

Head Start and Early Head Start Relationship-Based Competencies

Professional Development Assessment for SUPERVISORS Who Work with Families

OVERVIEW

Looking for ways to support your development as a supervisor around the nine Head Start and Early Head Start Relationship-Based Competencies? We have created a professional development assessment to help supervisors in Head Start and Early Head Start (HS/EHS) who work with family services staff. You may use this tool to build competency and capacity over the course of the program year. This assessment is aligned with the Head Start Program Performance Standards and the Parent, Family, and Community Engagement (PFCE) Framework.



1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

Engages in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.

Knowledge, Skills, and Actions for Supervisors	I have 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 Development Plan.	Notes
Knowledge					
Has knowledge of effective relationship-building practices.					
Is knowledgeable about reflective supervision and how to support staff's relationships with families.					

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Skills					
Demonstrates ongoing, collaborative, and respectful relationships with staff that contribute to their professional identity.					
Is able to utilize active listening skills and demonstrates receptivity to feedback from staff.					
Recognizes and builds on staff strengths and encourages staff to take responsibility for their own growth.					
Demonstrates the ability to support and model ethical practice when interacting with staff and families.					
Actions					
Coaches staff in reflective listening, as well as verbal and nonverbal messaging.					

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Helps staff develop strong, positive, and effective relationships with families. This includes families experiencing crises.					
Helps staff develop meaningful goals that draw on families' aspirations for themselves and their children.					
Orients new staff to the program philosophy, services, and organizational culture.					

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2. SELF AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS

Respects and responds appropriately to the culture, language, values, and family structures of each family served.

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Knowledge					
Identifies and reflects on personal values, experiences, ethics, and biases (e.g., gender, racial, ethnic, cultural, and/or class) in order to become self-aware and more effective in working with different groups of people.					
Understands the importance of self-care and educates staff on the connection between self-care and the ability to build successful relationships with families and colleagues.					
Skills					
Demonstrates the ability to be objective, accessible, flexible, and to engender trust.					
Engages in culturally responsive relationships with program staff.					

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Is able to provide individual and group opportunities for staff to engage in critical reflections on personal values, experiences, ethics, and biases when working within a supportive role with families.					
Actions					
Develops self-knowledge and models self-responsibility by recognizing the strengths and limitations of one's personal supervisory style.					
Ensures that staff speak with families in their preferred language and uses skilled interpreters when this is not possible.					
Works with program management to assure that language and culture are respected, materials provided to families are culturally and linguistically appropriate, and training to increase cultural responsiveness is provided for staff.					

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3. FAMILY WELL-BEING AND FAMILIES AS LEARNERS

Supports families' safety, health, financial stability, life goals, and aspirations.

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Knowledge					
Maintains knowledge of research-based interventions that support family well-being.					
Supports ongoing supervisor and staff knowledge around community resources so they are able to connect families with the most appropriate supports.					
Skills					
Can train and communicate with staff about keeping supportive and appropriate boundaries when working with families in crisis.					
Provides skillful, supportive supervision and is available to assist staff when they address concerns or situations outside of their current capability.					

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Demonstrates skills that prevent and resolve conflict amongst staff and/or staff and families.					
Utilizes and teaches crisis management skills.					
Uses research and family well-being data to drive reflective discussions with staff and discuss alternative courses of action.					
Actions					
Ensures staff have enough time to plan and work one-on-one with families regularly in all program options (e.g., home-based, center-based, family child care, etc.).					
Seeks to support balanced and manageable caseloads for staff that account for family circumstances and geographic location, the need for interpretation and translation, and reporting requirements.					

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4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS

Enhances the parent-child relationship, and supports parents' role as the first and lifelong educators of their children.

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Knowledge					
Acknowledges that families are vital to children's learning and development, and educates staff on school readiness and the important role families play in achieving this.					
Has knowledge of human development, especially the social-emotional development of children and adults, and ensures that staff receive information through consultation and supervision.					
Skills					
Communicates with management teams to promote regular dialogue with families about child progress and program matters in ways that deepen trust and build relationships with families.					

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Assures that staff are aware of, and able to access, resources that will support families addressing challenging child behaviors.					
Supports staff in building skills around promoting positive parent-child interactions.					
Can assist with the provision of training on transitions for both staff and families.					
Actions					
Works with program management to ensure that families have access to information about their child and that the information is understandable and meaningful.					
Works with program management on their development of school readiness goals with parent and community input.					

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<p>Consults program leadership to assure that families have input on developing individual goals for their children, including young children with disabilities, as they participate in the Individual Family Service Plan (IFSP) and Individualized Educational Plan (IEP) processes.</p>					
<p>Consults with management to establish and maintain procedures and supports for successful transitions of all enrolled children and families.</p>					

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5. FAMILY CONNECTIONS TO PEERS AND COMMUNITY

Facilitates networks and group activities that support families' strengths, interests, and needs.

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Knowledge					
Is knowledgeable and supports staff in gaining skills around group formation, processing, and facilitation.					
Understands and promotes HS/EHS as a part of the broader community (geographically, within early childhood, etc.).					
Is knowledgeable and ensures that staff are familiar with resources and opportunities available in the community for both staff and families.					
Skills					
Is skilled at promoting opportunities for staff to connect with their peers so they can learn from each other.					
Is able to orient new staff to HS/EHS program governance and the involvement of parents in this process.					

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Actions					
Participates in the development of systems of communication which ensure staff are aware of community groups, learning, and volunteer opportunities for families.					

6. FAMILY ACCESS TO COMMUNITY RESOURCES

Supports families in using community resources that enhance family well-being and children's learning and development.

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Knowledge					
Maintains ongoing knowledge of community resources that enhance family well-being and families' role as their child's lifelong educators.					

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Skills					
Helps staff seek out appropriate supervision when they do not know how to respond to the needs of families.					
Demonstrates leadership and advocacy, particularly as it relates to ensuring that community resources are aligned and available to meet the needs of families.					
Is able to use the community assessment data along with families' feedback to develop relevant relationships with community agencies and resources.					
Has the ability to develop systems to ensure family services staff are aware of and connected to community partners (e.g., presentations, briefings, participation in community events, directories, list serves, and online resources).					

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Actions					
Builds and maintains internal and external professional relationships with community, state, or national groups that will support staff work with families.					
Provides opportunities for representatives of trusted community organizations to meet and present their offerings to families (e.g., libraries).					

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7. COORDINATED, INTEGRATED, AND COMPREHENSIVE SERVICES

Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.

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Knowledge					
Continually develops knowledge on health, mental health, disabilities, child development, and other essential topics that can be shared with staff during case consultations and supervision.					
Is knowledgeable about how to support family engagement strategies in a systemic and integrated manner (see PFCE Framework).					
Skills					
Has the ability to create a positive organizational culture and climate and engage in effective group processes and dynamics.					

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Has the ability to safeguard practices that protect the privacy and confidentiality of families, enabling colleagues to share only pertinent information to enhance services to families.					
Is able to consult with program management to ensure coordination and systemic approaches to supporting families.					
Actions					
Participates in ensuring that coordination occurs at all levels in the agency.					
Participates in the development and maintenance of communication systems to support coordination.					

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8. DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT

Collects and analyzes information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.

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Knowledge					
Performance Standards, the Head Start Act, and Office of Head Start family engagement and family services technical assistance resources.					
Demonstrates a working knowledge of the HS management systems and applies this knowledge to develop plans for parent, family, and community engagement.					
Skills					
Ensures staff have a working knowledge of how to apply standards and laws to their work.					

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Utilizes ongoing monitoring to collect and analyze meaningful data around family services and family engagement to improve program services and systems.					
Helps staff gain knowledge about current research-based practices and integrate those practices into their work as appropriate.					
Ensures that data collected about families and program quality is meaningful and promotes camaraderie and success among family services staff.					
Is able to communicate about data related to family engagement to management team in order to improve program systems.					
Actions					
Reviews and analyzes program data sources in order to develop ideas for program improvement where applicable.					

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Shares information from program data sources with stakeholders (e.g., family services staff, parents, Policy Council, community partners).					
Consults with parents and program management on the effectiveness of policy councils and parent committees.					

9. FOUNDATIONS FOR PROFESSIONAL GROWTH

Actively participates in opportunities for continuous professional development.

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Knowledge					
Commits to professional development by setting goals to improve knowledge and understanding of supervision practices.					

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Is knowledgeable about reflective supervision techniques.					
Understands how to effectively manage staff development efforts.					
Skills					
Demonstrates healthy and appropriate boundaries and works with staff to develop and articulate their own healthy boundaries.					
Demonstrates use of reflective supervision techniques.					
Utilizes written materials and ongoing interactions with staff (e.g., job descriptions, initial orientation, ongoing training, supervision, and evaluation) to clearly communicate expectations of staff.					
Actions					
Works on individualized professional development plans and links staff members' professional goals with related training or educational experiences.					

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Provides staff regular opportunities to share ideas and learn from each other.					
Offers skillful, reflective supervision of staff to jointly understand staff work.					
Supports skills in assessing, referring, and supporting families while maintaining appropriate boundaries.					

RESOURCE

Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors who Work With Families. ACF-IM-HS-12-05. HHS/ACF/OHS. 2012. Visit at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/foundations/ohs-rbc.pdf>.



THE NATIONAL CENTER ON
**Parent, Family, and
Community Engagement**

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