

Family, Health, and Disabilities Services Staff Skill Profile

Instructions for use: Completing this Skill Profile supports the development of an individualized staff development plan for each staff member in early childhood program. The skill profile for each position includes a list of skill indicators with a brief description of skills that an employee needs to use in carrying out his or her job responsibilities. Independently the employee and his or her supervisor complete the skill profile. In completing the profile they should consider:

- The job performance and skill requirements
- Evaluate each indicator according to the rubric below
- Compare and reconcile evaluations

After completing the profile collaboratively create a staff development plan that addresses the strengths, needs, and interests of the employee and the organization.

LIMITED	ADEQUATE	STRONG	EXEMPLARY
The rating is <i>limited</i> if the staff member demonstrates ineffective skills and incomplete knowledge associated with the indicator.	The rating is <i>adequate</i> if the staff member demonstrates some skills and developing knowledge associated with the indicator.	The rating is <i>strong</i> if the staff member demonstrates very good skills and solid knowledge associated with the indicator.	The rating is <i>exemplary</i> if the staff member demonstrates outstanding skills and comprehensive knowledge associated with the indicator.
The staff member's skills related to this indicator are very weak. The staff member's skills related to practice are lacking and reflect insufficient knowledge. The staff member is unable to communicate a rationale about practice related to this indicator.	The staff member's skills related to this indicator are sufficient. The staff member's skills related to practice are inconsistent and reflect emerging knowledge. The staff member is able to communicate an incomplete or partial rationale about practice related to this indicator.	The staff member's skills related to this indicator are sound. The staff member's skills related to practice are very consistent and reflect key knowledge. The staff member can capably communicate a rationale about practice related to this indicator.	The staff member's skills related to this indicator are consistently exceptional. The staff member's skills exceed expectations and reflect far-reaching knowledge. The staff member regularly and articulately communicates with other staff and parents to build their understanding about the rationale related to this indicator.

This resource was developed by Education Development Center, Inc. under Innovation and Improvement Grant #90YD0250 From the Office of Head Start, Administration for Children and Families, U. S. Department of Health and Human Services.

SKILL INDICATORS		LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
1. Effective Practice						
1.1	Supports families in fostering safe, healthy, and nurturing home environments by demonstrating and applying knowledge of the issues they face (e.g., housing, employment, access to services)					
1.2	Builds families' and children's self-esteem by drawing on their cultural strengths (e.g., family-child bond, extended family, health and nutrition practices) to influence child-rearing skills and to foster positive family interactions					
1.3	Engages families as full partners in their own and their children's development and learning by helping families develop and reach realistic and achievable long- and short-term goals, engaging them in assessing their needs and strengths, and supporting them in taking actions to reach their					
1.4	Supports families in addressing challenges (e.g., mental illness, substance abuse, disabilities, family violence) that affect their well-being, by discussing issues and/or linking them to community					

SKILL INDICATORS		LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
1.5	Develops and sustains relationships with families by maintaining frequent contact (e.g., home visits, phone calls, informal contacts) with them					
1.6	Individualizes approaches to working with families by drawing on a sound understanding of family development issues and the unique needs of each family					
1.7	Works collaboratively with a range of specialists (e.g., medical, dental, speech, nutrition, mental health) by sharing child and family information, identifying approaches to solving issues, and developing follow-up plans					
2. Community Resources						
2.1	Identifies community services and gaps in them by participating with others to assess community re- sources needed to support families and advance their well-being					
2.2	Advocates for and secures community services and resources by maintaining constructive communication with a range of organizations and community service professionals					
2.3	Assists with the recruitment of children by coordinating with and accessing a wide range of community contacts and resources and engaging them in the recruitment process					
2.4	Supports families' goals and self-sufficiency by helping them understand and link to entitlement and benefit policies and programs (e.g., child care, food stamps, TANF, IDEA, SCHIP)					

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2.5	Helps families advocate for themselves and their children with schools, community agencies, and systems by providing them with current and accurate lists of available resources and services and building their ability to articulate their needs					
2.6	Helps families access and follow up on treatment, support, and intervention programs, including medical homes, by explaining screening and assessment results that require follow-up, initiating referrals, supporting the family in scheduling appointments, and following up to determine results					
2.7	Works with other community professionals serving the family by involving them and the family in developing a meaningful plan for advancing their goals, by sharing family information (obtaining their written consent) with other service providers, and by identifying resources to support the plan's implementation					

3. Family Education and Involvement

3.1	Plans and offers family education activities in collaboration with other staff by determining family interests and needs, identifying presenters and resources in the program and community, and evaluating effectiveness					
3.2	Ensures families' interest and attendance by involving them in determining the focus and design of education activities and offering them at times convenient for families					
3.3	Supports families in pursuing their interests and goals by encouraging them to enhance their own and their children's learning through multiple opportunities in the program and greater community					

SKILL INDICATORS		LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
3.4	Encourages families' involvement in program decision making by informing them about various groups (e.g., policy group, service area advisory committees), extending personal invitations to meetings, arranging necessary transportation, and debriefing with families after the meetings					
3.5	Promotes families' continued development of leadership skills at the end of their Head Start experience by recommending them as program representatives to external groups (e.g., organization's governing body, state Head Start Association) and encouraging their participation in other groups (e.g., Parent Teacher Associations, local or state early childhood coordinating bodies)					
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	Identifies children who need referrals by reviewing child observation, screening, and assessment data in collaboration with the classroom team and other specialists					
4.3	Tracks progress toward child and family goals established in formal plans (e.g., family partnership agreement, IEP, IFSP) by reviewing and documenting family achievements					

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4.4	Facilitates planning and follow-up by documenting discussions with families (e.g., decisions made, referrals needed) and taking steps that support their continued progress					
4.5	Plans and implements strategies to support children's and families' progress by engaging with families, the classroom team, others in the program, and those in other community programs who are involved with the family					
4.6	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					
4.7	Contributes to program's reports to local, state, and federal officials and funders by providing accurate data related to role and responsibilities					

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	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)					
5.3	Supports outreach and enrollment efforts by communicating the program's eligibility, selection, and enrollment policies and practices to families, other service providers, and the general public					

SKILL INDICATORS		LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
5.4	Builds an understanding of the program by communicating its philosophy, mission, and services to staff, families, and the community					
5.5	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					
5.6	Ensures that own communication is easily understood by speaking and writing clearly and using standard grammar and spelling					
5.7	Facilitates communication with others by using available technologies (e.g., fax, voice-mail, computers—email, file sharing)					
5.8	Promotes a unified approach to sharing child information with families by engaging in joint planning with teachers and other specialists to prepare for home visits and other family contacts					

6. Professionalism/Leadership

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SKILL INDICATORS		LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
6.1	Ensures family confidentiality by limiting conversations about families and access to their records to those directly involved in providing services to them					
6.2	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					
6.3	Establishes and maintains external professional relationships by participating as a member of community, state, and/or national professional organizations					
6.4	Furtheres professional growth by seeking feedback, reflecting on and assessing own practice, and taking advantage of opportunities to improve skills and knowledge					
6.5	Links current research on and best practice in education, family, health and/or disabilities services, and home visiting to own work by keeping abreast of new information and reflecting on its					
6.6	Serves as a role model for families and other staff by following and exhibiting sound, daily physical and emotional practices (e.g., making healthy food choices, washing hands, communicating positively, understanding and accepting cultural differences)					
6.7	Supports program improvement efforts by contributing information to the program's planning, evaluation, self-assessment, and other program development efforts					
6.8	Applies program policies in work with families and the community by being knowledgeable of the program's documents and policies and by knowing from whom and when to seek guidance on policy clarifications					
6.9	Advances program practice by promoting a positive working environment and working collaboratively with other staff to understand and support the adoption of best practices for children, families, and staff					

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