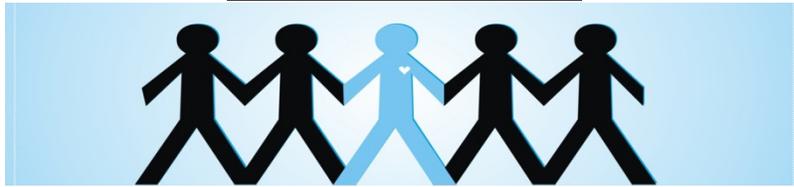


M. A. T. C. H.



MENTORING, **A**DVISING, **T**EACHING, **C**OACHING, **C**ONSULTING,
HELPING

Vermont's system of early childhood and afterschool professional support

The purpose of creating the *MATCH Network* in Vermont is to enhance the competency, professional growth and satisfaction of individual practitioners, and to promote program quality through individualized support of effective practices. These changes will positively impact the children and families in their care.

This will be accomplished by a network of professionals who provide quality mentoring, consulting, coaching, technical assistance to professionals – and those seeking to be professionals, in the field of early childhood and afterschool services across Vermont.

A MATCH Professional is a qualified professional with the knowledge, skills and dispositions¹ to give individualized support to programs and professionals (or those entering the field), in early childhood or afterschool programs. *MATCH Professionals* work to support the process of change through:

- Building relationships
- Using effective communication
- Using ethical practices and professionalism
- Sharing and modeling knowledge of standards, resources and systems
- Facilitating growth through a cycle of observation and assessment, goal setting, implementation of change, outcomes measurement and process evaluation

These are defined in the MATCH Knowledge and Competencies.

¹The MATCH network is multidisciplinary, including professionals with a broad range of specific knowledge and skills across many disciplines. MATCH professionals share common positive dispositions, knowledge and skills in effective communication, .

MATCH is a system which networks mentors, coaches and consultants, & will increase consistent access and quality of their services into the early childhood and afterschool professional development system in Vermont.

History

Beginning in 2008 a plan to fully integrate individualized support such as mentoring or consultation into early childhood and afterschool professional development activities in Vermont was discussed by staff at the Child Development Division, and at the Professional Preparation and Development committee. NAEYC and NCCICC provided technical assistance to help us identify and learn from models in other states, that were inclusive of the various mentoring, coaching and consultation roles for early childhood and afterschool programs and professionals. In February 2009 Northern Lights Career Development Center drafted a paper based on research and these discussions with staff at the VT Child Development Division, administrators of registries and professional development agencies in other states, NCCIC staff, the VT Professional Preparation and Development Committee and other Vermonters responsible for implementation and support of professional development, program support and evaluation. In the paper, Northern Lights named the range of these customized supports to individuals and programs with an inclusive term: “One to One support”. This type of support has been present in our professional development system in Vermont for many years but not consistently, not for everyone, and without any consistent criteria or incentives for those providing the services. As our professional development system became more consistently accessible, integrated and aligned, the discussions about how to integrate one to one support for professional development into our system increased. At the same time there was a clear need articulated for more professionals to support early childhood and afterschool programs in Vermont. Experiences and research by professionals in Vermont, as well as the research and work of other states recognized the effectiveness of individualized support in enhancing professional and program development.

2009-2010

In August 2009, Northern Lights Career Development Center sent an email to many early childhood and afterschool distribution lists in Vermont inviting early childhood and afterschool professionals to join a new “one to one support workgroup” Its charge was to design and make recommendations that would lead to meeting the following goals:

- Ensure there is access to quality one to one support across the state for early childhood and afterschool programs and for individuals working in these fields, and
- Integrate and recognize 1 to 1 support as part of the professional development system for early childhood and afterschool professionals in Vermont.

That group of 25 from diverse sectors in Vermont early childhood and afterschool workforce and administration, met five full days, and each participant was asked to also have a “field consultant” who did not attend meetings, provide feedback to the work. The results of these meetings were:

- Distinguished mentor, coach, consultation work from interactions with families, supervision of staff and evaluation of individuals or programs.
- Inventory and survey of current mentors, coaches, consultants working in Vermont determined that most of these professionals did this work as part of their employment and almost none received formal training in mentoring, coaching or consultation. There was a wide variety of professionals doing this work, specialists and generalists, with varied their roles, knowledge, experience, and skills. There was also inconsistent access to the mentors, coaches and consultants around the state.
- Determined that we embraced an inclusive framework of “one to one support” including those meeting the needs of early childhood or afterschool individuals and programs. That the terms mentor, coach, consultant and technical assistance were not consistently used and had different values, though there were clear distinctions among terms.

- The Workgroup selected the term M.A.T.C.H. to provide a common term for these roles, without conflicting or negating currently used terms. Also the committee determined that words that make up MATCH are all verbs, rather than roles, to illustrate the active and at times fluid nature of those roles and interactions.
- The workgroup researched other states, reviewed national research and gathered anecdotal information within VT to determine the scope, benefits, and measures of evaluation of mentor, coach, consultation work.
- Identified a common purpose and various benefits of, coach and consultant services, based on a review of the research. The workgroup also identified the need for accessible, consistent high quality training; full integration and access of these roles within the professional development system in support of quality programs and staff; outreach about the work of mentors, coaches and consultants; and development of criteria to define effective mentor, coaches and consultants starting with common competencies; a system framework to help recognize effective mentors, coaches and consultants as well as to support their development and including a registry or directory of those providing these services in Vermont.

In 2011 national research on coaching, consultation and on-site quality improvement presented its findings on “relationship based” professional development at the NAEYC- Professional Development Institute. The NAEYC- NACCRRA definitions of mentoring, coaching, consulting, technical assistance were under development and issued in 2012.

2010-13

The results of the One to One committee were presented and discussed with leadership at the Child Development Division (CDD) and the Professional Preparation and Development (PPD) committee. As a result, a new committee was formed with specific representation from Head Start, CDD, Children’s Integrated Services, public schools and Department of Education, Afterschool, Resource Development Specialists, and statewide sponsors: VT Association for the Education of Young Children (VAEYC), VT Child Care Industry and Careers Council, and Northern Lights Career Development Center. Later, VT Birth to Three joined the committee. This committee developed an action plan and worked to implement the activities. Results included:

- Drafted MATCH knowledge and competency areas based on:
 - 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
- Held a MATCH Summit to inform early childhood and afterschool leadership about MATCH, consider its integration into the professional development system and gather detailed feedback on the draft MATCH competency areas and indicators (Nov. 2011)
- Revised and vetted the MATCH competencies as a self- assessment tool in two pilots, with VAEYC and VT Birth to Three mentors, and presented nationally on this work

- Participated in two national learning table series of meetings about technical assistance systems: one on afterschool TA systems (2011) and one on early childhood systems of technical assistance (2013)
- Held a MATCH pilot to test the competencies, identify common practices and determine elements and uses of the MATCH Registry (2013)
- Clarified the components, definitions, purposes which determined the name: MATCH
- Created a logic model outlining MATCH evaluation components
- Outlined the components of a MATCH system: Outreach, MATCH Competencies and related training, Evaluation, Registry
- Supported training on Mentor Pedagogy by Scott Noyes

2014-15

- Continued to inform and be informed by MATCH professionals and their sponsoring organizations
- Translated the MATCH system logic model to a Results Based Accountability Model; launching an evaluation meeting to determine elements of the MATCH system, their indicators and how to collect and analyze them (May 2014 onward)
- Defined the components of a MATCH Registry, connected to the Instructor Registry
- Refined the components of a MATCH system: Integration, MATCH Competencies and related training, Evaluation, MATCH Registry, Public Awareness and Promotion
- Offered advanced training based on the MATCH Competencies Area five: Facilitating Growth. This resulted from research on research based mentor, coach consultant training available to meet the needs identified by the field and encompassing the broad definition of MATCH. The MATCH committee using funds from five different sources, contracted with Quality Assist, to adapt their national training to be a hybrid, 15 hour module for Vermont. Twenty-five current mentors, coaches and consultants are participating (April to June 2014)
- Continue to move toward greater inclusion of the diverse services and sectors into the MATCH network.

We want to-

- Launch the MATCH Registry to help identify and recognize MATCH professionals and as a vehicle to collect and analyze impact of this work
- Collect and analyze evaluation data to determine areas of need and strengths, and clarify MATCH professional standards and guidance
- Strengthen the connections between and among organizations and agencies that sponsor MATCH professionals
- Create an online MATCH tool box with models, research, resources and tools for the MATCH professional
- Fully integrate MATCH resources and services into professional development activities, program quality systems, regulations and standards in VT, ensuring full access to these services
- Continue to grow MATCH professionals and more clearly define the evidence of effective MATCH practices