

# Pennsylvania General Core Competencies for Relationship-Based Career Advising Self-Assessment Checklist

## Rationale

This document contains general core competencies that are essential for all effective relationship-based career advising strategies. The competencies address skills, knowledge and attitudes that lay the foundation for developing a professional relationship with all advisees and promoting a strength-based approach to continuous quality improvement. A **Career Advisor (CA)** is a professional who delivers counseling and technical assistance related to creating a career pathway. Career advisors are familiar with the career lattice, strategies to navigate through the higher education world, and requirements for various ECE programs such as PA Keystone STARS, PA Pre-K Counts, Head Start, teacher certification, and other career opportunities in the field. They have excellent interpersonal skills and can guide professionals in deep reflection about career choices. A Career Advisor can come from within many organizations and so the competencies could be utilized by Technical Assistance Consultants, Program Administrators/Directors, Mentors/Coaches, College Counselors/Advisors, High School Counselors, Career and Technical Instructors, as well as Regional Key staff-just to name a few. This tool is designed to be used across educational systems and is intentionally written using open ended language. It should be interpreted to reference the context of the career advising assistance provided. For example "Standards of Quality" refers to the standards accepted by the field in which the career advising is provided.

## Completing the Competency Self-Assessment Checklist

- 1. Complete the Self-Assessment column:** Indicate the date completed in the appropriate column. Three columns are provided so self-assessments can be repeated at regular intervals (at least annually). Ongoing self-reflection is recommended.
- 2. Assess your abilities using: B= Beginning D=Developing P=Proficient**
  - **Beginning** - You have little knowledge and skill in this area and you need more information.
  - **Developing** - You have some knowledge and skill in this area, but need more.
  - **Proficient** - You have extensive knowledge and skill in this area and do not require additional professional development at this time.
- 3. Education/Professional Development column:** Record the professional development taken that relates to each content area and the date of the professional development activity.
- 4. Notes/Self-Reflection Section:** Use as a place to record your thoughts on the professional development that was taken. Reflect on the professional development you have taken and how it has affected your own growth. What outcomes have been achieved as a result of the professional development?

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Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Agency: \_\_\_\_\_

Employment Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_( \_\_\_\_\_ ) \_\_\_\_\_ E-mail: \_\_\_\_\_

# Pennsylvania General Core Competencies for Relationship-Based Career Advising Self-Assessment Checklist

## Content Area 1: Content Expertise

The subject knowledge acquired through ongoing study, reading, and research that forms the basis of content shared by career advisors.

<b>Education/Professional Development:</b> (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)					
<b>Self-Assessment:</b> B=Beginning D=Developing P=Proficient					
<b>Content Area 1: Content Expertise</b>					<b>B-D-P</b> <i>Dates of Self-Assessment</i>
<i>Essential knowledge and skills:</i>					
1.1	Demonstrates understanding of Pennsylvania’s Early Childhood and School Age systems and explains content knowledge as defined by relevant policies, regulations, and standards required by individual career advising organizations including the Family Education Rights and Privacy Act (FERPA)				
1.2	Explains and utilizes Career Advising Resources in PA including: <ul style="list-style-type: none"> <li>• The Early Childhood Education Teacher Quality: Recognizing High Quality in Pennsylvania - <a href="http://www.pakeys.org/uploadedContent/Docs/PD/ECE%20Teacher%20Quality.pdf">http://www.pakeys.org/uploadedContent/Docs/PD/ECE%20Teacher%20Quality.pdf</a></li> <li>• Career Advising Toolkit - <a href="http://www.pakeys.org/presentations/careeradvisingtoolkit/player.html">http://www.pakeys.org/presentations/careeradvisingtoolkit/player.html</a></li> <li>• Career Resource Guide - <a href="http://www.pakeys.org/uploadedContent/Docs/PD/Career%20Advising/Career%20Resource%20Guide.pdf">http://www.pakeys.org/uploadedContent/Docs/PD/Career%20Advising/Career%20Resource%20Guide.pdf</a></li> <li>• PA Early Learning Key to Quality Career Lattice - <a href="http://www.pakeys.org/uploadedContent/Docs/PD/Career%20Lattice.pdf">http://www.pakeys.org/uploadedContent/Docs/PD/Career%20Lattice.pdf</a></li> <li>• Career Lattice Self Learning Module - <a href="http://www.pakeys.org/CareerLattice/player.html">http://www.pakeys.org/CareerLattice/player.html</a></li> </ul>				

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1.3	<p>Knows and explains:</p> <ul style="list-style-type: none"> <li>• ways to navigate PA Higher Education Systems</li> <li>• teacher certification and quality in PA - <a href="http://www.pde.state.pa.us/portal/server.pt/community/teachers_and_teacher_certifications/7199">http://www.pde.state.pa.us/portal/server.pt/community/teachers_and_teacher_certifications/7199</a></li> <li>• courses and credential offerings available through local professional development organizations and accredited institutions including on-line learning options.</li> </ul>				
1.4	<p>Demonstrates content competence related to the financial aid process including:</p> <ul style="list-style-type: none"> <li>• Providing information on scholarship and loans</li> <li>• Completing FASFA by deadline - <a href="http://www.fafsa.ed.gov/">http://www.fafsa.ed.gov/</a></li> </ul>				
1.5	Develops and maintains an awareness of current research and applies it in the delivery of career advising				
1.6	Demonstrates the ability to incorporate best practices into work with advisees and partner agencies such as higher education institutions				
1.7	Demonstrates an understanding of the NAEYC Standards for Teacher Preparation and how they align with PA requirements - <a href="http://www.naeyc.org/positionstatements/ppp">http://www.naeyc.org/positionstatements/ppp</a>				
1.8	Understands career opportunities and labor market trends within the industry and uses career assessment techniques to assist practitioners in making appropriate choices				
1.9	Develops and maintains skills in various forms of technology needed including familiarity with career related websites for successful completion of job responsibilities				
1.10	Develops and maintains an awareness of other CA systems and how to access those resources to support the advisee				
1.11	Demonstrates ability to be an active listener and to develop problem solving and goal setting skills in advisees				

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**Content Expertise Notes/Self-Reflection**

Empty space for content expertise notes and self-reflection.

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## Content Area 2: Professionalism

The conduct, aims, or qualities that characterize a person in a work setting or profession.

<b>Education/Professional Development:</b> (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)					
<b>Self-Assessment:</b> B=Beginning D=Developing P=Proficient					
<b>Content Area 2: Professionalism</b>			<b>B-D-P</b> <i>Dates of Self-Assessment</i>		
<i>Essential knowledge and skills:</i>					
2.1	Advocates, supports, and works towards standards of quality and for or with populations that are underserved or un-served and those who are culturally, linguistically and ability diverse.				
2.2	Demonstrates leadership in the field through ongoing professional development and networking at the local, state and national level				
2.3	Develops and maintains skills in various forms of technology needed for successful completion of job responsibilities				
2.4	Develops and maintains an awareness of other CA systems and how to access those resources to inform and support work with the client				
2.5	Demonstrates knowledge of and adheres to a code of ethics for making professional decisions				
2.6	Understands and demonstrates the ability to maintain confidentiality in all areas				
2.7	Demonstrates ethical and professional behavior, including trustworthiness and integrity				

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2.8	Addresses needs of client without personal bias of values, beliefs, prejudices and past experiences				
2.9	<p>Uses reflective practice to:</p> <ul style="list-style-type: none"> <li>• re-examine actions and feelings expressed by advisees</li> <li>• solve ethical dilemmas</li> <li>• reflect on his/her own work</li> </ul>				
2.10	<p>Demonstrates cultural, linguistic and ability competence when providing career advising by implementing strategies, such as:</p> <ul style="list-style-type: none"> <li>• uses evidence-based practices that are culturally, linguistically, and ability based competent</li> <li>• collects and analyzes data using variable that have meaning to and impact on culturally diverse groups</li> <li>• is familiar with and uses cultural, linguistic and ability competency resources such as the NAEYC Quality Benchmarks for Cultural Competence - <a href="http://www.naeyc.org/files/naeyc/file/policy/state/QBCC_Tool.pdf">http://www.naeyc.org/files/naeyc/file/policy/state/QBCC_Tool.pdf</a></li> </ul>				

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**Professionalism Notes/Self-Reflection**

Empty space for notes and self-reflection.

# Pennsylvania General Core Competencies for Relationship-Based Career Advising Self-Assessment Checklist

## Content Area 3: Principles of Adult Learning

The process of engaging adult learners in the structure of the learning experience (see Andragogy in the glossary).

<b>Education/Professional Development:</b> (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)					
<b>Self-Assessment:</b> B=Beginning D=Developing P=Proficient					
<b>Content Area 3: Adult Learning</b>				<b>B-D-P</b> <i>Dates of</i> <i>Self-Assessment</i>	
<b>Essential knowledge and skills:</b>					
3.1	Demonstrates ability to apply motivational strategies in relationship-based (RB) settings				
3.2	Designs goals and career pathway plans in partnership with the advisee that assess needs for both credit and non-credit bearing programs				
3.3	Acknowledges and builds on the experience and knowledge advisees bring to the relationship-based career advising setting				
3.4	Provides opportunities for advisee to practice and integrate new learning into their current setting, experience and knowledge base				
3.5	Lays the groundwork for transfer of learning by using a variety of advising techniques that promote ongoing learning and the participation in communities of practice				
3.6	Provides advisee interactions that are tailored to individual learning styles and preferences				
3.7	Facilitates a comfortable advising environment that acknowledges contributions by the advisees				
3.8	Demonstrates a commitment to shared learning by using a feedback process that is strength-based				
3.9	Creates an advising environment that focuses on the personal goals of the advisee.				



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3.10	Ensures that the career advising location is comfortable, private and encourages the attentiveness of the advisee.				
3.11	Demonstrates ability to provide both individual and small group career advising				

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**Principles of Adult Learning Notes/Self-Reflection**

Empty space for notes and self-reflection.

# Pennsylvania General Core Competencies for Relationship-Based Career Advising Self-Assessment Checklist

## Content Area 4: Building Relationships

The process of forming mutual, trusting and respectful relationships with clients through the fair and consistent sharing of information that meets client's needs.

<b>Education/Professional Development:</b> (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)					
<b>Self-Assessment:</b> B=Beginning D=Developing P=Proficient					
<b>Content Area 4: Building Relationships</b>					<b>B-D-P</b> <i>Dates of Self-Assessment</i>
<i>Essential knowledge and skills:</i>					
4.1	Uses positive interpersonal skills to develop a respectful and culturally responsive relationship with advisee				
4.2	Demonstrates respect for and interest in the individual abilities of advisee				
4.3	Partners with advisee to identify learning and communicating styles and preferences				
4.4	Demonstrates feelings of care and empathy that are strength-based and focused on positive change when working with advisee; works to support the advisee in overcoming barriers to success				
4.5	Provides support as needed by advisee while maintaining a professional relationship				
4.6	Coaches advisee on ways to approach and communicate with college administrators or other officials in order to garner the information or support that is needed				
4.7	Demonstrates a commitment to the concept of shared learning by using strategies that encourage shared decision making, joint problem-solving, and partnership development				
4.8	Demonstrates cultural and linguistic competence and understands its relevance to the relationship including maintaining an awareness of the practitioners' surrounding community dynamics				

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***Self-Assessment Checklist***

4.9	Provides support to make community connections that build and expand collaborative relationships				
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**Building Relationships Notes/Self-Reflection**

Empty space for notes and self-reflection.

## Pennsylvania General Core Competencies for Relationship-Based Career Advising Self-Assessment Checklist

### Content Area 5: Evaluation, Assessment and Planning

The process of working with the advisee to determine the level of growth and change achieved as well as the next steps for growth and change.

<b>Education/Professional Development:</b> (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)					
<b>Self-Assessment:</b> B=Beginning D=Developing P=Proficient					
<b>Content Area 5: Goal Setting and Planning With Practitioners</b>			<b>B-D-P</b> <i>Dates of Self-Assessment</i>		
<i>Essential knowledge and skills:</i>					
5.1	Uses formal and informal observation strategies and tools to gather information				
5.2	Provides advisee with the skills and tools necessary to self-evaluate, and the opportunity to discuss/analyze findings				
5.3	Analyzes the collected data and provides reliable information to advisee				
5.4	Works collaboratively with advisee to: <ul style="list-style-type: none"> <li>▪ Establish measurable goals based on data collected</li> <li>▪ Develop a career plan based on measurable goals</li> <li>▪ Prioritize needs</li> <li>▪ Develop action steps which lead to achievement of established goals</li> </ul>				
5.5	Provides assistance and tools for continuously evaluating progress toward achievement of goals				
5.6	Provides guidance in making adjustments to goals				

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**Goal Setting and Planning With Practitioners Notes/Self-Reflection**

Empty space for notes and self-reflection.

## Pennsylvania General Core Competencies for Relationship-Based Career Advising Self-Assessment Checklist

### Content Area 6: Communication

The shared process of speaking, listening and responding used to achieve mutual understanding and respectful interaction. This process is both verbal and non-verbal.

<b>Education/Professional Development:</b> (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)					
<b>Self-Assessment:</b> B=Beginning D=Developing P=Proficient					
<b>Content Area 6: Communication</b>				<b>B-D-P</b> <i>Dates of Self-Assessment</i>	
<i>Essential knowledge and skills:</i>					
6.1		Uses a range of effective communication techniques designed to address both verbal and non-verbal communication with client <ul style="list-style-type: none"> <li>Asks critical thinking questions 'what, where, when, why, who, and how' to clarify beliefs, thoughts, and actions</li> <li>Demonstrates active and culturally responsive listening techniques with client</li> <li>Demonstrates effective oral and written communication skills, and style to meet the needs of the advisee based on advisee's primary language and cognitive strengths and limitations</li> <li>Demonstrates the ability to acknowledge cultural variations in language and communication styles of advisees</li> </ul>			
6.2		Demonstrates the ability to facilitate the CA process through timely, goal-focused interactions			
6.3		Strategically identifies possible conflicts and addresses them through using positive conflict management strategies including how to handle culturally sensitive and difficult conversations with others			



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6.4	Demonstrates the ability to promote collaboration with advisees and partner organizations through the facilitation of team building skills				
6.5	Demonstrates the ability to share information in a timely manner with advisees, partners and stakeholders				
6.6	Demonstrates the ability to summarize the conversation and articulate next steps				

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**Communication Notes/Self-Reflection**

Empty space for communication notes and self-reflection.

# Pennsylvania General Core Competencies for Relationship-Based Career Advising Self-Assessment Checklist

## Content Area 7: Change Process

The process through which the career advisor facilitates and enables change (especially to understand situations from an objective standpoint while stepping back and being non-judgmental) and then to help the advisee(s) understand reasons, aims and ways of responding positively according to the advisee's own situation and capabilities.

<b>Education/Professional Development:</b> (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)					
<b>Self-Assessment:</b> B=Beginning D=Developing P=Proficient					
<b>Content Area 7: Change</b>			<b>B-D-P</b> <i>Dates of</i> <i>Self-Assessment</i>		
<i>Essential knowledge and skills:</i>					
7.1	Demonstrates an understanding of the change process				
7.2	Demonstrates the ability to manage and facilitate change				
7.3	Provides advising for practitioners during times of transition, separation, heightened stress and critical change				
7.4	Supports collaboration with colleagues and stakeholders to ensure buy-in to required changes				
7.5	Responds promptly and effectively to advisee's changing needs				
7.6	Demonstrates understanding that improvement is continuous and takes time				
7.7	Documents changes occurring with the advisee				

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**Change Process Notes/Self-Reflection**

Empty space for Change Process Notes/Self-Reflection.

# Pennsylvania General Core Competencies for Relationship-Based Career Advising Self-Assessment Checklist

## GLOSSARY

**Adult learning:** A cognitive process internal to the learner; it is what the learner does in a teaching-learning transaction and includes the planned and unplanned learning.

**Assessment:** A method that defines strengths, concerns, and needs. Assessment is accomplished by using existing data, careful observation, and reflective practice to examine the progress made towards achieving current goals and implementing positive change. The client may be involved in the assessment process to a certain extent.

**Best Practice:** A technique or methodology that, through experience, professional wisdom, and research, has proven to reliably lead to a desired result. A commitment to using the best practices in any field is a commitment to using the most appropriate knowledge and technology at one's disposal to ensure success.

**Building Relationships:** The process of forming mutual, trusting, and respectful partnerships with clients through the fair and consistent sharing of information.

**Career Pathway:** A “map” that illustrates the non-credit and credit pathways for career advancement and is used to plan professional development.

**Change process:** A process that includes thoughtful planning and sensitive implementation, consultation with, and involvement of, the people affected by the changes. Change must be realistic, achievable and measurable.

**Community of Practice (CoP):** CoPs are used to enhance knowledge, skills, & dispositions and to improve professional practice by engaging in shared inquiry and learning with people who have a common goal. Communities of Practice consist of ongoing interaction of understanding and experience among members. Participants’ discourse and reflections may lead to public outcomes that impact the field at large. CoP may evolve from a group of people already meeting or be initiated by individuals who wish to explore ways to improve professional practices for themselves, their programs, or the field as a whole. Group members develop, share, and test ideas regarding individual practice, document outcomes and reflections, and use discourse via face-to-face and electronic communication to draw conclusions.

**Continuous Quality Improvement (CQI):** CQI is an ongoing process by which an organization makes decisions and evaluates its progress. It is a process of identifying, describing and analyzing strengths and weaknesses. This data is reviewed and can be used to test, implement, and revise solutions.

**Cultural Competence:** A set of congruent behaviors, attitudes and ability that enables one to interact and work effectively with people from different cultures in a way that acknowledges and respect the culture and language of the person being served.

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**Linguistic Competence:** The capacity to communicate effectively and convey information in a manner that is easily understood by diverse audiences, including individuals with limited English proficiency, low literacy or cognitive skills or those who are not literate or individuals with disabilities.

**Developmentally Appropriate Practices:** Refers to creating an environment and offering content, materials, activities, and methodologies based on the needs of an individual child. Three dimensions of appropriateness must be considered: age appropriateness, individual appropriateness, and appropriateness for the cultural and social context of the child.

**Evidence-based:** Used to describe practice that features a variety of strategies proven to be effective. Evidence-based practices have demonstrated outcomes that are validated through research.

**FERPA: Family Education Rights and Privacy Act:** This act safeguards student privacy especially records: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

**Strength-Based/Focused:** The strength-based perspective assumes that the client has the ability to learn new skills and solve problems, and therefore, involves them in the process of discovery, learning, and coping with the challenges they may face in addition to celebrating their accomplishments. This perspective recognizes and makes use of the client's existing strengths and effectively addresses concerns.

**Transfer of Learning:** The ability of a learner to apply the behavior, knowledge, and skills acquired in one learning situation to another.

## **Professional Development Plan for Career Advisors**

This section provides you with a means to write out your annual professional development plan and evaluate the accomplishment of your goals.

**Follow these steps to complete your plan and evaluate the outcomes at the end of the year:**

- **Review** the competencies where you already demonstrate developing competence or proficiency.
- **Identify** the areas and competencies in which you need more education, information, or guidance.
- **Determine**, through personal reflection or through discussion with your supervisor, what you will be able to accomplish as your yearly professional development goal(s).
- **Identify** professional development experiences that help you meet your professional development goal(s).
- **Participate** in the experience and maintain a record of your participation.
- **Consider** how well the experience helped you achieve your professional development goal(s).
- **Indicate** the date that your goals were achieved.
- **Write** your reflections about the experience, your professional development goals, and how your experiences from the year can be used in putting together your professional development plan for the next year.
- **Take** advantage of the professional development opportunities that are available through the cross system technical assistance network.

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**Professional Development Plan for Career Advisors**

NAME \_\_\_\_\_

BEGINNING \_\_\_\_\_ ENDING \_\_\_\_\_  
*Month/Year Month/Year*

NAME OF AGENCY WHERE EMPLOYED \_\_\_\_\_

POSITION OR JOB TITLE \_\_\_\_\_

*My goals for the year are to participate in professional development opportunities to develop my knowledge and ability in the following areas:*

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN FOR THE COMING YEAR**

*What professional development did I identify based on my experiences, current skill sets, and educational background?*

<i>Content Area</i>	<i>Write the Competency</i>	<i>Accomplished? Date</i>

**PROFESSIONAL DEVELOPMENT AS PROCESS**

*What additional topics and areas did I identify throughout the year that emerged as issues or unforeseen professional development opportunities?*

<i>Content Area</i>	<i>Write the Competency</i>	<i>Accomplished? Date</i>

**PERSONAL COMMENTS ON HOW YOUR GOALS WERE ACHIEVED IN THE YEAR.** Reflect on what changes you could make for the next year.