Please insert TA program or Initiative name:	**Potential Action Steps**

Implementation Questions: *Indicate approximately where your TA system falls on these continua and explain your "rating." Note that TA includes coaching, mentoring and consultation.*	**Potential Action Steps:** *a) Outline 1-3 steps you could take to strengthen training and TA in your community/program; and* *b) What are some next steps you could take toward a state-wide system or a more systemic approach across the state?*
Technical Assistance ▪ **Have we defined goals for TA? Do TAPs and their clients understand these goals and do their TA "plans" clearly reflect these goals?** *(Consider how clearly TA goals define desired child outcomes.)* **Not much clarity** _____ **High level of clarity** **Please explain:** ▪ **Is TA focused on teaching/caregiving practices that promote key child outcomes?** *(Consider whether this focus is apparent even for entry- and lower-star level programs; e.g., TA helps entry level programs increase use of effective read alouds to promote children's language skills)* **Rarely** _____ **Always** **Please explain:** ▪ **Is TA intentionally linked to promote applications of knowledge-based learning to practice** *(e.g., workshop linked to coaching)***?** **Rarely** _____ **Always** **Please explain:**	

▪ **Is TA focused on building the capacity of programs/sites for continuous quality *improvement*** *(e.g. TA for directors; linking family child care providers to PD resources)***?** **Rarely** _____ **Always** **Please explain:**	
Training and support for Technical Assistance Providers (TAPS) ▪ **Do all TAPs have adequate initial training in teaching/caregiving practices that support key child outcomes and in TA and coaching strategies that help teachers use these practices?** **Rarely** _____ **Always** **Please explain:** ▪ **Do TAPs receive resources, supervision, peer support, ongoing training, and mentoring or coaching—or other methods of support to help them be effective in their work?** *(Consider whether these forms of support focus sufficiently on TA/coaching strategies that help teachers use practices that promote key child outcomes.)* **Rarely** _____ **Always** **Please explain:**	

Systemic Approach ▪ **Have shared frameworks for TA been adopted and implemented, including shared definitions for TA roles, core "minimum" qualifications, and core knowledge and competencies?** *(Consider how well these are aligned with child school readiness outcomes.)* **Not yet** _____ **Adopted & Implemented** **Please explain:** ▪ **Are TA Professionals integrated into our EC professional development system?** *(Career ladder, scholarships and incentives, registry, credentials, etc.)* **Not at all** _____ **Full Integration** **Please explain:**	
Accountability and Evaluation ▪ **Are the TA action plans aligned with strategies and practices shown to achieve the TA goals?** **Not much alignment** _____ **High level of alignment** **Please explain:** ▪ **Do we know if TA goals are being met? Are consistent data collected to document effectiveness of the TA?** **Not much accountability** _____ **High level accountability** **Please explain:** ▪ **Are TAPs observed and given annual evaluations?** **Rarely**_____ **Consistently** **Please explain:**	