

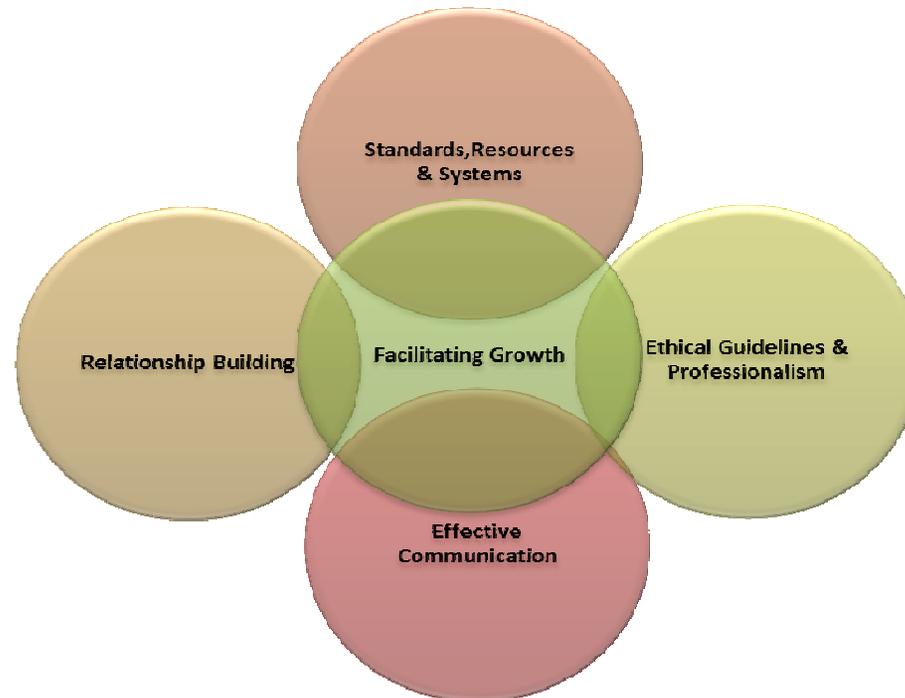
# **M.A.T.C.H.**

*Mentoring Advising Teaching Coaching/Consulting Helping*

## *Self-Assessment*

### **Based on the MATCH Knowledge Areas and Competencies**

*MATCH professionals provide responsive guidance to other early childhood and afterschool professionals and programs. MATCH professionals are current in their knowledge, and understand the various systems pertinent to their field. They are experienced and effective in their use of research-based skills to accomplish objectives. In addition, all MATCH professionals endeavor to implement and continually improve in the five MATCH Knowledge Areas and related professional Competencies as described below.*



<b>Knowledge Area #1</b> <b><u>Standards, Resources and Systems</u></b> <b>Competencies:</b>	MATCH professionals understand, use and share current information about standards, resources, and systems.			
	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 collaborations				
1.5 Uses and promotes research-based practices				
1.6 Uses knowledge and of adult learning principles and stages of professional development				

Knowledge Area 1- Example: Individual

A MATCH professional observes the new teacher, listens to questions raised and when appropriate, shares information about the value of the Fundamentals class. Together they look to see where and when the next class is offered by looking in the course calendar in BFIS. They also talk with another person in the program that has completed the Fundamentals course and the MATCH professional supports the new teacher to ask her questions. They see that the other person’s Level I certificate is posted on the wall and discuss the connection between the Fundamentals class, the Level certificate, and program’s STARS application.

Knowledge Area 1- 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 The Vermont Child Care Industry and Careers Council, Daily Activities Assessment Tools©, and nationally recognized tools including the 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 and connects these tools to program standards such as licensing regulations, STARS program quality standards, 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 observations are completed, they reflect together about

what they learned from the results. The MATCH professional provides clear supportive feedback, and links the observations to current research about best practices. Together they identify next steps based on the results.

<b>Knowledge Area #2</b> <b><u>Ethical Guidelines and Professionalism</u></b> <b>Competencies:</b>	MATCH professionals use the highest standards of professionalism and accountability to support the purpose and intention of the MATCH relationship.			
	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 2- Example: Individual

The MATCH professional has a system of record keeping that she maintains 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 maintain a manageable schedule. The IPDP she helped the teacher develop is used as the action plan for their work and a framework for reflection. Each 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 2-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.

<b>Knowledge Area #3</b> <b><u>Effective Communication</u></b> <b>Competencies:</b>	MATCH professionals have a large tool box of effective communication practices and strategies and customize their use.			
	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 he/she is working				

Knowledge Area 3- 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. 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 asks a visual learner to draw his professional growth with his wishes for himself as a teacher. This develops their relationship and enables the MATCH professional to individualize her guidance and support.

Knowledge Area 3- Example: Program

Before she talks with the director, the MATCH professional learns about the program history, scope of activities and who uses the program services. She observes the program facilities, organizational culture, and interactions. She also asks

the director to describe the program, and its strengths and goals. The MATCH professional maintains contact with the director by email, face to face, skype and/or phone, depending on the director's preference.

<b>Knowledge Area #4 Relationship Building Competencies:</b>	MATCH professionals recognize that relationships are critical to the learning process for both children and adults.			
	new	developing	solid	Example/notes
4.1 Establishes trusting relationships and builds a partnership within set boundaries				
4.2 Uses an individualized, participant-led, strength-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				

Core Knowledge area 4- 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 that the MATCH is appropriate. Once the MATCH is 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.

Core Knowledge area 4- 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 time.

<b>Knowledge Area #5</b> <b><u>Facilitating Growth</u></b> <b>Competencies:</b> Effectively implements the following cycle in support of the process of growth and change	MATCH professionals understand and implement a research-based effective cycle of supporting the process of growth and change.			
	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				

*Core Knowledge Area 5- Example (5.1 to 5.5 above):*

Assessment

After the MATCH professional and practitioner have agreed to work together, the practitioner uses tools provided by the MATCH professional to assess her program. The MATCH professional also observes the program, particularly in the area that the *practitioner has questions about*.

Goal Setting

Then they meet together to share what they have seen and learned. From this discussion, they identify 3 specific goals that the practitioner 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 practitioner. They decide on a timeline of when they will meet and when the activities will get done.

Facilitating Change in Practice

The observations of the MATCH professional and the questions she asks, give the practitioner a new perspective on why certain aspects of her program are not working as well. The practitioner asks the MATCH professional to observe a particular interaction to help her understand why behaviors are occurring. The MATCH professional shares her observations and helps the practitioner analyze what she sees. The MATCH professional brings in a range of models that other programs have used successfully to address this problem. The practitioner makes time to meet privately with the MATCH professional to discuss what they observe, strategies that have been successful and how the practitioner is progressing toward meeting her goals.

Measuring Outcomes

The practitioner and MATCH professional assess how 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 the practitioner recognizes changes as well.

Evaluation

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 program, as part of the requirement for program evaluation and payment. Evaluation of outcomes also may lead to creating new goals.

#####