

# Support 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. |

| SKILL INDICATORS             |   | LIMITED | ADEQUATE | STRONG | EXEMPLARY | N/A |
|------------------------------|---|---------|----------|--------|-----------|-----|
| <b>1. Effective Practice</b> |   |         |          |        |           |     |
| 1.1                          | Effectively carries out job responsibilities by familiarizing self with and adhering to position description, pertinent program plans and policies, and overall program goals   |         |          |        |           |     |
| 1.2                          | Seeks solutions by drawing on own experience and knowledge or by problem solving with supervisor and/or other program staff and managers  |         |          |        |           |     |
| 1.3                          | Supports the program in providing high-quality services to children and families by complying with applicable federal, state, and program requirements; following established procedures; and implementing schedules and routines |         |          |        |           |     |
| 1.4                          | Makes prudent use of resources by monitoring consumption, minimizing waste, and offering suggestions for improving program efficiency   |         |          |        |           |     |

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|--|--|---------|----------|--------|-----------|-----|
| <b>2. Support of Program Goals</b>                           |  |         |          |        |           |     |
| 2.1  | Helps the program achieve its goals by staying informed of pertinent day-to-day activities and adjusting own work accordingly  |         |          |        |           |     |
| 2.2  | Supports other staff in creating a welcoming and supportive environment for children and families by adjusting own routines (when appropriate) to accommodate their needs, sharing pertinent information about children and families with appropriate staff, and working cooperatively as part of a program team |         |          |        |           |     |
| 2.3  | Exhibits an understanding that families are full program partners by responding to children's and families' situations with respect and flexibility, providing them with information, and/or securing help from other staff when needed  |         |          |        |           |     |
| <b>3. Community Interactions</b>                             |  |         |          |        |           |     |
| 3.1  | Promotes effective relationships within the community by speaking positively about the program and its staff, services, children, and families and by viewing the program as a valuable part of the community  |         |          |        |           |     |
| 3.2  | Supports staff in accessing community resources by offering ideas and suggestions  |         |          |        |           |     |
| 3.3  | Sees self as a program "ambassador" by being able to talk about program's philosophy, mission, and goals to community members, groups, and/or vendors and by knowing that own actions reflect on the program   |         |          |        |           |     |
| <b>4. Observation, Analysis, Planning, and Documentation</b> |  |         |          |        |           |     |
| 4.1  | Participates in the program's community assessment and annual self-assessment by sharing information about program and community needs and resources   |         |          |        |           |     |
| 4.2  | Participates in program planning efforts by contributing ideas for program improvement, estimating material and supply needs, and suggesting products and sources  |         |          |        |           |     |

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 |
|-------------------------|---|---------|----------|--------|-----------|-----|
| 4.3                     | Strives for efficient data collection by using technology, when appropriate   |         |          |        |           |     |
| 4.4                     | Contributes to program's records and reports to local, state, and federal officials and funders by maintaining well-organized, complete, accurate, and objective data |         |          |        |           |     |
| <b>5. Communication</b> |   |         |          |        |           |     |
| 5.1                     | Demonstrates respect for others by sharing information objectively and non-judgmentally   |         |          |        |           |     |
| 5.2                     | Communicates with others in the program, families, and those in other community programs by following established program protocols                                   |         |          |        |           |     |
| 5.3                     | Ensures family and staff confidentiality by limiting conversations about them and access to their records   |         |          |        |           |     |
| 5.4                     | Employs a culturally competent and flexible approach with those from various cultures by acknowledging, accepting, and accommodating differences                      |         |          |        |           |     |

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|--------------------------------------|--|---------|----------|--------|-----------|-----|
| 5.5                                  | Facilitates communication with others by using available technologies (e.g., fax, voice-mail, computers—email, file sharing)   |         |          |        |           |     |
| <b>6. Professionalism/Leadership</b> |  |         |          |        |           |     |
| 6.1                                  | 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  |         |          |        |           |     |
| 6.2                                  | Furthers professional growth by seeking feedback, reflecting on and assessing own practice, and taking advantage of opportunities to improve skills and knowledge  |         |          |        |           |     |
| 6.3                                  | 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 healthy food choices, washing hands, communicating positively, understanding and accepting cultural differences) |         |          |        |           |     |
| 6.4                                  | 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  |         |          |        |           |     |