

## ASSESSMENT AND PROFESSIONAL DEVELOPMENT PLANNING TOOL

Use the *Core Body of Knowledge* along with this assessment tool to evaluate your skills and to identify areas of strength and areas of opportunity in your work with children and families. Then, develop goals for your work and plan your professional development. Administrators can also use this tool to conduct performance appraisals and to encourage staff members' commitment to ongoing professional growth and learning.

### **Instructions:**

Work through one competency area at a time. You may want to complete the assessment over the course of a few days. You may also choose to focus on just one specific competency or competency area. *Note to Administrators: When using the Core Body of Knowledge to conduct a performance appraisal, request that the staff member conduct a self-assessment as well. Together, discuss the results of the staff member's self-assessment and your performance appraisal. Use the results to select goals and to plan for professional development.*

### **1) ASSESS**

Carefully read through the related behaviors and skills for each core competency. Use the assessment tool to note whether that competency is an area of strength, an area of steady progress, or an area of opportunity. If you are not sure what is meant by a particular competency, indicate that it is an area of opportunity. It is expected that even after many years as an early childhood educator, one would still have much more to learn. Take notes or keep track of your thoughts, as needed. You can use the Summary Page to keep track of your results as you complete each section.

### **2) REFLECT**

Use the reflection questions to consider your strengths and areas of opportunity.

*\*Take notes as needed as you work through the assessment tool.*

### **3) PLAN**

Use the Professional Development Planning tool to select goals, plan for needed resources or professional development, and establish a timeframe for meeting the goals.

#### **Area of Strength**

- Consistently implements almost all behaviors/skills
- Is able to help others understand and implement the related behaviors/skills

#### **Steady Progress**

- Implements the related behaviors/skills, but inconsistently
- Implements many, but not all of the related behaviors and skills

#### **Area of Opportunity**

- Never/rarely exhibits the related behaviors/skills
- Implements the related behaviors/skills, but only with guidance
- Feels uncertain or has misunderstandings about the related behaviors/skills

## 1. CHILD GROWTH AND DEVELOPMENT

Core Competencies	Assessment			Notes
	Area of Strength	Steady Progress	Area of Opportunity	
1.1 Applies the cycle of assessment, planning, implementation, and evaluation to support children's healthy development.				
1.2 Encourages children's social and emotional development.				
1.3 Helps children achieve self-regulation and acquire coping skills.				
1.4 Supports children's gross, fine, and graphomotor development.				
1.5 Supports children's cognitive development.				
1.6 Supports children's language and literacy development.				
1.7 Encourages and supports English Language Learners.				
1.8 Facilitates children's play to encourage motor, cognitive, language, social, and emotional development.				
1.9 Supports children with special needs and their families.				

## 2. FAMILY AND COMMUNITY RELATIONSHIPS

Core Competencies	Assessment			Notes
	Area of Strength	Steady Progress	Area of Opportunity	
2.1 Respects families and is responsive to language, culture, family characteristics, needs, concerns, and priorities.				
2.2 Communicates regularly, respectfully, and effectively with families.				
2.3 Provides families with opportunities to learn and develop skills to help their children achieve desired outcomes at the program, at home, and in the community.				
2.4 Shares power with families and involves them in decision-making.				
2.5 Helps connect families with needed resources and services.				
2.6 Supports families through transitions between programs.				

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### 3. OBSERVATION AND ASSESSMENT

Core Competencies	Assessment			Notes
	Area of Strength	Steady Progress	Area of Opportunity	
3.1 Uses observation and assessment tools to support children’s development and learning.				
3.2 Practices responsible assessment.				
3.3 Builds positive, productive assessment partnerships with families and colleagues.				
3.4 Practices responsible reporting of assessment results.				
3.5 Uses observation and assessment to plan and modify environments, curriculum, and teaching.				
3.6 Practices responsible formal evaluation and reporting procedures.				

<p><b>Area of Strength</b></p> <ul style="list-style-type: none"> <li>• Consistently implements almost all behaviors/skills</li> <li>• Is able to help others understand and implement the related behaviors/skills</li> </ul>	<p><b>Steady Progress</b></p> <ul style="list-style-type: none"> <li>• Implements the related behaviors/skills, but inconsistently</li> <li>• Implements many, but not all of the related behaviors and skills</li> </ul>	<p><b>Area of Opportunity</b></p> <ul style="list-style-type: none"> <li>• Never/rarely exhibits the related behaviors/skills</li> <li>• Implements the related behaviors/skills, but only with guidance</li> <li>• Feels uncertain or has misunderstandings about the related behaviors/skills</li> </ul>
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## 4. ENVIRONMENT AND CURRICULUM

Core Competencies	Assessment			Notes
	Area of Strength	Steady Progress	Area of Opportunity	
4.1 Creates genuine, supportive relationships with children.				
4.2 Creates an environment that is predictable, promotes interaction and learning, and is responsive to children's needs.				
4.3 Works effectively and calmly to address challenging behavior.				
4.4. Creates an environment that values the inclusion of all children.				
4.5 Fosters a sense of community by encouraging interaction, empathy, connectedness, responsibility, and independence.				

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## 4. ENVIRONMENT AND CURRICULUM (CONTINUED)

Core Competencies	Assessment			Notes
	Area of Strength	Steady Progress	Area of Opportunity	
4.6 Arranges a learning environment that is well organized, aesthetically pleasing, promotes reflection, and extends learning.				
4.7 Arranges and facilitates the use of the physical space and materials in ways that support healthy development, self-management, and cooperation.				
4.8 Uses approaches to learning that build on children’s natural curiosity, deepen children’s knowledge and awareness, and sustain active engagement with ideas and materials.				
4.9 Adopts or designs meaningful curriculum for young children.				
4.10 Makes sound decisions for selecting and using technology and media to enhance teaching and learning.				
4.11 Plans and implements interventions to help children meet developmental and learning goals.				

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## 5. HEALTH, SAFETY, AND NUTRITION

Core Competencies	Assessment			Notes
	Area of Strength	Steady Progress	Area of Opportunity	
5.1 Has current, valid documentation of training in topics essential to children’s health, safety, and nutrition.				
5.2 Maintains organized, accessible, and up-to-date records related to the health, safety, and nutrition of the children in their care.				
5.3 Is aware of and follows proper procedures as outlined by the applicable regulatory agencies.				
5.4 Takes precautions that protect children’s health and maintains a healthy learning environment.				
5.5 Applies practices that encourage positive health behaviors and support the physical and mental well-being of children and families.				
5.6 Takes appropriate precautions and follows applicable procedures to ensure a safe learning environment.				

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## 5. HEALTH, SAFETY, AND NUTRITION (CONTINUED)

Core Competencies	Assessment			Notes
	Area of Strength	Steady Progress	Area of Opportunity	
5.7 Is prepared for emergencies and injuries.				
5.8 Takes appropriate food safety precautions.				
5.9 Creates safe, healthy, and enjoyable feeding and mealtime experiences for children.				
5.10 Encourages children to adopt good nutritional habits.				
5.11 Communicates with and provides support to families about children's nutrition and mealtime experiences.				

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## 6. PROFESSIONALISM AND LEADERSHIP

Core Competencies	Assessment			Notes
	Area of Strength	Steady Progress	Area of Opportunity	
6.1 Uses and follows all relevant ethical standards and professional guidelines.				
6.2 Develops the dispositions to effectively support young children and their families.				
6.3 Displays professionalism in practice.				
6.4 Exhibits commitment to ongoing growth and learning.				
6.5 Exhibits classroom and program leadership skills.				
6.6 Advocates for appropriate practices within the early childhood field.				

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## 7. ADMINISTRATION AND MANAGEMENT

Core Competencies	Assessment			Notes
	Area of Strength	Steady Progress	Area of Opportunity	
7.1 Creates, implements, and revises management policies and procedures.				
7.2 Maintains systems that adhere to all New York State and local regulatory requirements, as well as best practices related to health, safety, and nutrition.				
7.3 Maintains effective personnel policies and procedures and effective systems for staff recruitment, development, management, and evaluation.				
7.4 Applies sound financial planning and management to the program's operation.				
7.5 Implements policies that promote partnerships with families and allows the program to be responsive to families' preferences and styles.				

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**SUMMARY PAGE**

Record your assessment results below.

Core Competencies	Area of Strength	Steady Progress	Area of Opportunity
<b>1. Child Growth and Development</b>	Ex.) 1.2, 1.5	Ex.) 1.2, 1.3, 1.4, 1.6, 1.8	Ex.) 1.7, 1.9
<b>2. Family and Community Relationships</b>			
<b>3. Observation and Assessment</b>			
<b>4. Environment and Curriculum</b>			
<b>5. Health, Safety, and Nutrition</b>			
<b>6. Professionalism and Leadership</b>			
<b>7. Administration and Management</b>			

## REFLECTION QUESTIONS

1. Review the Summary Page and consider your assessment results. Which of the competencies are particular strengths for you? What has contributed to your effectiveness in these areas?
2. How do you plan to further develop your strengths or exhibit leadership in these areas?
3. What are your areas of opportunity? Prioritize them in order of importance to you.
4. Select the first priority. Why is this priority important to you and your work with children and families?
5. Develop two goals related to this priority. Use the related behaviors and skills listed in the *Core Body of Knowledge* to help you. For example, if your top priority is to better support English Language Learners (ELLs) (1.7), you might have the following goals:
  - 1) To provide ELLs with opportunities to read and/or hear the language that their family uses at home, in the classroom or program (1.7a).
  - 2) To provide supports to ELLs to help them experience success in the classroom program. Specifically, I want to learn how to use props and visual aids, as well as role-play to help support ELLs in my classroom (1.7g)

Priority

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Goal #1

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Core Competency

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Goal #2

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# PROFESSIONAL DEVELOPMENT PLANNING TOOL

Priority \_\_\_\_\_

Core Competency \_\_\_\_\_

	Goal #1 _____	Goal #2 _____
<b>Actions</b> What will I do to meet the goal?		
<b>Resources</b> Do I need any materials or physical resources to help me meet this goal? If so, what are they?		
<b>Professional Development Content</b> Do I need any professional development to help me meet this goal? If so, in what content or topic area?		
<b>Professional Development Format</b> What format/s of professional development would be most effective in helping me meet this goal (i.e., workshop, credit-bearing course, teacher-research, study group with colleagues, coaching, etc.)?		
<b>Finding Professional Development</b> How do I find the professional development that I need?		
<b>Additional Support</b> What type of support might I need in my classroom or program in order to help me implement my new skills or apply my new knowledge?		
<b>Performance Indicators</b> How will I know if I am making progress? How will my practice change?		

