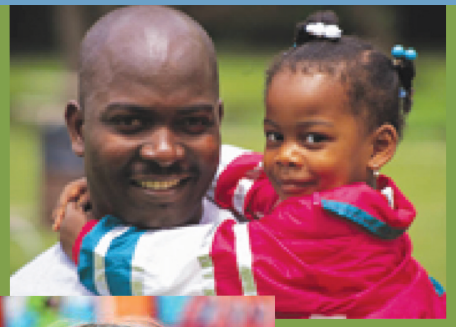
GUIDING CHANGE, IMPACTING QUALITY: A Guide to Technical Assistance in Settings Serving Infants & Toddlers, Preschoolers, and Children in Out-of-School Time Programs and Their Families

SELF-ASSESSMENT TOOL



Massachusetts Department
of Early Education and Care

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INTRODUCTION TO THE SELF-ASSESSMENT TOOL

Use the *Guide*, along with this Self-Assessment Tool, to evaluate technical assistance skills and to identify areas of both strength and opportunity in your work with clients. Some TA providers may want to expand the services they offer and use this tool to identify how to enhance their skills in one or more of the specialized age groups and settings. Then, develop goals for your work and plan your professional development (PD). Clients can use this tool to help others identify TA that will best meet their own needs. **The Self-Assessment Tool is designed to assess skills. To find the knowledge indicators that link to the skills assessed in the Self-Assessment Tool, refer to the *Guide*. Example: to find the knowledge indicator linked to the skill OST 3.2-S3, go to the OST section of the *Guide* and look under Subdomain 3.2-K3.**

INSTRUCTIONS:

1) IDENTIFY APPROPRIATE SECTION TO COMPLETE

Like the *Guide*, the Self-Assessment Tool is organized into four main sections: Section 1 includes skills that apply to all TA providers, while Sections 2, 3, and 4 assess skills specific to age groups and settings. While all TA providers should complete *Section 1,* they can choose to complete *Sections 2: Infants Toddlers and Their Families, Section 3: Preschool,* and/or *Section 4: Out-of-School Time,* depending on clients or area of expertise. Use the approach that best supports your own practice.

2) ASSESS

Carefully read through the skill indicators at the Subdomain level. For each competency skill statement consider overall ability in determining if the skill is: ***Beginning (1) or demonstrates rarely; Developing (2) or demonstrates occasionally; or Proficient (3), demonstrates consistently.***

3) REFLECT AND PLAN

TA providers have a wealth of knowledge and skills. Incorporating new competencies will drive quality in TA and ultimately the quality of client programs. Use the **Reflection Questions** at the end of this tool to identify your strengths and areas of opportunity. You may find it helpful to reference the *Guide* to identify the knowledge indicators that support skill development. Use the **PD Planning Tool** to select goals, plan for needed resources or professional development, and establish a timeframe for meeting the goals. The *Action Steps for Professional Growth and D*evelopment will help you develop a plan for acquiring new knowledge or for strengthening identified skills. While the Skill indicators from the main *Guide* are included in this Self-Assessment Tool, the related Knowledge indicators are not. Keep track of your thoughts as needed on the Summary Page after completing each section.

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UNDERSTANDING TECHNICAL ASSISTANCE

DOMAIN 1: THE TA PROVIDER

Subdomain 1.1 | The Role fo the TA Provider TA SKILL		1	2	3	Action Steps for Professional Growth and Development
1.1-S2	Follows established professional, ethical, and legal standards and/or own employee/institution's code of conduct.	☐	☐	☐	
1.1-S2	Establishes clear expectations and sets boundaries about roles and relationships.	☐	☐	☐	
1.1-S3	Establishes expectations around confidentiality and channels of communication between administrators, the client and self.	☐	☐	☐	
1.1-S4	Establishes a focus for TA.	☐	☐	☐	
1.1-S5	Reaches clarity and agreement on scope of work, communication protocols, and anticipated outcomes before providing TA.	☐	☐	☐	
1.1-S6	Establishes positive relationships with other TA providers working with the client.	☐	☐	☐	
1.1-S7	Successfully manages own TA practice and meets State, system, and discipline-specific standards, standards for special populations, and credentials.	☐	☐	☐	

DOMAIN 1: THE TA PROVIDER

Subdomain 1.2 | TA Approaches TA SKILL		1	2	3	Action Steps for Professional Growth and Development
1.2-S1	Uses a strength based approach which focuses on identifying client's strengths and building upon them to establish respect and mutual trust.	☐	☐	☐	
1.2-S2	Uses interpersonal skills (e.g. humor, empathy and body language) and rapport building activities to establish ongoing supportive relationships and to establish effective two way communication.	☐	☐	☐	
1.2-S3	Respects the background of the individual client: culture, language, demographics and the context and culture of the organization and community in which he/she is working.	☐	☐	☐	
1.2-S4	Builds a learning environment that supports and encourages discussions about cultural similarities and differences.	☐	☐	☐	
1.2-S5	Presents sensitive materials fairly, acknowledging the validity of contrasting perspectives and when appropriate, identifying own biases.	☐	☐	☐	
1.2-S6	Selects strategies and resources based on the client's learning style, culture, language, needs and preferences, and responds to client's contributions with respectful feedback.	☐	☐	☐	
1.2-S7	Follows organization's and institution's policies regarding managing conflict and change.	☐	☐	☐	
1.2-S8	Anticipates potential conflict by identifying areas where conflict or challenges might occur and attempts to mitigate beforehand.	☐	☐	☐	
1.2-S9	Seeks ongoing feedback on management of conflicts and addresses misunderstandings to prevent future conflict and challenges.	☐	☐	☐	

DOMAIN 1: THE TA PROVIDER

Subdomain 1.3 | TA Process TA SKILL		1	2	3	Action Steps for Professional Growth and Development
1.3-S1	Develops and adheres to a TA plan that includes goals, outcomes, strategies, and evaluation.	☐	☐	☐	
1.3-S2	Applies and models observation, interviewing, assessment, and feedback techniques.	☐	☐	☐	
1.3-S3	Engages in collaborative problem-solving and ensures that the client contributes to the creation of solutions and services to address needs and challenges.	☐	☐	☐	
1.3-S4	Uses different instructional methods and formats to deliver TA including modeling, demonstration, co-teaching and technology based tools.	☐	☐	☐	
1.3-S5	Uses client's experiences as the foundation for transferring new knowledge and understanding to practice	☐	☐	☐	
1.3-S6	Assists client in locating and understanding needed resources and materials to support the TA process.	☐	☐	☐	
1.3-S7	Works effectively with the client to reflect on progress in achieving goals and develop plans for continuous improvement.	☐	☐	☐	
1.3-S8	Connects client to early childhood advocacy and systems-building resources as needed.	☐	☐	☐	

DOMAIN 1: THE TA PROVIDER

Subdomain 1.4 | Professional Development TA SKILL		1	2	3	Action Steps for Professional Growth and Development
1.4-S1	Gathers feedback and examines self-assessments results to evaluate own professional abilities and content knowledge.	☐	☐	☐	
1.4-S2	Sets PD goals based on current professional knowledge and skills and assessment of personal dispositions needed to consult effectively.	☐	☐	☐	
1.4-S3	Engages in ongoing professional learning to meet goals and increase depth of understanding of critical concepts, theories, processes, principles, and structures that connect and organize the teaching field.	☐	☐	☐	
1.4-S4	Integrates current research and effective practices, adult learning principles, capacity-building, and the change process into TA.	☐	☐	☐	
1.4-S5	Continuously evaluates own practice and seeks growth in areas of limited knowledge and/or practice.	☐	☐	☐	
1.4-S6	Models a professional commitment to lifelong learning.	☐	☐	☐	
1.4-S7	Builds authentic partnerships with colleagues and the broader community that support healthy growth and development of all children.	☐	☐	☐	

DOMAIN 1: THE TA PROVIDER

Subdomain 1.5 | The Role of Evaluation in the TA Process TA SKILL		1	2	3	Action Steps for Professional Growth and Development
1.5-S1	Works with client to develop specific TA expectations, and outcomes, and uses formative information to establish appropriate benchmarks and to assess progress over time.	☐	☐	☐	
1.5-S2	Selects appropriate and culturally responsive assessment strategies and tools based on TA goals and desired outcomes.	☐	☐	☐	
1.5-S3	Uses observation and other qualitative assessments to measure extent to which client applies knowledge or skill to practice.	☐	☐	☐	
1.5-S4	Engages client in analysis of assessments and evaluation to determine TA effectiveness and inform revisions to TA goals, content, delivery and timelines.	☐	☐	☐	
1.5-S5	Uses assessment data and client feedback to guide own professional improvement, growth and development.	☐	☐	☐	
1.5-S6	Maintains records of client's growth over time.	☐	☐	☐	
1.5-S7	Regularly seeks formative feedback from client to determine efficacy in meeting client's needs and to inform continuous improvement.	☐	☐	☐	

DOMAIN 2: SYSTEMS, SECTORS, AND SETTINGS FOR INFANTS AND TODDLERS, PRESCHOOL, AND OUT-OF-SCHOOL CARE

Subdomain 2.1 | System Components TA SKILL		1	2	3	Action Steps for Professional Growth and Development
2.1-S1	Customizes TA to best meet the needs of systems, sectors, and settings in which TA is provided.	☐	☐	☐	
2.1-S2	Recognizes and uses appropriate protocols to address unsafe, unhealthy, and questionable practices, and reinforces developmentally appropriate, evidence-based practice.	☐	☐	☐	
2.1-S3	Supports client in assessing program quality based on health, safety, and licensing, and learning standards; Caring for Our Children; QRIS standards; national accreditation standards; or other standards and benchmarks specific to the setting and recognized within the Commonwealth.	☐	☐	☐	

Subdomain 2.2 | Program Management & Process TA SKILL		1	2	3	Action Steps for Professional Growth and Development
2.2-S1	Seeks opportunities to enhance client's understanding of the characteristics of a high quality program for the specific sectors and settings in which TA is provided.	☐	☐	☐	
2.2-S2	Builds client capacity to meet the program's implementation, monitoring and evaluation requirements, and to identify PD opportunities.	☐	☐	☐	
2.2-S3	Works with client to comply with all programmatic, health, and safety requirements.	☐	☐	☐	
2.2-S4	Collaborates with client to research and integrate practices that support quality education and care and that promote the inclusion, health and well-being of all children, families, and clients.	☐	☐	☐	

DOMAIN 2: SYSTEMS, SECTORS, AND SETTINGS FOR INFANTS AND TODDLERS, PRESCHOOL, AND OUT-OF-SCHOOL CARE

Subdomain 2.3 | Resource and Referral TA SKILL		1	2	3	Action Steps for Professional Growth and Development
2.3-S1	Shares information with client on how to access appropriate resources and assists with the referral process, as needed.	☐	☐	☐	
2.3-S2	Connects client to local, regional, State, and national resources that support quality improvement in the target settings (for example, State licensing, I/T and Pre-K guidelines, Caring for Our Children, State QRIS, accreditation projects, and facility improvement).	☐	☐	☐	
2.3-S3	Evaluates the needs of the workforce and shares information on PD opportunities and various workforce initiatives.	☐	☐	☐	

Subdomain 2.4 | Collaborating Disciplines and Service Networks TA SKILL		1	2	3	Action Steps for Professional Growth and Development
2.4-S1	Facilitates effective communication among clients and other TA providers, including health and mental health specialists.	☐	☐	☐	
2.4-S2	Uses collaborative TA practices and participates in multi- and interdisciplinary TA initiatives.	☐	☐	☐	
2.4-S3	Effectively creates and maintains working partnerships with service networks and other TA providers.	☐	☐	☐	

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INFANTS, TODDLERS, AND THEIR FAMILIES

DOMAIN 3: INFANT AND TODDLER DEVELOPMENT, SCREENING, AND ASSESSMENT

I/T Subdomain 3.1 | Infant and Toddler Development TA SKILL		1	2	3	Action Steps for Professional Growth and Development
IT 3.1-S1	Sets up opportunities for client to assess his/her understanding of the continuum of I/T development and developmentally appropriate expectations.	☐	☐	☐	
IT 3.1-S2	Reviews and offers feedback on client's use of information and resources (such as I/T early learning guidelines and standards) to inform ways to integrate developmental domains into learning experiences and activities.	☐	☐	☐	
IT 3.1-S3	Shares policies and practices about relationships and environment that meet the unique health, safety, and developmental needs of infants and toddlers.	☐	☐	☐	
IT 3.1-S4	Engages client in assessing his/her knowledge of I/T brain development.	☐	☐	☐	
IT 3.1-S5	Discusses the importance of collaboration between the client and families in supporting optimum development of infants and toddlers, including those with special needs and works with clients to enhance collaborative opportunities.	☐	☐	☐	
IT 3.1-S6	Shares with the client I/T development policies and practices, and information on quality initiatives and resources to improve program practices.	☐	☐	☐	

DOMAIN 3: INFANT AND TODDLER DEVELOPMENT, SCREENING, AND ASSESSMENT

I/T Subdomain 3.2 | Infant and Toddler Developmental Screening and Assessment TA SKILL		1	2	3	Action Steps for Professional Growth and Development
IT 3.2-S1	Sets up opportunities to collaboratively examine program policies and observation, screening, and assessment strategies to determine appropriateness for use with infants and toddlers.	☐	☐	☐	
IT 3.2-S2	Shares information and an array of resources on appropriate screening, observation, and assessment tools for infants and toddlers.	☐	☐	☐	
IT 3.2-S3	Works with client to identify strategies for communicating with and engaging families in observation, screening, and assessment.	☐	☐	☐	
IT 3.2-S4	Shares strategies for helping families understand understanding their children's development and learning needs and ways to engage them in the process.	☐	☐	☐	
IT 3.2-S5	Sets up opportunities to work with client to examine special education referral policies and practices related to referral to Part C/Early Intervention and how services can be delivered in the context of natural routines of the program.	☐	☐	☐	
IT 3.2-S6	Helps client coordinate referrals with family members and other providers and specialists, such as medical and dental homes, and therapists.	☐	☐	☐	

DOMAIN 4: RELATIONSHIP-BASED PRACTICE

I/T Subdomain 4.1 | Relationships as the Context for Development TA SKILL		1	2	3	Action Steps for Professional Growth and Development
IT 4.1-S1	Gathers data to determine the impact of relationships with adults and other children on I/T growth and development in the target setting.	☐	☐	☐	
IT 4.1-S2	Works with the client to better understand the meaning and intent of I/T behavior through examination of observational data and other formative techniques.	☐	☐	☐	
IT 4.1-S3	Supports the client in recognizing how attachment, temperament, and other factors impact relationships with others and others' relationships with them.	☐	☐	☐	
IT 4.1-S4	Sets up opportunities for the client to build and maintain positive relationships with children, families and other adults.	☐	☐	☐	
IT 4.1-S5	Engages the client in examining and reflecting on child level observational data, linking data to developmental theories, and applying instructional practices and experiences.	☐	☐	☐	

DOMAIN 4: RELATIONSHIP-BASED PRACTICE

I/T Subdomain 4.2 | Key Relationships for Infants and Toddlers TA SKILL		1	2	3	Action Steps for Professional Growth and Development
IT 4.2-S1	Supports client in learning about key relationships in the lives of infants and toddlers and their families.	☐	☐	☐	
IT 4.2-S2	Plans and implements opportunities to work with the client to examine his/her relationship with parents and families and the ways culture and cultural preferences influence these relationships.	☐	☐	☐	
IT 4.2-S3	Observes the quality of interactions among staff within the program and engages the client in reflective practice to better support interactions at all levels.	☐	☐	☐	
IT 4.2-S4	Models and discusses ways that the client can support healthy development and healthy families.	☐	☐	☐	

I/T Subdomain 4.3 | Policies That Support Relationship-Based Practice TA SKILL		1	2	3	Action Steps for Professional Growth and Development
IT 4.3-S1	Collaboratively assesses policies and practices to determine if they support healthy relationships among client, parents, families, and children.	☐	☐	☐	
IT 4.3-S2	Sets up opportunities to work with client to overcome barriers to and find opportunities for implementing relationship-based policies and practices.	☐	☐	☐	
IT 4.3-S3	Works proactively in helping clients learn how to recognize and be responsive to the needs of infants and toddlers.	☐	☐	☐	
IT 4.3-S4	Helps client value and implement primary caregiving and continuity of care practices.	☐	☐	☐	
IT 4.3-S5	Works with client to collaboratively plan appropriate transitions in the lives of infants and toddlers.	☐	☐	☐	

DOMAIN 5: INFANT AND TODDLER CURRICULUM AND INDIVIDUALIZATION

Subdomain 5.1 | Curriculum for Infants and Toddlers TA SKILL	1	2	3	Action Steps for Professional Growth and Development
IT 5.1-S1 Discusses the features of an appropriate curriculum for infants and toddlers with client.	☐	☐	☐	
IT 5.1-S2 Jointly examines the differences in various I/T curriculum and helps client to evaluate existing curricula to ensure it incorporates goals, experiences, and outcomes appropriate for the age group.	☐	☐	☐	
IT 5.1-S3 Sets up opportunities to work with the client to implement a developmentally appropriate I/T curriculum with fidelity.	☐	☐	☐	

Subdomain 5.2 | Development and Implementation of Infant and Toddler Curriculum TA SKILL	1	2	3	Action Steps for Professional Growth and Development
IT 5.2-S1 Examines curriculum development procedures with the client to ensure inclusion of observation, documentation, planning, implementation, and reflection.	☐	☐	☐	
IT 5.2-S2 Engages clients in conversations about linking curriculum and approaches to learning guidelines and/or models a process for establishing these links.	☐	☐	☐	
IT 5.2-S3 Supports the client in developing transition plans for toddlers as they transition to Pre-K.	☐	☐	☐	

DOMAIN 5: INFANT AND TODDLER CURRICULUM AND INDIVIDUALIZATION

I/T Subdomain 5.3 | TA SKILL	Key Partners & Resources Supporting Infant and Toddler Curriculum	1	2	3	Action Steps for Professional Growth and Development
IT 5.3-S1	Jointly examines daily/individualized plans for involving parents in curriculum development and implementation.	☐	☐	☐	
IT 5.3-S2	Works with client to build an understanding of the ways that Part B & C/Early Intervention Services policies and procedures inform curriculum design for infants and toddlers with disabilities.	☐	☐	☐	
IT 5.3-S3	Builds client capacity to identify supports and adaptations necessary for the child to successfully participate in curriculum activities and program routines in accordance with IFSP or IEP.	☐	☐	☐	
IT 5.3-S4	Links client and families to other TA providers or community programs as needed.	☐	☐	☐	

3

PRESCHOOLERS AND THEIR FAMILIES

DOMAIN 3: PRE-K DEVELOPMENT AND ASSESSMENT

I/T Subdomain 3.1 | Preschool Development TA SKILL		1	2	3	Action Steps for Professional Growth and Development
PK 3.1-S1	Engages in conversations with clients to gauge his/her understanding of the stages of preschoolers' development and appropriate expectations.	☐	☐	☐	
PK 3.1-S2	Shares information and resources (such as preschool early learning guidelines and standards) and demonstrates ways to integrate developmental domains into appropriate and engaging learning experiences and activities.	☐	☐	☐	
PK 3.1-S3	Sets up opportunities to jointly examine and reflect on the variation in children's growth and development and strategies for responding appropriately to children with disabilities, DLL, or other unique characteristics.	☐	☐	☐	
PK 3.1-S4	Discusses the importance of collaboration between the client and families, schools and other partners to support the optimum development of three to five-year-olds, including children with disabilities.	☐	☐	☐	
PK 3.1-S5	Shares information and resources on preschool development, policies and practices, quality initiatives and resources to address client's TA goals.	☐	☐	☐	

DOMAIN 3: PRE-K DEVELOPMENT AND ASSESSMENT

I/T Subdomain 3.1 | Preschool Developmental Assessment TA SKILL		1	2	3	Action Steps for Professional Growth and Development
PK 3.2-S1	Provides information on appropriate screening and State assessment tools for preschoolers.	☐	☐	☐	
PK 3.2-S2	Works with the client to communicate with and engage families in observation, screening, and assessment.	☐	☐	☐	
PK 3.2-S3	Uses an array of resources to help the client conduct and interpret observation, screening, and assessment.	☐	☐	☐	
PK 3.2-S4	Shares strategies for helping families understand the need for and benefits of better understanding their children's development and learning needs and ways to engage them in the process.	☐	☐	☐	
PK 3.2-S5	Demonstrates ways to use natural routines to address the learning needs of children with disabilities.	☐	☐	☐	
PK 3.2-S6	Builds client skills in guiding the referral process, coordinating referrals, including health and preventative services, WIC, medical and dental homes, and therapists.	☐	☐	☐	

DOMAIN 4: RELATIONSHIP-BASED PRACTICE

I/T Subdomain 4.1 | Relationships with Educators and Caregivers TA SKILL		1	2	3	Action Steps for Professional Growth and Development
PK 4.1-S1	Builds opportunities to jointly examine the impact of relationships with adults and other children on individual children's growth and development.	☐	☐	☐	
PK 4.1-S2	Sets up opportunities to collaboratively work with the client to build and maintain positive relationships with children in Pre-K.	☐	☐	☐	
PK 4.1-S3	Talks with client and shares resources/research on the impact of past experiences, culture, and other factors on relationships.	☐	☐	☐	
PK 4.1-S4	Works with client to jointly examine and reflect on child level observations, link data to developmental theories, and use data to inform instructional practices and experiences.	☐	☐	☐	

I/T Subdomain 4.2 | Other Key Relationships for Preschoolers TA SKILL		1	2	3	Action Steps for Professional Growth and Development
PK 4.2-S1	Engages client in discussions and mapping activities to better understand key relationships that preschoolers have with their peers, parents, and families and how these relationships can promote and/or interfere with healthy development.	☐	☐	☐	
PK 4.2-S2	Sets up opportunities for client to gather information on children and families' culture and cultural preferences, develop resources to understand various cultures, and build opportunities to ensure that these preferences are acknowledged and used in proactive and positive ways.	☐	☐	☐	
PK 4.2-S3	Offers opportunities to jointly assess and identify strengths of families and other individuals who touch children's lives, and strategize ways to use these strengths to support healthy development and healthy families.	☐	☐	☐	

DOMAIN 5: IMPORTANCE OF LEARNING ENVIRONMENT

Subdomain 5.1 | Key Elements of Learning Environment TA SKILL		1	2	3	Action Steps for Professional Growth and Development
PK 5.1-S1	Sets up opportunities for the client to understand the interrelationship between environment, curriculum, and evidence-based methods and activities that support the physical, social, and cognitive growth/development of preschool age children.	☐	☐	☐	
PK 5.1-S2	Works collaboratively with the client to use space and materials to construct an environment that encourages play, exploration, learning, and citizenship.	☐	☐	☐	
PK 5.1-S3	Demonstrates, models or discusses opportunities that encourage children to exercise choice and to engage in a rich variety of developmentally appropriate activities within the learning environment.	☐	☐	☐	
PK 5.1-S4	Jointly examines the learning environment and the ways culture and cultural preferences can positively influence environments and child engagement.	☐	☐	☐	
PK 5.1-S5	Works with the client to use child level assessment information to plan and improve Pre-K learning environments.	☐	☐	☐	
PK 5.1-S6	Assists clients in accessing reading and research to learn more about evidence- based Pre-K practices and to stay current on news and trends related to classroom environment and safety.	☐	☐	☐	
PK 5.1-S7	Shares resources on ways the learning environment promotes health and safety and ways to improve aspects of the environment that may present risks.	☐	☐	☐	

DOMAIN 6: PRE-K CURRICULUM AND INDIVIDUALIZATION

Subdomain 6.1 | Curriculum for Preschool Settings TA SKILL		1	2	3	Action Steps for Professional Growth and Development
PK 6.1-S1	Creates opportunities to gauge client's current understanding of what constitutes an appropriate curriculum for preschoolers and shares resources to assist clients in creating curriculum tailored to the developmental and individual needs of children.	☐	☐	☐	
PK 6.1-S2	Works with client to include indicators of school readiness into daily routines and experiences of children.	☐	☐	☐	
PK 6.1-S3	Works with client to identify different kinds of language and physical supports that all children, including dual language learners, may need to successfully participate and engage in classroom routines.	☐	☐	☐	

Subdomain 6.2 | Development and Implementation of Preschool Curriculum TA SKILL		1	2	3	Action Steps for Professional Growth and Development
PK 6.2-S1	Models, demonstrates, and discusses strategies for using learning standards and relationship building principles to develop curriculum.	☐	☐	☐	
PK 6.2-S2	Jointly examines current curriculum to ensure inclusion of observation, documentation, planning, implementation, and reflection opportunities, and shares resources for strengthening curriculum processes.	☐	☐	☐	
PK 6.2-S3	Examines and gives feedback on current transition plans for supporting children and their family's movement between programs and works with clients to improve plans as needed.	☐	☐	☐	

DOMAIN 6: PRE-K CURRICULUM AND INDIVIDUALIZATION

I/T Subdomain 6.3 | Key Resources Supporting Preschool Curriculum TA SKILL		1	2	3	Action Steps for Professional Growth and Development
PK 6.3-S1	Shares resources and works with client to create new or refine existing strategies for involving parents in curriculum development and implementation.	☐	☐	☐	
PK 6.3-S2	Sets up opportunities to jointly examine the policies and procedures related to designing an effective and inclusive curriculum and ways to apply them to the current curriculum.	☐	☐	☐	
PK 6.3-S3	Builds client's understanding of the IEP, 504 process and builds confidence needed to fully participate in an IEP and 504 meeting.	☐	☐	☐	
PK 6.3-S4	Engages in conversations about various supports and adaptations that can be made to support children's successful participation in curriculum activities and program routines.	☐	☐	☐	
PK 6.3-S5	Helps client to connect with other TA providers or community programs as needed.	☐	☐	☐	

4

CHILDREN IN OUT-OF-SCHOOL TIME PROGRAMS AND THEIR FAMILIES

DOMAIN 3: CHILD AND YOUTH DEVELOPMENT AND SUPPORT

I/T Subdomain 3.1 | Understanding Child and Youth Development TA SKILL		1	2	3	Action Steps for Professional Growth and Development
OST 3.1-S1	Engages in conversations with the client to gauge his/her understanding of the continuum of school age development and developmentally appropriate expectations.	☐	☐	☐	
OST 3.1-S2	Assists client in developing activities that are commensurate with age and skill level of children and enable them to develop new skills.	☐	☐	☐	
OST 3.1-S3	Supports client in providing age appropriate supervision and intervention using guidelines and procedures that promote mental, emotional and physical health.	☐	☐	☐	
OST 3.1-S4	Assesses the level of collaboration between the client, families, schools, and other partners involved in supporting the optimum development of OST children, including children with disabilities and language issues.	☐	☐	☐	
OST 3.1-S5	Helps client use child observational data to inform instructional practices and experiences.	☐	☐	☐	
OST 3.1-S6	Shares strategies for helping families engage in their children's learning by understanding their developmental learning needs.	☐	☐	☐	

DOMAIN 3: CHILD AND YOUTH DEVELOPMENT AND SUPPORT

I/T Subdomain 3.1 | Supporting Development through Family, School & Community Partnerships TA SKILL		1	2	3	Action Steps for Professional Growth and Development
OST 3.2-S1	Motivates and challenges client to develop relationships with local schools and other community organizations to share resources and data.	☐	☐	☐	
OST 3.2-S2	Works with client to examine his/her relationships with parents and families and the ways culture and cultural preferences influence these relationships.	☐	☐	☐	
OST 3.2–S3	Supports client in establishing positive and productive relationships with families that encourage involvement in the OST program and support the child's relationship with the family.	☐	☐	☐	
OST 3.2–S4	Works with client to accommodate and engage families with diverse backgrounds and parenting expectations.	☐	☐	☐	

DOMAIN 4: RELATIONSHIP-BASED PRACTICE

I/T Subdomain 4.1 | Strong Caring Relationships as the Context for Healthy Development TA SKILL		1	2	3	Action Steps for Professional Growth and Development
OST 4.1-S1	Guides client in building ongoing and consistent relationships with children that foster a sense of belonging with and connection to peers.	☐	☐	☐	
OST 4.1-S2	Works with the client to reflect on his/her use of language and interactions with children and their sensitivity to race, ethnicity, gender, and the physical and cognitive ability of all children.	☐	☐	☐	
OST 4.1-S3	Develops opportunities for client to use specific strategies to enhance children's physical and emotional security so that each child knows, accepts, and takes pride in her/himself.	☐	☐	☐	
OST 4.1-S4	Supports client in learning about key relationships in the lives of school-age children and their families.	☐	☐	☐	
OST 4.1-S5	Collaborates with client to identify strengths of families and other individuals important in the lives of children and how these strengths can be used to support healthy development.	☐	☐	☐	

DOMAIN 4: RELATIONSHIP-BASED PRACTICE

I/T Subdomain 4.2 | Intentional Relationship Building TA SKILL		1	2	3	Action Steps for Professional Growth and Development
OST 4.2-S1	Works with client to teach, model and support cooperation and respect among children.	☐	☐	☐	
OST 4.2-S2	Observes client and offers feedback on ways to help children feel accepted in the group, to communicate and get along well with others, and encourage empathy and mutual respect.	☐	☐	☐	
OST 4.2-S3	Offers support and direction in handling common OST issues related to peer interactions and multi-age groupings.	☐	☐	☐	
OST 4.2-S4	Observes the quality of interactions among all staff and children, and uses reflective techniques to assist client in examining and improving these relationships.	☐	☐	☐	
OST 4.2-S5	Works with client to examine his/her relationships with parents and families and the ways culture and cultural preferences influence these relationships.	☐	☐	☐	

DOMAIN 5: SAFE, HEALTHY, AND NURTURING ENVIRONMENTS

I/T Subdomain 3.1 | Safe, Healthy, and Nurturing Environments TA SKILL		1	2	3	Action Steps for Professional Growth and Development
OST 5.1-S1	Demonstrates, models, and discusses strategies for creating supportive environment where children learn and practice appropriate and acceptable behaviors as individuals and as a group.	☐	☐	☐	
OST 5.1-S2	Jointly works with client to create learning environments that are welcoming and reflect the communities, children and their families, cultures and languages.	☐	☐	☐	
OST 5.1-S3	Works with client to better understand the meaning and intent of children's behavior and interactions.	☐	☐	☐	
OST 5.1-S4	Observes and works with client to assess and improve instructional, social, and emotional climates.	☐	☐	☐	
OST 5.1-S5	Supports client in providing age appropriate supervision and intervention using guidelines and procedures that support positive mental, emotional, and physical health and that minimize safety dangers.	☐	☐	☐	
OST 5.1-S6	Helps client organize learning environments and identify resources that support a wide range of development abilities, interests, diverse languages, cultures, and home communities.	☐	☐	☐	

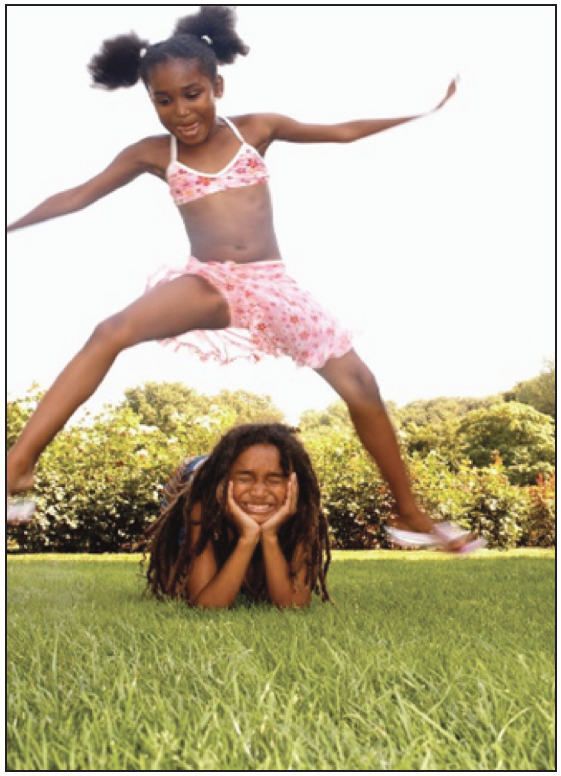
DOMAIN 6: ACTIVITIES, CURRICULA, AND LEARNING

I/T Subdomain 6.1 | Intentional Learning and Engagement TA SKILL		1	2	3	Action Steps for Professional Growth and Development
OST 6.1-S1	Works with client to provide opportunities for children to participate in planning, to exercise choice, and to engage in a rich variety of activities.	☐	☐	☐	
OST 6.1-S2	Supports client in designing high interest hands-on activities that offer a balance of academic support, enrichment, recreation, and the arts.	☐	☐	☐	
OST 6.1-S3	Assists client in accessing reading and research to learn more about evidence- based OST practices and to stay current on OST news and trends.	☐	☐	☐	
OST 6.1-S4	Works with client to create systems for collecting and monitoring student participation and engagement.	☐	☐	☐	
OST 6.1-S5	Works with client to create systems for assessing children's progress and for using that information for ongoing curricula planning and improvement.	☐	☐	☐	

DOMAIN 6: ACTIVITIES, CURRICULA, AND LEARNING

I/T Subdomain 6.2 | Links to the School Day TA SKILL		1	2	3	Action Steps for Professional Growth and Development
OST 6.2-S1	Sets up opportunities for the client to make connections between school goals and the student's world outside of school.	☐	☐	☐	
OST 6.2-S2	Helps client understand how learning standards support children's learning and educational success.	☐	☐	☐	
OST 6.2-S3	Shares information on how OST staff can support learning standards.	☐	☐	☐	
OST 6.2-S4	Works with client to create opportunities for students to practice skills that they are learning in school in the context of engaging out of school activities.	☐	☐	☐	
OST 6.2-S5	Creates opportunities for client to engage with colleagues to assess, reflect, and describe ways to improve their own instructional practices.	☐	☐	☐	

SELF-ASSESSMENT SUMMARY, GOAL SETTING, ACTION STEPS, AND PD PLANNING TOOL



SELF-ASSESSMENT SUMMARY

Record your assessment results below.

SECTION 1: UNDERSTANDING TECHNICAL ASSISTANCE	AREAS OF OPPORTUNITY	AREAS OF STEADY PROGRESS	AREAS OF STRENGTH
DOMAIN 1: The TA Provider			
DOMAIN 2: Systems, Sectors, and Settings For Infant and Toddler, Preschool and Out-Of-School Time Care			

SELF-ASSESSMENT SUMMARY

Record your assessment results below.

SECTION 2: INFANTS AND TODDLERS	AREAS OF OPPORTUNITY	AREAS OF STEADY PROGRESS	AREAS OF STRENGTH
DOMAIN 3: Infant and Toddler Development, Screening, and Assessment			
DOMAIN 4: Relationship-Based Practice			
DOMAIN 5: Infant and Toddler Curriculum and Individualization			

SELF-ASSESSMENT SUMMARY

Record your assessment results below.

SECTION 3: PRESCHOOLERS	AREAS OF OPPORTUNITY	AREAS OF STEADY PROGRESS	AREAS OF STRENGTH
DOMAIN 3: Pre-K Development and Assessment			
DOMAIN 4: Relationship-Based Practice			
DOMAIN 5: Importance of Learning Environment			
DOMAIN 6: Pre-K Curriculum and Individualization			

SELF-ASSESSMENT SUMMARY

Record your assessment results below.

SECTION 4: CHILDREN IN OUT-OF-SCHOOL TIME PROGRAMS	AREAS OF OPPORTUNITY	AREAS OF STEADY PROGRESS	AREAS OF STRENGTH
DOMAIN 3: Child and Youth Development and Support			
DOMAIN 4: Relationship-Based Practice			
DOMAIN 5: Safe, Healthy, and Nurturing Environments			
DOMAIN 6: Activities, Curricula, and Learning			

SELF-ASSESSMENT TOOL: GOAL SETTING AND ACTION STEPS

INSTRUCTIONS:

1. Review the Summary Pages and your assessment results. Which of the Domains and Skills are strengths for you? What has contributed to your effectiveness in these areas?

2. How do you plan to further develop your strengths or enhance your knowledge and skills in these areas? (Refer to the *Guide* to find the knowledge indicator that accompanies each skill.)

3. Which Domain, Subdomain and Skills Indicators represent opportunities for PD? Prioritize them in order of importance to you?

4. Select a priority area to work on. Why is this priority important to you and your work with clients?

My Priority Domain _____

Subdomain Area_____

Skills Indicators_____

5. Develop two goals related to this priority. Hint: Use the Knowledge Indicators in the *Guide* related to the Skill you prioritize. For example, if your top priority is to strengthen collaborations and service networks (Section 1/Domain 2/Subdomain 2.4), you might have the following goals: 1) To build knowledge of existing services and organizations that support settings serving infants and toddlers preschool, and out-of-school care and 2) To understand the process by which clients can connect to existing services and contribute to organizations to support their work with children and families)

SELF-ASSESSMENT AND PROFESSIONAL DEVELOPMENT PLANNING TOOL

	GOAL #1		GOAL #2	
Action Steps What will I do to meet the goal?	**Action**	**By when?**	**Action**	**By when?**
Resources Do I need any materials or physical resources to help me meet this goal? If so what are they?				
Professional Development Content Do I need any professional development to help me meet this goal? If so, what content or topic area will be related knowledge?				

	GOAL #1	GOAL #2
Professional Development Format What format/s of professional development would be most effective in helping me meet this goal? (Workshop, credit-bearing course, or other)		
Finding Professional Development How should I find the professional development that I need?		
Additional Support What type of support or services might I need to find to help me implement my new skills or apply my new knowledge?		
Performance Indicators How will I know if I am making progress? How will my practice change?		