

Wisconsin Training and Technical Assistance Professionals (T-TAP) System

Wisconsin has launched a comprehensive effort toward a Training and Technical Assistance Professional (T-TAP) System. This includes the development and use of WI Training and Technical Assistance Professional (T-TAP) Competencies (available on the WI Early Childhood Collaborating Partners – WECCP - website)

<http://www.collaboratingpartners.com/professional-guidance-wi-t-tap-competencies.php>

One of the goals of the WI Early Childhood Collaborating Partners (WECCP) and the WI Early Childhood Cross-Sector Professional Development Initiative (WI PDI) is to strengthen and align cross-sector training and technical assistance for the early childhood and related professionals workforce. A specialized portion of this workforce provides training and technical assistance to support others who work directly with children and families. Training and Technical Assistance (T-TA) Professionals require **specific knowledge, skills, and dispositions** to provide training and various types of technical assistance such as mentoring, coaching, consultation, professional development (PD) counseling, and peer-to-peer technical assistance. T-TA Professionals will benefit by having these statewide Competencies that outline best practices in supporting the workforce.

To further support the knowledge, skills, and dispositions of T-TA Professionals three courses (23 hours) have been developed based upon the WI T-TAP Competencies.

- **Foundations Course** (7 hours session) for both Training Professionals and Technical Assistance Professionals);
- **Training Professional Course** (7 hours session + 1 hour assignment; Prerequisite: Foundations Course);
- **Technical Assistance Professional Course** (7 hours session + 1 hour assignment; Prerequisite: Foundations Course).

These courses will be part of The Registry Professional Development Approval System (PDAS) and may be required by some employers in Wisconsin as part of the job responsibility to provide training and technical assistance. See: <https://www.the-registry.org/PDAS/Overview.aspx>. These courses are replacing the previous *Adult Learner* and *Consultant* courses which set the foundation for these continued efforts. It is strongly encouraged that T-TA Professionals complete the new T-TAP courses as they have been designed to highlight the latest evidence-based practices and feature a collaborative approach to professional development in Wisconsin in the Wisconsin Training and Technical Assistance Professionals Competencies.

WI T-TAP Foundations Course (7 hours)

In this course we explore the *art* and the *science* of training and technical assistance through some unique lenses. As a T-TA Professional, you must know the *science* behind training and/or technical assistance, such as knowledge of adult learning theory, the technical components of organizing goals and objectives, and developing professional relationships. You must also have the skills and dispositions to apply those theories and the goals to develop a relationship of respect and trust: this is the *art*. This training will provide opportunities to play, to engage with others, and to reflect on the important work you do. We will dig deeper and explore wider the knowledge, skills, and dispositions needed to be a successful Training and Technical Assistance Professional. You will leave feeling challenged and inspired!

“Leaders are those who understand the art before the science. They win the hearts before the minds.” –Simon Sinek

Required Books (provided in the course)

Wisconsin Training and Technical Assistance Professionals (T-TAP) Competencies for Early Childhood and Related Professionals Working with Adults

Wisconsin Core Competencies for Professionals Working with Young Children and Their Families

Objectives

- Participants will connect the art and the science of the T-TAP Competencies.
- Participants will understand the T-TAP Competencies and apply those Competencies to their own roles.
- Participants will participate in active learning strategies specific to Competencies I-IV.
- Participants will understand the knowledge, skills, and dispositions necessary to provide training and technical assistance.
- Participants will experience the T-TAP Competencies in action.

WI Training Professional Course (7 hours + 1 hour assignment)

This course will incorporate the *art* and the *science* of training all early childhood professionals. To address the science of designing and implementing trainings, you will learn how to utilize a framework for organizing content as well as gain an understanding of how adults learn in an environment that is engaging and interactive. Training is also an *art*...the art of knowing how and when to reenergize your audience or how to handle the participants who are disengaged. We will also explore some active learning strategies designed to engage adult learners. Finally, you will complete an Inventory of Practice that infuses strategies learned in the course as well

as submit a reflection of your training practices and receive feedback from the course instructor.

Required Books (Provided in the course)

Wisconsin Training and Technical Assistance Professionals (T-TAP) Competencies for Early Childhood and Related Professionals Working with Adults

Wisconsin Core Competencies for Professionals Working with Young Children and Their Families

Suggested Resource

Bergen, S. (2009). *Best Practices for Training Early Childhood Professionals*. Redleaf Press

Objectives

- Participants will understand that high-quality training is determined by the integrity/ethics of the trainer.
- Participants will explore ways to build a trusting relationship with the audience.
- Participants will discuss ways to intentionally prepare and plan for the learning, utilizing a framework to ensure evidence-based practice.
- Participants will understand how learning styles, multiple intelligences, and brain science impact adult learning.
- Participants will experience active learning strategies to engage adult learning specific to Competencies V-VII.

WI Technical Assistance Professional Course (7 hours + 1 hour assignment)

In this course we will dig deeper into what it takes to provide relationship-based professional development for adults throughout the early childhood field. We will explore ways to mentor, coach, and consult for inquiry, reflection, and leadership. Technical assistance is also an *art*...the art of communicating to support awareness that leads to change. We will offer opportunities to brainstorm and problem-solve some of the common issues around technical assistance. Finally, you will complete a reflective professional development plan and receive feedback from the course instructor.

Required Books (provided in the course)

Wisconsin Training and Technical Assistance Professionals (T-TAP) Competencies for Early Childhood and Related Professionals Working with Adults

Wisconsin Core Competencies for Professionals Working with Young Children and Their Families

Suggested Resource

Chu, M. (2014). *Developing Mentoring and Coaching Relationships in Early Care and Education: A Reflective Approach*. Boston: Pearson.

Objectives

- Participants will engage in self-reflection as a tool to provide technical assistance.
- Participants will clarify roles and functions of technical assistance and professional development.
- Participants will explore relationship-based qualities and characteristics.
- Participants will understand the role of cultural curiosity.
- Participants will examine the role of change related to continuous quality improvement.
- Participants will engage in active learning strategies designed to engage adults and specific to Competencies V-VII.

7 Competencies

I Building Relationships

II Communication

III Professionalism and Ethics

IV Adult Learning Principles

V Planning Learning Opportunities for Adults

VI Delivering Learning Opportunities for Adults

VII Continuous Quality Improvement