

## Technical Assistance Change Process and Reflective Practice Assessment (Levels 4-6) Change Model Resource File

<b>TA Competencies</b>	TACP1, TACP2, TACP3, TACP4, TACP5, TACP6, TACP7, TARP1, TARP2, TARP3, TARP4
<b>Original Gateways TA Benchmarks</b>	CP1, CP2, CP3, CP4, CP5, CP6, CP7, CP8, CP9, RP1, RP2, RP3, RP6, 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)

<b>Technical Assistance Change Process and Reflective Practice Assessment (Levels 4-6): Change Model Resource File Rubric</b>					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<b>TACP1:</b> 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	
<b>TACP2:</b> Facilitates individual readiness for change and the progression through the	Promotes and supports individual readiness for change and the progression through the	Supports individual readiness for change and the progression through the change process.	Supports individual readiness for change.	Neglects or ignores individual needs and/or progression through change	

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

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<p><b>TACP4:</b> Facilitates organizational readiness for change and the progression through the change process.</p> <p><b>TA:</b> CP2, CP3, CP5</p>	Models and supports readiness at the classroom and program level to accept and advance change in healthy ways that reflect the change process.	Encourages readiness at the classroom and program level to accept change in healthy ways that reflect the change process.	Encourages readiness at the classroom level to accept change in healthy ways that reflect the change process.	Discourages readiness at all levels to accept and change and or is toxic in the change process.	
<p><b>TARP4:</b> Utilizes discussion, competence building, objectivity, and perspective taking to guide problem-solving to build a framework of mutual understanding and professional integrity.</p> <p><b>TA:</b> RP3, RP6</p>	Builds a professional framework which mirrors mutual understanding, professional integrity and problem solving by employing discussion, competence building, objectivity and perspective taking.	Builds a professional framework which mirrors professional integrity and problem solving by employing objectivity and perspective taking.	Attempts to build a professional framework which mirrors professional integrity.	Professional decisions, actions and practices do not reflect professional integrity and problem solving or employ objectivity and perspective taking.	
<p><b>TACP5:</b> Supports professionals in linking knowledge to practice through evidence-based practices.</p> <p><b>TA:</b> CP8</p>	Sustains and upholds professionals by connecting knowledge and experience to practice and context through evidence-based practices	Sustains professionals by connecting knowledge and experience to practice through evidence-based practices.	Tries to sustain professionals by connecting knowledge to practice	Is unsupportive or neglectful of professionals. Does not make connections between knowledge and experience to practice and context and/or ignores evidence-based practices	
<p><b>TACP6:</b> Collaboratively develops strategic plans and processes that lead to ongoing quality improvement.</p> <p><b>TA:</b> CP6</p>	Utilizes collegial and cooperative strategies to develop strategic plans, processes and evaluation that lead to ongoing quality improvement.	Utilizes collegial and cooperative strategies to develop strategic plans that lead to ongoing quality improvement.	Attempts to develop strategic plans for program improvement	Utilizes strategies that diminish collaborative contribution strategic plans, and/or processes that represent bias and lack constituent input.	
<p><b>TACP7:</b> Advocates for positive change through commitment to the profession, ability to present evidence of the impact of quality practice on positive outcomes for</p>	Leads and models formal and informal actions to publically support positive change through consistent dedication to the profession, ability to present evidence of the impact of quality practice on positive	Identifies and takes advantage of formal and informal opportunities to publically support positive change through dedication to the profession and ability to present evidence of the impact	Attempts to support positive change by presenting evidence of the impact of quality practice on positive outcomes for children.	Disregards opportunities to support positive change. Demonstrates a lack of commitment to the profession and inability to present evidence of the impact of quality practice on	

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children, and use of compelling and relevant dialogue to advocate for best practices for children and families.  TA: CP9	outcomes for children, and use of compelling and relevant dialogue to advocate for best practices for children and families.	of quality practice on positive outcomes for children.		positive outcomes for children.	

Level 4 – Beige

Level 5 – Blue

Level 6 – Purple