

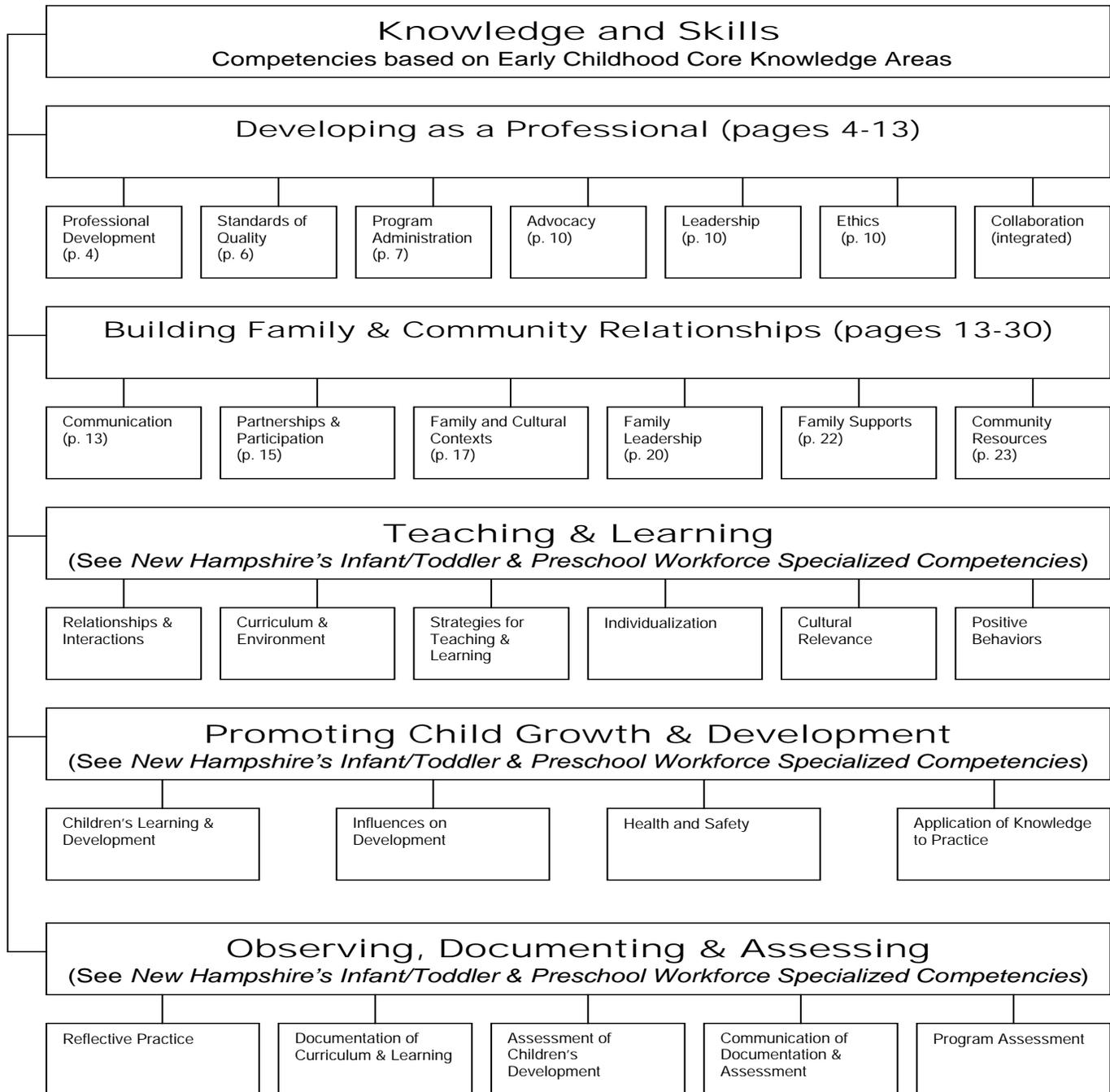
# **New Hampshire's Early Childhood Workforce Specialized Competencies**

*Developing as a Professional*



*Building Family and  
Community Relationships*

**Child Development Bureau  
Division for Children, Youth and Families  
New Hampshire Department for Health and Human Services  
[www.dhhs.nh.gov/DHHS/CDB](http://www.dhhs.nh.gov/DHHS/CDB)**



## **Early Childhood Competencies for *Developing as a Professional and Building Family and Community Relationships***

The competencies in this booklet are applicable to professionals who work with or on behalf of infants, toddlers, or preschoolers, and their families. Please refer to the booklet entitled, [New Hampshire's Infant and Toddler Workforce Specialized Competencies](#) and/or the booklet entitled, [New Hampshire's Preschool Workforce Specialized Competencies](#) for the Core Knowledge Areas *Teaching and Learning*, *Promoting Child Growth and Development*, and *Observing, Documenting and Assessing*.

Core Knowledge Areas (CKAs) *Developing as a Professional* and *Building Family and Community Relationships* encompass Competencies important for all those who work within the early childhood professional development system. The knowledge and skills arranged by advancing levels included in the competencies for these two CKAs are necessary for optimal professional growth and development across all sectors and disciplines. Following are some guidelines for use of the competencies in this booklet:

- Use the Foundational level of competencies as preservice orientation for those entering the field, to teach the importance of professionalism and of working with families.
- Teachers, home visitors, early interventionists, medical specialists who work with young children and families, and others can use the Intermediate or higher level(s) of competencies to inform practice and identify strategies to improve service delivery.
- Program leaders can use the Advanced level competencies to help develop program policies around professionalism and supporting families and communities.
- Consultants can use the Specialist level of competencies to assess their own expertise, to conduct continuous quality improvement in their own work, and to provide technical assistance to others to improve quality.
- Institutes of Higher Education can align these competencies with specific course content. The competencies in this booklet would align with knowledge and skills taught in coursework such as, *Child, Family and Community* or *Administration of Child Development Programs*.
- Use competencies to assess practicum students. All of the competencies are valuable as assessment tools for practicum coursework. Student teachers can self-assess and/or be assessed by practicum faculty. In this booklet, the competencies for *Developing as a Professional* would be a good fit.

Users of this booklet and the Infant Toddler Specialized Competencies booklet or the Preschool Specialized Competencies booklet will discover many more valuable ways to incorporate all of the competencies into practice with or on behalf of infants, toddlers, preschoolers, and their families. Share your ideas with your colleagues and help others to grow professionally!

**Go to page 25 to access [NEW HAMPSHIRE'S EARLY CHILDHOOD WORKFORCE SPECIALIZED COMPETENCIES SELF-ASSESSMENT](#) tool.**

<b>Core Knowledge 1 Developing as a Professional</b>	<b>Foundational Knowledge=K1 Skill=S1</b>	<b>Intermediate Knowledge=K2 Skill=S2</b>	<b>Advanced Knowledge=K3 Skill=S3</b>	<b>Specialist Knowledge=K4 Skill=S4</b>
<b>Component 1 1.1 Professional Development</b>	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Specialist</b>
<b>Competency 1 (C1): Reflective Practice</b>	<input type="checkbox"/> Knowledge 1.1C1K1 Describes the basic principles of reflective practice.	<input type="checkbox"/> Knowledge 1.1C1K2 Summarizes own beliefs about families, parent/child relationships, and parent/child interactions, as well as teaching and teacher/child relationships and interactions.	<input type="checkbox"/> Knowledge 1.1C1K3 Explains why self-knowledge and understanding is important in work with children and families.	<input type="checkbox"/> Knowledge 1.1C1K4 Reflects on own strengths and challenges related to guidance of other professionals.
	<input type="checkbox"/> Skill 1.1C1S1 Practices self-awareness and shared reflective dialogue with support from supervisor/mentor.	<input type="checkbox"/> Skill 1.1C1S2 Models an understanding of the principles of reflective practice.	<input type="checkbox"/> Skill 1.1C1S3 Provides training opportunities for staff and resources on reflective practice.	<input type="checkbox"/> Skill 1.1C1S4 Applies knowledge gained from reflective practice to guide quality initiatives based on models that build the knowledge and skills of early childhood professionals.
<b>Competency 2 (C2): Professional Awareness</b>	<input type="checkbox"/> Knowledge 1.1C2K1 Identifies agencies and entities that govern, serve, and/or advocate for children and families at the state and local levels.	<input type="checkbox"/> Knowledge 1.1C2K2 Explains why a primary role of an early childhood professional is to build relationships with children and families.	<input type="checkbox"/> Knowledge 1.1C2K3 Researches and contemplates philosophical principles of professionalism in early education and care and relates research to program practice.	<input type="checkbox"/> Knowledge 1.1C2K4 Pursues ideas and current evidence-based practice on ways to change and improve the early childhood profession.

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	<input type="checkbox"/> Skill 1.1C2S1 Produces a list of local and state resources for professionals who work with children and families.	<input type="checkbox"/> Skill 1.1C2S2 Practices a personal philosophy of relationship building with children and families.	<input type="checkbox"/> Skill 1.1C2S3 Applies principles of professionalism in mentoring/supervision of staff to reflect program philosophy.	<input type="checkbox"/> Skill 1.1C2S4 Uses evidenced-based practice to guide others in developing individualized professional philosophies.
<b>Competency 3 (C3): Adult Development and Learning</b>  	<input type="checkbox"/> Knowledge 1.1C3K1 Identifies own learning needs and development goals.	<input type="checkbox"/> Knowledge 1.1C3K2 Selects professional development opportunities that enhance knowledge and practice.	<input type="checkbox"/> Knowledge 1.1C3K3 Identifies opportunities for self and staff development/advancement.	<input type="checkbox"/> Knowledge 1.1C3K4 Understands effective approaches to teaching and consultation, based on theories of adult development and learning.
	<input type="checkbox"/> Skill 1.1C3S1 Prepares own professional development plan based on learning needs and goals.	<input type="checkbox"/> Skill 1.1C3S2 Participates in professional development activities that enhance knowledge and practice. Promotes one's own health and well-being and uses strategies to avoid burnout.	<input type="checkbox"/> Skill 1.1C3S3 Employs consultation, mentoring, and technical assistance to improve practice for self and staff, and promotes staff development/advancement.	<input type="checkbox"/> Skill 1.1C3S4 Applies knowledge of theories of adult learning to training/consultation approaches.
<b>Competency 4 (C4): Mentorship</b>	<input type="checkbox"/> Knowledge 1.1C4K1 Understands the purpose of a mentor relationship.	<input type="checkbox"/> Knowledge 1.1C4K2 Explains the benefits of a mentor relationship.	<input type="checkbox"/> Knowledge 1.1C4K3 Visualizes self as a mentor for program staff and knows how to develop skills in others through mentorship.	<input type="checkbox"/> Knowledge 1.1C4K4 Discusses the process of mentoring and the elements of a supportive mentoring relationship.

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	<input type="checkbox"/> Skill 1.1C4S1 Participates in a supervisory or mentoring relationship as a mentee.	<input type="checkbox"/> Skill 1.1C4S2 Demonstrates the benefits of mentorship for professionals and families through helping relationships that support and enhance early education and care.	<input type="checkbox"/> Skill 1.1C4S3 Puts mentoring skills into practice to help grow and develop professionals in own program and/or in other programs.	<input type="checkbox"/> Skill 1.1C4S4 Organizes mentorship relationships for programs and trains others to act as role models and mentors.
May be evidenced by:	<ul style="list-style-type: none"> <li>Written communication with mentor.</li> <li>Copy of professional development plan.</li> </ul>	<ul style="list-style-type: none"> <li>Maintenance of a professional journal.</li> <li>Observation of mentoring relationship in action.</li> </ul>	<ul style="list-style-type: none"> <li>Program policy guidelines that encourage reflective practice.</li> </ul>	<ul style="list-style-type: none"> <li>Agendas and minutes of meetings regarding quality initiatives.</li> <li>Written evaluations of training.</li> </ul>
<b>Component 2 1.2 Standards of Quality</b>	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Specialist</b>
Competency 1 (C1): <b>Child Care Licensing Rules</b>	<input type="checkbox"/> Knowledge 1.2C1K1 Locates information about Child Care Licensing role and rules.	<input type="checkbox"/> Knowledge 1.2C1K2 Reviews licensing rules and recalls the process for contacting Child Care Licensing with questions or concerns.	<input type="checkbox"/> Knowledge 1.2C1K3 Explains licensing rules to staff and families and translates rules into practice.	<input type="checkbox"/> Knowledge 1.2C1K4 Understands the rulemaking process.
	<input type="checkbox"/> Skill 1.2C1S1 Complies with local, state, and federal regulations.	<input type="checkbox"/> Skill 1.2C1S2 Employs health and safety procedures in work with children to ensure compliance with licensing.	<input type="checkbox"/> Skill 1.2C1S3 Demonstrates program compliance with licensing rules.	<input type="checkbox"/> Skill 1.2C1S4 Participates in statewide policy and rule making and advocacy around these areas. <a href="http://sparknh.org/">http://sparknh.org/</a>
Competency 2 (C2): <b>Quality Rating and Improvement System (QRIS)</b>	<input type="checkbox"/> Knowledge 1.2C2K1 Names the NH Quality Rating and Improvement system when asked about QRIS.	<input type="checkbox"/> Knowledge 1.2C2K2 Describes state and national quality standards and documentation requirements.	<input type="checkbox"/> Knowledge 1.2C2K3 Selects appropriate program assessment tools to evaluate program quality and readiness for QRIS.	<input type="checkbox"/> Knowledge 1.2C2K4 Visualizes a statewide system of quality ratings that improve outcomes for children and families.

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	<input type="checkbox"/> Skill 1.2C2S1 Applies the acronym QRIS appropriately to indicate a system of quality ratings.	<input type="checkbox"/> Skill 1.2C2S2 Prepares documentation of work with children and families to meet criteria for quality rating standards.	<input type="checkbox"/> Skill 1.2C2S3 Uses program assessment tools and prepares program for QRIS based on assessment.	<input type="checkbox"/> Skill 1.2C2S4 Applies vision to committee/task force work to create policies for a QRIS.
May be evidenced by:	<ul style="list-style-type: none"> <li>• Certificate of completion of Child Care Licensing Orientation.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of program (classroom) evaluation.</li> <li>• Documentation of quality standards criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of completed program assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Materials and evaluations from trainings conducted.</li> <li>• Sample QRIS policies.</li> </ul>
<b>Component 3 1.3 Program Administration</b>	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Specialist</b>
Competency 1 (C1): <b>Mission and Vision</b>	<input type="checkbox"/> Knowledge 1.3C1K1 Memorizes program mission statement.	<input type="checkbox"/> Knowledge 1.3C1K2 Relates program mission and vision to work with children and families.	<input type="checkbox"/> Knowledge 1.3C1K3 Reviews program evaluations and reflects on program goals.	<input type="checkbox"/> Knowledge 1.3C1K4 Describes a research-based systems philosophy, mission and vision.
	<input type="checkbox"/> Skill 1.3C1S1 Translates program mission statement into practice for work with children.	<input type="checkbox"/> Skill 1.3C1S2 Puts program mission and vision into practice with children and families. Prepares curriculum and environments that reflect mission and vision.	<input type="checkbox"/> Skill 1.3C1S3 Interprets feedback from families and staff regarding goals and modifies program vision, purpose, and mission statement as appropriate.	<input type="checkbox"/> Skill 1.3C1S4 Illustrates a systems-based mission and vision for programs and stakeholders through consultation and/or project work.
Competency 2 (C2): <b>Program Operations: Policy and Procedure</b>	<input type="checkbox"/> Knowledge 1.3C2K1 Lists program operation procedures related to direct work with children.	<input type="checkbox"/> Knowledge 1.3C2K2 States the importance of adhering to state, national and other standards.	<input type="checkbox"/> Knowledge 1.3C2K3 Selects procedures to ensure effective administration of program.	<input type="checkbox"/> Knowledge 1.3C2K4 Shows how to develop program policies and procedures to ensure safe, quality programs for children and families.

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	<input type="checkbox"/> Skill 1.3C2S1 Practices basic program operation procedures, such as daily health and safety activities and emergency preparedness procedures.	<input type="checkbox"/> Skill 1.3C2S2 Implements appropriate standards and procedures for staff and families.	<input type="checkbox"/> Skill 1.3C2S3 Participates in or initiates strategic planning for the program. Writes emergency preparedness plan.	<input type="checkbox"/> Skill 1.3C2S4 Produces program policy templates such as operations manual and emergency preparedness forms to guide program administrators.
<b>Competency 3 (C3): Staff Supervision and Evaluation</b>	<input type="checkbox"/> Knowledge 1.3C3K1 Describes a team approach to working with children and families.	<input type="checkbox"/> Knowledge 1.3C3K2 Lists desirable qualities of an early childhood educator.	<input type="checkbox"/> Knowledge 1.3C3K3 Names clear expectations for staff and identifies evaluation methods and tools.	<input type="checkbox"/> Knowledge 1.3C3K4 Outlines a process of evaluation and supervision for program administrators.
	<input type="checkbox"/> Skill 1.3C3S1 Demonstrates a team approach through daily interactions with colleagues.	<input type="checkbox"/> Skill 1.3C3S2 Models qualities of professionalism for colleagues at the foundational level.	<input type="checkbox"/> Skill 1.3C3S3 Conducts observations and evaluations of staff and provides individualized supervision.	<input type="checkbox"/> Skill 1.3C3S4 Shows program administrators how to evaluate and supervise staff.
<b>Competency 4 (C4): Program Evaluation and Development</b>	<input type="checkbox"/> Knowledge 1.3C4K1 Understands that program evaluation is necessary to improving program quality.	<input type="checkbox"/> Knowledge 1.3C4K2 Explains how program evaluation informs teaching to ensure sustainability and promote growth of the program.	<input type="checkbox"/> Knowledge 1.3C4K3 Recognizes that program evaluation and action planning for quality improvement are essential to program growth and sustainability.	<input type="checkbox"/> Knowledge 1.3C4K4 Arranges for program evaluation and consultation for quality improvement.
	<input type="checkbox"/> Skill 1.3C4S1 Participates in program evaluation process.	<input type="checkbox"/> Skill 1.3C4S2 Demonstrates intentional teaching to support program quality improvement.	<input type="checkbox"/> Skill 1.3C4S3 Interprets program and facility needs based on evaluation and develops action plan for improvement.	<input type="checkbox"/> Skill 1.3C4S4 Interprets results of program evaluation and prepares strategic program improvement plan based on program evaluation.

<p>Competency 5 (C5):  <b>Family Care, Recruitment and Retention</b></p>	<p><input type="checkbox"/> Knowledge                  1.3C5K1                  Lists ways that programs can provide social connections for families and recruit new families.</p>	<p><input type="checkbox"/> Knowledge                  1.3C5K2                  Understands the role of quality in program marketing and enrollment to ensure the program's success.</p>	<p><input type="checkbox"/> Knowledge                  1.3C5K3                  Explains why it is important to understand individual families' perspectives about child care and services.</p>	<p><input type="checkbox"/> Knowledge                  1.3C5K4                  Summarizes how a family-centered approach improves program quality, results in family retention, and builds stronger communities</p>
	<p><input type="checkbox"/> Skill                  1.3C5S1                  Provides support to program activities such as open house, family barbecues, and family nights out.</p>	<p><input type="checkbox"/> Skill                  1.3C5S2                  Maintains standards of quality and educates families about program elements that address quality.</p>	<p><input type="checkbox"/> Skill                  1.3C5S3                  Participates in or initiates recruitment, orientation, and transition practices for children and families that respect families' needs and perspectives.</p>	<p><input type="checkbox"/> Skill                  1.3C5S4                  Illustrates for stakeholders how to implement a family-centered approach to recruit and retain families in order to build stronger communities.</p>
<p>May be evidenced by:</p>	<ul style="list-style-type: none"> <li>• Notes about individual children to families.</li> <li>• Written evaluation of performance by team members.</li> </ul>	<ul style="list-style-type: none"> <li>• Newsletters or other methods of communication about programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of program evaluation.</li> <li>• Copy of open house presentation to families.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes from community planning meetings.</li> <li>• Copies of forms templates, or operations manual created for programs.</li> </ul>



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<b>Component 4</b> <b>1.4 Advocacy, Leadership and Ethics</b>	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Specialist</b>
<b>Competency 1 (C1):</b> <b>Public Policy and Advocacy</b>	<input type="checkbox"/> Knowledge 1.4C1K1 Names state and national standards relevant to providing care and education for children and families.	<input type="checkbox"/> Knowledge 1.4C1K2 Locates community services available to provide assistance, resources, and advocacy for children, families and professionals, and understands the unique responsibilities of each.	<input type="checkbox"/> Knowledge 1.4C1K3 Identifies potential partnerships with community services that support children and families.	<input type="checkbox"/> Knowledge 1.4C1K4 Explains procedures for policy development to include agencies and others serving children and their families, including procedures for referring children and for obtaining resources.
	<input type="checkbox"/> Skill 1.4C1S1 Practices putting standards into action in work with children and families.	<input type="checkbox"/> Skill 1.4C1S2 Produces a list of community advocacy resources that benefit children, their families, and professionals.	<input type="checkbox"/> Skill 1.4C1S3 Sets up partnerships for collaboration with community-based agencies serving children and families.	<input type="checkbox"/> Skill 1.4C1S4 Participates in the development of local, state and federal policies that support children, families, and professionals.
<b>Competency 2 (C2):</b> <b>Team Building and Conflict Resolution</b>	<input type="checkbox"/> Knowledge 1.4C2K1 Defines own role as a member of a team.	<input type="checkbox"/> Knowledge 1.4C2K2 Identifies positive communication strategies that build teams and prevent conflict.	<input type="checkbox"/> Knowledge 1.4C2K3 Describes strategies to help teams develop communication and collaboration skills.	<input type="checkbox"/> Knowledge 1.4C2K4 Reviews program and individual needs for reducing conflict and employing a team approach.
	<input type="checkbox"/> Skill 1.4C2S1 Discovers how to be a valuable team member and solves conflict with team members, under supervision.	<input type="checkbox"/> Skill 1.4C2S2 Communicates effectively with colleagues to promote a sense of team and to prevent conflict.	<input type="checkbox"/> Skill 1.4C2S3 Participates in or initiates problem solving and conflict resolution with staff, colleagues, and families.	<input type="checkbox"/> Skill 1.4C2S4 Prepares and implements training for programs to utilize a team approach to supporting children and families.

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<b>Competency 3 (C3): Staff Development</b>	<input type="checkbox"/> Knowledge 1.4C3K1 Recalls licensing and program requirements regarding professional development.	<input type="checkbox"/> Knowledge 1.4C3K2 Reflects on own strengths and gaps in Core Knowledge Areas, and sets goals for professional development.	<input type="checkbox"/> Knowledge 1.4C3K3 Reviews staff professional development plans to identify professional development needs.	<input type="checkbox"/> Knowledge 1.4C3K4 Identifies statewide and national initiatives for professional development.
	<input type="checkbox"/> Skill 1.4C3S1 Chooses training and other learning opportunities to meet requirements and for professional and personal growth.	<input type="checkbox"/> Skill 1.4C3S2 Develops and maintains a professional development plan and seeks professional development opportunities to improve practice.	<input type="checkbox"/> Skill 1.4C3S3 Provides learning opportunities for staff that enhance their professional growth, based on their needs.	<input type="checkbox"/> Skill 1.4C3S4 Participates in statewide and national professional development activities and promotes a culture of inquiry across disciplines.
<b>Competency 4 (C4): Ethical Standards and Conduct</b>	<input type="checkbox"/> Knowledge 1.4C4K1 Names expectations for ethical conduct of early childhood professionals.	<input type="checkbox"/> Knowledge 1.4C4K2 Recognizes potentially unethical practices regarding care, health, and education.	<input type="checkbox"/> Knowledge 1.4C4K3 Reflects on ethical conduct of self, staff and colleagues.	<input type="checkbox"/> Knowledge 1.4C4K4 Identifies potential ethical challenges for emerging professionals in the field.
	<input type="checkbox"/> Skill 1.4C4S1 Models ethical conduct in interactions with children and families. Discusses unresolved or challenging issues with appropriate supervisor.	<input type="checkbox"/> Skill 1.4C4S2 Applies ethical behavior to professional practice. Participates in or initiates problem solving around unethical practices with colleagues	<input type="checkbox"/> Skill 1.4C4S3 Demonstrates ethical conduct and acts as a role model for staff and families. Solves complex ethical dilemmas with staff, families, and colleagues through practice based on the NAEYC Code of Ethical Conduct.	<input type="checkbox"/> Skill 1.4C4S4 Selects components of the NAEYC Code of Ethical Conduct to include in training presentations and/or college course syllabi
<b>Competency 5 (C5): Professional Behavior and Leadership</b>	<input type="checkbox"/> Knowledge 1.4C5K1 Is familiar with expectations for professional conduct.	<input type="checkbox"/> Knowledge 1.4C5K2 Understands the key elements of professional conduct and leadership.	<input type="checkbox"/> Knowledge 1.4C5K3 Describes leadership styles and identifies a personal leadership style.	<input type="checkbox"/> Knowledge 1.4C5K4 Discusses the dynamic nature of leadership development.

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	<input type="checkbox"/> Skill 1.4C5S1 Exhibits a professional appearance and demonstrates good work habits.	<input type="checkbox"/> Skill 1.4C5S2 Consistently demonstrates professional conduct and takes advantage of appropriate opportunities to display leadership.	<input type="checkbox"/> Skill 1.4C5S3 Models appropriate leadership practices and seeks input from others on own effectiveness as a leader.	<input type="checkbox"/> Skill 1.4C5S4 Develops collaborative relationships with colleagues and stakeholders. Participates in leadership development on a state or national level.
<b>Competency 6 (C6): Professional Boundaries and Confidentiality</b>	<input type="checkbox"/> Knowledge 1.4C6K1 Recognizes that children and their families have confidentiality rights.	<input type="checkbox"/> Knowledge 1.4C6K2 Predicts common issues related to professional boundaries and confidentiality that may arise in providing services to children and their families.	<input type="checkbox"/> Knowledge 1.4C6K3 Explains why maintaining confidentiality is important, along with the importance of informed consent, parental rights, and complaint procedures	<input type="checkbox"/> Knowledge 1.4C6K4 States the necessity of practicing professional boundaries in work with local, state, and national stakeholders.
	<input type="checkbox"/> Skill 1.4C6S1 Practices and protects confidentiality and respects the privacy of others.	<input type="checkbox"/> Skill 1.4C6S2 Applies knowledge of professional boundaries to addressing challenging situations with colleagues and families and maintains confidentiality.	<input type="checkbox"/> Skill 1.4C6S3 Operates program with professional staff trained in informed consent, parental rights, and complaint procedures, and provides ongoing staff training in professional boundaries.	<input type="checkbox"/> Skill 1.4C6S4 Demonstrates professional boundaries in work with stakeholders and successfully navigates complex issues.
<b>Competency 7 (C7): Family and Community Partnership Development</b>	<input type="checkbox"/> Knowledge 1.4C7K1 Recognizes that the early childhood program is a community of children, families, and staff.	<input type="checkbox"/> Knowledge 1.4C7K2 Lists family and community involvement activities and shares with families and colleagues.	<input type="checkbox"/> Knowledge 1.4C7K3 Describes how to work effectively with advisory or governance boards as partners in support of children and families.	<input type="checkbox"/> Knowledge 1.4C7K4 Selects resources to develop processes for information sharing, collaborative planning, and shared decision making.

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	<input type="checkbox"/> Skill 1.4C7S1 Employs a philosophy of partnership with families and program staff to support the program community.	<input type="checkbox"/> Skill 1.4C7S2 Maintains a collaborative learning community with colleagues and community partners.	<input type="checkbox"/> Skill 1.4C7S3 Demonstrates strategies for developing partnerships with advisory or governance boards.	<input type="checkbox"/> Skill 1.4C7S4 Conducts community outreach to develop collaborative relationships.
May be evidenced by:	<ul style="list-style-type: none"> <li>• Copy of written personal philosophy.</li> <li>• Observation of professional conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of professional development plan.</li> <li>• Letter from supervisor highlighting leadership activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of program confidentiality policies.</li> <li>• Documentation of ongoing professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of training course syllabi including learning outcomes- team building, leadership, or the Code of Ethical Conduct.</li> </ul>
<b>Core Knowledge 2 Building Family and Community Relationships</b>	<b>Foundational Knowledge=K1 Skill=S1</b>	<b>Intermediate Knowledge=K2 Skill=S2</b>	<b>Advanced Knowledge=K3 Skill=S3</b>	<b>Specialist Knowledge=K4 Skill=S4</b>
<b>Component 1 2.1 Communication</b>	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Specialist</b>
Competency 1 (C1): <b>Communication Styles</b>	<input type="checkbox"/> Knowledge 2.1C1K1 Recognizes that families have preferred styles.	<input type="checkbox"/> Knowledge 2.1C1K2 Identifies preferred styles of communication for each family.	<input type="checkbox"/> Knowledge 2.1C1K3 Describes communication policies that support family and staff preferences.	<input type="checkbox"/> Knowledge 2.1C1K4 Defines effective communication strategies across systems that support children and families.
	<input type="checkbox"/> Skill 2.1C1S1 Practices styles of communication with families.	<input type="checkbox"/> Skill 2.1C1S2 Chooses communication strategies to address preferred styles.	<input type="checkbox"/> Skill 2.1C1S3 Produces forms and policies to address preferred communication styles.	<input type="checkbox"/> Skill 2.1C1S4 Uses effective communication strategies to facilitate collaboration through communication across systems which support children and families.



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<b>Competency 2 (C2):</b> <b>Communication Formats</b>	<input type="checkbox"/> Knowledge 2.1C2K1 States the importance of consistent communication to inform families.	<input type="checkbox"/> Knowledge 2.1C2K2 Lists various approaches to communication	<input type="checkbox"/> Knowledge 2.1C2K3 Selects communication formats such as social media to bring communities together in support of children and families.	<input type="checkbox"/> Knowledge 2.1C2K4 Distinguishes formats for most effective linkage of professionals and families with other services and consultation.
	<input type="checkbox"/> Skill 2.1C2S1 Completes forms such as daily notes.	<input type="checkbox"/> Skill 2.1C2S2 Practices using multiple formats to communicate with families, such as verbal, written, digital, and visual.	<input type="checkbox"/> Skill 2.1C2S3 Demonstrates use of current communication formats in support of children and families	<input type="checkbox"/> Skill 2.1C2S4 Creates and maintains working partnerships with families and services through customized communication formats.
<b>Competency 3 (C3):</b> <b>Communication Skills</b>	<input type="checkbox"/> Knowledge 2.1C3K1 Recalls program policy regarding confidentiality.	<input type="checkbox"/> Knowledge 2.1C3K2 Explains the benefits of positive reciprocal communication with families and colleagues.	<input type="checkbox"/> Knowledge 2.1C3K3 Recognizes the need for families to communicate their needs and their goals for their children.	<input type="checkbox"/> Knowledge 2.1C3K4 Expresses the importance of communicating about early education and care issues in a common language across disciplines.
	<input type="checkbox"/> Skill 2.1C3S1 Demonstrates compliance with confidentiality policy in communication with families.	<input type="checkbox"/> Skill 2.1C3S2 Illustrates effective reciprocal communication with families and colleagues.	<input type="checkbox"/> Skill 2.1C3S3 Organizes opportunities for families to talk about their needs and goals.	<input type="checkbox"/> Skill 2.1C3S4 Facilitates the use of a shared language related to early education and care across disciplines.
<b>May Be Evidenced By:</b>	<ul style="list-style-type: none"> <li>Written communication samples such as forms and notes.</li> </ul>	<ul style="list-style-type: none"> <li>The variety of communication formats in use.</li> </ul>	<ul style="list-style-type: none"> <li>Copies of forms and policies which address communication styles and formats.</li> </ul>	<ul style="list-style-type: none"> <li>Observed facilitation of stakeholder meetings.</li> </ul>

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<b>Component 2</b> <b>2.2 Partnerships and Participation</b>	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Specialist</b>
<b>Competency 1 (C1):</b> <b>Positive Relationships</b>	<input type="checkbox"/> Knowledge 2.2C1K1 Recognizes that families have different goals for their children.	<input type="checkbox"/> Knowledge 2.2C1K2 Understands the importance of a relationship-based approach with families.	<input type="checkbox"/> Knowledge 2.2C1K3 Names the characteristics of relationship-based organizations.	<input type="checkbox"/> Knowledge 2.2C1K4 Describes how to strengthen programs using relationship-based approaches.
	<input type="checkbox"/> Skill 2.2C1S1 Demonstrates respect for the choices and decisions that families make for their children.	<input type="checkbox"/> Skill 2.2C1S2 Practices a relationship-based approach with families to address successes and challenges.	<input type="checkbox"/> Skill 2.2C1S3 Prepares policies based on the characteristics of relationship-based organizations.	<input type="checkbox"/> Skill 2.2C1S4 Provides consultation to programs to help them develop characteristics of relationship-based organizations.
<b>Competency 2 (C2):</b> <b>Family Engagement</b>	<input type="checkbox"/> Knowledge 2.2C2K1 Reviews program policy regarding family involvement.	<input type="checkbox"/> Knowledge 2.2C2K2 Describes how to encourage families to participate in experiences to promote healthy child development.	<input type="checkbox"/> Knowledge 2.2C2K3 Arranges opportunities to include families in decision-making to inform program policies.	<input type="checkbox"/> Knowledge 2.2C2K4 Reviews program practices regarding family/program partnerships that support children.
	<input type="checkbox"/> Skill 2.2C2S1 Participates in activities which support family involvement.	<input type="checkbox"/> Skill 2.2C2S2 Selects opportunities for family participation and extends personal invitations to families.	<input type="checkbox"/> Skill 2.2C2S3 Schedules family events and meetings to offer opportunities for engagement	<input type="checkbox"/> Skill 2.2C2S4 Evaluates the level of family engagement in supporting children.
<b>Competency 3 (C3):</b> <b>Observation and Risk Assessment</b>	<input type="checkbox"/> Knowledge 2.2C3K1 Names some risk factors that can cause stress in families.	<input type="checkbox"/> Knowledge 2.2C3K2 Gives examples of observation techniques for assessment of risk factors for families and children.	<input type="checkbox"/> Knowledge 2.2C3K3 Identifies resources available to families to support child development.	<input type="checkbox"/> Knowledge 2.2C3K4 Discusses how to use assessment tools to identify developmental delays in children.

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	<input type="checkbox"/> Skill 2.2C3S1 Interprets observed indicators of stress in families as potential for risk, and shares concerns with appropriate supervisor.	<input type="checkbox"/> Skill 2.2C3S2 Conducts observations to assess risk factors evident in families and children.	<input type="checkbox"/> Skill 2.2C3S3 Refers families to appropriate resources for early intervention.	<input type="checkbox"/> Skill 2.2C3S4 Models procedures for observation and documentation of delays and provides information on appropriate screening and assessment of children.
<b>Competency 4 (C4): Volunteer Engagement</b>	<input type="checkbox"/> Knowledge 2.2C4K1 Describes program policy regarding the roles that volunteers play in supporting programs.	<input type="checkbox"/> Knowledge 2.2C4K2 States the benefits of family volunteers for children in the program.	<input type="checkbox"/> Knowledge 2.2C4K3 Outlines ways to recruit volunteers and considers policies for including volunteers.	<input type="checkbox"/> Knowledge 2.2C4K4 Locates volunteer services available to support families and/or programs.
	<input type="checkbox"/> Skill 2.2C4S1 Puts program policy into practice regarding interactions with family and community volunteers in the program.	<input type="checkbox"/> Skill 2.2C4S2 Produces opportunities for family volunteers to participate in activities to support children.	<input type="checkbox"/> Skill 2.2C4S3 Demonstrates how to recruit family/community volunteers to support programs and provides supervision of volunteers.	<input type="checkbox"/> Skill 2.2C4S4 Illustrates procedures for connecting families and/or programs with volunteer services in support of children.
<b>Competency 5 (C5): Community Engagement</b>	<input type="checkbox"/> Knowledge 2.2C5K1 Reproduces lists of community services available to provide resources to families of children.	<input type="checkbox"/> Knowledge 2.2C5K2 Defines community, as it pertains to the program, and identifies opportunities to outreach to the community in support of children.	<input type="checkbox"/> Knowledge 2.2C5K3 Identifies strategies that support continuity of best practices among the program, community professionals, and families.	<input type="checkbox"/> Knowledge 2.2C5K4 Understands how to engage the statewide community in efforts to support children.
	<input type="checkbox"/> Skill 2.2C5S1 Produces resource binder of community services for families.	<input type="checkbox"/> Skill 2.2C5S2 Invites community involvement in support of children and their families.	<input type="checkbox"/> Skill 2.2C5S3 Includes families and community professionals in program planning, seeking input regarding policies.	<input type="checkbox"/> Skill 2.2C5S4 Dramatizes the needs and interests of children and families for statewide networks/councils.

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May Be Evidenced By:	<ul style="list-style-type: none"> <li>• Observation of interactions with families of children as well as interactions with program volunteers and supervisors.</li> </ul>	<ul style="list-style-type: none"> <li>• Informational materials posted for and/or shared with families.</li> <li>• Curriculum plans which include family and/or community volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>• Events and meetings for families of children.</li> <li>• Volunteer recruitment activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of training provided regarding assessment of children.</li> <li>• Documentation of attendance at statewide meetings and/or membership in networks/councils.</li> </ul>
<b>Component 3: 2.3 Family and Cultural Contexts</b>	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Specialist</b>
Competency 1 (C1): <b>Personal Bias</b>	<input type="checkbox"/> Knowledge 2.3C1K1 States the importance of self-awareness of personal bias.	<input type="checkbox"/> Knowledge 2.3C1K2 Identifies personal perceptions that contribute to relationships with families and colleagues.	<input type="checkbox"/> Knowledge 2.3C1K3 Explains the importance of cultural and linguistic sensitivity in work with families, staff, and community professionals.	<input type="checkbox"/> Knowledge 2.3C1K4 Recognizes the influence of personal bias on the consultant-program or faculty-student or similar relationship.
	<input type="checkbox"/> Skill 2.3C1S1 Predicts the impact of personal bias on own work with children and families.	<input type="checkbox"/> Skill 2.3C1S2 Uses reflective practice to intentionally adjust bias in order to strengthen relationships.	<input type="checkbox"/> Skill 2.3C1S3 Models cultural and linguistic sensitivity for families, staff and community professionals.	<input type="checkbox"/> Skill 2.3C1S4 Evaluates own practice to assess personal bias and relationship-based skills and seeks to improve practice.
Competency 2 (C2): <b>Diversity</b>	<input type="checkbox"/> Knowledge 2.3C2K1 Recognizes that family beliefs and practices with children at home influence practice in the program setting.	<input type="checkbox"/> Knowledge 2.3C2K2 Gives examples of how family beliefs and practices regarding child development can be incorporated into program practices.	<input type="checkbox"/> Knowledge 2.3C2K3 Defines cultural competence and explains how to infuse this throughout programs that serve children and their families.	<input type="checkbox"/> Knowledge 2.3C2K4 Understands how to advocate for families to communicate in their own language about their beliefs and goals for their children.

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	<input type="checkbox"/> Skill 2.3C2S1 Demonstrates respect for family beliefs and practices.	<input type="checkbox"/> Skill 2.3C2S2 Illustrates how to incorporate family beliefs and practices into program practices.	<input type="checkbox"/> Skill 2.3C2S3 Writes program policies that support cultural competence and effective relationships with families.	<input type="checkbox"/> Skill 2.3C2S4 Evaluates program practices and advocates for practices to support families to communicate in their own language about their beliefs and goals.
<b>Competency 3 (C3): Parenting Strategies</b>	<input type="checkbox"/> Knowledge 2.3C3K1 Identifies variations in approaches to parenting.	<input type="checkbox"/> Knowledge 2.3C3K2 Recalls how to draw upon familiar strategies used by families to strengthen relationships with them.	<input type="checkbox"/> Knowledge 2.3C3K3 Recognizes the importance of goodness of fit between parenting approaches and program philosophy.	<input type="checkbox"/> Knowledge 2.3C3K4 Discusses the impact of parenting strategies on child development and how to help families strengthen parenting skills.
	<input type="checkbox"/> Skill 2.3C3S1 Practices appropriate responses to families based on their parenting approaches.	<input type="checkbox"/> Skill 2.3C3S2 Models a variety of approaches with families based on families' parenting strategies.	<input type="checkbox"/> Skill 2.3C3S3 Provides family handbook/policies for families including written program philosophy.	<input type="checkbox"/> Skill 2.3C3S4 Models strategies for professionals to use that strengthen parenting skills.



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<b>Competency 4 (C4): Family Structures</b>	<input type="checkbox"/> Knowledge 2.3C4K1 Names types of family structures and lists materials that depict a variety of family structures.	<input type="checkbox"/> Knowledge 2.3C4K2 Distinguishes the type of structure of each family of the children in the program.	<input type="checkbox"/> Knowledge 2.3C4K3 Defends the importance of ensuring that staff/colleagues are aware of and support all types of families.	<input type="checkbox"/> Knowledge 2.3C4K4 Arranges training regarding assessment tools to evaluate program quality in addressing respect for all family structures.
	<input type="checkbox"/> Skill 2.3C4S1 Uses learning materials such as books and photographs which support a variety of family structures.	<input type="checkbox"/> Skill 2.3C4S2 Prepares curriculum and environments which welcome all types of families and which represent the diversity of family structures.	<input type="checkbox"/> Skill 2.3C4S3 Analyzes program practices regarding respecting and valuing families of all types and models practices which welcome diversity in family structures.	<input type="checkbox"/> Skill 2.3C4S4 Produces training on assessment tools for professionals to evaluate their practices and to evaluate program practices regarding inclusion of all types of families.
<b>Competency 5 (C5): Family Strengths</b>	<input type="checkbox"/> Knowledge 2.3C5K1 Recognizes that all families have strengths.	<input type="checkbox"/> Knowledge 2.3C5K2 Describes why it is important to incorporate family routines into practice with children to strengthen home to program connections.	<input type="checkbox"/> Knowledge 2.3C5K3 Outlines the Strengthening Families initiative and identifies Strengthening Families elements in own program.	<input type="checkbox"/> Knowledge 2.3C5K4 Explains how to raise awareness of a strengths-based, family-centered approach across disciplines and sectors.
	<input type="checkbox"/> Skill 2.3C5S1 Applies knowledge about family strengths when talking to families of children to build positive/trusting relationships.	<input type="checkbox"/> Skill 2.3C5S2 Prepares and/or modifies activities which build upon the strength of family routines at home.	<input type="checkbox"/> Skill 2.3C5S3 Uses the Strengthening Families program self-assessment tool and creates an action plan to improve practice.	<input type="checkbox"/> Skill 2.3C5S4 Demonstrates and advocates for a strengths-based, family-centered approach to working with children and families across disciplines and sectors.

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Competency 6 (C6): <b>Family Systems Theory</b>	<input type="checkbox"/> Knowledge 2.3C6K1 Describes the child as an individual and as part of a larger system-a family.	<input type="checkbox"/> Knowledge 2.3C6K2 Distinguishes the elements of a family system as the members of the family, each member having different characteristics.	<input type="checkbox"/> Knowledge 2.3C6K3 Recognizes that boundaries within family systems vary and can result in isolation, one of the risk factors for child abuse and neglect.	<input type="checkbox"/> Knowledge 2.3C6K4 Summarizes current theory and research on family systems and dynamics.
	<input type="checkbox"/> Skill 2.3C6S1 Applies awareness of the family as a system to daily work with children by relating program routines to routines practiced at home with the child’s family.	<input type="checkbox"/> Skill 2.3C6S2 Discovers opportunities to become familiar with family members through informal and formal meetings.	<input type="checkbox"/> Skill 2.3C6S3 Schedules program and community events for families and provides resources to prevent isolation.	<input type="checkbox"/> Skill 2.3C6S4 Applies current theory and research on family systems and dynamics in work with families and programs. Includes theory in teaching related coursework.
May Be Evidenced By:	<ul style="list-style-type: none"> <li>• Observation of verbal interactions with families and with children.</li> <li>• Use of books and photographs depicting a variety of types of families.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum plans and environments for children that support diversity in family culture and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of program philosophy and/or policies indicating that all families are welcome and supported.</li> <li>• Copy of completed Strengthening Families program self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of training/coursework taught covering relationship-based practices with children and their families.</li> <li>• Copies of assessment tools used to evaluate strengths-based practices of programs/providers.</li> </ul>
<b>Component 4 2.4 Family Leadership</b>	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Specialist</b>
Competency 1 (C1): <b>Self-Advocacy</b>	<input type="checkbox"/> Knowledge 2.4C1K1 Differentiates among families those who may need assistance in advocating for their children.	<input type="checkbox"/> Knowledge 2.4C1K2 Identifies community resources for families to support their unique needs.	<input type="checkbox"/> Knowledge 2.4C1K3 Understands the need for families to voice their needs and goals for their children.	<input type="checkbox"/> Knowledge 2.4C1K4 Recognizes the challenges faced by some families in communicating about referral or other services for their children.

	<input type="checkbox"/> Skill 2.4C1S1 Provides appropriate program personnel contact information to families who may need assistance.	<input type="checkbox"/> Skill 2.4C1S2 Provides resources for families to help them advocate for their needs.	<input type="checkbox"/> Skill 2.4C1S3 Chooses opportunities for families to discuss their needs and goals in a supportive environment.	<input type="checkbox"/> Skill 2.4C1S4 Solves some challenges for families by helping them plan how to communicate confidently about their children with service providers.
<b>Competency 2 (C2): Family Participation in Decision-Making</b>	<input type="checkbox"/> Knowledge 2.4C2K1 Recognizes that families know their children best.	<input type="checkbox"/> Knowledge 2.4C2K2 Shows how to partner with families to encourage family voice/family choice.	<input type="checkbox"/> Knowledge 2.4C2K3 Defends family participation in program planning and evaluation to improve program quality.	<input type="checkbox"/> Knowledge 2.4C2K4 Discusses the value of including families in the process of decision-making around public policies/issues.
	<input type="checkbox"/> Skill 2.4C2S1 Practices honoring the rights of families to make decisions for their children by listening respectfully and acknowledging their requests.	<input type="checkbox"/> Skill 2.4C2S2 Interprets family voice/family choice as active listening and discussion with families to reach mutual agreement or compromises that support family choices.	<input type="checkbox"/> Skill 2.4C2S3 Prepares opportunities for families to be involved in program planning and evaluation and uses feedback to make improvements.	<input type="checkbox"/> Skill 2.4C2S4 Illustrates through practice how to advocate for families to be included in policy planning and/or decisions affecting their children..
<b>May Be Evidenced By:</b>	<ul style="list-style-type: none"> <li>Copies of family evaluation forms regarding how well staff listen and respect decisions made by the family.</li> </ul>	<ul style="list-style-type: none"> <li>Observation and/or notes of discussions with families.</li> </ul>	<ul style="list-style-type: none"> <li>Copies of program evaluations completed by families and action plans for improvement based on family feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Copy of form(s) such as IFSP used to help families participate in planning for services for their child(ren).</li> <li></li> </ul>



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<b>Component 5</b> <b>2.5 Family Supports</b>	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Specialist</b>
Competency 1 (C1): <b>Social Capital and Networking</b>	<input type="checkbox"/> Knowledge 2.5C1K1 States the value of social connections for families.	<input type="checkbox"/> Knowledge 2.5C1K2 Describes the benefits for children and families when families connect to support each other.	<input type="checkbox"/> Knowledge 2.5C1K3 Identifies ways to connect families and community services/supports.	<input type="checkbox"/> Knowledge 2.5C1K4 Selects community programs and consultants available to work with staff and families to provide social and economic supports.
	<input type="checkbox"/> Skill 2.5C1S1 Illustrates belief in this value by participating in program events for children and families.	<input type="checkbox"/> Skill 2.5C1S2 Discovers and shares information with families about opportunities for networking with each other, and supports their efforts.	<input type="checkbox"/> Skill 2.5C1S3 Prepares and hosts opportunities for families and communities to connect with each other.	<input type="checkbox"/> Skill 2.5C1S4 Schedules community professionals and/or consultants to connect with program management staff and families.
Competency 2 (C2): <b>Strengthening Families</b>  <a href="http://www.strengtheningfamiliesprogram.org/">http://www.strengtheningfamiliesprogram.org/</a>	<input type="checkbox"/> Knowledge 2.5C2K1 Understands protective factors and the importance of prevention.	<input type="checkbox"/> Knowledge 2.5C2K2 Recognizes the protective factors that serve to strengthen families and keep children safe.	<input type="checkbox"/> Knowledge 2.5C2K3 Discusses how to reach out to families at risk and how to help them build protective factors.	<input type="checkbox"/> Knowledge 2.5C2K4 Explains the value in the Strengthening Families approach to all programs that support families. Arranges training focused on prevention strategies.
	<input type="checkbox"/> Skill 2.5C2S1 Predicts outcomes for children when protective factors are present or not present for families.	<input type="checkbox"/> Skill 2.5C2S2 Models appropriate adult-child interactions for families and offers suggestions for activities families can do at home with children to build strong relationships.	<input type="checkbox"/> Skill 2.5C2S3 Schedules and facilitates family meetings to discuss identified risk factors and plans with families to build protective factors.	<input type="checkbox"/> Skill 2.5C2S4 Practices consultation to programs to implement the Strengthening Families approach in support of children and their families. Provides training on prevention.

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<b>Competency 3 (C3): Risk Factors, Protective Factors, Resilience</b>	<input type="checkbox"/> Knowledge 2.5C3K1 Explains that families can bounce back from challenges through support provided by the program and/or community.	<input type="checkbox"/> Knowledge 2.5C3K2 Prepares a physical space for children that is safe and welcoming to families.	<input type="checkbox"/> Knowledge 2.5C3K3 Gives examples of how to implement the Strengthening Families Program Strategies in programs supporting children’s and their families.	<input type="checkbox"/> Knowledge 2.5C3K4 Recognizes that sharing power with families and staff builds protective factors and family resilience.
	<input type="checkbox"/> Skill 2.5C3S1 Demonstrates respect for families during challenging times in their lives and provides positive encouragement.	<input type="checkbox"/> Skill 2.5C3S2 Operates a welcoming environment for families including space for families to gather and build relationships.	<input type="checkbox"/> Skill 2.5C3S3 Employs the five programmatic elements that build protective factors in families.	<input type="checkbox"/> Skill 2.3C3S4 Applies knowledge in consultation with programs to help them create opportunities for leadership for families and staff.
<b>May Be Evidenced By:</b>	<ul style="list-style-type: none"> <li>Participation in family-centered program events.</li> </ul>	<ul style="list-style-type: none"> <li>Observation of interactions with children and modeling for families.</li> <li>Welcoming space in classroom/program environment for families to gather.</li> </ul>	<ul style="list-style-type: none"> <li>Review of program practices and/or policies for evidence of five programmatic elements that build protective factors.</li> </ul>	<ul style="list-style-type: none"> <li>Consultation notes regarding work with programs, professionals, or families around the Strengthening Families approach.</li> </ul>
<b>Component 6 2.6 Community Resources</b>	<b>Foundational</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Specialist</b>
<b>Competency 1 (C1): Social and Material Supports</b>	<input type="checkbox"/> Knowledge 2.6C1K1 Identifies program resources available for families.	<input type="checkbox"/> Knowledge 2.6C1K2 Knows where to find community services/supports for families.	<input type="checkbox"/> Knowledge 2.6C1K3 Expresses a responsibility to provide program support to families for social and material needs on behalf of children.	<input type="checkbox"/> Knowledge 2.6C1K4 Lists state resources that can provide support to programs that serve children and their families.

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	<input type="checkbox"/> Skill 2.6C1S1 Shows families where to find resources available within the program, such as child care tuition assistance application forms.	<input type="checkbox"/> Skill 2.6C1S2 Directs families to community services and upon request contacts support services on behalf of families.	<input type="checkbox"/> Skill 2.6C1S3 Writes policies/procedures for providing support to meet social/material needs of families.	<input type="checkbox"/> Skill 2.6C1S4 Prepares presentations to statewide networks/councils to bring attention to the needs of families and to connect resources with programs.
<b>Competency 2 (C2): Emotional and Health Supports</b>	<input type="checkbox"/> Knowledge 2.6C2K1 Describes the IFSP (Individual Family Service Plan) process.	<input type="checkbox"/> Knowledge 2.6C2K2 Relates the purpose of an IFSP and own role in the process.	<input type="checkbox"/> Knowledge 2.6C2K3 Discusses the importance of collaboration among agencies and others serving children and their families.	<input type="checkbox"/> Knowledge 2.6C2K4 Describes the process for outreach to statewide stakeholders for the purpose of advocating for emotional and health supports for children and their families.
	<input type="checkbox"/> Skill 2.6C2S1 Experiences the IFSP process in action by attending an IFSP meeting with a supervisor.	<input type="checkbox"/> Skill 2.6C2S2 Participates in the IFSP process and works with a team of professionals to support the family.	<input type="checkbox"/> Skill 2.6C2S3 Applies strategies to build collaboration among agencies and others serving children and their families, including procedures for referring children.	<input type="checkbox"/> Skill 2.6C2S4 Demonstrates outreach by advocating for health, social service, or mental health resources to assist/support children and their families.
<b>May Be Evidenced By:</b>	<ul style="list-style-type: none"> <li>• Ability to locate program resources for families.</li> <li>• Attendance at IFSP meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of IFSP meeting notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy of procedure for making referrals to services for children.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of advocacy activity conducted, such as an article written and published in support of services/resources for children and their families.</li> </ul>

**NEW HAMPSHIRE'S EARLY CHILDHOOD WORKFORCE SPECIALIZED COMPETENCIES SELF-ASSESSMENT**

Use this tool to document your competency and note your action steps for your Professional Development Plan.

Directions: indicate your perceived level of competency using the following scale:

- **F= Foundational** (I mostly meet this level in this competency Competency.)
- **I= Intermediate** (I mostly meet this level in this competency Competency.)
- **A= Advanced** (I mostly meet this level in this competency Competency.)
- **S = Specialist** (I mostly meet this level in this competency Competency.)

Write your action steps for increasing your competency where applicable.

CORE KNOWLEDGE AND COMPONENT C=Competency	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
<b>1 CORE KNOWLEDGE AREA: <u>DEVELOPING AS A PROFESSIONAL</u></b>							
<b>Component 1: <u>Professional Development</u></b>							
C1) <u>Reflective Practice</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C2) <u>Professional Awareness</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C3) <u>Adult Development and Learning</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
C4) <u>Mentorship</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
<b>Component 2: <u>Standards of Quality</u></b>							
C1) <u>Child Care Licensing Rules</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

CORE KNOWLEDGE AND COMPONENT C=Competency	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C2) <a href="#">Quality Rating and Improvement System (QRIS)</a>	O	O	O	O			
<b>1 CORE KNOWLEDGE AREA: <a href="#">DEVELOPING AS A PROFESSIONAL</a></b>							
<b>Component 3: <a href="#">Program Administration</a></b>							
C1) <a href="#">Mission and Vision</a>	O	O	O	O			
C2) <a href="#">Program Operations: Policy and Procedure</a>	O	O	O	O			
C3) <a href="#">Staff Supervision and Evaluation</a>	O	O	O	O			
C4) <a href="#">Program Evaluation and Development</a>	O	O	O	O			
C5) <a href="#">Family Care, Recruitment and Retention</a>							
<b>Component 4: <a href="#">Advocacy, Leadership and Ethics</a></b>							
C1) <a href="#">Public Policy and Advocacy</a>	O	O	O	O			
C2) <a href="#">Team Building and Conflict Resolution</a>	O	O	O	O			

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CORE KNOWLEDGE AND COMPONENT C=Competency	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C3) <a href="#">Staff Development</a>	○	○	○	○			
C4) <a href="#">Ethical Standards and Conduct</a>							
C5) <a href="#">Professional Behavior and Leadership</a>	○	○	○	○			
C6) <a href="#">Professional Boundaries and Confidentiality</a>	○	○	○	○			
C7) <a href="#">Family and Community Partnership Development</a>	○	○	○	○			
<b>2 CORE KNOWLEDGE AREA: <a href="#">BUILDING FAMILY AND COMMUNITY RELATIONSHIPS</a></b>							
<b>Component 1: <a href="#">Communication</a></b>							
C1) <a href="#">Communication Styles</a>	○	○	○	○			
C2) <a href="#">Communication Formats</a>	○	○	○	○			
C3) <a href="#">Communication Skills</a>	○	○	○	○			
<b>Component 2: <a href="#">Partnerships and Participation</a></b>							

First Edition of NEW HAMPSHIRE'S EARLY CHILDHOOD WORKFORCE SPECIALIZED COMPETENCIES  
 February 9, 2015

CORE KNOWLEDGE AND COMPONENT C=Competency	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C1) <a href="#">Positive Relationships</a>	○	○	○	○			
C2) <a href="#">Family Engagement</a>	○	○	○	○			
C3) <a href="#">Observation and Risk Assessment</a>	○	○	○	○			
C4) <a href="#">Volunteer Engagement</a>	○	○	○	○			
C5) <a href="#">Community Engagement</a>	○	○	○	○			
<b>Component 3: <a href="#">Family and Cultural Contexts</a></b>							
C1) <a href="#">Personal Bias</a>	○	○	○	○			
C2) <a href="#">Diversity</a>	○	○	○	○			
C3) <a href="#">Parenting Strategies</a>	○	○	○	○			
C4) <a href="#">Family Structures</a>	○	○	○	○			

CORE KNOWLEDGE AND COMPONENT C=Competency	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C5) <a href="#">Family Strengths</a>	○	○	○	○			
C6) <a href="#">Family Systems Theory</a>	○	○	○	○			
<b>2 CORE KNOWLEDGE AREA: <a href="#">BUILDING FAMILY AND COMMUNITY RELATIONSHIPS</a></b>							
<b>Component 4: <a href="#">Family Leadership</a></b>							
C1) <a href="#">Self-advocacy</a>	○	○	○	○			
C2) <a href="#">Family Participation in Decision-making</a>	○	○	○	○			
<b>Component 5: <a href="#">Family Supports</a></b>							
C1) <a href="#">Social Capital and Networking</a>	○	○	○	○			
C2) <a href="#">Strengthening Families</a>	○	○	○	○			
C3) <a href="#">Risk Factors, Protective Factors, Resilience</a>	○	○	○	○			
<b>Component 6: <a href="#">Community Resources</a></b>							
C1) <a href="#">Social and Material Supports</a>	○	○	○	○			

CORE KNOWLEDGE AND COMPONENT C=Competency	F	I	A	S	Action steps for professional growth/development	Goal Date	Date Met
C2) <a href="#">Emotional and Health Supports</a>	O	O	O	O			

**COMMENTS/PROFESSIONAL DEVELOPMENT PLANNING:**

Completed By: \_\_\_\_\_  
 Signature Title Date

Reviewed With: \_\_\_\_\_  
 Signature Title Date