

# Administrator CKC Self-Assessment

## Instructions

### Step 1: Rate your skills

Rate yourself on the competencies in each of the five areas of practice.

- Each area of practice is a separate document.
- They can be completed in any order.
- Be sure to read and follow the instructions along the way, including identifying at least one competency in each sub-category that you want to develop further (put a check in the “1-year goal” box).
- Be sure to include your name and the date of completion on each of the sections.

### Step 2: Prioritize

1. Fill in the “Target Competencies” table with the competencies you identified for development.
2. Select those that you would like to focus on in the coming year.
3. Then think about the best option for you to develop each competency:
  - **Training:** workshop, conference or online professional development offerings that focus on a specific topic
  - **College coursework**
  - **Coach/mentor/TA:** relationship-based professional development where someone with expertise will work with you in your professional setting.
  - **Independent study:** pursuing a topic on your own using a combination of reading/listening to experts, doing observation and action research, writing/journaling, discussion, and reflecting on your practice.
  - **Other** options may include study groups/tours, participation on a professional workgroup or project, etc., as long as the outcome will be a gain in your own knowledge and skill level.

### Step 3: Set Goals

Use the results of your self-assessment to complete the goal setting section. Also, plan out the first steps that you’ll need to take to make your plan happen. Whether it’s looking for an available training, identifying a mentor, or forming a study group, if you don’t plan for it, it isn’t likely to happen.

## Tips

- If you will use the assessment forms more than once, make a copy of each of the documents and rename them in a way that you will easily identify (ex.: Jones\_April 2010\_Area 1), then save the original blank forms for future reference.
- The self-assessment and professional development planning process is a big undertaking. But it doesn’t have to be accomplished in one attempt. In fact it is easy and probably preferable to break it into smaller, more feasible chunks.
- Whether you do the work in pieces or all at once, always remember to SAVE the document so that you don’t lose any of your valuable effort.
- Once you’ve completed the entire assessment and planning task, consider saving the completed forms as PDF files and/or printing them for your records for easier reference.

**Administrator CKC Self-Assessment**  
**Program Development and Evaluation**

**Step 1:**  
**RATE YOURSELF**

**Name:** [Click here to enter text.](#)

**Additional Information:**

**Date Completed:** [Click here to enter a date.](#)

[Click here to enter text.](#)

**Instructions:** Please rate yourself on each professional competency listed below, by placing a check mark under the rating that best describes your current level:

**M (Mastered):** I feel very confident in this competency.

**E (Emerging):** I have begun to develop in this area but need additional work.

**P (Potential):** This is a skill that I have not begun to develop.

*Only choose ONE rating for each competency!*

<b>LEVEL 1 COMPETENCIES in PROGRAM DEVELOPMENT</b>	<b>M</b>	<b>E</b>	<b>P</b>	<b>1 yr goal</b>
PD1.1 I can identify and articulate the program mission, vision and philosophy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD1.2 I can identify and articulate short and long term program goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD1.3 I can identify and articulate the current program structure, policies and practices and the rationale behind their use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD1.4 I recognize the relationship between our program's current practices/policies, program goals, and program mission/vision/philosophy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD1.5 I adjust program practices, policies and structures to meet the observed day-to-day needs of children, families and the community without compromising program quality or ethical practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD1.6 I recognize the relationship between the needs of the community to be served and program planning that will ensure that needed services are provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD1.7 I have developed/I maintain an organizational structure that clearly delineates roles and responsibilities and their relationship to program goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD1.8 I assess my own knowledge and skills in strategic planning and comprehensive program development and seek opportunities to learn further.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p><b>Where to next?</b></p> 	<p>If the number in the <b>GREEN BOX</b> is</p> <ul style="list-style-type: none"> <li>➤ <b>6 or more</b>, continue on to the <b>Level 2 competencies in Program Development</b></li> <li>➤ <b>less than 6</b>, <ul style="list-style-type: none"> <li>• Choose at <b>least one competency</b> in the <b>yellow</b> or <b>blue</b> column that you would like to develop in the next year and check the box under "1 yr goal"</li> <li>• Skip to <b>Level 1 competencies in Program Evaluation</b></li> </ul> </li> </ul>
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**Administrator CKC Self-Assessment**  
**Program Development and Evaluation**

**Step 1:**  
**RATE YOURSELF**

<b>LEVEL 2 COMPETENCIES in PROGRAM DEVELOPMENT</b>	<b>M</b>	<b>E</b>	<b>P</b>	<b>1 yr goal</b>
PD2.1 I have implemented a process whereby the program mission, vision and philosophy are periodically revisited, and amended if necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD2.2 I use a collaborative process with staff, families and other stakeholders to develop and revise short and long term goals at regular intervals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD2.3 I assess the degree of alignment between: <ul style="list-style-type: none"> <li>• current program practices, policies and structures;</li> <li>• short- and long-term goals; and</li> <li>• the program mission, vision and philosophy; adjusts as necessary, seeking support as needed</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD2.4 I am working toward the development and implementation of a comprehensive strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD2.5 I collect assessment data on the immediate and long term needs in the community, using external sources of support, information and/or collaboration wherever possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD2.6 I can identify the impact of the current organizational structure on the ability of the program to meet its goals and I make adjustments as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD2.7 I can articulate knowledge of strategic planning (components, processes and benefits) and comprehensive program development to staff, families and other stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p><b>Where to next?</b></p> 	<p>If the number in the <b>GREEN BOX</b> is</p> <ul style="list-style-type: none"> <li>6 or more, continue on to the <b>Level 3 competencies in Program Development</b></li> <li>less than 6,           <ul style="list-style-type: none"> <li>• Choose at least one competency in the yellow or blue column that you would like to develop in the next year and check the box under “1 yr goal”</li> <li>• Skip to <b>Level 1 competencies in Program Evaluation</b></li> </ul> </li> </ul>
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<b>LEVEL 3 COMPETENCIES in PROGRAM DEVELOPMENT</b>	<b>M</b>	<b>E</b>	<b>P</b>	<b>1 yr goal</b>
PD3.1 I engage staff, families and other stakeholders in reflective discussion about the mission, vision and philosophy of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD3.2 I seek out and share knowledge of alternative approaches to program structure, mission/vision, organization, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD3.3 I encourage staff to evaluate the alignment of their personal philosophy, goals and practices with the philosophy, goals and practices of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD3.4 I identify and pursue relationships and resources that can expand the capacity of the program to meet and exceed its goals and fulfill its mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD3.5 I systematically evaluate the effectiveness of the strategic plan and make changes as necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD3.6 I identify strategic changes in organizational structure that will improve the program’s ability to meet its goals, and develop a long-term plan to implement changes with minimal negative impact to staff, families or other stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PD3.7 I positively influence decisions made by authoritative entities (e.g., boards, funders, legislators) when resulting outcomes will significantly affect the ability of programs to fulfill their goals and missions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FIRST:** Choose at least one competency in the yellow or blue column that you would like to develop in the next year; check the box under “1 yr goal”  
**Then GO on to the next section, Program Evaluation.**

**Administrator CKC Self-Assessment**  
**Program Development and Evaluation**

**Step 1:**  
**RATE YOURSELF**

<b>LEVEL 1 COMPETENCIES in PROGRAM EVALUATION</b>	<b>M</b>	<b>E</b>	<b>P</b>	<b>1 yr goal</b>
PE1.1 I can describe the definition, purpose and process of evaluation as applied to a program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PE1.2 I can identify various types of evaluation tools (e.g., observations, interviews, surveys) that can be used in an early childhood or afterschool setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PE1.3 I identify key questions regarding my own program that can be answered through evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PE1.4 I collect and use data to inform programming decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PE1.5 I ensure that all evaluation activities follow ethical guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Where to next?</b>		<p>If the number in the <b>GREEN BOX</b> is</p> <ul style="list-style-type: none"> <li>→ <b>4 or more</b>, continue on to the <b>Level 2 competencies in Program Evaluation</b></li> <li>→ <b>less than 4</b>, <ul style="list-style-type: none"> <li>• Choose at <b>least one competency</b> in the <b>yellow</b> or <b>blue</b> column that you would like to develop in the next year and check the box under “1 yr goal”</li> <li>• <b>Save and close</b> this document; <b>open</b> the next area of practice to assess.</li> </ul> </li> </ul>
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<b>LEVEL 2 COMPETENCIES in PROGRAM EVALUATION</b>	<b>M</b>	<b>E</b>	<b>P</b>	<b>1 yr goal</b>
PE2.1 I can create and implement a plan for program evaluation, including identifying resources, timelines and individual responsibilities within the evaluation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PE2.2 I plan for and utilize appropriate evaluation tools and procedures, using external resources and supports as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PE2.3 I organize, interpret and report evaluation data for the purpose of assessing the effectiveness of program strategies in achieving goals and informing decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PE2.4 I incorporate evaluation into the determination, review and revision of program goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PE2.5 I include allocations for program evaluation in short and long-term financial plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Where to next?</b>		<p>If the number in the <b>GREEN BOX</b> is</p> <ul style="list-style-type: none"> <li>→ <b>4 or more</b>, continue on to the <b>Level 3 competencies in Program Evaluation</b></li> <li>→ <b>less than 4</b>, <ul style="list-style-type: none"> <li>• Choose at <b>least one competency</b> in the <b>yellow</b> or <b>blue</b> column that you would like to develop in the next year and check the box under “1 yr goal”</li> <li>• <b>Save and close</b> this document; <b>open</b> the next area of practice to assess.</li> </ul> </li> </ul>
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<b>LEVEL 3 COMPETENCIES in PROGRAM EVALUATION</b>	<b>M</b>	<b>E</b>	<b>P</b>	<b>1 yr goal</b>
PE3.1 I follow a continuous calendar of data collection as a component of a dynamic strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PE3.2 I analyze and utilize evaluation results from multiple sources to effect systematic and strategic change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PE3.3 I effectively communicate the importance of making evidence-based decisions and the role of systematic, high-quality evaluation in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PE3.4 I share my expertise in evaluation processes, benefits and uses with other early childhood/afterschool professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FIRST:** Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year; check the box under “1 yr goal”  
**THEN:** 1) **Save** and close this document; 2) **Open** the next area of practice you want to assess.

**Administrator CKC Self-Assessment**  
**The Curriculum Cycle**

**Step 1:**  
**RATE YOURSELF**

Please type the following information into the gray text fields:

**Name:** \_\_\_\_\_ **Additional Information:** \_\_\_\_\_  
**Date Completed:** \_\_\_\_\_

**Instructions:** Please rate each professional competency listed below, by placing a check mark under the rating that best describes your degree of mastery:  
**M (Mastered):** I feel very confident in this competency.  
**D (Developing):** I am actively working to improve this competency.  
**P (Potential):** This is a skill that I have not yet begun to develop.  
*Only choose ONE rating for each competency!*

LEVEL 1 COMPETENCIES in CURRICULUM DESIGN	M	D	P	1 yr goal
CD1.1 I ensure that a clearly stated curriculum or framework provides a coherent focus for planning children's experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD1.2 I apply current theory and research on child growth and development to ensure program curriculum is relevant and reflective of each child's individual knowledge base.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD1.3 I ensure that curriculum aligns to the program's mission, vision and philosophy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD1.4 I use state guidelines and standards to guide the curriculum choice and implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD1.5 I identify and support curriculum that is socially relevant and personally meaningful for children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD1.6 I intentionally seek out knowledge of the cultures and populations within the individual families in the program and integrate it into curriculum design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD1.7 I ensure that curricular activities are designed so that all children in the group can fully participate, including those with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD1.8 I support staff in the development of knowledge and skills needed to implement a cyclical approach to curriculum in which assessment, planning and implementation are interrelated and ongoing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD1.9 I solicit input from families in making decisions about curriculum philosophy or design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD1.10 I communicate the philosophy of the curriculum to staff and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Where to next?**



If the number in the **GREEN BOX** is

- **8 or more**, continue on to the **Level 2 competencies in Curriculum Design**
- **less than 8**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under "1 yr goal"
  - skip to **Level 1 competencies in Teaching & Learning**

<b>LEVEL 2 COMPETENCIES in CURRICULUM DESIGN</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
CD2.1 I involve stakeholders, advisory groups and/or governing boards in curriculum development and evaluation through the use of relevant data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD2.2 I ensure that the chosen curriculum supports and enriches an environment that meets children's needs across developmental domains.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD2.3 I ensure that the curriculum used throughout the program is based on knowledge of individual children's developmental patterns, family and community goals, institutional and cultural context, and state standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD2.4 I educate and inform staff about the program's philosophy and how it aligns with relevant standards, curriculum, and learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD2.5 I guide staff to adjust, modify and enhance curriculum to respectfully reflect and incorporate the ethnicity, culture, language and family traditions of children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD2.6 I ensure that the staff knows, and is able to effectively communicate to families, the value of play and the connection between components of the curriculum and children's learning and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD2.7 I ensure that families' perspectives are sought and considered in curricular decisions and that the decision-making process is systematic and transparent to all families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Where to next?**



If the number in the **GREEN BOX** is

- **6 or more**, continue on to the **Level 3 competencies in Curriculum Design**
- **less than 6**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under "1 yr goal"
  - Skip to **Level 1 competencies in Teaching & Learning**

<b>LEVEL 3 COMPETENCIES in CURRICULUM DESIGN</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
CD3.1 I evaluate the effectiveness of the curriculum and have a system of continuous improvement that addresses the needs of various cultures and populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD3.2 I support and encourage staff's ability to design developmentally appropriate, integrated curricular experiences in the content areas of language and literacy, mathematics, science, social studies, art, music, drama, movement and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD3.3 I continually assess and adjust the alignment of program philosophy with standards, program curriculum, and learning experiences and share the results with stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD3.4 I advocate for culturally relevant, anti-bias curriculum to support children and families, and the policies and infrastructure to support its implementation in all programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CD3.5 I intentionally seek outside resources to support curriculum development, adaptation and modification in an effort to support the needs of children, staff, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FIRST:** Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year; check the box under "1 yr goal"  
**THEN GO** on to the next section, **Teaching & Learning**.

<b>LEVEL 1 COMPETENCIES in TEACHING &amp; LEARNING</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
TL1.1 I monitor daily program activities, environments and teaching practices to ensure consistent reflection of the curriculum and program philosophies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL1.2 I communicate the expectation that current research and best practice be applied to staff teaching and facilitate the achievement of that expectation (e.g., I keep my own knowledge base current, make resource materials available, support professional development).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL1.3 I plan for adequate usable space to ensure infants, toddlers, preschoolers and school-agers can fully engage in a variety of activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL1.4 I ensure that program environments are aesthetically pleasing, intellectually stimulating, nurturing and physically and psychologically safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL1.5 I select and encourage the use of materials, equipment, and furnishings to support the curriculum, meet program goals, and foster desired outcomes for each child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL1.6 I ensure that activities and experiences are planned to support identified goals for children in each developmental domain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL1.7 I include the outdoors as an extension of the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL1.8 I ensure that learning environments and experiences are designed, implemented and adapted so that children with disabilities and other special needs are able to fully participate along with their typically developing peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL1.9 I ensure that all learning environments, experiences and teaching practices throughout the program are sensitive to, and inclusive of, the diversity represented among the families and community served.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL1.10 I use a continuous process of assessment to guide modifications to the environment, teaching strategies and expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Where to next?**



If the number in the **GREEN BOX** is

- **8 or more**, continue on to the **Level 2 competencies in Teaching & Learning**
- **less than 8**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under "1 yr goal"
  - Skip to **Level 1 competencies in Child Assessment**

<b>LEVEL 2 COMPETENCIES in TEACHING &amp; LEARNING</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
TL2.1 I Routinely involve staff in reflection on teaching practices and curriculum decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL2.2 I adapt research-based recommendations for teaching practices, learning environments and experiences to match the program's culture and vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL2.3 I support and encourage staff to learn about, implement, evaluate and share teaching strategies established or emerging as best practice in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL2.4 I ensure that materials and equipment that facilitate focused individual and peer play are available in sufficient quantities to meet each child's needs and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL2.5 I ensure that environments and experiences consistently reflect the curriculum goal of intentionally, explicitly and effectively addressing children's holistic needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL2.6 I ensure that the staff has the knowledge and resources necessary to effectively use the outdoors as an integral and rich learning environment across the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL2.7 I support staff in the use of anti-bias instructional strategies and learning experiences in which teachers and children acknowledge and appreciate individual differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL2.8 I invite feedback from parents, staff, and, when applicable, boards, advisory groups and host agencies, for continuous improvement of teaching practices and learning experiences and environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Where to next?**



If the number in the **GREEN BOX** is

- **6 or more**, continue on to the **Level 3 competencies in Teaching & Learning**
- **less than 6**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under "1 yr goal"
  - Skip to **Level 1 competencies in Child Assessment**

<b>LEVEL 3 COMPETENCIES in TEACHING &amp; LEARNING</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
TL3.1 I encourage and support the participation of skilled staff in overseeing curriculum implementation and making decisions about learning environments and experiences throughout the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL3.2 I educate about and/or advocate for enriched learning environments and experiences and teaching practices based on current theory and research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL3.3 I create a culture in which staff, children and families are active participants in continually assessing and improving the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL3.4 I advocate for and educate others about learning environments and experiences in which children and adults with disabilities are full participants alongside their nondisabled peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL3.5 I promote and/or engage in the development of standards of quality for teaching practices and learning environments and experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
TL3.6 I implement a variety of strategies to inform families, board members, and other stakeholders about the characteristics of developmentally appropriate environments and experiences and their benefits to children's learning, growth and emotional well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FIRST:** Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year; check the box under "1 yr goal"  
**THEN GO** on to the next section, **Child Assessment.**

<b>LEVEL 1 COMPETENCIES in CHILD ASSESSMENT</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
CA1.1 I choose appropriate, evidence-based assessment methods that are informed by family culture, experiences, children's abilities and disabilities, and home language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CA1.2 I ensure that staff understand and can implement a variety of child assessment methods, providing training when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CA1.3 I work with staff to incorporate assessment, data collection, and observation into the planning of curricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CA1.4 I ensure adequate training for all staff prior to the implementation of assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CA1.5 I ensure that assessments are meaningful, accurate, and used in settings that are familiar to children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CA1.6 I connect parents to appropriate community services to assist in the child's development, when additional help is suggested by the results of ongoing assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CA1.7 I monitor all aspects of child assessment in the program to ensure that ethical standards are maintained (e.g., confidentiality, secured records, appropriate use of information).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p><b>Where to next?</b></p> 	<p>If the number in the <b>GREEN BOX</b> is</p> <ul style="list-style-type: none"> <li>➤ <b>6 or more</b>, continue on to the <b>Level 2 competencies in Child Assessment</b></li> <li>➤ <b>less than 6</b>, <ul style="list-style-type: none"> <li>• Choose at <b>least one competency</b> in the <b>yellow</b> or <b>blue</b> column that you would like to develop in the next year and check the box under "1 yr goal"</li> <li>• <b>Save and close</b> this document; <b>open</b> the next area of practice to assess.</li> </ul> </li> </ul>
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<b>LEVEL 2 COMPETENCIES in CHILD ASSESSMENT</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
CA2.1 I work with staff to develop a system for documentation of observation, planning and assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CA2.2 I provide ongoing supports to staff to effectively communicate assessment information to families, including the development of progress reports and other forms that facilitate communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CA2.3 I use aggregated child assessment data to inform staff performance evaluation and professional development planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CA2.4 I support families and staff in establishing and maintaining appropriate and effective communication with other professionals (e.g., pediatricians, school systems) to share information about a child's growth and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CA2.5 I demonstrate and monitor effective assessor characteristics such as appropriate language (verbal and non-verbal), demeanor, positive attitude and flexibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CA2.6 I communicate the expectation that effective and appropriate child assessment is a core element of the curriculum and reflect that value in budget planning, hiring, professional development support, evaluation, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p><b>Where to next?</b></p> 	<p>If the number in the <b>GREEN BOX</b> is</p> <ul style="list-style-type: none"> <li>↗ <b>4 or more</b>, continue on to the <b>Level 3 competencies in Child Assessment</b></li> <li>↘ <b>less than 4</b>, <ul style="list-style-type: none"> <li>• Choose at <b>least one competency</b> in the <b>yellow</b> or <b>blue</b> column that you would like to develop in the next year and check the box under "1 yr goal"</li> <li>• Skip to <b>Level 1 competencies in Personal &amp; Professional Awareness</b></li> </ul> </li> </ul>
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<b>LEVEL 3 COMPETENCIES in CHILD ASSESSMENT</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
CA3.1 I analyze patterns among child assessment data aggregated and collected over time and use the results to make decisions about: staffing, curriculum, the learning environment, resources and program development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CA3.2 I articulate and advocate for the effective use of child assessment data in informing all aspects of curriculum and program development and evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CA3.3 I search out emerging research, practices, technologies and resources that support an effective and efficient system of obtaining, maintaining and utilizing child assessment information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FIRST:** Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year; check the box under "1 yr goal"

**THEN: 1) Save** and close this document; 2) **Open** the next area of practice you want to assess.

# Administrator CKC Self-Assessment

## Human Resource Leadership & Development

Please type the following information into the gray text fields:

### Step 1:

### RATE YOURSELF

Name:

Additional Information:

Date Completed:

**Instructions:** Please rate each professional competency listed below, by placing a check mark under the rating that best describes your degree of mastery:

**M (Mastered):** I feel very confident in this competency.

**D (Developing):** I am actively working to improve this competency.

**P (Potential):** This is a skill that I have not yet begun to develop.

Only choose **ONE** rating for each competency!

LEVEL 1 COMPETENCIES in PERSONAL & PROFESSIONAL AWARENESS	M	D	P	1 yr goal
PPA1.1 I recognize my own personality and learning style, communication style, beliefs, values and biases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA1.2 I recognize my own limitations in communication strategies and technologies, identify and utilize resources/support to meet immediate needs, and identify strategies to meet needs in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA1.3 I can identify the ethical responsibilities of an administrator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA1.4 I have created and implemented a professional development plan for myself in which my strengths and areas of growth are identified and plans are made to pursue relevant learning opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA1.5 I can describe how my emotional needs impact my own attitude and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA1.6 I explain the role of the administrator to staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA1.7 I demonstrate professional work habits including confidentiality, respect for others, dependability, time management, independence, and team work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA1.8 I present myself as a professional in physical appearance, attitude and use of language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA1.9 I seek out connection with a professional community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Where to next?**



If the number in the **GREEN BOX** is

- **7 or more**, continue on to the **Level 2 competencies** in **Personal & Professional Awareness**
- **less than 7**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under "1 yr goal"
  - Skip to **Level 1 competencies** in **Human Relations**

LEVEL 2 COMPETENCIES in PERSONAL & PROFESSIONAL AWARENESS	M	D	P	1 yr goal
PPA2.1 I apply principles of adult development and learning when engaging and interacting with staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA2.2 I select appropriate communication styles and methods for a variety of situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA2.3 I examine my own practice through reflection, self-appraisal, and a formal written appraisal by staff, families and other stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA2.4 I apply time management tools, including technology, to increase personal effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA2.5 I recognize the impact of stressors in the early childhood/afterschool profession and how to develop strategies to maintain professional performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA2.6 I use professional relationships and membership in professional groups for mutual benefit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Administrator CKC Self-Assessment**  
**Human Resource Leadership & Development**

**Step 1:**  
**RATE YOURSELF**

<p>Where to next?</p> 	<p>If the number in the <b>GREEN BOX</b> is</p>	<p> <span style="font-size: 2em;">↗</span> <b>4 or more</b>, continue on to the <b>Level 3 competencies</b> in <b>Personal &amp; Professional Awareness</b>  <span style="font-size: 2em;">↘</span> <b>less than 4</b>,                 <ul style="list-style-type: none"> <li>Choose at <b>least one competency</b> in the <b>yellow</b> or <b>blue</b> column that you would like to develop in the next year and check the box under “1 yr goal”</li> <li>Skip to <b>Level 1 competencies</b> in <b>Human Relations</b></li> </ul> </p>
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LEVEL 3 COMPETENCIES in PERSONAL & PROFESSIONAL AWARENESS	M	D	P	1 yr goal
PPA3.1 I modify my interpersonal interactions based on an understanding of my own and others’ learning style, communication style, beliefs, values and biases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA3.2 I model life-long learning by demonstrating an openness to novel or innovative ideas, including those generated from fields outside of early childhood/after school and those suggested by individuals with less overall experience in the field, while still critically analyzing the appropriateness of the idea for my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA3.3 I anticipate the indicators of stress and I intercede and mediate a positive outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PPA3.4 I seek opportunities to share my expertise and positively influence others in the professional community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FIRST:** Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year; check the box under “1 yr goal”  
**THEN: GO** on to the next section, **Human Relations**.

LEVEL 1 COMPETENCIES in HUMAN RELATIONS	M	D	P	1 yr goal
HR1.1 I develop mutually respectful and trusting relationships with staff, including those whose cultural values, beliefs and lifestyles may differ from my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR1.2 I implement appropriate and effective oral and written communication techniques including current electronic communication modes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR1.3 I build positive regard and confidence within staff by modeling appropriate teaching skills, identifying exemplary teaching practices, and explaining the rationale behind administrative decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR1.4 I recognize the importance and characteristics of a supportive work environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR1.5 I utilize effective conflict resolution skills; I identify and utilize resources/support when a need exceeds my skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR1.6 I recognize and maintain ethical practices when interacting with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR1.7 I recognize significant internal and external crises/events and utilize appropriate strategies to create an atmosphere of security and stability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR1.8 I ensure that staff with non-traditional positions (e.g., part-time, “floating” between multiple roles, temporary) are recognized for their contributions and supported in meeting the unique challenges of their positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>Where to next?</p> 	<p>If the number in the <b>GREEN BOX</b> is</p>	<p> <span style="font-size: 2em;">↗</span> <b>7 or more</b>, continue on to the <b>Level 2 competencies</b> in <b>Human Relations</b>  <span style="font-size: 2em;">↘</span> <b>less than 7</b>,                 <ul style="list-style-type: none"> <li>Choose at <b>least one competency</b> in the <b>yellow</b> or <b>blue</b> column that you would like to develop in the next year and check the box under “1 yr goal”</li> <li>Skip to <b>Level 1 competencies</b> in <b>Leadership &amp; Advocacy</b></li> </ul> </p>
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**Administrator CKC Self-Assessment**  
**Human Resource Leadership & Development**

**Step 1:**

**RATE YOURSELF**

<b>LEVEL 2 COMPETENCIES in HUMAN RELATIONS</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
HR2.1 I identify individual personal characteristics and emotional needs of staff through a variety of means (e.g., observation, self-assessment, peer assessment) using a process that is transparent to staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR2.2 I adapt my communication style to best meet the needs of a variety of stakeholder groups (e.g. owner, board, governing agency, staff).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR2.3 I support staff growth and development through effective coaching and mentoring activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR2.4 I design staff recognition approaches that enhance motivation, cooperation, satisfaction and retention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR2.5 I design team-building opportunities to increase job satisfaction, increase productivity and improve program quality; I involve all staff, including those with non-traditional positions (e.g., part-time, floaters).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR2.6 I support staff in the development of conflict-resolution strategies and skills and invite staff to participate in the development of strategies to improve staff relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR2.7 I use knowledge to influence, guide and involve staff in appropriate and effective communication techniques in their interactions with families and with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Where to next?**



If the number in the **GREEN BOX** is

- ↗ **6 or more**, continue on to the **Level 3 competencies** in **Human Relations**
- ↘ **less than 7**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under “1 yr goal”
  - Skip to **Level 1 competencies** in **Leadership & Advocacy**

<b>LEVEL 3 COMPETENCIES in HUMAN RELATIONS</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
HR3.1 I create a work culture in which individual differences among staff (e.g., cultural values, beliefs, lifestyles) are acknowledged, respected and appreciated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR3.2 I encourage the development of effective communication exchanges, both verbal and non-verbal, between individuals using a variety of resources and strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR3.3 I involve staff in designing and implementing strategies to enhance the workplace environment and job satisfaction, including supporting staff in advocating for systemic improvements (e.g., higher wages).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR3.4 I provide opportunities for staff members to share areas of expertise or skill in the enhancement of the program (e.g., mentoring others, taking on specialized responsibilities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
HR3.5 I articulate, analyze and apply current theory and recommended practice in human relations, learning, and motivation as it applies to the workplace and seek out opportunities to learn about new developments in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FIRST:** Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year; check the box under “1 yr goal”

**THEN GO** on to the next section, **Leadership & Advocacy**.

**Administrator CKC Self-Assessment**  
**Human Resource Leadership & Development**

**Step 1:**  
**RATE YOURSELF**

<b>LEVEL 1 COMPETENCIES in LEADERSHIP &amp; ADVOCACY</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
LA1.1 I model the leadership behaviors and attitudes I seek to instill in others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
LA1.2 I recognize the impact on leadership capacity of consistency and impartiality in implementing personnel policies, written program procedures/policies, and regulatory rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
LA1.3 I recognize my own strengths and areas of growth as a leader and seeks out opportunities for further development of leadership skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
LA1.4 I facilitate staff discussions and decision-making about policies and procedures based on program philosophy and regulatory policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
LA1.5 I encourage positive staff attitudes toward program regulations, standards and recommended practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
LA1.6 I develop effective working relationships with stakeholders who have a significant role in the functioning of the program (e.g., board, owner, funder, licensing agent, organization/agency staff or management).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Where to next?**



If the number in the **GREEN BOX** is

- **5 or more**, continue on to the **Level 2 competencies** in **Leadership & Advocacy**
- **less than 5**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under "1 yr goal"
  - Skip to **Level 1 competencies** in **Staff Management**

<b>LEVEL 2 COMPETENCIES in LEADERSHIP &amp; ADVOCACY</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
LA2.1 I prepare staff for professional growth and succession planning through mentoring, training and leadership opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
LA2.2 I utilize professional connections and networking, community resources and professional membership for program improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
LA2.3 I serve as a community resource, spokesperson and advocate for quality programming for children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
LA2.4 I initiate collaborative opportunities for early care and education/afterschool professionals to improve programs and practices for children, for families and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
LA2.5 I empower staff to initiate and collaborate on discussions and decisions related to policies and procedures based on program philosophy and child development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
LA2.6 I provide strategic leadership in relationships with governing/advisory boards, parent organizations/agencies, and/or community/ professional collaborations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Where to next?**



If the number in the **GREEN BOX** is

- **5 or more**, continue on to the **Level 3 competencies** in **Leadership & Advocacy**
- **less than 5**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under "1 yr goal"
  - Skip to **Level 1 competencies** in **Staff Management**

**Administrator CKC Self-Assessment**  
**Human Resource Leadership & Development**

**Step 1:**

**RATE YOURSELF**

<b>LEVEL 3 COMPETENCIES in LEADERSHIP &amp; ADVOCACY</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
LA3.1 I organize advocacy efforts to increase awareness of policy makers and the general public about the importance of high quality programs and a well-qualified workforce.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
LA3.2 I influence and participate in setting local, state, and/or national policy to support continuous improvement in the field by joining with other professionals in speaking with a clear and unified voice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
LA3.3 I seek out leadership opportunities in the larger community (e.g., a professional organization, the business community).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
LA3.4 I initiate potentially beneficial relationships with individuals or groups who have not previously been aware of, or engaged in, early childhood and afterschool issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FIRST:** Choose at least one competency in the yellow or blue column that you would like to develop in the next year; check the box under “1 yr goal”  
**THEN GO** on to the next section, **Staff Management.**

<b>LEVEL 1 COMPETENCIES in STAFF MANAGEMENT</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
SM1.1 I establish and follow clear, consistent and transparent processes for recruiting, hiring, promoting and terminating staff. If volunteers are used, similar processes and policies are in place that are appropriate for their role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM1.2 I know and follow labor laws and regulatory requirements related to employing staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM1.3 I communicate performance expectations through the use of position descriptions, personnel policies, new hire orientation and ongoing coaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM1.4 I facilitate the success of newly hired or positioned staff by establishing and following a detailed, written orientation plan and providing a comprehensive handbook of employee policies and procedures to every new hire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM1.5 I implement a written performance evaluation that includes staff self-assessment and aligns with position description, program philosophy and policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM1.6 I implement a schedule of regular observation and conferencing with each member of the teaching staff, document progress, and incorporate into the performance evaluation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM1.7 I write an individualized professional development plan for each staff using information from the performance evaluation; I identify and, as possible, provide resources needed for individual success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM1.8 I acknowledge the unique challenges of staff in positions that are part-time or fill multiple roles when considering supervision issues, such as performance evaluation and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM1.9 I recognize performance that indicates a staff member is unable to satisfy reasonable expectations for practice and I counsel the staff member to pursue a more appropriate position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM1.10 I recognize performance that exceeds expectations for the position and facilitate advancement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM1.11 I maintain an accurate knowledge of the current functioning and demands of each classroom by frequently visiting at various times during the program day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Where to next?**



If the number in the **GREEN BOX** is

- ↗ **8 or more**, continue on to the **Level 2 competencies** in **Staff Management**
- ↘ **less than 8**,
  - Choose at least one competency in the yellow or blue column that you would like to develop in the next year and check the box under “1 yr goal”
  - Save and close** this document; **open** the next area of practice to assess.

**Administrator CKC Self-Assessment**  
**Human Resource Leadership & Development**

**Step 1:**

**RATE YOURSELF**

<b>LEVEL 2 COMPETENCIES in STAFF MANAGEMENT</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
SM2.1 I compare and contrast candidates for hire by providing them with multiple opportunities to demonstrate skills and abilities (e.g. interview, demonstration teaching, writing samples, lesson plans, portfolio review).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM2.2 I select candidates for hire by utilizing input from multiple staff members and/or families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM2.3 I obtain input from current and exiting employees in evaluating practices involving recruiting, hiring, orientation, promotion and retention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM2.4 I incorporate knowledge of appropriate compensation benefit structures and market rates to effectively recruit and retain staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM2.5 I review and update employee policies and procedures regularly, and ensure that all employees are informed of changes and have a copy of the most current staff handbook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM2.6 I create and promote policies and working conditions that are physically and emotionally safe that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality and self-esteem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM2.7 I design and implement a performance management cycle that includes continuous performance observations, coaching and conferencing, summary reviews and written evaluations for each staff member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM2.8 I encourage and support continual development of staff in becoming more skilled and knowledgeable practitioners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM2.9 I use written performance evaluation data when making and communicating personnel decisions, including promotion, raises, position changes, probation and termination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM2.10 I interpret or forecast changing needs of the program in developing goals related to staffing capacity and incorporate those goals into the program's strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Where to next?**



If the number in the **GREEN BOX** is

- ➔ **8 or more**, continue on to the **Level 3 competencies** in **Staff Management**
- ➔ **less than 8**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under "1 yr goal"
  - Save and close** this document; **open** the next area of practice to assess.

<b>LEVEL 3 COMPETENCIES in STAFF MANAGEMENT</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
SM3.1 I Analyze and evaluate personnel policies and practices on an ongoing basis, using multiple sources of data, and implements changes to facilitate staff retention and program improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM3.2 I seek out information regarding emerging recommended practices, trends and regulations and revise and adapt personnel policies as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM3.3 I collect multiple sources of evidence for staff performance evaluations, such as family surveys, peer reviews and documentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM3.4 I've constructed a program supervision plan that includes timelines and expectations for formal and informal performance observations, conferencing and goal-setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM3.5 I evaluate staff training opportunities and promote those that represent current understandings of best practice and are relevant to staff positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM3.6 I motivate staff to assume higher levels of responsibility within the program and in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
SM3.7 I expect, support and empower staff to pursue professional development that strengthens their commitment to the field so as to provide the community with high quality programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FIRST:** Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year; check the box under "1 yr goal"  
**THEN: 1) Save** and close this document; 2) **Open** the next area of practice you want to assess.

**Administrator CKC Self-Assessment**  
**Family and Community Partnerships**

**Step 1:**  
**RATE YOURSELF**

Please type the following information into the gray text fields:

**Name:** \_\_\_\_\_ **Additional Information:** \_\_\_\_\_  
**Date Completed:** \_\_\_\_\_

**Instructions:** Please rate each professional competency listed below, by placing a check mark under the rating that best describes your degree of mastery:  
**M (Mastered):** I feel very confident in this competency.  
**D (Developing):** I am actively working to improve this competency.  
**P (Potential):** This is a skill that I have not yet begun to develop.  
*Only choose ONE rating for each competency!*

<b>LEVEL 1 COMPETENCIES in POSITIVE RELATIONSHIPS W/ FAMILIES</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
PRF1.1 I intentionally create an environment in which the message that families are valued partners in the care and education of their children is clearly and consistently communicated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF1.2 I set staff expectations for positive attitudes and behavior toward families and ensure that expectations are clear, consistent, frequently communicated and firmly enforced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF1.3 I demonstrate respect for families by including them in decision-making, opinion gathering and acting on information provided, and by incorporating their opinions into the planning and continuous improvement cycle when they support the program mission and philosophy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF1.4 I encourage staff to acknowledge and respect each family's opinions and wishes for their child's care and learning, and work with staff and families to identify the feasibility of addressing the family's preferences within the boundaries of the program's mission, philosophy and commitment to best practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF1.5 I identify and apply current research and/or best practices surrounding family engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF1.6 I critically examine my own cultural experiences and their impact on practice and can model culturally responsive practices that acknowledge and value diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF1.7 I understand and uphold the ethical standards involved in working with families and ensure consistent application of ethical and legal practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF1.8 I establish and/or implement written policies and procedures to guide the resolution of grievances raised by families or conflicts involving families; I ensure that families and staff are aware of the policies/procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF1.9 I create and maintain a communication system with families that is efficient, accessible, effective, mutually satisfying and that sufficiently addresses barriers to communication experienced by any families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p><b>Where to next?</b></p> 	<p>If the number in the <b>GREEN BOX</b> is</p> <ul style="list-style-type: none"> <li>↗ <b>7 or more</b>, continue on to the <b>Level 2 competencies in Positive Relationships</b></li> <li>↘ <b>less than 7</b>, <ul style="list-style-type: none"> <li>Choose at <b>least one competency</b> in the <b>yellow</b> or <b>blue</b> column that you would like to develop in the next year and check the box under "1 yr goal"</li> <li>Skip to <b>Level 1 competencies in Community Collaboration</b></li> </ul> </li> </ul>
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<b>LEVEL 2 COMPETENCIES in POSITIVE RELATIONSHIPS W/ FAMILIES</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
PRF2.1 I help staff understand and implement responsive family practices and provide monitoring and guidance of these practices for ongoing program enhancement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF2.2 I include staff and families in the design of family engagement strategies that are based on best practices and that are regularly evaluated to ensure that all families are engaged at the level they desire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF2.3 I use proactive strategies to create and promote a culturally responsive program inclusive of all families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF2.4 I critically examine program decisions involving families, utilizing the code of ethical conduct, and I ensure that staff are aware of the implications of the code of ethics for their relationships with families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF2.5 I assist staff in developing communication and mediation skills needed in working with families, in following written procedures when concerns arise, and in recognizing when administrative assistance is appropriate in a given situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF2.6 I evaluate and adapt communication processes, strategies, and technologies used with families and identify opportunities for the program to communicate more effectively with families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Where to next?**



If the number in the **GREEN BOX** is

- **5 or more**, continue on to the **Level 3 competencies in Positive Relationships**
- **less than 5**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under "1 yr goal"
  - Skip to **Level 1 competencies in Community Collaboration**

<b>LEVEL 3 COMPETENCIES in POSITIVE RELATIONSHIPS W/ FAMILIES</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
PRF3.1 I implement strategies to create a program "community" that ensures that all its members (administration, boards, staff, families, volunteers, etc.) are valued, honored and respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF3.2 I identify opportunities and provide ways for family members to become involved in advocating for support of high quality care and education and/or shaping public policy decisions related to child care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF3.3 I collaborate with staff, families, volunteers, boards and communities to integrate culturally responsive, anti-bias practices into the daily life of the program and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF3.4 I advocate for positive resolution of public policy issues involving ethical practices that affect families and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
PRF3.5 I provide opportunities for ongoing discussions and professional development for staff in building relationships with families, including issues such as respect for diverse parenting practices, supporting at-risk families, and innovative tools and strategies for maintaining communication with families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FIRST:** Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year; check the box under "1 yr goal"  
**THEN: GO** on to the next section, **Community Collaboration**.

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<b>LEVEL 1 COMPETENCIES in COMMUNITY COLLABORATION</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
CC1.1 I am aware of, and can refer and connect families to, appropriate community resources (e.g., food bank, housing, medical assistance, transportation, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC1.2 I coordinate with professional service providers (e.g., speech therapists, early childhood mental health consultants) who provide services to children and families in collaboration with child care programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC1.3 I facilitate positive relationships between professional service providers and program staff and monitor the progress for delivery of services identified in a formal plan, such as an IFSP, IEP, ISP, or behavioral plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC1.4 I encourage and support staff in using community resources to enhance the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC1.5 I initiate and maintain positive relationships with area schools to ensure optimal support of school-age children and/or children transitioning from preschool to elementary school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC1.6 I initiate and maintain positive and collegial relationships with other early childhood/afterschool programs in the community, collaborating when appropriate to maximize resources and family support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC1.7 I seek out opportunities to establish connections to the business community, recognizing and effectively communicating the benefits of mutual support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC1.8 I explore opportunities to connect to local higher education institutions that offer programs related to early care and education or afterschool programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>number of checks in each column</i>				

**Where to next?**



If the number in the **GREEN BOX** is

- ↗ **6 or more**, continue on to the **Level 2 competencies** in **Community Collaboration**
- ↘ **less than 6**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under "1 yr goal"
  - Skip to **Level 1 competencies** in **Business Practices**

<b>LEVEL 2 COMPETENCIES in COMMUNITY COLLABORATION</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
CC2.1 I participate in outreach activities and work collaboratively with the community to identify needed resources and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC2.2 I serve as a visible partner in community events and projects, such as <i>Week of the Young Child</i> or <i>Lights on Afterschool</i> activities and community health and resource fairs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC2.3 I implement a research-based family engagement program to share and identify community resources to support families' roles as their child's first educator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC2.4 I connect with communities by serving on community boards, associations, or neighborhood projects to benefit the families that the program serves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC2.5 I ensure consistent and effective communication between staff, families and school personnel regarding school-age children or children transitioning to school, providing support to resolve conflicts or barriers as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC2.6 I facilitate collaborative relationships with other programs and agencies in the child care community to achieve community-wide goals in support of children (e.g., establishing a grant-funded initiative, raising public awareness of critical issues).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC2.7 I identify and seek opportunities to effectively communicate to civic leaders and decision-makers the impact of quality child care programs on children, families and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC2.8 I collaborate with area higher education programs in supporting professionals in a variety of ways (e.g., providing a site for student teachers, facilitating enrollment of current staff in college courses).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>number of checks in each column</i>				

**Administrator CKC Self-Assessment**  
**Family and Community Partnerships**

**Step 1:**  
**RATE YOURSELF**

<p>Where to next?</p> 	<p>If the number in the <b>GREEN BOX</b> is</p>	<p>6 or more, continue on to the <b>Level 3 competencies</b> in <b>Community Collaboration</b></p> <p>less than 6,</p> <ul style="list-style-type: none"> <li>Choose at <b>least one competency</b> in the <b>yellow</b> or <b>blue</b> column that you would like to develop in the next year and check the box under “1 yr goal”</li> <li>Skip to <b>Level 1 competencies</b> in <b>Business Practices</b></li> </ul>
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4-3

<b>LEVEL 3 COMPETENCIES in COMMUNITY COLLABORATION</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
CC3.1 I articulate and promote research-based family engagement practices that encourage best practices throughout the community and influences the broader field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC3.2 I advocate for public policies at the local, state and national level that provide family supports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC3.3 I advocate for and facilitate strong collaborations between the early care and education, afterschool, and K-12 communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC3.4 I provide opportunities and mentoring for staff and families to engage in collaborative efforts/initiatives with community partners in support of children and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
CC3.5 I facilitate communication, mutual respect, and collaboration between the early childhood/afterschool community and the higher education/teacher education community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FIRST:** Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year; check the box under “1 yr goal”  
**THEN: 1) Save** and close this document; 2) **Open** the next area of practice you want to assess.

**Administrator CKC Self-Assessment**  
**Business and Operations Management**

**Step 1:**  
**RATE YOURSELF**

Please type the following information into the gray text fields:

Name: \_\_\_\_\_ Additional Information: \_\_\_\_\_  
 Date Completed: \_\_\_\_\_

**Instructions:** Please rate each professional competency listed below, by placing a check mark under the rating that best describes your degree of mastery:  
**M (Mastered):** I feel very confident in this competency.  
**D (Developing):** I am actively working to improve this competency.  
**P (Potential):** This is a skill that I have not yet begun to develop.  
 Only choose ONE rating for each competency!

LEVEL 1 COMPETENCIES in PROGRAM OPERATIONS/ADMINISTRATION	M	D	P	1 yr goal
POA1.1 I've established an organizational structure, based on regulatory requirements and business needs, that allows for effective decision-making and accountability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA1.2 I ensure that written policies and procedures are in place to address all critical areas of programming and that they are clearly communicated, current, non-discriminatory, and in accordance with regulatory requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA1.3 I stay current on safety, health and education standards; when changes in standards are announced, I make necessary revisions and communicate changes to staff, families and relevant stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA1.4 I implement and/or oversee meal planning and food service to ensure that child nutrition standards and guidelines are followed for all ages of children served.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA1.5 I implement and/or oversee transportation services to ensure child safety standards, guidelines and developmentally appropriate practices are followed for all ages of children served.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA1.6 I've put in place staffing schedules to comply with regulatory ratios and consistency for children, including planned and unplanned absences such as staff meetings and professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA1.7 I design, develop and implement an enrollment process that supports the emotional well-being of each child, addresses the needs of families, and meets all regulatory and fiscal requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA1.8 I utilize technology to support program operations; I ensure that technology systems are fully functioning and that necessary staff are trained in their appropriate use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p><b>Where to next?</b></p> 	<p>If the number in the <b>GREEN BOX</b> is</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>↙</p> <p>↘</p> </div> <div> <p><b>6 or more</b>, continue on to the <b>Level 2 competencies</b> in <b>Program Operations &amp; Administration</b></p> <p><b>less than 6</b>,</p> <ul style="list-style-type: none"> <li>Choose at <b>least one competency</b> in the <b>yellow</b> or <b>blue</b> column that you would like to develop in the next year and check the box under "1 yr goal"</li> <li>Skip to <b>Level 1 competencies</b> in <b>Facilities</b></li> </ul> </div> </div>
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**Administrator CKC Self-Assessment**  
**Business and Operations Management**

**Step 1:**  
**RATE YOURSELF**

<b>LEVEL 2 COMPETENCIES in PROGRAM OPERATIONS/ADMINISTRATION</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
POA2.1 I modify organizational structure to allow for growth and specialization of roles to meet changing operational needs and increase organizational capacity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA2.2 I review the effectiveness of policies and procedures on a regular basis, seeking input from all relevant stakeholders, and making revisions where necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA2.3 I appropriately engage children, families and staff in developing and evaluating rules, policies and procedures intended to ensure safety, health and learning within the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA2.4 I create and implement food service policies to ensure that needs and preferences of families and staff regarding food choices and feeding practices are acknowledged and met whenever possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA2.5 I ensure that adequate, appropriate transportation is available to support the integration of visits to community sites into the curriculum on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA2.6 I analyze and revise staffing patterns to reflect an understanding of: evidence-based practice; interpersonal dynamics of current staff; and efficient use of human resources and financial revenues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA2.7 I use an enrollment system that allows for flexibility to meet emerging needs and that anticipates growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA2.8 I evaluate the effectiveness of technological supports to communication and program operations; I predict future needs and stay abreast of technology advancements, incorporating both into the financial plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Where to next?**



If the number in the **GREEN BOX** is

- ↙ **6 or more**, continue on to the **Level 3 competencies in Program Operations & Administration**
- ↘ **less than 6**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under “1 yr goal”
  - Skip to **Level 1 competencies in Facilities**

<b>LEVEL 3 COMPETENCIES in PROGRAM OPERATIONS/ADMINISTRATION</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
POA3.1 I stay current on organizational theory and emerging practice and engage staff in the change process when new organizational strategies or concepts are implemented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA3.2 I influence changes in policies, regulations and professional standards pertaining to health, safety and education of children and advocate for funding to support programs in meeting those standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA3.3 I support staff in learning and implementing effective strategies for optimizing meal and snack times, not only for meeting children’s nutrition needs but also for supporting learning and relationship-building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA3.4 I advocate for resources and services to ensure that transportation is never a barrier to children and families’ full participation in all program activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA3.5 I create/promote staff placement decisions that incorporate the use of more skilled teachers to coach and mentor less skilled teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
POA3.6 I ensure that the strategic plan includes technology replacement or enhancement, ongoing staff training related to recordkeeping and information systems, and the appropriation of funds to support those goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FIRST:** Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year; check the box under “1 yr goal”  
**THEN: GO** on to the next section, **Facilities**.

**Administrator CKC Self-Assessment**  
**Business and Operations Management**

**Step 1:**  
**RATE YOURSELF**

5-2

<b>LEVEL 1 COMPETENCIES in FACILITIES</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
F1.1 I demonstrate knowledge of, and ensure compliance with, applicable regulation and codes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F1.2 I have implemented a basic emergency and disaster preparedness plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F1.3 I demonstrate knowledge of a facilities management plan that includes the maintenance of indoor and outdoor spaces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F1.4 I design, arrange and equip spaces (indoor and outdoor) that respect children, families and staff; I ensure that space is organized and aesthetically pleasing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F1.5 I recognize the daily use of the program's consumable resources and is aware of an impact on the local and global environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F1.6 I ensure that a separate space is available for sensitive or confidential conversations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F1.7 I dedicate space to teaching staff for planning and breaks, including secured storage for personal items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F1.8 If space is shared, I establish/maintain a mutually beneficial relationship and document details in a formal agreement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F1.9 I establish/maintain satisfactory relationships with contracted service providers (e.g., janitorial services, waste removal) and monitor quality, taking action to address concerns when necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>				
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

**Where to next?**



If the number in the **GREEN BOX** is

- ↗ **7 or more**, continue on to the **Level 2 competencies** in **Facilities**
- ↘ **less than 7**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under "1 yr goal"
  - Skip to **Level 1 competencies** in **Marketing & Public Relations**

<b>LEVEL 2 COMPETENCIES in FACILITIES</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
F2.1 I participate in statewide groups and organizations to evaluate and develop regulations, policies and quality standards for facilities housing early childhood/ afterschool programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F2.2 I review and update the emergency and disaster preparedness plan to include policies and procedures that address staff training, maintenance of emergency supplies and equipment, and continuation of the business.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F2.3 I plan and secure financial resources for preventive maintenance, scheduled building updates and replacement of equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F2.4 I incorporate natural and authentic materials into the spaces occupied by children, families and staff and follow basic principles of design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F2.5 I implement policies/procedures and support practices that reflect a respect and concern for the natural environment and that reduce unnecessary consumption.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F2.6 I support the development and maintenance of resources for adults, such as a parent lending library and staff lounge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>				
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

**Where to next?**



If the number in the **GREEN BOX** is

- ↗ **4 or more**, continue on to the **Level 3 competencies** in **Facilities**
- ↘ **less than 4**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under "1 yr goal"
  - Skip to **Level 1 competencies** in **Marketing & Public Relations**

5-3

**Administrator CKC Self-Assessment**  
**Business and Operations Management**

**Step 1:**  
**RATE YOURSELF**

<b>LEVEL 3 COMPETENCIES in FACILITIES</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
F3.1 I analyze, evaluate and influence federal, state, and local regulations, policies and standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F3.2 I participate in or have initiated community planning for emergency and disaster preparedness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F3.3 I ensure that the program's strategic plan addresses the impact of long-range goals on the capacity of the current facility and ensure that resources will be available for facility upgrading, expansion, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F3.4 I purposefully design the facility to reflect the culture of the community, inviting family and community members to participate in design efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
F3.5 I engage children, staff, family and community in local and global efforts to increase appreciation for natural resources, reduce harm to the environment, and restore the environment, where possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FIRST:** Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year; check the box under "1 yr goal"

**THEN: GO** on to the next section, **Marketing & Public Relations.**

<b>LEVEL 1 COMPETENCIES in MARKETING &amp; PUBLIC RELATIONS</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
MPR1.1 I use effective oral, written and electronic communication needed for a marketing strategy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR1.2 I can articulate the importance of being the provider of choice and effectively communicate the quality of services provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR1.3 I am able to identify internal and external factors that influence the program and its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR1.4 I am able to identifies the program's stakeholders and their needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR1.5 I have defined the program's positive image and I communicate it to the public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR1.6 I know the principles of marketing and have identified resources necessary to develop a viable marketing plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR1.7 I recognize the impact of a marketing plan on building and maintaining optimal enrollment and participation in services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR1.8 I utilize basic technological resources in accomplishing marketing goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR1.9 I am able to identify the need to promote specific aspects of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR1.10 I am able to identify the components of the program's image related to personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR1.11 I have created a crisis communication plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR1.12 I recognize the benefits of links to potential stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR1.13 I recognize the need for varying communication methods that respect the dignity, worth, and uniqueness of each individual stakeholder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR1.14 I am able to recognize unplanned opportunities to promote the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p><b>Where to next?</b></p> 	<p>If the number in the <b>GREEN BOX</b> is</p> <ul style="list-style-type: none"> <li>↗ <b>11 or more</b>, continue on to the <b>Level 2 competencies</b> in <b>Marketing &amp; Public Relations</b></li> <li>↘ <b>less than 11</b>,             <ul style="list-style-type: none"> <li>• Choose at <b>least one competency</b> in the <b>yellow</b> or <b>blue</b> column that you would like to develop in the next year and check the box under "1 yr goal"</li> <li>• <b>Save and close</b> this document; <b>open</b> the "Target Competencies" document.</li> </ul> </li> </ul>
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<b>LEVEL 2 COMPETENCIES in MARKETING &amp; PUBLIC RELATIONS</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
MPR2.1 I routinely create effective oral, written and electronic communications for marketing purposes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR2.2 I have created a communication plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR2.3 I analyze how internal and external factors affect the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR2.4 I design and evaluate marketing strategies to maintain and strengthen relationships with stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR2.5 I have established a brand identity that fosters a consistent professional image.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR2.6 I have developed and am implementing a marketing plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR2.7 I analyze the current marketing plan to determine its impact on enrollment and participation in services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR2.8 I examine the effectiveness of technological resources to accomplish marketing goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR2.9 I have designed promotional materials and implemented an effective campaign to promote specific aspects of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR2.10 I translate the components of the image for all of the various stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR2.11 I prepare self and staff for communicating in response to emergency situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR2.12 I analyze the reciprocity that exists in relationships with stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR2.13 I demonstrate respect of individuals through all methods of communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR2.14 I prepare myself and staff for responding to spontaneous opportunities to promote the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Where to next?**



If the number in the **GREEN BOX** is

- ↗ **11 or more**, continue on to the **Level 3 competencies in Marketing & Public Relations**
- ↘ **less than 11**,
  - Choose at **least one competency** in the **yellow** or **blue** column that you would like to develop in the next year and check the box under "1 yr goal"
  - Save and close** this document; **open** the "Target Competencies" document.

<b>LEVEL 3 COMPETENCIES in MARKETING &amp; PUBLIC RELATIONS</b>	<b>M</b>	<b>D</b>	<b>P</b>	<b>1 yr goal</b>
MPR3.1 I continually analyze all communication to determine its effectiveness and modify as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR3.2 I evaluate and revise the communication plan to respond to changing conditions and environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

**Administrator CKC Self-Assessment**  
**Business and Operations Management**

**Step 1:**  
**RATE YOURSELF**

MPR3.3 I develop and lead an appropriate course of action based on internal and external analysis of factors affecting the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR3.4 I engage stakeholders, most notably currently enrolled families, to form lasting relationships that support the program and promote the value of high quality early childhood/afterschool programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR3.5 I construct and refine the strategies and processes that achieve a consistent and memorable image for the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR3.6 I manage the marketing plan by analyzing and revising strategies at least annually.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR3.7 I modify the current marketing plan to maximize effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR3.8 I embrace emerging technologies and adapt those that are useful in implementing marketing goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR3.9 I evaluate the cost-benefit and effectiveness of the campaign strategies and make changes as necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR3.10 I promote the image of the program through effective communication, advocacy and active leadership in professional organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR3.11 I review and revise the crisis communication plan on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR3.12 I develop and support mutually beneficial relationships with stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
MPR3.13 I support an inclusive program by including multiple stakeholders in the creation and review of communication methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
<b>Total</b> <i>number of checks in each column</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**CONGRATULATIONS!**

You've finished assessing your knowledge and professional skills. The next step is to use the results to complete your Professional Development Plan. To do that, you'll go back to each of the five sections of assessment you've completed and transfer the competencies that you checkmarked to the table in the document labeled "Target Competencies."

**NEXT**

- **OPEN** the document labeled "**Target Competencies**"
- **GO THROUGH** each of the sections in **this** document and find the competencies that you checkmarked.
- **HIGHLIGHT AND COPY** the competencies and paste them into the table in the Target Competencies document. Close this document when you have copied all of the competencies you had checked.
- **REPEAT** with each of the four other program area assessments you've completed until your Target Competencies table is complete.

## STEP 2:

### IDENTIFY TARGET COMPETENCIES

#### Self-Assessment

## Administrator CKC

In each of the 15 subcategories, you selected at least one competency that you would like to develop in the coming year.

1. Go back through the self-assessment, find each selected competency, and copy and paste it into the table below, in the bolded cells. (If you chose more than one in a sub-category, add the additional competencies at the bottom of the table, being sure to identify the subcategory.)
2. Select the **top 5-10** that you would like to identify as goals in your **Professional Development Plan** to address through training or other professional development opportunities in the coming 12 months.

TARGET COMPETENCIES		PRIORITY
<b>Program Development &amp; Evaluation</b>		
<b>Professional Development</b> competency:		<input type="checkbox"/>
<b>Program Evaluation</b> competency:		<input type="checkbox"/>
<b>The Curriculum Cycle</b>		
<b>Child Development</b> competency:		<input type="checkbox"/>
<b>Teaching &amp; Learning</b> competency:		<input type="checkbox"/>
<b>Child Assessment</b> competency:		<input type="checkbox"/>
<b>Human Resource Leadership &amp; Development</b>		
<b>Personal &amp; Professional Awareness</b> competency		<input type="checkbox"/>
<b>Human Relations</b> competency		<input type="checkbox"/>
<b>Leadership &amp; Advocacy</b> competency		<input type="checkbox"/>
<b>Staff Management</b> competency		<input type="checkbox"/>

TARGET COMPETENCIES		PRIORITY
<b>Family &amp; Community Partnerships</b>		
<b>Positive Relationships with Families</b> competency		<input type="checkbox"/>
<b>Community Collaboration</b> competency		<input type="checkbox"/>
<b>Business &amp; Operations Management</b>		
<b>Business Practices</b> competency		<input type="checkbox"/>
<b>Program Operations and Administration</b> competency		<input type="checkbox"/>
<b>Facilities</b> competency		<input type="checkbox"/>
<b>Marketing &amp; Public Relations</b> competency		<input type="checkbox"/>
<b>Sub-category</b>	<b>Additional Competencies (optional)</b>	
		<input type="checkbox"/>

## STEP 3: PLAN YOUR DEVELOPMENT

Now that you've identified the areas of competency that you want to develop in the coming year, it's time to start planning.

1. Complete the short-term goals section of the Step Up to Quality Professional Development Plan, if applicable, or other PD planning template.
2. Consider each of the competencies you've targeted. **What action steps can you take to move you closer to your goal? What's the first step in your plan?**
3. Use the following table to help you sketch out a plan. Although you can always change it if you need to, you'll never achieve what you don't first imagine; thinking about how you'll get where you want to go is an important part of making progress toward your goals.

What skill will you develop?	What approach to learning will you use?*	What's steps do you need to take first?	What resources do you need?	What's your target date?
<i>Example: Curriculum – making sure it reflects individual children, families, cultural diversity, and standards.</i>	<i>Mentoring or coaching</i>	<i>I'd like to find another administrator who can mentor me in developing a more authentic curriculum. The first step I'll take is to talk with the other directors at our next networking meeting.</i>	<i>More information about an effective mentoring relationship – what to look for, reasonable expectations, etc.</i>	<i>I want to have a mentor identified by June.</i>

\* Approaches to learning include:

- training, workshops, conference sessions, etc.
- college coursework
- mentoring, coaching, or technical assistance
- independent study (learning on your own, in a study group, etc.)