

Professional Development Planning Tool

Use *West Virginia's Core Knowledge and Competencies for Early Childhood Professionals* along with this planning tool to assess your skills and to identify areas of strength and areas of opportunity in your work with or on behalf of 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 planning tool 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 West Virginia's Core Knowledge and Competencies for Early Childhood Professionals 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 competency. Use the planning tool to note whether that competency is an area of strength, an area to demonstrate progress, or an opportunity for growth. If you are not sure what is meant by a particular competency, indicate that it is an opportunity for growth. It is expected that even after many years as an early childhood professional, one would still have much more to learn. Take notes or keep track of your thoughts, as needed. You can use the Summary Page (on page 91) to keep track of your results as you complete each section.

2) Reflect

Use the Reflection Guide (on page 92) to consider your strengths and opportunities for growth.

3) Plan

Use the Planning Summary (on page 93) to select goals, plan for needed resources or professional development, and establish a timeframe for meeting the goals.

| Demonstrates Strength | Demonstrates Progress | Opportunity for Growth |
|--|---|--|
| Consistently demonstrates most of the related behaviors and skills independently | Demonstrates many of the related behaviors and skills with limited guidance | Rarely/never demonstrates the related behavior and skills without guidance |

1. Child Growth and Development

| Core Competencies | Assessment | | | Notes |
|--|---|-----------------------|--|-------|
| | Demonstrates Strength | Demonstrates Progress | Opportunity for Growth | |
| 1.1 Understands typical and atypical development and multiple factors that influence development from conception through infancy and early childhood | | | | |
| 1.2 Applies the process of assessment, planning, implementation, and evaluation to support children's growth through developmentally appropriate practices | | | | |
| 1.3 Encourages children's development of social and emotional skills | | | | |
| 1.4 Helps children achieve self-regulation and develop coping skills | | | | |
| 1.5 Encourages the development of self-help skills to promote independence | | | | |
| 1.6 Supports children's gross and fine motor development | | | | |
| 1.7 Supports children's cognitive development | | | | |
| 1.8 Promotes emergent literacy including speaking, listening, reading, and writing through play and interaction with children | | | | |
| 1.9 Encourages and supports Dual Language Learners | | | | |
| 1.10 Facilitates children's play to encourage development across domains | | | | |
| Demonstrates Strength | Demonstrates Progress | | Opportunity for Growth | |
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2. Family and Community Relationships

| Core Competencies | Assessment | | | Notes |
|--|-----------------------|-----------------------|------------------------|-------|
| | Demonstrates Strength | Demonstrates Progress | Opportunity for Growth | |
| 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 children achieve desired outcomes within the program, at home, and in the community | | | | |
| 2.4 Helps connect families with needed resources and services | | | | |
| 2.5 Supports families through transitions within and between programs and environments | | | | |

| Demonstrates Strength | Demonstrates Progress | Opportunity for Growth |
|--|---|--|
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3. Child Observation and Assessment

| Core Competencies | Assessment | | | Notes |
|--|-----------------------|-----------------------|------------------------|-------|
| | Demonstrates Strength | Demonstrates Progress | Opportunity for Growth | |
| 3.1 Uses observation and assessment to support children's development and learning | | | | |
| 3.2 Practices appropriate child assessment | | | | |
| 3.3 Builds positive, productive partnerships with families and colleagues to enhance the assessment process | | | | |
| 3.4 Uses data to share children's developmental progress with families and other pertinent team members | | | | |
| 3.5 Uses observations and assessments to inform instruction and guide planning | | | | |
| 3.6 Engages in additional practices to support formal evaluation and reporting procedures when determining support services (applicable to Assessment Teams) | | | | |

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4. Environment and Curriculum

| Core Competencies | Assessment | | | Notes |
|--|-----------------------|-----------------------|------------------------|-------|
| | Demonstrates Strength | Demonstrates Progress | Opportunity for Growth | |
| 4.1 Develops and models genuine, supportive relationships | | | | |
| 4.2 Creates an environment that is predictable, promotes interaction and learning, and is responsive to the needs of all children | | | | |
| 4.3 Works to effectively promote social and emotional development and prevent challenging behaviors | | | | |
| 4.4 Establishes a learning environment within group settings that is well-organized and visually pleasing, and promotes reflection, extends learning, and encourages self-management and cooperation | | | | |
| 4.5 Selects and implements developmentally appropriate, evidence-based curriculum | | | | |
| 4.6 Designs and implements activities and strategies to help meet the individual needs of all children in an integrated curriculum | | | | |

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5. Health, Safety, and Nutrition

| Core Competencies | Assessment | | | Notes |
|---|-----------------------|-----------------------|------------------------|-------|
| | Demonstrates Strength | Demonstrates Progress | Opportunity for Growth | |
| 5.1 Identifies practices that encourage positive health behaviors and support the physical and mental well-being of children and families | | | | |
| 5.2 Understands the appropriate precautions and applicable procedures to ensure a safe learning environment | | | | |
| 5.3 Understands the appropriate procedures for emergencies and injuries | | | | |
| 5.4 Understands the impact of child abuse and neglect, substance abuse, and domestic violence on children and families | | | | |
| 5.5 Understands the importance of good nutrition and food safety to support healthy growth in children and families | | | | |
| 5.6 Understands the importance of healthy lifestyles to support healthy growth in children and families | | | | |
| 5.7 Understands the necessity of maintaining records related to the health, safety, and nutrition of children and families | | | | |

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6. Professionalism and Leadership

| Core Competencies | Assessment | | | Notes |
|--|-----------------------|-----------------------|------------------------|-------|
| | Demonstrates Strength | Demonstrates Progress | Opportunity for Growth | |
| 6.1 Upholds all relevant ethical standards and professional guidelines | | | | |
| 6.2 Demonstrates dispositions necessary to effectively support young children and families | | | | |
| 6.3 Displays professionalism in practice | | | | |
| 6.4 Exhibits commitment to ongoing growth and learning | | | | |
| 6.5 Shows leadership skills | | | | |
| 6.6 Advocates for children, families, and the early childhood profession | | | | |
| 6.7 Collaborates among agencies | | | | |

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7. Administration and Management

| Core Competencies | Assessment | | | Notes |
|---|-----------------------|-----------------------|------------------------|-------|
| | Demonstrates Strength | Demonstrates Progress | Opportunity for Growth | |
| 7.1 Maintains procedures and systems that adhere to all applicable federal law, state, and local regulatory requirements and quality standards | | | | |
| 7.2 Develops, implements, and revises management policies and procedures | | | | |
| 7.3 Utilizes personnel and program policies and procedures, as well as 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 and procedures that support partnerships with families and respects their diverse needs and culture | | | | |
| 7.6 Establishes and integrates program philosophy and continuous quality improvement throughout all aspects of the program | | | | |

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Summary Page

Record your assessment results below.

| Core Competencies | Demonstrates Strength | Demonstrates Progress | Opportunity for Growth |
|---------------------------------------|-----------------------|-----------------------|------------------------|
| 1. Child Growth and Development | | | |
| 2. Family and Community Relationships | | | |
| 3. Child Observation and Assessment | | | |
| 4. Environment and Curriculum | | | |
| 5. Health, Safety, and Nutrition | | | |
| 6. Professionalism and Leadership | | | |
| 7. Administration and Management | | | |

Reflection Guide

Review the Summary Page and consider your assessment results. Complete the following guide using the results from the assessment.

Step 1

List two competencies in which you are demonstrating strength in order of importance to you.

Example 2.4 Helps connect families with needed resources and services

1 _____

2 _____

Step 2

List two competencies in which you are demonstrating progress in order of importance to you.

Example 5.3 Understands the appropriate procedures for emergencies and injuries

1 _____

2 _____

Step 3

List two competencies that you indicated as an opportunity for growth in order of importance to you.

Example 3.5 Uses observations and assessments to inform instruction and guide planning

1 _____

2 _____

Step 4

Select the first priority of Step 1, Step 2, or Step 3.

Indicate why this priority is important to you and your work with children and families.

Ex. Priority Competency 3.5 Using observations and assessments for each child will help me plan activities that promote each child's development

Priority Competency

Step 5

Develop two goals related to this priority based on the behaviors and skills listed.

Ex. Goal #1 3.5.b. Responds to the level of support an individual child needs to progress developmentally and Goal #2 3.5.d. Uses assessment practices to show developmental progress during daily routines and play

Goal #1 _____

Goal #2 _____

Planning Summary

Complete the following tool using the results from the Reflection Guide.

Priority Competency from Step 4 _____

| Key Considerations | Goal #1 from Step 5 | Goal #2 from Step 5 |
|--|---------------------|---------------------|
| Resources Do I need any materials or physical resources to help me meet this goal? If so, what are they? | | |
| Professional Development Content Do I need any professional development to help me meet this goal? If so, in what content or topic area? | | |
| Professional Development Format What format/s of professional development would be most effective in helping me meet this goal (i.e., workshop, college course, research, shadowing, coaching, etc.) | | |
| Finding Professional Development How do I find the professional development that I need? | | |
| Additional Support What type of support might I need in order to help me implement my new skills or apply my new knowledge? | | |
| Performance Indicators How will I know if I am making progress? How will my practice change? | | |