plan is owned by the client. The MATCH professional may provide resources, support, or guidance to support the client to determine and meet the goals. The Action Plan is a living document, continually evolving. Once a goal is met, a new goal can be created with its own strategies and timeline.

Each action plan should include:

- * GOALS which are specific, measurable and attainable
- * STRATEGIES and RESOURCES needed to attain the goal
- * A TIMELINE of when the client plans to meet the goal

The information collected on Action Plans, when analyzed, is useful for identifying the needs of the field and the impact of the MATCH relationship.


The Individual Professional Development Plan (IPDP) is also a type of Action Plan that focuses on an individual's professional goals (see MATCH IPDP form in this booklet). The MATCH Action plan may share goals from a client's IPDP, and also include program goals or goals for working with a child, family or colleagues. What's important is that the plan's owner – the client – sets and meets the goals.

On the following pages are three sample Action Plan formats. The MATCH professional may suggest a format but the client determines how best to use it.

Appendix B: Individual Action Plan

My Action Plan

Name: _____ date written: _____

My Goal: <i>I will...</i>		Who it will affect: M = me P = my program C = children and families I work with	How I will reach it: <i>What I will do, what others will do to help me, resources I need...</i>	When I will meet it and celebrate!

My Action Plan *SAMPLE*

Name: _____ date written: _____

My Goal: <i>I will ...</i>	Who it will affect: M = me P = my program C = children and families I work with	How I will reach it: <i>What I will do, what others will do to help me, resources I need ...</i>	When I will meet it and celebrate!
<i>The open play areas will have materials for all 5 senses available in each area</i>	<i>C, P</i>	<i>a. Assess the current play areas and see what senses are missing and what could be enhanced</i> <i>b. Contact 2 other programs and visit them to see how they do this</i> <i>c. Identify needed materials and buy them</i> <i>d. Observe how the areas are used by the children and assess if the change made a difference</i>	Sept-2015
<i>I will attain my Associate Degree</i>	<i>M</i>	<i>A. Set up an appointment to meet with a CCV advisor to see how my current credits count toward a degree. Ask about Focused Portfolio and APL</i> <i>B. ID next course to take and talk with VSAC advisor</i>	Jan-2016

Appendix B: Sample Individual Action Plan

Appendix B: Program Improvement Plan

Program Improvement Plan (page 1 of 2)

Date Written: _____

Purpose: To provide a systematic process for a center to improve their program

Review Date: _____

Center Mission Statement:

Prioritized Goals: Administration; Health & Safety, Program & Curriculum; Staff qualifications & Professional Development; Families & Communications

Program Improvement Plan: Goals and Action Steps (page 2 of 2)

Directions: Prioritize goals based on program assessment. For each goal, name key events/results and tasks/action steps; estimate time & date of completion; list support and resources needed. Be realistic and as detailed as necessary to ensure success.

Priority	Goal	Events/Results	Tasks/Action Steps	Estimated Time to Complete	Support Needed
				Date to Complete	Resources & Info Needed
Priority	Goal	Events/Results	Tasks/Action Steps	Estimated Time to Complete	Support Needed
				Date to Complete	Resources & Info Needed
Priority	Goal	Events/Results	Tasks/Action Steps	Estimated Time to Complete	Support Needed
				Date to Complete	Resources & Info Needed
Priority	Goal	Events/Results	Tasks/Action Steps	Estimated Time to Complete	Support Needed
				Date to Complete	Resources & Info Needed

Appendix B: Program Action Plan (Mentors for Quality)

Site: Contact Person: Mentor:

Purpose of Grant or mentoring connection:

Date of initial visit:

Outcome 1:	Tasks	Anticipated	By Whom	Actual	Notes
Outcome 2:	Tasks	Anticipated	By Whom	Actual	Notes

Appendix C: History of the Development of MATCH

The planning began in 2008. Members of the Child Development Division, and the state-wide Professional Preparation and Development committee started discussing how to fully integrate individualized support such as mentoring, coaching, advising or consultation into early childhood and afterschool professional development activities in Vermont. National technical assistance was sought and helped us identify and learn from models in other states. We wanted to create a model that was inclusive of the various mentoring, coaching and consultation roles for early childhood and afterschool programs and professionals.

Between 2009-2010 a diverse, statewide, group facilitated by Northern Lights Career Development Center met to address the following purposes:



- ♦ define and identify what we meant by mentor, coach, consultant, and the other terms for individualized support and guidance
- ♦ identify the scope and benefits of mentor, coach and consulting work for this sector
- ♦ identify means and systems of integration of these professionals into the overall professional development system
- ♦ recommend how best to grow and recognize effective professionals working as early childhood and afterschool mentors, coaches and consultants in Vermont
- ♦ survey Vermonters working in these roles, research other states, and ask other

Vermonters about their understanding, use of and hopes for mentor, coach, consultation services for this sector

As a result of this work, the committee identified MATCH as the term to encompass all of these mentoring, coaching, consulting, advising and technical assistance roles in the early childhood and afterschool fields in Vermont (see the Introduction of this booklet for more information). The nine months of work helped launch the work of a smaller committee.

Between 2010 and 2015 a smaller but diverse group continued to meet. Results included:

- ♦ creation of the MATCH Knowledge and Competencies
- ♦ completed surveys, a pilot and two MATCH summits to learn more about those currently providing MATCH services, how best to integrate these services, how to increase the quality and consistency of these services, and how to evaluate their impact
- ♦ development of an evaluation plan
- ♦ participation in two national working groups (early childhood and afterschool) on this topic
- ♦ draft of the online MATCH Registry
- ♦ support, coordination and implementation of statewide training based on the MATCH competencies
- ♦ presentation of our work at national and statewide conferences
- ♦ ongoing evaluation of all of our work

For information about the current status of the

Appendix D: References and Resources

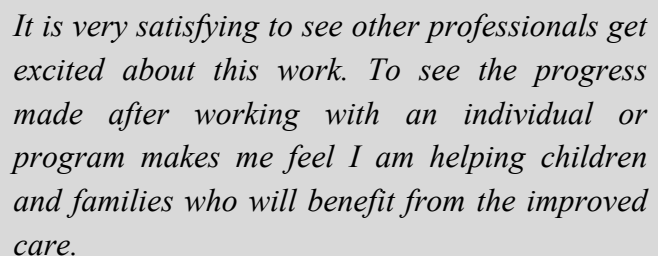
References used to create the Vermont Knowledge and Competencies for MATCH Professionals:

- * Georgia Technical Assistance providers roles and competencies for early care and education and school age care programs (Quality Assist; based on 100 TA resources)
- * Coaching competencies for Colorado early childhood education
- * ASAP (Afterschool Assistance Providers) Connect: California Core Competency Indicators
- * Center for Children and Families - Education Development Center: supporting early childhood professionals through content-focused mentoring
- * MN Smart - relationship-based professional core competencies
- * New England Infant Toddler Consultant Competencies
- * NAEYC: Advancing the Early Childhood Profession: Standards and Guidelines for Professional Development; NAEYC, NACCRRA, and Early Childhood Teacher Educators: *Early Childhood Education Professional Development: Training, Technical Assistance, and Adult Education Glossary* NAEYC 2012

The following individuals also supported the work of this booklet:

- ◆ The 25 “One to One” committee members (2009-2010)
- ◆ Technical assistance from staff at the National Association for the Education of Young children (NAEYC) and National Child Care Information Center (NCCIC)
- ◆ MATCH committee members

Nancy Sugarman
Terri Edgerton
Sue Ryan
Sheri Lynne
Jackie Sprague
Jan Walker
Betsy Rathbun-Gunn
Didi Harris
Cindy Daniels
Michelle Trayah
Karen Scott
Peggy Rainville
Sonya Raymond
Melissa Riegel-Garrett



It is very satisfying to see other professionals get excited about this work. To see the progress made after working with an individual or program makes me feel I am helping children and families who will benefit from the improved care.

The numerous mentors, coaches and consultants currently working in Vermont, and the clients they

Notes:

Vermont's Knowledge and Competencies for M.A.T.C.H. Professionals

Working with Early and Afterschool Professional

June 2015

A component of Vermont's Unified
Professional Development System

Sponsored by:

**Vermont Child Development Division
Department for Children and Families
Agency of Human Services**

With monies from
**Federal Child Care
Development Fund**