

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com



History and Context

This self assessment was derived from the Comprehensive Early Childhood Competencies document created by a work group of the Wisconsin Professional Development Initiative (PDI). The work group reviewed competencies from the National Association for the Education of Young Children, The Division for Early Childhood, Children’s Trust Fund, Family Life Education, Infant/Early Childhood Mental Health, WI Technical College System Early Childhood Program Outcomes and the Ten Department of Public Instruction Teacher Standards. Registry Core Knowledge Areas are aligned with the Content Areas and are referenced in parentheses behind each content area. (The grid aligning core knowledge areas with core competencies prepared by the work group is included in this document on pages 2 and 3.)

Purpose of the Self Assessment

This self assessment has been designed to facilitate reflection and discussion on the knowledge, skills and dispositions that have common threads among professionals working with young children and their families. It can be used for:

- Self assessment process to guide individual professional development planning
- Organizing framework for professional portfolios
- Collaborative programming tool to enhance consistency across programs and staff
- Common framework for all early childhood conferences and professional development activities to identify competencies addressed within those activities.

Use of the Self Assessment (Pages 4-14)

Review the Core Competencies in each Content Area and circle the level that best represents your current level of functioning. Specify evidence that supports the rating in each content area. Use the Professional Development Plan at the end of the self assessment to help define strengths, areas for growth and targeted professional development needs and opportunities.

B	Beginning	<ul style="list-style-type: none"> x I have little or no knowledge or skill in this area. x I have not reflected on my attitudes in this area. x I would benefit from additional professional development. It would definitely be an identified goal on my professional development plan.
D	Developing	<ul style="list-style-type: none"> x I have some knowledge and skill in this area. x I have done some reflecting on my attitudes in this area. x I will look for professional development opportunities that would enhance my competence
P	Proficient	<ul style="list-style-type: none"> x I have knowledge and skill in this area and remain open to new ideas and professional development opportunities. x I actively explore my attitude in this area and maintain an ethical code of conduct. x I can contribute to the professional development of others by teaching, mentoring or consulting.

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com

Aligned Core Knowledge Areas used for Core Competencies

Common Title	10 Teacher Standards	Registry Core Knowledge Areas	Infant Mental Health (DRAFT)	WTCS Early Childhood Program Outcomes	Children's Trust Fund (Managers and providers)	Family Life Education
1. Child Development	1. Child Development 2. Early Learning	1. Child Development	B. Child Development C. Biological and Psycho-social influences	A. Apply child development theory to practice	1. Child and Life Span Development	#3 Human Growth and development over the Life Span #4 Human Sexuality
2. Diversity	3. Diversity	4. Diversity		F. Provide a respectful, diverse, and inclusive program	6. Diversity in Family systems	#2 Internal Dynamics of Families
3. Learning strategies and curriculum	4. Instructional Strategies 6. Technology 7. Content Knowledge and curriculum	8. Developmentally Appropriate Practice	D. Observation, Screening, Assessment, Diagnosis & Intervention	C. Implement developmentally appropriate curriculum		
4. Health and safety		5. Health and Safety		E. Integrate health, safety, and nutrition practices according to local, state, and national standards	5. Health and Safety	#4 Human Sexuality
5. Child Guidance and Nurturing	5. Relationships/guidance	6. Guidance	D. Observation, Screening, Assessment, Diagnosis & Intervention	D. Incorporate developmentally appropriate guidance strategies	4. Guidance and Nurturing	# 5 Interpersonal Relationships
6. Observation and Assessment	8. Assessment	7. Observation	D. Observation, Screening, Assessment, Diagnosis & Intervention	B. Observe, record, and assess child growth and development		
7. Professional Practice	9. Professional development and reflection	15. Professionalism	E. Interdisciplinary collaboration F. Ethics	H. Demonstrate professional and ethical standards I. Advocate for children, families, and the profession	8. Professional practice and self care Mgr 7 Community advocacy and collaboration Mgr 8 Public policy advocacy and involvement	#8 Family Law and Public Policy # 9 Ethics

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com

Aligned Core Knowledge Areas used for Core Competencies (continued)

Common Title	10 Teacher Standards	Registry Core Knowledge Areas	Infant Mental Health (DRAFT)	WTCS Early Childhood Program Outcomes	Children's Trust Fund (Managers and providers)	Family Life Education
8. Parenting and Family Dynamics	10. Family and community partnerships	2. Family	A. Parenting, family functioning, & child/parent relationships	G. Use interpersonal skills to develop respectful relationships with children and adults	2. Dynamics of Family Relationships 3./mgr 1.Family support and parenting education principles, methods, and approaches 7. Relationships among Family, school, and community	#2 Internal dynamics of families #6 Family Resource Management #7 Parent Education and Guidance
9. Community Relationships	10. Family and community partnerships	3. Community	E. Interdisciplinary collaboration		7. Relationships among Family, school, and community Mgr 7 Community advocacy and collaboration	#1 Families in Society
10. Administration and Management		9. Organization 10. Financial 11. Marketing 12. Personnel 13. Regulations 14. Legal			Mgr 2 Program planning and evaluation Mgr 3 Marketing and outreach Mgr 4 Fund development Mgr 5. Budget management Mgr 6. Personnel	
11. Adult education		16. Adult Education				#10 Family Life Education Methodology

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com

Content Area #1 Child Development (DEV)

Knowledge	Skills	Attitudes/Dispositions	Notes
Understand attachment theory and the importance of healthy relationships for optimal development B D P Evidence:	Apply principles and theories of child growth and development and learning theory in guiding interactions and experiences with young children B D P Evidence:	Value that children are best understood in the contexts of family, culture, and society B D P Evidence:	
Understand the impact and importance of parental/caregiver nurturing and supervision for infant mental health and for the social and emotional development of children of all ages B D P Evidence:	Demonstrate understanding of developmental consequences of stress and trauma, protective factors and resilience B D P Evidence:	Value that children are individuals with unique potentials and needs B D P Evidence:	
Acquire knowledge of biological and psycho-social factors impacting growth and developmental outcomes (temperament, regulatory issues, sensory problems, nutrition, brain development, culture, gender, family influences poverty) B D P Evidence:	Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning B D P Evidence:		
	Recognize typical and exceptional development B D P Evidence:		

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com

Content Area #2 Diversity (DIV)

Knowledge	Skills	Attitudes/Dispositions	Notes
<p>Understand the importance and implications of diversity, anti-bias and inclusion principles in working with children and families B D P <i>Evidence:</i></p>	<p>Utilize a variety of strategies to support family strengths, values and beliefs B D P <i>Evidence:</i></p>	<p>Recognize the impact of your own behaviors in a diverse society by creating safe, secure environments for all children; by showing appreciation of and respect for the individual differences and unique needs of others; and by empowering children to treat others with, and to expect from others equity, fairness, and dignity B D P <i>Evidence:</i></p>	
<p>Knowledge of specific needs and characteristics of diverse family systems B D P <i>Evidence:</i></p>	<p>Provide services in a culturally competent manner that reflects the context, culture, and needs of the child and family B D P <i>Evidence:</i></p>		
	<p>Utilize family goals, traditions, and cultural considerations in planning environments and programming to enrich children's health and experiences B D P <i>Evidence:</i></p>		

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com

Content Area #3 Facilitating Child Development (DAP)

Knowledge	Skills	Attitudes/ Dispositions	Notes
<p>Understand how all areas of development are interrelated B D P <i>Evidence:</i></p>	<p>Utilize a wide range of theory and research based approaches and strategies to support development and learning:</p> <ul style="list-style-type: none"> ○ Fostering oral language and communication B D P ○ Making the most of environments and routines B D P ○ Capitalizing on incidental teaching B D P ○ Focusing on children's characteristics, needs, and interests B D P ○ Linking children's language & culture to the early childhood program B D P 	<p>Value parent/family involvement in learning, and the critical role of parents as primary nurturers and teachers B D P <i>Evidence:</i></p>	
<p>Awareness of The Wisconsin Model Early Learning Standards and how they apply to a variety of settings B D P <i>Evidence:</i></p>	<ul style="list-style-type: none"> ○ Teaching through social interactions B D P ○ Creating support for play B D P ○ Supporting children's social emotional development & positive behaviors B D P ○ Supporting learning through technology B D P ○ Offer predictable routines to foster security and support exploration B D P ○ Use well designed indoor and outdoor environments B D P ○ Design and foster alternative approaches to learning B D P ○ Use strategies that promote successful transitions as children move between settings (such as hospital, home, infant/toddler preprimary, or primary programs) and within typical daily routines B D P <p><i>Evidence:</i></p>	<p>Value collaborative professional relationships to meet the needs of children and families B D P <i>Evidence:</i></p>	

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com

Content Area #4 Health and Safety (SAF)

Knowledge	Skills	Attitudes/Dispositions	Notes
Understand the importance of healthy diet, hygiene, nutrition, and physical activity for children's and adults' health and well-being B D P <i>Evidence:</i>	Follow regulations and professional standards as they apply to health, safety, and nutrition B D P <i>Evidence:</i>	Value a comprehensive approach to learning and development that recognizes the interrelationship between health, nutrition, learning, and development B D P	
Understand the impact of abuse, neglect, and domestic violence on children and family members B D P <i>Evidence:</i>	Articulate the responsibilities for identifying, documenting, and reporting child abuse and neglect B D P <i>Evidence:</i>	<i>Evidence:</i>	
Acquire knowledge of current issues and community resources to promote and support health and safety for children and families B D P <i>Evidence:</i>	Recognize the characteristics and needs of parents, children, and families at risk for abuse and neglect and strategies to promote resiliency B D P <i>Evidence:</i>		
	Support parents in providing a healthy and safe environment for their children B D P <i>Evidence:</i>		

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com

Content Area #5 Child Guidance and Nurturing (GUI)

Knowledge	Skills	Attitudes/Dispositions	Notes
<p>Understand the underlying causes of children’s challenging behaviors and research-based guidance approaches to meet children’s individual needs B D P <i>Evidence:</i></p>	<p>Demonstrate techniques for soothing, limit setting & protection & discuss the meaning of these with parents B D P <i>Evidence:</i></p> <p>Develop meaningful and responsive relationships with children and families B D P <i>Evidence:</i></p> <p>Practice positive guidance strategies that meet individual needs such as</p> <ul style="list-style-type: none"> o Responsiveness B D P o creating a safe environment B D P o setting limits B D P o self regulation B D P o goal-setting B D P o role modeling B D P o dealing with anger and other emotions B D P <p><i>Evidence:</i></p>	<p>Recognize that positive relationships and supportive interactions are the foundation for work with young children B D P <i>Evidence:</i></p>	
<p>Understand the importance of play and its contribution to learning and healthy development B D P <i>Evidence:</i></p>	<p>Recognize individual differences and effects of temperament and personality of adults and children related to guidance and nurturing B D P <i>Evidence:</i></p> <p>Practice skills needed to support young children in increasing social competence, forming friendships, and interacting with others B D P <i>Evidence:</i></p>	<p>Recognize how your own behavior impacts the behavior of others B D P <i>Evidence:</i></p>	

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com

Content Area #6 Observing and Assessment (OBS)

Knowledge	Skills	Attitudes/Dispositions	Notes
<p>Recognize the strengths and weaknesses of multiple assessment methodologies and know how to use them effectively B D P <i>Evidence:</i></p>	<p>Use formal and informal screening instruments to identify young children who may have special needs B D P <i>Evidence:</i></p> <p>Utilize assessment approaches</p> <ul style="list-style-type: none"> ○ That are developmentally, culturally, and linguistically appropriate B D P ○ Which adapt tools and strategies using assistive technology as a resource B D P ○ Interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making B D P <i>Evidence:</i> <p>Use information and observations from families as a part of the assessment process including observations in multiple settings of the parent's and child's emotional states and their interaction patterns B D P <i>Evidence:</i></p> <p>Know how and when to refer for further assessment or evaluation B D P <i>Evidence:</i></p>	<p>Value that responsible assessment enhances development of young children and is not used to exclude or deny access to learning opportunities B D P <i>Evidence:</i></p>	

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com

Content Area # 7 Professional Practice (PRO)

Knowledge	Skills	Attitudes/Dispositions	Notes
Understand the impact of his/her own culture, educational background and values on children and families B D P <i>Evidence:</i>	Work within the regulation & code of ethics of the profession B D P <i>Evidence:</i>	Value the work as leaders and collaborators in the professional community to improve programs and practices for young children and their families B D P <i>Evidence:</i>	
	Demonstrate knowledge of applicable state & agency regulations with respect to such issues as eligibility for services, confidentiality, reporting of child abuse, etc. B D P <i>Evidence:</i>		
	Inform others about the value of services & programs for children and families B D P <i>Evidence:</i>	Utilize opportunities to regularly analyze, evaluate, and synthesize to strengthen the quality and effectiveness of work B D P <i>Evidence:</i>	
Acquire knowledge of personal safety, professional boundaries, limitations, conflict resolution skills, working with difficult people, etc. B D P <i>Evidence:</i>	Apply research and effective practices critically and engage in self reflection to affect change B D P <i>Evidence:</i>		
	Work collaboratively with community and professional resources B D P <i>Evidence:</i>		
	Work as a member of a team: practice openness to new information, communicate clearly one's own position and value, hold multiple viewpoints and reflect upon them. B D P <i>Evidence:</i>	Value supervision to enhance professional development and support self-care B D P <i>Evidence:</i>	
	Apply strategies to evaluate outcomes and assess effectiveness of programs on all participants B D P <i>Evidence:</i>		

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com

Content Area #8 Parenting and Family Dynamics (FAM)

Knowledge	Skills	Attitudes/Dispositions	Notes
Understand family systems theory, ecology of the family and their influence on the child's growth, development and learning B D P Evidence:	Develop partnerships with parents that encourage family involvement in a child's development and learning B D P Evidence:	Respect the diversity of family structures and utilize non-judgmental approaches when working with families and community partners B D P	
Understand families: including how family members relate to each other, typical growth and development of family members, communication, stress and conflict management, special needs in families, as well as family disruption and unexpected changes B D P Evidence:	Demonstrate awareness of boundaries in working with families B D P Evidence:	<i>Evidence:</i>	
Understand the variety of ways families teach, guide and influence children B D P Evidence:	Acknowledge and support the formal and informal support systems as defined by families B D P Evidence:		
Understand and utilize the concept of "goodness of fit" in observing and supporting parent child interaction B D P Evidence:	Provides opportunities for parent education that aligns with diverse interests and needs of families B D P Evidence:		
	Uses positive interpersonal skills when communicating with families B D P Evidence:		

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com

Content Area #9 Community Relationships (COM)

Knowledge	Skills	Attitudes	Notes
Understanding of families and their relationships to other institutions such as the educational, governmental, religious, and occupational institutions in society B D P <i>Evidence:</i>	Develop cooperative partnerships with other agencies and professionals working with children in the community and make appropriate referrals B D P <i>Evidence:</i>	Value working with families and communities to support children's learning and development B D P <i>Evidence:</i>	
	Utilize team-building, problem-solving, and conflict resolution strategies when working with community partners B D P <i>Evidence:</i>		
	Recognize the impact of mass media on families and communities and design strategies to use media as a tool to assist in learning B D P <i>Evidence:</i>		

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com

Professional Development Plan to acknowledge strengths and enhance competence			
	Strengths	Areas for growth	Training Needs & Opportunities
	<i>Knowledge, Skills, Dispositions</i>		
Child Development (DEV)			
Diversity (DIV)			
Facilitation Child Development (DAP)			
Health and Safety (SAF)			
Child Guidance and Nurturing (GUI)			

Self-Assessment of Core Competencies for Professionals Working with Young Children and their Families
Wisconsin Early Childhood Collaborating Partners - Professional Development Initiative
www.collaboratingpartners.com

Professional Development Plan to acknowledge strengths and enhance competence			
	Strengths	Areas for growth	Training Needs & Opportunities
	<i>Knowledge, Skills, Dispositions</i>		
Observation and Assessment (OBS)			
Professional Practice (PRO)			
Parenting and Family Dynamics (FAM)			
Community Relationships (COM)			

Name: _____

Date: _____