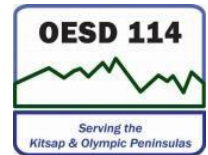


Birth to Five Strengths and Needs Self-Assessment

Practice Area	Comfort Scale 1=least				Change Desired?		Priority (Top 5)
	1	2	3	4	Y	N	
Planning & Curriculum							
Discuss with family the program purpose, services and opportunities to be involved.							
Prepare materials and resources for environment and activities ahead of time based on individual needs of children.							
I regularly observe and document the children in my classroom in an effort to better plan for the environment and activities.							
I utilize developmental screenings, assessments, observations, family input to inform my planning based on what is individually appropriate for each child.							
The environment and materials are prepared in advance and are updated regularly based on observations and lesson planning.							
Follow curriculum, policies, and procedures to fidelity.							
I support the development of a child's home language and English language acquisition.							
Organizational Systems							
Keep database up to date at all times.							
Utilize a tracking system and ensure all deadlines are tracked and met.							
Family Engagement							
Use motivational interviewing and reflective practices in support of family engagement, identification of strengths and resources and relationship building.							
Be intentional in use of language, planning and interactions that include all family members, including father, grandparents, etc.							
Interactions & Relationships							
Awareness and integration of home language... <ul style="list-style-type: none"> ▪ In planning activities ▪ In books available ▪ In sharing developmental impacts and benefits of dual and multi-lingual development 							
I offer ample opportunities for families to be involved in the classroom/program.							
Use active observation and reflective feedback to share child development information, encouragement and positive reinforcement with families.							
Use humor, show understanding, familiarize self with family culture and establish rapport that encourages child comfort and family engagement.							



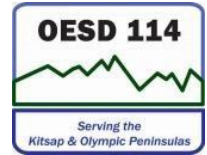
Birth to Five Strengths and Needs Self-Assessment



Practice Area	Comfort Scale <i>1=least</i>				Change Desired?		Priority <i>(Top 5)</i>
	1	2	3	4	Y	N	
Colleague Relationships							
Work in partnership with colleagues and supervisors, sharing ideas and strategies.							
Model and engage with colleagues and partners through positive interactions, shared observations and resource utilization.							
Participate in staff meetings and trainings in a timely and engaged manner. Be present, open, and respectful.							
Caregiving Practices (Home Visiting-Your role in supporting families to model for their children)							
I provide a consistent, supportive, child-focused routine each day.							
I join in children's activities and follow the child's lead by matching the focus of my attention to the child's focus of attention.							
I listen and respond to children's attempts to communicate, both verbal and nonverbal.							
Careful supervision occurs in order to ensure safety; I actively supervise children inside and outside.							
I provide a variety of opportunities for children to initiate social interactions and provide time throughout those interactions for the child to take turns or form responses.							
I offer a balance of child-directed and adult-directed activities.							
I use a warm, responsive tone, make eye contact, and smile in interactions with individual children.							
I provide positive, descriptive comments to children who are engaging in peer interactions.							
I give children meaningful feedback that supports their learning.							
I model social skills for children such as turn-taking, gentle touching, requesting, or using words.							
I use a variety of strategies to help children sustain their engagement in an activity. I follow the child's lead when they initiate a new activity.							
I provide plenty of time for children to think and respond to questions and comments, to explain their answers, and to think about difficult problems.							
I give children opportunities to practice their thinking skills, encourage them to ask questions, make observations, and test predictions.							
My expectations are developmentally appropriate and individualized as needed.							
I communicate behavioral expectations by letting children know, in a positive tone, what they could do in specific activities (and not just what they should not do).							
I use strategies to ensure that children are actively involved in transitions.							



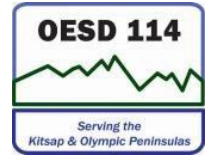
Birth to Five Strengths and Needs Self-Assessment



Practice Area	Comfort Scale 1=least				Change Desired?		Priority (Top 5)
	1	2	3	4	Y	N	
Caregiving Practices (cont.)							
My tone remains calm, supportive, and positive during children's distressful or challenging experiences.							
I am consistently attentive to children, I notice their cues and am aware of and responsive when they have difficulties and needs.							
I make efforts to maximize children's independence in the classroom through design of environment.							
In response to children's actions, answers, or comments, I often provide hints, assistance, or questions and engage in multiple back and forth exchanges.							
I use a variety of words and provide words and language for children to use. I frequently label objects and concepts with language and describe unfamiliar words to children.							
I often extend communication attempts by adding words to actions and sounds, or share what I understand to help encourage conversation and child talk.							
Professional Performance Measure – Job Knowledge							
Employee performs the essential functions of his/her position as specified in the job description.							
Demonstrates an active interest/ability to acquire & apply new skills.							
Policy/procedure awareness.							
Professional Performance Measure – Quality of Work, Accountability, and Dependability							
Takes personal responsibility for the quality and timeliness of work and achieves results with little oversight.							
Takes responsibility for personal actions and performance.							
Professional Performance Measure – Attitude and Ability to Adapt or Change							
Adapts to changing needs, conditions and work responsibilities.							
Ability to think creatively, create alternatives							
Professional Performance Measure – Collaboration and Teamwork							
Builds constructive working relationships which demonstrate acceptance, cooperation, respect and commitment to the department/program and to ESD staff.							
Professional Performance Measure – Professionalism, Ethics, and Integrity							
Treats others with professional courtesy, sensitivity and respect.							
Behaves in an honest, fair and ethical manner showing consistency in words and actions.							
Professional Performance Measure – Communication Skills							
Communicates with clarity and accuracy through listening, reading comprehension, speaking and writing skills.							



Birth to Five Strengths and Needs Self-Assessment



Practice Area	Comfort Scale <i>1=least</i>				Change Desired?		Priority <i>(Top 5)</i>
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Professional Performance Measure – Attendance and Punctuality							
Punctuality, time devoted to actual work, promptness in reporting for assignments, and appropriate use of time off for sick leave/personal business.							
Professional Performance Measure – Support Mission and Service Oriented							
Implements services that align to the OESD and Department Mission Statement.							