SOLAR *Strengthening Operations for Learning And Results*

Infant/Toddler Classroom Staff Skill Profile

Name _____ **Supervisor's Name** _____ **Reviewers' Initials** _____

Select ☐ **Head Start** ☐ **Early Head Start** ☐ **Other** **Center** _____

Position ☐ Lead Teacher ☐ Head Teacher ☐ Teacher ☐ Teacher Aide ☐ Teacher Assistant ☐ Family Child Care Provider ☐ Mentor Teacher ☐ Mentor Coach ☐ Other: _____

Highest Level of Education Achieved ☐ High School/GED ☐ Pre-degree Certificate ☐ Associate Degree ☐ Child Development Associate ☐ Baccalaureate Degree ☐ Graduate Degree ☐ Other: _____

Years in Program ☐ 0–1 Year ☐ 2–5 Years ☐ 6–10 Years ☐ 11–15 Years ☐ 16+ Years

Years of Experience in Content Area ☐ 0–1 Year ☐ 2–5 Years ☐ 6–10 Years ☐ 11–15 Years ☐ 16+ Years

	SKILL INDICATORS	LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
1.	***Effective Teaching Practice***					
1.1	Sets learning goals and plans learning experiences by integrating knowledge of each child's temperament, interests, gender, culture, language, learning approaches, understanding, misconceptions, and abilities and by working collaboratively with families and a range of specialists (e.g., medical, dental, speech, nutrition, mental health)	☐	☐	☐	☐	☐
1.2	Demonstrates respect for families' values, strengths, and cultures by welcoming their contributions and participation, encouraging children to talk about their families, and designing learning experiences accordingly	☐	☐	☐	☐	☐
1.3	Uses information about children obtained through home visits, parent-teacher conferences, and other parent-staff interactions by incorporating this data into daily routines and interactions with children	☐	☐	☐	☐	☐
1.4	Supports children's overall development by integrating sensory learning experiences related to all domains throughout the curriculum, environment, and day	☐	☐	☐	☐	☐

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	SKILL INDICATORS	LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
1.5	Promotes children's security and attachment by responding promptly and consistently to their needs, providing frequent and affectionate one-on-one contact, and offering predictable daily routines and interactions	☐	☐	☐	☐	☐
1.6	Enables children to develop emerging skills and practice existing ones by engaging them in individual and small-group experiences designed to enhance their development and learning	☐	☐	☐	☐	☐
1.7	Promotes children's development of fine- and gross-motor skills by providing a variety of materials (e.g., puzzles, stacking toys, balls, climbing structures), equipment, and opportunities	☐	☐	☐	☐	☐
1.8	Fosters children's curiosity, engagement, reasoning, and problem solving by providing a balance of open-ended exploration, teacher-guided inquiry, structured activities, and sensory-based play	☐	☐	☐	☐	☐
1.9	Helps children acquire meaningful content knowledge by ensuring that learning experiences and routines are child-centered and are based on information that is current, accurate, and focused at the children's level of understanding	☐	☐	☐	☐	☐
1.10	Helps children gain independence and autonomy in eating, toileting, dressing, and hygiene by encouragingly presenting age-appropriate and manageable tasks and by recognizing their accomplishments	☐	☐	☐	☐	☐
1.11	Builds children's awareness of and ability to follow basic health and safety rules by providing opportunities for health and safety learning (e.g., implementing and discussing routines—washing hands, fire drills, crossing streets) and by supervising children at all times and positively redirecting them from potentially harmful activities	☐	☐	☐	☐	☐
1.12	Supports families in extending children's learning at home by providing newsletters, take-home activities, home visits, and parent-teacher conferences	☐	☐	☐	☐	☐
1.13	Helps children who are learning English by providing them with the supports (e.g., props, gestures, incorporating basic words in the child's home language, securing volunteers who speak the child's language) they need to fully participate in classroom experiences	☐	☐	☐	☐	☐
1.14	Helps children expand their emergent language and literacy skills by cuing in and responding to children's non-verbal forms of communication (e.g., gestures, sounds)	☐	☐	☐	☐	☐
2.	***Content Area Domains***					
2.1	Fosters teacher-child and child-child communication intentionally by facilitating mutual sharing and authentic exchange of ideas, thoughts, and feelings	☐	☐	☐	☐	☐
2.2	Advances children's listening, understanding, and communicating skills and supports development of content knowledge by commenting on children's activities and experiences and describing children's actions and events	☐	☐	☐	☐	☐
2.3	Builds children's vocabulary by regularly introducing new and challenging words, discussing them, and infusing them into ongoing activities	☐	☐	☐	☐	☐

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	SKILL INDICATORS	LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
2.4	Cultivates children's understanding of and appreciation for books by gathering a wide range of high-quality children's literature, including board books, for children to explore on their own or with a teacher	☐	☐	☐	☐	☐
2.5	Enhances children's knowledge and language and literacy development by regularly reading books with children individually, in small groups, and in various settings (e.g., block area, housekeeping area)	☐	☐	☐	☐	☐
2.6	Furthers children's listening, vocabulary, and attention span through book reading by using prompts for discussion and follow-up activities	☐	☐	☐	☐	☐
2.7	Encourages children's scribbling and other emergent writing skills, their awareness of print, and the varied purposes for writing by providing and using a range of writing materials (e.g., markers, crayons, finger paint, letter magnets) and environmental print (e.g., traffic signs, labels in the classroom, store signs)	☐	☐	☐	☐	☐
2.8	Supports children's interest in and awareness of numbers, counting, and problem solving by initiating counting games and activities and by providing materials that link number concepts to numerals and mathematical understanding and vocabulary	☐	☐	☐	☐	☐
2.9	Promotes children's understanding of size, shape, color, and directionality by engaging them is small- and large-motor activities that require them to sort, match, identify patterns, group objects, and measure objects	☐	☐	☐	☐	☐
2.10	Builds children's ability to compare and talk about the similarities and differences between objects by providing experiences with sorting, matching, patterns, grouping, and measurement	☐	☐	☐	☐	☐
2.11	Assists children in understanding math and science concepts by embedding math and science experiences into everyday routines, music, movement, literacy, art, and play	☐	☐	☐	☐	☐
2.12	Helps children expand their knowledge of their bodies and the world around them by planning and implementing age-appropriate activities and explorations	☐	☐	☐	☐	☐
2.13	Encourages children's use of scientific inquiry by offering experiences and opportunities to explore and investigate their immediate environment	☐	☐	☐	☐	☐
2.14	Expands children's knowledge of nature, living things, and materials and processes by providing objects, tools, and experiences that enable them to closely observe and explore nature and scientific concepts (e.g., cause and effect, time, temperature, buoyancy, changes in materials)	☐	☐	☐	☐	☐
2.15	Facilitates children's ability to listen to, interact with, and appreciate different types of music by providing individual and group experiences with singing, finger plays, creative movement, and musical instruments	☐	☐	☐	☐	☐
2.16	Develops children's imagination and creativity by providing child-directed and teacher-guided opportunities for them to express their thoughts, ideas, experiences, and feelings through various media (e.g., movement, dance, drama, music, visual arts)	☐	☐	☐	☐	☐

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	SKILL INDICATORS	LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
2.17	Helps children learn about themselves and others by designing and implementing meaningful experiences to explore similarities and differences between people	☐	☐	☐	☐	☐
2.18	Facilitates children's learning about their community by using play, language and literacy experiences (e.g., conversations, books, writing), and face-to-face interactions (e.g., field trips) that reflect children's familial and cultural backgrounds and illustrate the roles and interconnectedness of community members	☐	☐	☐	☐	☐
2.19	Builds children's understanding of their own and other cultures by providing opportunities for them to learn about the culture and traditions, linguistic diversity, and family structures of the children and families within their classroom and the greater community	☐	☐	☐	☐	☐
2.20	Fosters children's social and emotional development by providing warmth, sensitivity, nurturance, acceptance, and safety and by encouraging them to express and understand their feelings and emotions	☐	☐	☐	☐	☐
2.21	Promotes children's development of age-appropriate, self-regulated behaviors by using routines, schedules, and classroom design	☐	☐	☐	☐	☐
2.22	Supports children's decision making and autonomy by encouraging them to initiate activities of their own choice and by modeling conflicts independently and by modeling ways to share, help, and cooperate with others	☐	☐	☐	☐	☐
2.23	Encourages children to work collaboratively by fostering group learning, joint problem solving, and reasoning opportunities through teacher-initiated activities and play	☐	☐	☐	☐	☐
3.	***Learning Environments***					
3.1	Promotes children's active exploration, creativity, and development in all domains by designing indoor and outdoor environments based on knowledge of how children develop and learn, and their individual abilities	☐	☐	☐	☐	☐
3.2	Ensures that children are intellectually challenged by selecting, organizing, and using high-quality materials and equipment and by adapting the environment to support each child's skill acquisition and success	☐	☐	☐	☐	☐
3.3	Maintains a healthy physical environment by following health and safety procedures (e.g., following universal precautions, regularly sanitizing equipment, child-proofing environments)	☐	☐	☐	☐	☐
3.4	Supports the goals of the curriculum by planning and establishing distinct and child-accessible learning centers and changing materials intentionally	☐	☐	☐	☐	☐
3.5	Extends the learning environment beyond the classroom by accessing the community (e.g., fire station, library, construction site)	☐	☐	☐	☐	☐
3.6	Builds children's pride in their cultures, families, and communities by ensuring that classroom learning centers and materials reflect children's cultures and communities (e.g., books and print in families' languages, family photographs, items from their culture)	☐	☐	☐	☐	☐

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4.	***Observation, Analysis, Planning, and Documentation***					
4.1	Meets federal, state, and program documentation requirements by maintaining accurate, objective, complete, timely, and well-organized child and family records	☐	☐	☐	☐	☐
4.2	Monitors children's progress per the goals developed by self and other staff and specialists, including those in IFSPs, by observing and documenting children's play, conversations, routines/schedules, and work samples and through conversations with families	☐	☐	☐	☐	☐
4.3	Plans individualized experiences and small- and large-group activities by using child observation, screening, and assessment data	☐	☐	☐	☐	☐
4.4	Identifies children who need referrals by reviewing child observation, screening, and assessment data in collaboration with the classroom team, specialists, and families	☐	☐	☐	☐	☐
4.5	Broadens ability to accurately assess children's development by seeking consultation to supplement own observation and planning and to determine when referral is needed	☐	☐	☐	☐	☐
4.6	Aligns goals and approaches to support children's progress by engaging with program staff, specialists, families, and staff in other learning settings who also serve the child	☐	☐	☐	☐	☐
4.7	Offers families opportunities to increase their child observation skills by providing written and verbal information and encouraging participation in classroom and family education activities	☐	☐	☐	☐	☐
4.8	Facilitates transitions to or from Early Head Start, Head Start, home, and/or other early education and care settings by engaging families, others in the program, and members of the community in planning and implementing strategies that ensure successful transitions, including the transfer of child records	☐	☐	☐	☐	☐
4.9	Contributes to program's reports to local, state, and federal officials and funders by providing accurate data	☐	☐	☐	☐	☐
5.	***Communication***					
5.1	Demonstrates respect for others by sharing information objectively and non-judgmentally and adjusting verbal and written communication strategies for different audiences	☐	☐	☐	☐	☐
5.2	Fosters partnerships with families by using conversational interviewing strategies, minimizing the use of interview checklists, respecting and encouraging the decision-making role of families, and engaging them in goal setting and discussions about their concerns	☐	☐	☐	☐	☐
5.3	Ensures that own communication is easily understood by speaking and writing clearly and using standard grammar and spelling	☐	☐	☐	☐	☐
5.4	Facilitates communication with others by using available technologies (e.g., fax, voice-mail, computers—e-mail, file sharing)	☐	☐	☐	☐	☐

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5.5	Employs a culturally competent and flexible approach when working with those from various cultures by acknowledging, accepting, and accommodating differences (e.g., providing information in an understandable format and/or language for those who have limited/no reading skills or who are English language learners)	☐	☐	☐	☐	☐
5.6	Builds an understanding of the program by communicating its philosophy, mission, and services to staff, families, and the community	☐	☐	☐	☐	☐
5.7	Promotes a unified approach to sharing child information with families by engaging in joint planning with other classroom staff and specialists to prepare for home visits and other family contacts	☐	☐	☐	☐	☐
6.	***Professionalism/Leadership***					
6.1	Establishes and maintains external professional relationships by participating as a member of community, state, and/or national professional organizations	☐	☐	☐	☐	☐
6.2	Exhibits an understanding of early learning standards and guidelines by incorporating them into own teaching practice	☐	☐	☐	☐	☐
6.3	Links current research on and best practice in education, family, health and/or disabilities services to own work by keeping abreast of new information and reflecting on its relevance	☐	☐	☐	☐	☐
6.4	Furthers professional growth by seeking feedback, reflecting on and assessing own practice, and taking advantage of opportunities to improve skills and knowledge	☐	☐	☐	☐	☐
6.5	Promotes a collaborative, productive working environment by sharing planning, decision making, and problem-solving responsibilities with other classroom staff	☐	☐	☐	☐	☐
6.6	Advances program practice by working collaboratively with other staff to understand and support the adoption of best practices for children, families, and staff	☐	☐	☐	☐	☐
6.7	Serves as a role model for families and other staff by following and exhibiting sound, daily physical and emotional practices (e.g., wearing seat belts, making healthful food choices, washing hands, communicating positively, understanding and accepting cultural differences)	☐	☐	☐	☐	☐
6.8	Supports program improvement efforts by contributing information to the program's planning, evaluation, self-assessment, and other program development efforts	☐	☐	☐	☐	☐
6.9	Maintains professional boundaries in relationships with staff and families by distinguishing between others' needs and one's own, guarding against abuse of power and sexual misconduct, and using appropriate language	☐	☐	☐	☐	☐
6.10	Ensures family confidentiality by limiting conversations about families and access to their records to those directly involved in providing services to them	☐	☐	☐	☐	☐
7.	***Other Program/Organizational Priorities***					
7.1		☐	☐	☐	☐	☐

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	SKILL INDICATORS	LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
7.2		☐	☐	☐	☐	☐
7.3		☐	☐	☐	☐	☐
7.4		☐	☐	☐	☐	☐
7.5		☐	☐	☐	☐	☐
7.6		☐	☐	☐	☐	☐
7.7		☐	☐	☐	☐	☐
7.8		☐	☐	☐	☐	☐
7.9		☐	☐	☐	☐	☐
7.10		☐	☐	☐	☐	☐
7.11		☐	☐	☐	☐	☐
7.12		☐	☐	☐	☐	☐
7.13		☐	☐	☐	☐	☐
7.14		☐	☐	☐	☐	☐
7.15		☐	☐	☐	☐	☐
7.16		☐	☐	☐	☐	☐
7.17		☐	☐	☐	☐	☐

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	SKILL INDICATORS	LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
7.18		☐	☐	☐	☐	☐
7.19		☐	☐	☐	☐	☐
7.20		☐	☐	☐	☐	☐

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