Directors, Managers, and Supervisors Skill Profile

Instructions for use: Completing this Skill Profile supports the development of an individualized staff development plan for each staff member in early childhood program. The skill profile for each position includes a list of skill indicators with a brief description of skills that an employee needs to use in carrying out his or her job responsibilities. Independently the employee and his or her supervisor complete the skill profile. In completing the profile they should consider:

- The job performance and skill requirements
- Evaluate each indicator according to the rubric below
- Compare and reconcile evaluations

After completing the profile collaboratively create a staff development plan that addresses the strengths, needs, and interests of the employee and the organization.

LIMITED	ADEQUATE	STRONG	EXEMPLARY
The rating is *limited* if the staff member demonstrates ineffective skills and incomplete knowledge associated with the indicator.	The rating is *adequate* if the staff member demonstrates some skills and developing knowledge associated with the indicator.	The rating is *strong* if the staff member demonstrates very good skills and solid knowledge associated with the indicator.	The rating is *exemplary* if the staff member demonstrates outstanding skills and comprehensive knowledge associated with the indicator.
The staff member's skills related to this indicator are very weak. The staff member's skills related to practice are lacking and reflect insufficient knowledge. The staff member is unable to communicate a rationale about practice related to this indicator.	The staff member's skills related to this indicator are sufficient. The staff member's skills related to practice are inconsistent and reflect emerging knowledge. The staff member is able to communicate an incomplete or partial rationale about practice related to this indicator.	The staff member's skills related to this indicator are sound. The staff member's skills related to practice are very consistent and reflect key knowledge. The staff member can capably communicate a rationale about practice related to this indicator.	The staff member's skills related to this indicator are consistently exceptional. The staff member's skills exceed expectations and reflect far-reaching knowledge. The staff member regularly and articulately communicates with other staff and parents to build their understanding about the rationale related to this indicator.

SKILL INDICATORS	LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
1. Staff Management					
1.1 Helps ensure that the staffing structure supports the program's mission and goals by maintaining an adequate number of qualified staff who meet position requirements					
1.2 Builds a staff that advances the program's mission by hiring and promoting qualified staff who support the program's philosophy and goals and who culturally and linguistically represent the community and program and by training all staff on the program's history, philosophy, and requirements					
1.3 Advances staff performance by meeting regularly with individual staff to provide performance feedback based on expectations contained in job descriptions, program plans, and policies and procedures					
1.4 Promotes staff development by using reflective supervision and the performance appraisal system to assess staff skills and interests, establish professional development goals and plans, and monitor progress					
1.5 Supports staff retention by creating an environment that fosters equity and provides opportunities for professional growth					
1.6 Helps staff advance program quality by supporting them in linking current research, resources, and program data to their practice and by discussing program quality issues and ways to advance practice					
2. Resource Management					
2.1 Exercises prudent stewardship of program resources by making decisions based on program financial reports and applicable federal, state, and program financial requirements (e.g., allowable costs, non-federal share, cost-sharing)					
2.2 Advocates for resources to improve program quality by offering suggestions and providing information about needed resources during the program's planning and budget development process					
2.3 Assists in expanding the program's funding base by staying informed of state, local, and foundation funding opportunities, participating in the development of funding applications, and tapping new sources of non-federal share					
2.4 Minimizes the program's financial and legal risk by assessing exposure to liability, improving internal controls and other program practices, training staff, and monitoring their compliance with requirements					
2.5 Improves efficiency and effectiveness by using technology to enhance and/or create systems to share and track information about service delivery					
2.6 Enhances and/or expands services through partnerships and/or sub-contracts (e.g., transportation, food service, child care) by using data to identify service gaps, seeking out viable partners/vendors, and participating in the development of detailed written agreements or work scopes					
2.7 Ensures a safe, attractive, well-equipped program environment by contributing to the development of sound budgets, purchasing high-quality materials and equipment, and establishing and/or implementing systems to monitor and maintain/replace equipment and facilities					

SKILL INDICATORS	LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
3. Program Planning and Implementation					
3.1 Works collaboratively (directly or through other program leaders) with committees, the policy group, and the governing body by sharing data, problem solving, acting on their recommendations, and/or implementing policies and plans generated by them					
3.2 Supports the governing body, policy group, and advisory committee members in making informed decisions about program plans (e.g., strategic, improvement, and service areas) and policies by training members on the program's philosophy and requirements and by providing them with accurate and timely information					
3.3 Encourages families' involvement in program decision making by ensuring that families are informed about decision-making opportunities (e.g., policy group, service area committees) and by supporting their involvement (e.g., transportation, training, convenient meeting times)					
3.4 Develops meaningful and realistic program plans by analyzing results from the previous year's program improvement efforts and multiple data sources (e.g., community assessment, program self-assessment, Program Information Reports, performance appraisals, federal and state monitoring reports, child outcomes) to identify program improvement needs					
3.5 Secures staff buy-in to program and service area goals by eliciting their input and discussing the goals' content and rationale					
3.6 Executes plans and policies by developing procedures, protocols, and schedules that ensure their full implementation					
4. Observation, Analysis, Planning, and Documentation					
4.1 Meets federal, state, and program documentation requirements by ensuring that the program maintains accurate, objective, complete, timely, and well-organized child, family, financial, and program records					
4.2 Designs and leads an assessment of community needs by collaborating with other community groups to examine census data and community reports and plans (e.g., health, mental health, housing, education), agree on priorities, and make decisions					
4.3 Designs, leads, and/or supports an annual self-assessment by engaging staff, specialists, families, and policy group, governing body, and community members in examining program operations					
4.4 Determines child, family, staff, and/or program needs and accomplishments by establishing protocols and schedules for gathering and analyzing initial and ongoing assessment data					
4.5 Monitors staff performance by creating and/or implementing systems for observing practice, reviewing records, gathering feedback from stakeholders, and documenting results					
4.6 Promotes effective use of program data by developing and/or implementing a process for creating reports and sharing them with other program decision makers					
4.7 Monitors services provided by external consultants, organizations, and/or vendors by detailing expectations for services and deliverables in the sub-contracting agreement, establishing a review schedule,					

SKILL INDICATORS		LIMITED	ADEQUATE	STRONG	EXEMPLARY	N/A
5.	***Communication***					
5.1	Builds an understanding of the program by communicating its philosophy, mission, and services to staff, families, and the community and by supporting staff to do the same					
5.2	Demonstrates respect for others by sharing information objectively and non-judgmentally and adjusting verbal and written communication strategies for different audiences					
5.3	Facilitates staff's, families', and partners' acceptance of decisions and advice from funders, the governing body, policy group, committees, and management by positively presenting decisions, explaining the rationale, and openly addressing questions and concerns					
5.4	Ensures that all staff follow protocols (e.g., chain of command, confidentiality) when communicating with others in the program, families, governing body, policy group, committees, and those in other community programs					
5.5	Employs a culturally competent and flexible approach when working with those from various cultures by acknowledging, accepting, and accommodating differences (e.g., providing information in an understandable format and/or language for those who have limited/no reading skills or who are English language learners)					
5.6	Promotes a collaborative, productive working environment by following established communication protocols, clearly articulating expectations, outcomes, and timelines, and using conflict resolution and negotiation skills when needed					
5.7	Ensures that own communication is easily understood by speaking and writing clearly and using standard grammar and spelling					
5.8	Facilitates communication with others by using available technologies (e.g., fax, voice-mail, computers—e-mail, file sharing) and by supporting staff to do the same					
6.	***Professionalism/Leadership***					
6.1	Ensures program's adherence to applicable federal, state, local, and program standards, policies, and/or procedures by keeping abreast of these requirements and by promoting staff's understanding and implementation of them					
6.2	Promotes a culture of inquiry by exhibiting a commitment to lifelong learning, keeping abreast of new information and research, and reflecting on their relevance					
6.3	Furthers professional growth by seeking feedback, reflecting on and assessing own practice, and taking advantage of opportunities to improve skills and knowledge					
6.4	Advances excellence and progress in the field by advocating for high-quality child and family services at the program, community, state, and/or federal levels					
6.5	Promotes a collaborative, productive working environment by sharing planning, decision making, and problem-solving responsibilities with staff, families, the policy group, and governing body					
6.6	Ensures staff and family confidentiality by limiting conversations about them and access to their records to those directly involved in providing services to them and by ensuring that confidentiality policies are followed across the program					
6.7	Establishes and maintains external professional relationships by participating as a member of community, state, and/or national professional organizations					

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6.8	Serves as a role model for families and other staff by following and exhibiting sound, daily physical and emotional practices (e.g., making healthy food choices, communicating positively, understanding and accepting cultural differences)					
6.9	Represents the community's cultural and linguistic diversity throughout the program by ensuring that staff, committees, practices, materials, and activities reflect this diversity					
6.10	Maintains professional boundaries in relationships with staff and families by distinguishing between others' needs and one's own, guarding against abuse of power and sexual misconduct, and using appropriate language					
6.11	Strengthens staff's, the program's, and the community's commitment to family empowerment by establishing expectations for engaging with families, acknowledging the contributions they make, and modeling approaches for working with families as full partners					