

Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for TEACHERS and CHILD CARE PROVIDERS

OVERVIEW

Looking for ways to use the RBCs and enhance your professional practice? Use this tool to assess your progress in each competency and to identify areas for professional growth. The professional development assessment tool for **teachers and child care providers** will support your family engagement efforts and enhance your professional knowledge, skills, and practices.



1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge					
Understands effective relationship-building practices with parents, families, children, and professionals					
Understands the importance of cultures and languages when working with all children and families					
Understands the importance of teachers and child care providers working in partnership with families by sharing planning and decision-making to support children’s learning and development and family well-being					

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1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS, cont.

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Knowledge, cont.					
Understands the need to get to know each family					
Understands the importance of positive relationships between families and teachers and child care providers to identify, encourage, and celebrate children’s development and learning					
Is familiar with professional ethical standards					
Skills					
Helps families feel welcome and encouraged to participate in and observe all aspects of the educational and care services provided for their children					
Helps families feel safe and respected by building mutually trusting relationships over time					
Shows respect for each family’s cultures, values, and life situation					

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1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills, cont.					
<p>Uses effective, responsive communication skills with families. Examples include paying attention to both verbal and nonverbal messages, listening carefully without interrupting, and repeating what the other person said to make sure she or he is understood.</p>					
<p>Creates opportunities for parents to identify their goals for their children and themselves and regularly follows up on progress. Examples include learning, parent-child interactions, health and mental health, nutrition, safety, family literacy, bi-lingual or multi-lingual abilities, financial literacy, and basic needs.</p>					
<p>Tailors conversations with families to support their goals</p>					
<p>Plans and implements learning activities and opportunities that support family's goals for the child's learning and development</p>					

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Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills, cont.					
Reflects on interactions and experiences with families to enhance skills on an ongoing basis					
Practices					
Welcomes all families, promoting and valuing diversity across family structures, cultures, languages, perspectives, and values					
Helps families feel comfortable and safe leaving their children in the early childhood setting					
Greets children and families by name during morning arrival, develops routines with parents for drop-off, and is available to help if the separation is difficult for the child or parent					
Provides opportunities for sharing information from home during morning arrival or end of day reunion					

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Practices, cont.					
Has an open-door policy for parents to come into the classroom or family child care home at any time					
Creates time for open communication with families					
Invites families to bring items/pictures into the classroom or family child care home					
Meets with families when they first enroll to learn about family situation and goals					
Conducts parent-teacher/child care provider conferences and home visits to review child's progress and update the family's goals					
Acts in ways that are consistent with ethical standards for teachers and child care providers					

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2. SELF-AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS

Respects and responds appropriately to the cultures, languages, values, and family structures of each family

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Knowledge					
Understands that each family has unique strengths and resilience					
Understands how families' cultures influence caregiving practices and shape children's early development					
Understands and respects variations in families' cultures, experiences, expectations, and child-rearing beliefs and practices					
Understands one's own beliefs, values, experiences, ethics, and biases to increase self-awareness about how they may affect work with children and families					
Understands how to help parents navigate differences in cultures between home and school					

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2. SELF-AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge, cont.					
Knows that despite best efforts from everyone, there may be misunderstandings due to different cultural beliefs, values, and viewpoints and knows how to navigate these misunderstandings					
Skills					
Builds positive relationships with each family					
Reflects on one’s own beliefs, values, experiences, ethics, and biases to increase self-awareness					
Seeks information about the strengths, cultures, languages, beliefs, values, and circumstances of each family					
Engages in relationships that are responsive to families’ cultures, languages, and values					

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Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills, cont.					
Shows respect for the contributions of home languages and cultures and works with families to create shared understandings					
Discusses with families that the purpose of learning about family traditions, living situation, cultures, languages, and values is to better support relationships between children and their families and to better support the child in the early childhood setting					
Develops skills to engage in cross-cultural conversations that respect families' beliefs, opinions, and caregiving practices					
Practices					
Uses a variety of communication strategies to reach families					
Uses approaches with parents that show sensitivity and respect for their cultures and languages					

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Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Practices, cont.					
Ensures there is an individual in the classroom, program, or family child care home who can communicate with the children in their home languages, to the extent possible					
Ensures that the learning environment includes music, images, books and stories, and other materials representing children’s home languages, cultures, and living situation					
Creates opportunities during learning activities for families to share their cultures, values, experiences, ethics, languages, and strengths					
Welcomes conversations about parenting and family cultures, languages, values, experiences, ethics, and strengths					

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2. SELF-AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Practices, cont.					
Seeks information or consultation about specific cultural values and practices when necessary					
Assesses policies and procedures for opportunities to ensure they reflect cultural perspectives of families in the program					

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3. FAMILY WELL-BEING AND FAMILIES AS LEARNERS

Supports families' reflections on and planning for their safety, health, education, well-being, and life goals

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Knowledge					
Knows how to recognize family resilience, strengths and resources, and unique gifts and talents, and what families already do to maintain family well-being and cope with challenges					
Understands that children's healthy development is related to family well-being and family goals for themselves and their children					
Knows the signs of depression, trauma, substance use, homelessness, domestic violence, child maltreatment, food insecurity, mental illness, and other challenges to family well-being					
Knows about laws and regulations that support and protect children and families					

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3. FAMILY WELL-BEING AND FAMILIES AS LEARNERS, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge, cont.					
Knows what steps to take and who to talk with if child or family safety may be threatened					
Knows about resources in the community to support families' safety, health, mental health, financial stability, economic mobility, and educational growth and asks others for referral information when needed					
Understands the importance of asking for support from their supervisor or colleagues about issues that are beyond their current professional skills and knowledge					
Skills					
Applies information about families' strengths, talents, cultures, languages, aspirations, resources, challenges, needs, and goals to work with children and their families					

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3. FAMILY WELL-BEING AND FAMILIES AS LEARNERS, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills, cont.					
Uses a supportive and non-judgmental approach to talk with parents about difficult or sensitive topics					
Recognizes the importance of taking time for self-care, for one’s own well-being and for others, especially when supporting families in crisis					
Expresses kindness, warmth, and compassion when families are overwhelmed by demanding challenges, trauma, or stress					
Seeks support from their supervisor or colleagues about how to be successful with conversations that are difficult to have with families					
Provides information about and connects families with community and cultural resources that offer opportunities to use and build on their strengths, and support family safety, economic mobility, educational growth, health, and other aspects of family well-being					

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3. FAMILY WELL-BEING AND FAMILIES AS LEARNERS, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Practices					
Checks in with families when separating from their children at morning arrival and at their reunion at the end of the day to see how they are doing					
Talks with parents about their well-being and short- and long-term goals and offers resources or referrals, if appropriate					
Checks in with parents about child’s reactions to current family well-being and partners with parents to respond to any concerns					
Follows up with families to check if resources or referrals were helpful					
Consults with their supervisor, coach, or colleagues about appropriate resources or referrals to share with families experiencing serious challenges					
Follows policies, guidelines, and expectations related to confidentiality, privacy, and ethical practice					

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4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS

Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educators of their children

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Knowledge					
Understands that children’s early family relationships serve as a foundation for later development and learning					
Understands that families’ cultures, languages, and history shape the way that parents raise their children and the way that family members relate to each other					
Knows how children learn in their everyday interactions with their parents					
Understands the importance of parents and children enjoying their interactions with each other					
Understands the value of focusing on a child’s developmental strengths—what children can do—and what parents already do to foster growth, and uses these strengths as a foundation for communication with families					

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4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge, cont.					
Understands the value of focusing on family strengths—what families already do to build strong parent-child relationships, and supports each family member’s development and learning					
Knows expected child development milestones, patterns of developmental change, and cultural variations in these, and has strategies for sharing news with families in a supportive manner about the child’s progress or potential concerns					
Knows about resources to support families of children who are learning more than one language, have exceptional potential, and/or have specific needs including behaviors considered challenging, disability, or developmental delay					

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4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills					
Supports children’s attachment and relationships with their parents and other caregivers					
Communicates with families about child progress in ways that deepen trust and build relationships with families					
Focuses on child and family strengths in discussions with parents about their children					
Prepares parents to anticipate new behaviors and skills by providing information about the developmental progression of learning					
Communicates with parents about transitions that might be challenging for their child, and works with parents to develop strategies that can help the child					

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4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills, cont.					
Notifies and describes to parents positive parenting interactions, especially those that support children’s security, confidence, exploration, interests, and learning					
Guides or connects parents with resources to address developmental concerns, including how to manage behaviors considered challenging in positive, developmentally appropriate, inclusive ways					
Partners with parents and other program professionals or experts to identify and support ongoing learning opportunities for parents to enjoy with their children at home and in the community					
Talks with families about their opportunities to support their children’s school readiness					

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4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Practices					
Learns from parents about how to recognize their child’s verbal and nonverbal cues and what they may mean					
Observes parent-child interactions, and provides encouragement for parent to respond to child’s interests and needs					
Shares child progress that is meaningful and understandable to families					
Ensures that families’ desires and goals for their children drive learning activities and routines					
Ensures that families drive development of goals					
Engages actively with families and their children in responsive, language-rich interactions in ways that are culturally responsive					
Creates learning opportunities for parents and children to enjoy together					

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Practices, cont.					
Supports playful and mutually enjoyable interactions between parents and children					
Partners with parents to identify and respond to children’s emotions, communication, interests, and basic needs by talking with parents about observed or potential parent-child interactions					
Invites parents to observe, participate, and volunteer in the classroom or family child care home					
Documents and shares summaries with families of child’s activities and experiences during the program day					
Partners with families to identify opportunities to learn and practice skills to achieve goals, including sharing information about how program activities can be included in experiences at home					

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4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS, cont.

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Practices, cont.					
Individualizes child and family learning resources and informational materials to each family’s unique experiences, languages, and cultures					
Reflects with parents about ways to manage children’s behaviors to support their growth in the classroom or child care and at home					
Helps families plan for children’s transitions into other early childhood settings					
Welcomes opportunities to connect with other professionals who work with families (for example, early intervention or school personnel)					

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5. FAMILY CONNECTIONS TO PEERS AND COMMUNITY

Works with families to strengthen their support networks and connections with other parents and community members who can address families' strengths, interests, and challenges

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge					
Understands the importance of social support networks for families, especially for those with children of similar age					
Knows the resources available in the community and early childhood field that may support families' strengths, interests, and challenges					
Skills					
Encourages families to identify, develop, and use informal and formal social support networks. Examples include family-led organizations, family support networks, neighborhood groups, faith/spiritual communities, civic organizations, and other social groups.					

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5. FAMILY CONNECTIONS TO PEERS AND COMMUNITY, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills, cont.					
Facilitates parent-to-parent interactions and connections at the beginning or end of day, and in group gatherings for families. Examples include family nights, potluck dinners, parent education events, and family outings.					
Practices					
Partners with parents in planning stages of programming so that they can share their skills, cultures, and other talents in the classroom or at group gatherings					
Supports parents' interests to contribute, volunteer, and collaborate in the family child care setting or classroom, program, and community					
Connects families with resources and events available in the community. Examples include recreational facilities, libraries, museums, parks, and other outdoor activity resources, and civic organizations.					

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6. FAMILY ACCESS TO COMMUNITY RESOURCES

Supports families' use of community resources to make progress toward positive child and family outcomes

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Knowledge					
Understands that families and family networks offer social support and are resources for other families					
Knows about local social services and community resources available to families including how to access information that addresses unique goals and needs. Examples include health, mental health, nutrition, parenting, financial literacy, education, enrichment, recreation, job training, and employment.					
Understands how to partner with families to identify which local services and resources best match family interests, cultures, languages, values, needs, and goals					
Understands the importance of learning from families' experiences related to community resources to increase knowledge about beneficial services					

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6. FAMILY ACCESS TO COMMUNITY RESOURCES, cont.

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Knowledge, cont.					
Understands when to ask their supervisor, experts, coaches, or peers for help					
Skills					
Partners with families to identify services and resources that might be helpful in reaching their goals					
Recognizes when immediate assistance or support is needed for a family, especially when there are signs of possible developmental delays or family concerns related to food insecurity, family and child safety, environmental toxins (for example, lead in the water supply or building), or a need for emergency shelter					
Supports partnerships with schools and community service providers to serve families more effectively					

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6. FAMILY ACCESS TO COMMUNITY RESOURCES, cont.

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Practices					
Responds with information and support to families' expressed strengths, interests, challenges, or needs about the services in the community that can help them reach their goals					
Coordinates with families and other professionals that offer services to children, such as early intervention or infant mental health practitioners					
Checks in with families regularly to ask if they are receiving services that meet their expressed interests, challenges, or needs					
Consults with their supervisor, coaches, experts, or peers to find information to address family challenges, needs, and goals, where necessary					

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7. LEADERSHIP AND ADVOCACY

Works alongside parents to build on their strengths as advocates for their families and as leaders in the program and community

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Knowledge					
Recognizes that parents lead, make decisions, and advocate for their interests and may have experiences and interests in formal leadership and advocacy roles					
Understands the importance of working together with parents in problem-solving and reaching solutions					
Is aware of advocacy and leadership opportunities for parents in the program and community					
Understands the barriers that may impede a family’s ability to exercise their power and advocate effectively (for example, in the IEP and IFSP process)					

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7. LEADERSHIP AND ADVOCACY, cont.

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Skills					
Includes families in decision-making, planning, implementing, and evaluating change at different levels of the organization					
Includes families in planning and implementing classroom curricula and enrichment activities at home					
Listens to families' ideas and encourages them to move their ideas forward					
Encourages parents to participate in leadership and advocacy opportunities that exist in the program and community					
Encourages parents to work together to advance policy change in the program, family child care, or community					
Supports families in developing skills and confidence to be effective leaders and advocates for their children					

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7. LEADERSHIP AND ADVOCACY, cont.

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Practices					
Works with families to plan how to advocate for their children’s development and family well-being in other early childhood and family services settings					
Invites families to contribute input about curricula and activities in the classroom and follows through to apply these ideas					
Supports parents’ interests in volunteering in the program and the community					
Creates opportunities for families to develop and lead projects in the classroom and the program					
Partners with families to identify opportunities in the program or community that promote parent leadership and advocacy. Examples include parent committees, local and state early childhood advisory boards, and agency boards for input.					

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8. COORDINATED, INTEGRATED, AND COMPREHENSIVE SERVICES

Works with other professionals and agencies to support coordinated, integrated, and comprehensive services for families across the organization, community, and system

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge					
Understands the importance of teachers and child care providers coordinating with other professionals about child health, mental health, education, social, and other services					
Knows the resources and systems available in the community and how a family can access services needed to advance their strengths and talents or address their concerns and needs					
Is aware of and understands policies, guidelines, and expectations related to confidentiality, privacy, and ethical practice					

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8. COORDINATED, INTEGRATED, AND COMPREHENSIVE SERVICES, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills					
Discusses with families the importance of coordinating health, social, and educational services for supporting children’s ongoing learning and development					
Reaches out to other professionals to facilitate coordination and integration of services for families					
Partners with their supervisor, parents, staff, and other experts or peers to find information when needed					
Supports families’ capacity to communicate effectively with other service providers					
Shares only information with parental consent within programs and with outside agencies that will improve services for children and families					

Relationship-Based Competencies to Support Family Engagement Professional Development Assessment for TEACHERS and CHILD CARE PROVIDERS

8. COORDINATED, INTEGRATED, AND COMPREHENSIVE SERVICES, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Practices					
Refers families to services in the community					
Obtains permission from families before sharing confidential information with other service professionals and respects families' wishes if they choose not to share information					
Shares only essential, relevant information about families with colleagues and other professionals					
Connects and collaborates with community partners who can play a role in supporting families to reach their goals					
Coordinates with families and other professionals, especially those offering services to children, such as early interventionists or infant mental health practitioners					

Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for TEACHERS and CHILD CARE PROVIDERS

9. DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT

Collects information with families and reflects with them to inform goal-setting, planning, and implementation to effect progress and outcomes for families, children, programs, and communities

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge					
Understands the best ways to gather information about individual child progress, including the importance of input from parents in addition to observation and ongoing child assessment					
Understands policies and procedures for securing family input for continuous program improvement					
Understands how to partner with parents to share and use information to improve services					
Understands program policies, guidelines, and expectations related to confidentiality, privacy, and ethical practice					

Relationship-Based Competencies to Support Family Engagement Professional Development Assessment for TEACHERS and CHILD CARE PROVIDERS

9. DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills					
Engages parents in discussions about individual child progress and development and implications for current and future planning, including when developmental issues or concerns arise					
Begins conversations about child assessment by asking families to share their perspectives					
Asks each family about what they know and feel is important to share about their child and family, as well as the program and their community					
Engages families as active participants in collecting and analyzing information to enhance and individualize services. Examples include surveys, observation, or other information from families.					

Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for TEACHERS and CHILD CARE PROVIDERS

9. DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills, cont.					
Applies information about child development and family well-being to individualize services, decision making, and practices					
Stores, retrieves, and uses information for planning purposes					
Practices					
Partners with families in gathering information about children’s development and about family context, including values, cultures, and languages					
Expects and responds to emotions that surface while discussing child development and well-being					
Tracks information about individual child progress over time to guide planning, individualization, and communication with parents					
Uses information provided by families to plan activities that engage parents in supporting their children’s development					

Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for TEACHERS and CHILD CARE PROVIDERS

9. DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Practices, cont.					
Asks for parents' reflection and feedback about children's experiences in the classroom and uses the information to guide curriculum planning and classroom activities					
Maintains the policies, guidelines, and expectations that are in place to protect the confidentiality and privacy of families					

Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for TEACHERS and CHILD CARE PROVIDERS

10. PROFESSIONAL GROWTH

Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge					
Understands the importance of ongoing reflective practice (self-reflection) to enhance work with families					
Understands the importance of ongoing coaching and reflective supervision for personal and professional growth					
Understands the importance of healthy self-care habits for one's own well-being and to enhance the ability to build responsive relationships with children and families					
Understands the importance of ongoing professional development related to engaging families					
Understands that children's development, health, and learning is an ongoing process and is essential to share with families as part of the engagement process					

Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for TEACHERS and CHILD CARE PROVIDERS

10. PROFESSIONAL GROWTH, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge, cont.					
Understands legal and professional ethical standards related to confidentiality and privacy					
Skills					
Engages in reflective practice (self-reflection) to gain insights to enhance one's work with children and families					
Asks for help when needed					
Maintains healthy self-care habits for one's own well-being and to enhance the ability to build responsive relationships with others					
Seeks opportunities to learn and apply new knowledge about strengths-based, culturally and linguistically responsive family engagement					
Uses information learned through formal and informal professional development to enhance practices for engaging families in children's learning					

Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for TEACHERS and CHILD CARE PROVIDERS

10. PROFESSIONAL GROWTH, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills, cont.					
Maintains professional boundaries with other teachers and child care providers, children, and families					
Maintains professional boundaries by recognizing any tendencies to do things for families which can interfere with each family’s efforts to determine their own goals and develop their own capacities					
Practices					
Participates in reflective supervision to gain new insight and knowledge about working with children and their families					
Creates and follows through on individual professional development plans to strengthen professional practice related to family engagement					
Tracks progress toward one’s own professional development plans for advancement with their supervisor or coach					

Relationship-Based Competencies to Support Family Engagement Professional Development Assessment for TEACHERS and CHILD CARE PROVIDERS

10. PROFESSIONAL GROWTH, cont.

Knowledge, Skills, and Practices for Teachers and Child Care Providers	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Practices, cont.					
Participates in peer learning opportunities to share ideas and to enhance practice					
Advocates for advances in family engagement practices in the program and community, and in the field of early childhood					

Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for TEACHERS and CHILD CARE PROVIDERS

Related Resources

Explore these related resources on the Head Start Early Childhood Learning and Knowledge Center (ECLKC) and the Child Care Technical Assistance (CCTA) website:

- Head Start Parent, Family, and Community Engagement Framework
- Parent, Family, and Community Engagement Framework for Early Childhood Systems
- Relationship-Based Competencies to Support Family Engagement:
 - Overview for Early Childhood Professionals
 - A Guide for Early Childhood Professionals Who Work with Families
 - A Guide for Early Childhood Professionals Who Work with Children in Group Settings
 - A Guide for Early Childhood Professionals Who Make Home Visits
- Measuring What Matters: Using Data to Support Family Progress

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