Pennsylvania Core Competencies for Instructors
Self-Assessment Checklist

RATIONALE

This document contains core competencies that are essential for all effective professional development strategies. The competencies address content, skills, knowledge and attitudes that lay the foundation for developing a professional relationship with all learners and promoting a strength-based approach to continuous quality improvement. This tool is designed to be used across professional development systems and is intentionally written using open ended language. It should be interpreted to reference the context of the professional development provided. For example "Standards of Quality" refers to the standards accepted by the field in which the professional development is provided. The following outlines seven content areas and associated skills specific to instructors of adult learners.

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?

Name: _____Job Title: _____

Agency:_____

Employment Address: _____

City: _____ State: _____Zip:_____

Phone: _____ _E-Mail: _____

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Content Area 1: Content Expertise
The subject knowledge acquired through ongoing study, reading and research that forms the basis of content shared by the instructor in professional development events.

Education/Professional Development: (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)				
Self-Assessment: **B=**Beginning **D**=Developing **P**=Proficient	**B-D-P** *Dates of Self-Assessment*			
Essential knowledge and skills:				
1.1	Demonstrates understanding of Pennsylvania's Early Childhood and School Age systems and content knowledge as defined by relevant policies, regulations, and standards required by individual professional development organizations				
1.2	Demonstrates content competence in child development, curriculum, child assessment, standards, working with families, health and safety standards and business practices as required by identified topic areas				
1.3	Develops and maintains an awareness of current research and applies it in the development of class content				
1.4	Uses the Pennsylvania Core Body of Knowledge to design professional development for practitioners				
1.5	Demonstrates an understanding of the NAEYC Standards for Teacher Preparation and how they align with the Pennsylvania Core Body of Knowledge and Act 49-2				
1.6	Demonstrates an understanding of Pennsylvania Early Learning Standards and Academic Content Standards as applicable and applies it in the development of class content				
1.7	Demonstrates the ability to incorporate best practices when designing and delivering professional development opportunities to adult learners				
1.8	Applies knowledge of Pennsylvania initiatives in the development of class content. i.e.: Pyramid Model for Social Emotional Development, Special Quest Approach for Inclusion, Strengthening Families, Race Matters and others as developed				

Content Expertise Notes/Self-Reflection

Content Area 2: Professionalism

The conduct, aims, or qualities that characterize a person in a work setting or profession. Professionalism involves seeking personal growth opportunities, making decisions, and basing Professional Development preparation and practice on the best professional standards and information available. The standards and information about best practices are available through professional resources and research.

Education/Professional Development:
(ex: college course, workshop, conference, webinar, etc.
Include title and date of professional development)

Self-Assessment: B=Beginning D=Developing P=Proficient	B-D-P Dates of Self-Assessment			
Essential knowledge and skills:				
2.1 Advocates, supports, and works towards standards of quality				
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 Demonstrates the ability to maintain a safe learning environment.				
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				
2.8 Addresses needs of client without personal bias of values, beliefs, prejudices and past experiences				
2.9 Uses reflective practice to: a. re-examine actions and feelings expressed by learners b. solve ethical dilemmas c. reflect on his/her own work				
2.10 Demonstrates Cultural Competence when providing professional development by implementing a variety of strategies, such as: a. Uses evidence-based practices that are culturally and linguistically competent b. Collects and analyzes data using variables that have meaning to and an impact on culturally diverse groups				
2.11 Advocates for or with populations that are underserved or unserved				

Content Area 2: Professionalism (continued)

The conduct, aims, or qualities that characterize a person in a work setting or profession. Professionalism involves seeking personal growth opportunities, making decisions, and basing Professional Development preparation and practice on the best professional standards and information available. The standards and information about best practices are available through professional resources and research.

Education/Professional Development:
(ex: college course, workshop, conference, webinar, etc.
Include title and date of professional development)

Self-Assessment: B=Beginning D=Developing P=Proficient	B-D-P Dates of Self-Assessment			
Essential knowledge and skills:				
2.12	Demonstrates understanding of Developmentally and Culturally Appropriate Practices (reference NAEYC's DAP/DCAP position paper			
2.13	Demonstrates an understand of the organizational process required to construct an effective Professional Development session			
2.14	Demonstrates the ability to develop and deliver well-organized Professional Development with clear, measurable goals and objectives			

Content Expertise Notes/Self-Reflection

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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). Characteristics of adult learners impact the instructor's decisions about Professional Development design and delivery.

Education/Professional Development: (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)					
Self-Assessment: **B**=Beginning **D**=Developing **P**=Proficient		**B-D-P** *Dates of Self-Assessment*			
Essential knowledge and skills:					
3.1	Demonstrates ability to apply motivational strategies in relationship-based (RB) instructional settings				
3.2	Understands the characteristics of adult learners and recognize how this applies to the design and delivery of professional development				
3.3	Acknowledges and builds on the experience and knowledge learners bring to the educational setting				
3.4	Facilitates opportunities for learners to practice new learning before integrating into daily activities				
3.5	Provides opportunities for learner to integrate new learning into their current setting, experience and knowledge base				
3.6	Lays the groundwork for transfer of learning by using a variety of instructional techniques that promote ongoing learning and the development of communities of practice				
3.7	Provides learner interactions that are tailored to individual learning styles and preferences				
3.8	Facilitates a comfortable learning environment that acknowledges contributions by all involved				
3.9	Demonstrates a commitment to shared learning by using a feedback process that is strength-based				
3.10	Creates a learning environment that focuses on the personal goals of the adult learner				
3.11	Prepare the Professional Development space, materials, and equipment to encourage the comfort and attentiveness of the learner				

Content Expertise Notes/Self-Reflection

Content Area 4: Building Relationships

The process of forming mutual, trusting and respectful relationships with learner through the fair and consistent sharing of information and fulfilling promises to learners.

Education/Professional Development: (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)			
Self-Assessment: **B**=Beginning **D**=Developing **P**=Proficient	**B-D-P** *Dates of Self-Assessment*		
Essential knowledge and skills:			
4.1 Uses positive interpersonal skills to develop a respectful and responsive relationship with the learner			
4.2 Demonstrates respect for and interest in the individual abilities of the learner			
4.3 Partners with the learner 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 the learner			
4.5 Provides support as needed by learner while maintaining a professional relationship			
4.6 Demonstrates a commitment to the concept of shared learning by using strategies that encourage shared decision making, joint problem-solving, and partnership development			
4.7 Demonstrates cultural competence and understands its relevance to the relationship			
4.8 Provides support to make community connections that build and expand collaborative relationships			

Content Expertise Notes/Self-Reflection

Content Area 5: Evaluation, Assessment, and Planning

The process of working with the learner to determine why the professional development is needed, the level of growth and change achieved as well as the next steps for growth and change.

Education/Professional Development: (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)				
Self-Assessment: **B**=Beginning **D**=Developing **P**=Proficient	**B-D-P** *Dates of Self-Assessment*			
Essential knowledge and skills:				
5.1	Uses formal and informal observation strategies and tools to assess learning needs				
5.2	Select appropriate research based content to meet the needs of the learners				
5.3	Uses methods to monitor the needs of the learner throughout the session(s) to maximizes learning outcomes				
5.4	Uses evaluations that directly relate to the Professional Development goals and learning objectives to provide the most useful feedback for continuous quality improvement				
5.5	Demonstrates the ability to revise the design of professional development and follow-up based on evaluation results				
5.6	Uses a variety of evaluation tools to assess other aspects related to the effectiveness of Professional Development (e.g., presentation skills, organization, and content)				

Content Expertise Notes/Self-Reflection

Content Area 6: Communication

The shared process of speaking, listening and responding used to achieve mutual understanding and responsive interaction. This process is both verbal and non-verbal.
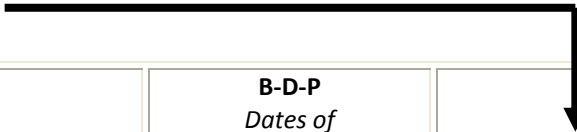
Education/Professional Development: (ex: college course, workshop, conference, webinar, etc. Include title and date of professional development)				
Self-Assessment: **B=**Beginning **D=**Developing **P=**Proficient	**B-D-P** *Dates of Self-Assessment*			
Essential knowledge and skills:				
6.1	Uses a range of effective communication techniques designed to address both verbal and non verbal communication with learner a. Asks critical thinking questions 'what, where, when, why, who, and how' to clarify beliefs, thoughts, and actions b. Demonstrates effective listening techniques with learner c. Demonstrates effective written communication skills				
6.2	Utilizes various Professional Development methods, such as lecture, demonstration, role-play, audio-visuals, and group discussion, activities that prompt participants to demonstrate the skill(s) being taught and their appropriate use in Professional Development				
6.3	Encourages group interaction as a professional development methodology				
6.4	Builds an environment that supports and encourages discussion about cultural/linguistic similarities and differences				
6.5	Uses culturally and linguistically similar language to enhance the professional development experiences of a diverse group				
6.6	Demonstrates the ability to utilize the elements that create an effective presentation style				

Content Expertise Notes/Self-Reflection

Content Area 7: Change Process

The process through which the instructor facilitates and enables change and all that is implied within that statement, especially to understand situations from an objective standpoint (to step back and be non-judgmental), and then to help the learner understand reasons, aims and ways of responding positively according to the learner's own situation and capabilities.

Education/Professional Development:
(ex: college course, workshop, conference, webinar, etc.
Include title and date of professional development)

Self-Assessment: B=Beginning D=Developing P=Proficient	B-D-P *Dates of Self-Assessment*			
Essential knowledge and skills:				
7.1	Demonstrates an understanding of the change process				
7.2	Demonstrates the ability to manage and facilitate change				
7.3	Responds effectively to the learners changing needs				
7.4	Demonstrates understanding that improvement is continuous and takes time				
7.5	Documents changes occurring with the learner				
7.6	Utilizes group management skills both as a professional development method and as a technique to keep the group of learners involved and attentive				

Content Expertise Notes/Self-Reflection

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.

Andragogy: The process of engaging adult learners in the structure of the learning experience.

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 learner 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 learners through the fair and consistent sharing of information.

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: The ability to work effectively across cultures in a way that acknowledges and respects the culture and language of the person or organization being served.

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.

Strength-Based/Focused: The strength-based perspective assumes that the learner 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 learner'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.

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PROFESSIONAL DEVELOPMENT PLAN FOR INSTRUCTORS

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:

1. **Review** the competencies where you already demonstrate developing competence or proficiency.

2. **Identify** the areas and competencies in which you need more education, information, or guidance.

3. **Determine,** through personal reflection or through discussion with your supervisor, what you will be able to accomplish as your yearly professional development goal(s).

4. **Identify** professional development experiences that help you meet your professional development goal(s).

5. **Participate** in the experience and maintain a record of your participation.

6. **Consider** how well the experience helped you achieve your professional development goal(s).

7. **Indicate** the date that your goals were achieved.

8. **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.

9. **Search** for professional development opportunities that match you level of competence and areas of expertise.

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PROFESSIONAL DEVELOPMENT PLAN FOR INSTRUCTORS

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?*

Content Area	Write the Competency	Accomplished? Date

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

Content Area	Write the Competency	Accomplished? Date

Personal comments on how your goals were achieved in the year.

Reflect on what changes you could make for the next year.