

Technical Assistance Change Process and Reflective Practice Assessment (Levels 4-5) Change Model Resource File

TA Competencies	TACP1, TACP2, TACP3, TACP4, TARP1, TARP2, TARP3
Original Gateways TA Benchmarks	CP1, CP2, CP3, CP4, CP5, CP7, RP1, RP2, RP7

Assessment Guidelines

- 1) Select a specific change model (Lewin, Rogers, Kotter, Lippitt, etc.). Describe each component or stage of the model in the context of a current change example in an agency, center, school or family child care center you are serving. Identify every specific group impacted by the change and how (i.e. children, parents, teachers, para-professionals, staff, administration, community, agency or school leadership).
- 2) Develop a resource file (electronic or hard copy) of at least 20 resources (books, articles, websites) concerning the change process, responses to change, organizational change etc. Provide and annotated review of each resource, creating your own system of categorizing resources for future use and to build on in the future.
- 3) Based on your analysis of this issue, describe specific objectives (per each step in your identified model) for preparing and assisting those impacted by the change to embrace it, sustain it and facilitate it.
- 4) Set up focus group meetings or specific interviews with all constituent groups identified to review and provide feedback on your plan
- 5) Self-reflection- Develop a self-reflection on the feedback received. What did you miss at any specific step in the process? Was any constituent group missed, misrepresented, or minimized? What specific changes would you make to your plan incorporating the feedback received? How has this exercise impacted how you will approach change with groups or organizations in the future? How has it impacted how you define and initiate your role in facilitating and supporting organizational change?

Assessment Rubric (pulled from TA Master Rubrics)

Technical Assistance Change Process and Reflective Practice Assessment (Levels 4-5): Change Model Resource File Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TACP1: Identifies central components of the change process. TA: CP1, CP4	Identifies central components of the change process and makes connections to changes in the field.	Identifies central components of the change process	Attempts to identify central components of the change process	Cannot or inaccurately identifies central components of the change process	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>TACP2: Facilitates individual readiness for change and the progression through the change process.</p> <p>TA: CP2, CP3</p>	<p>Promotes and supports individual readiness for change and the progression through the change process.</p>	<p>Supports individual readiness for change and the progression through the change process.</p>	<p>Supports individual readiness for change.</p>	<p>Neglects or ignores individual needs and/or progression through change and the change process</p>	
<p>TARP1: Reflects on own work and critically explores own practices, biases, values, and behaviors to gain insight into one’s values, knowledge, skills, and dispositions.</p> <p>TA: RP4</p>	<p>Deeply considers personal knowledge and values and ponders own decisions and practices through a variety of contexts and lenses including, biases and values.</p>	<p>Considers and ponders own decisions and practices through a variety of contexts and lenses including, biases and values.</p>	<p>Narrowly considers own decisions and practices through a variety of contexts and lenses including, biases and values.</p>	<p>Ignores biases and/or personal values in reflecting on decisions and practices.</p>	
<p>TARP2: Engages in objective observation and practices and supports flexible perspective taking.</p> <p>TA: RP1, RP7</p>	<p>Models objective observation and practices and encourages, in others through example, flexible perspective taking.</p>	<p>Utilizes objective observation and practices and encourages flexible perspective taking.</p>	<p>Utilizes objective observation and practices and encourages some perspective taking.</p>	<p>Engages biased observation and practices and/or ignores the perspective of others.</p>	
<p>TAPR3: Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving and resolution of ethical dilemmas and to increase mutual understanding.</p> <p>TA: RP2</p>	<p>Models and uses discussion, competence building, objectivity, and perspective taking to guide problem-solving and resolution of ethical dilemmas and to increase mutual understanding.</p>	<p>Uses discussion, objectivity, and perspective taking to guide resolution of ethical dilemmas and to increase mutual understanding.</p>	<p>Attempts to use discussion, and perspective taking to resolve ethical dilemmas.</p>	<p>Ignores opportunities to guide resolution of ethical dilemmas and/or to hinders mutual understanding through lack of objectivity or inability to see other’s perspectives.</p>	
<p>TACP3: Supports professionals in their development through providing evidence-based materials and resources.</p> <p>TA: CP7</p>	<p>Mentors others through change opportunities to promote individualized and group development and growth through evidence-based materials and resources.</p>	<p>Takes advantage of change opportunities to promote individualized development and growth through evidence-based materials and resources.</p>	<p>Demonstrates awareness of change opportunities to promote growth</p>	<p>Is unsupportive or ignores the impacts of change on individuals and groups.</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>TACP4: Facilitates organizational readiness for change and the progression through the change process.</p> <p>TA: CP2, CP3, CP5</p>	<p>Models and supports readiness at the classroom and program level to accept and advance change in healthy ways that reflect the change process.</p>	<p>Encourages readiness at the classroom and program level to accept change in healthy ways that reflect the change process.</p>	<p>Encourages readiness at the classroom level to accept change in healthy ways that reflect the change process.</p>	<p>Discourages readiness at all levels to accept and change and or is toxic in the change process.</p>	

Level 4 – Beige

Level 5 – Blue