

Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for FAMILY SERVICES PROFESSIONALS

OVERVIEW

Looking for ways to use the RBCs and enhance your professional practice? Use this tool to assess your progress in each competency and to identify areas for professional growth. The professional development assessment tool for **family services professionals** will support your family engagement efforts and enhance your professional knowledge, skills, and practices.



1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge					
Understands effective relationship-building practices with parents, families, children, and professionals					
Understands the importance of cultures and languages when working with all families and their children					
Understands the importance of working in partnership with families by sharing planning and decision-making to support children’s learning and development and family well-being					
Understands the need to get to know each family					

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1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS, cont.

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Knowledge, cont.					
Understands the importance of positive relationships between families and family services professionals to identify, encourage, and celebrate family well-being and children’s development and learning					
Is familiar with professional ethical standards					
Skills					
Helps families feel welcome and connected to the program, including specific outreach to families experiencing challenges and adversities					
Helps families feel safe and respected by building mutually trusting relationships over time					
Shows respect for each family’s cultures, values, and life situation					
Uses effective, responsive communication skills with families. Examples include paying attention to both verbal and nonverbal messages, listening carefully without interrupting, and repeating what the other person said to make sure she or he is understood.					

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1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS, cont.

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Skills, cont.					
Creates opportunities for parents to identify their goals for their children and themselves and regularly follows up on progress. Examples include learning, parent-child interactions, health and mental health, nutrition, safety, family literacy, bi-lingual or multi-lingual abilities, financial literacy, and basic needs					
Adjusts plans, approaches, and services to meet each family's unique needs					
Reflects on interactions and experiences with families to enhance skills on an ongoing basis					
Practices					
Welcomes all families, promoting and valuing diversity across family structures, cultures, languages, perspectives, and values					
Helps families feel comfortable sharing information					
Creates time for open communication with families					

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1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS, cont.

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Practices, cont.					
Meets with families when they first enroll in the program to learn about each family's situation and goals					
Contacts all primary caregivers (parents, grandparents, and others) in the child's life when possible to develop ongoing relationships					
Works with each family to develop and support plans to meet family goals that describe the family's strengths, resources, challenges, and needs					
Reviews the family's goals and progress toward their goals with the family regularly					
Acts in ways that are consistent with professional ethical standards for family services professionals					

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2. SELF-AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS

Respects and responds appropriately to the cultures, languages, values, and family structures of each family

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Knowledge					
Understands that each family has unique strengths and resilience					
Understands how families' cultures influence caregiving practices and shape family life and children's early development					
Understands and respects variations in families' cultures, experiences, expectations, and child-rearing beliefs and practices					
Understands one's own beliefs, values, experiences, ethics, and biases to increase self-awareness about how they may affect work with families and their children					
Knows that despite best efforts from everyone, there may be misunderstandings due to different cultural beliefs, values, and viewpoints and knows how to navigate these misunderstandings					

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2. SELF-AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS, cont.

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Skills					
Builds positive relationships with each family					
Reflects on one’s own beliefs, values, experiences, ethics, and biases to increase self-awareness					
Seeks information about the strengths, cultures, languages, beliefs, values, and circumstances of each family					
Engages in relationships that are responsive to families’ cultures, languages, and values					
Shows respect for the contributions of home languages and cultures to create shared understandings					
Discusses with families that the purpose of learning about each family’s traditions, living situation, cultures, languages, and values is to enhance relationships with families and better support them in reaching their goals					
Develops skills to engage in cross-cultural conversations that respect families’ beliefs, opinions, and caregiving practices					

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2. SELF-AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS, cont.

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Practices					
Uses a variety of communication strategies to reach families					
Uses approaches with parents that show sensitivity and respect for their cultures and languages					
Communicates with families in their home languages, to the extent possible, or arranges for an interpreter, as needed, to communicate fully and effectively					
Provides recruitment, intake, orientation, and informational materials to families that are welcoming and responsive to different cultures and languages					
Welcomes conversations about parenting and each family's cultures, languages, values, experiences, ethics, and strengths					
Seeks information or consultation about specific cultural values and practices when necessary					

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3. FAMILY WELL-BEING AND FAMILIES AS LEARNERS

Supports families' reflections on and planning for their safety, health, education, well-being, and life goals

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Knowledge					
Knows how to recognize family resilience, strengths and resources, and unique gifts and talents, and what families already do to maintain family well-being and cope with challenges					
Understand that children's healthy development is related to family goals for themselves and their children					
Knows the signs of depression, trauma, substance use, homelessness, domestic violence, child maltreatment, food insecurity, mental illness, and other challenges to family well-being					
Knows about laws and regulations that support and protect families and their children					
Knows what steps to take and who to talk with if child or family safety may be threatened					
Knows about resources in the community to support families' safety, health, mental health, financial stability, economic mobility, and educational growth, and asks others for referral information when needed					

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3. FAMILY WELL-BEING AND FAMILIES AS LEARNERS, cont.

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge, cont.					
Understands the importance of asking for support from their supervisor or colleagues about issues that are beyond their current professional skills and knowledge					
Skills					
Applies information about families' strengths, talents, cultures, languages, aspirations, resources, challenges, needs, and goals to work with families					
Uses a supportive and non-judgmental approach to talk with parents about difficult or sensitive topics					
Recognizes the importance of taking time for self-care, for one's own well-being and for others, especially when supporting families in crisis					
Expresses kindness, warmth, and compassion when families are overwhelmed by demanding challenges, trauma, or stress					

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3. FAMILY WELL-BEING AND FAMILIES AS LEARNERS, cont.

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Skills, cont.					
Seeks support from their supervisor or colleagues about how to be successful in conversations that are difficult to have with families					
Provides information about and connects families with community and cultural resources that offer opportunities to use and build on their strengths, and to support child and family safety, financial literacy, economic mobility, educational growth, health, and other aspects of family well-being					
Works with families in a collaborative goal-setting process (for example, Family Partnership Process) to identify their goals and available resources and to plan steps toward achieving their goals					
Works with families to identify opportunities for education, training, and employment to advance family economic mobility					
Talks with families about indicators of healthy relationships and identifies related social supports and other resources					

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3. FAMILY WELL-BEING AND FAMILIES AS LEARNERS, cont.

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Practices					
Checks in with families regularly to see how they are doing					
Talks with parents about their well-being and short- and long-term goals and offers resources or referrals if appropriate					
Shares information about, and connects families with, community and cultural resources that support family safety, economic mobility, educational growth, health, and family well-being					
Follows up with families to check if resources or referrals were helpful					
Consults with their supervisor, coach, or colleagues about appropriate resources or referrals to share with families experiencing serious challenges					
Links parents to training opportunities to support their progress toward their education and career					
Follows policies, guidelines, and expectations related to confidentiality, privacy, and ethical practice					

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4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS

Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educators of their children

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Knowledge					
Understands that children’s early family relationships serve as a foundation for later development and learning					
Understand prenatal development and healthy pregnancy behaviors					
Understands that families’ cultures, languages, and history shape the way that parents raise their children and the way that family members relate to each other					
Understands the value of focusing on a child’s developmental strengths—what children can do—and what parents already do to foster growth, and uses these strengths as a foundation for communication with families					
Understands the value of focusing on family strengths—what families already do to build strong parent-child relationships, and supports each family member’s development and learning					

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4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS, cont.

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge, cont.					
Knows about resources to support families of children who are learning more than one language, have exceptional potential, and/or have specific needs including behaviors considered challenging, disability, or developmental delay					
Skills					
Supports children’s attachment and relationships with their parents and other caregivers					
Communicates with families about child progress in ways that deepen trust and build relationships with families					
Focuses on child and family strengths in discussions with parents about their children					
Communicates with parents about transitions that might be challenging for their child and works with parents to develop strategies that can help their child					

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4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS, cont.

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills, cont.					
Guides and connects parents with resources to address developmental concerns, including how to manage challenging child behaviors in positive, developmentally appropriate, inclusive ways					
Partners with parents and other program professionals or experts to identify and support ongoing learning opportunities for parents to enjoy with their children at home and in the community					
Engages actively with families in interactions with their children when children are present					
Listens to concerns and supports positive anticipation and preparation in expectant families					
Talks with families about their opportunities to support school readiness					
Supports and/or offers parenting education opportunities for parents that fit well with the child's cultures, gender, and age					

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4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS, cont.

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Practices					
Engages actively with families in responsive, language-rich interactions in ways that are culturally responsive					
Encourages parents to observe, participate, and volunteer in the program					
Individualizes family learning resources and informational materials to each family's unique experiences, languages, and cultures					
Supports parents' ability to identify and respond to children's emotions, communication, interests, and basic needs by providing time for parent to respond to child when meeting with family services professional					
Develops strong relationships with community child care, preschools, and public schools to support positive transitions and future parent-school opportunities					
Supports successful transitions by providing families with appropriate information, training, and connections to future early care, intervention, and educational settings and kindergarten					

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4. PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS, cont.

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Practices, cont.					
Supports expectant families in positive health practices and in planning for their baby					
Welcomes opportunities to connect with other professionals who work with families					

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5. FAMILY CONNECTIONS TO PEERS AND COMMUNITY

Works with families to strengthen their support networks and connections with other parents and community members who can address families' strengths, interests, and challenges

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Knowledge					
Understands the importance of social support networks for families, especially for those who may be isolated					
Knows the resources available in the community and early childhood field that may support families' strengths, interests, and challenges					
Understands how facilitation skills for parent and family groups can support positive interactions and learning between parents					
Understands how positive parenting skills and practices support children's development and well-being					
Understands the importance of learning from families' experiences related to community resources to increase knowledge about beneficial and effective services for families and their children					

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5. FAMILY CONNECTIONS TO PEERS AND COMMUNITY, cont.

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills					
Encourages families to identify, develop, and use informal and formal social support networks. Examples include family-led organizations, family support networks, neighborhood groups, faith/spiritual communities, civic organizations, and other social groups.					
Identifies common and individual interests, and strengths and challenges of parents, and uses that information to plan activities and group learning opportunities					
Teaches adults effectively in one-to-one and group situations					
Uses group facilitation skills to lead parenting group work effectively					
Coordinates training, educational, and parenting skill opportunities for parents. Examples include adult education, life skills, parenting curriculum, family literacy, and employment training.					
Creates educational opportunities for parents and expectant families about the importance of healthy relationships and social support networks					

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5. FAMILY CONNECTIONS TO PEERS AND COMMUNITY, cont.

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Practices					
Provides opportunities for families to get to know one another through program events. Examples include family nights, potluck dinners, and field trips.					
Partners with parents in planning stages of programming so that they can share their skills, cultures, and other talents at group gatherings					
Encourages parents to contribute, volunteer, and collaborate in the program and community					
Connects families with resources and events available in the community. Examples include recreational facilities, libraries, museums, parks and other outdoor activity resources, and civic organizations.					

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6. FAMILY ACCESS TO COMMUNITY RESOURCES

Supports families' use of community resources to make progress toward positive child and family outcomes

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Knowledge					
Understands that families and family networks offer social support and are resources for other families					
Knows about local social services and community resources available to families including how to access information that addresses unique goals and needs. Examples include health, mental health, nutrition, parenting, financial literacy, education, enrichment, recreation, job training, and employment.					
Understands how to partner with families to identify which local services and resources best match family interests, cultures, languages, values, needs, and goals					
Understands the importance of learning from families' experiences related to community resources to increase knowledge about beneficial and effective services for families and their children					
Understands when to ask their supervisor, coach, experts, or peers for help					

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6. FAMILY ACCESS TO COMMUNITY RESOURCES, cont.

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills					
Partners with families to identify services and resources that might be helpful in reaching their goals					
Supports families' use of services and resources to meet family goals					
Recognizes when immediate assistance or support is needed for a family, especially when there are signs of possible developmental delays or family concerns related to food insecurity, family and child safety, environmental toxins (for example, lead in the water supply or building), or a need for emergency shelter					
Supports partnerships with schools and community service providers to serve families more effectively					
Practices					
Responds with information and support to families' expressed strengths, interests, challenges, or needs about the services in the community that can help them reach their goals					

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6. FAMILY ACCESS TO COMMUNITY RESOURCES, cont.

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Practices, cont.					
Checks in with families regularly to ask if they are receiving services that meet their expressed interests, challenges, or needs					
Serves as a liaison to initiate referrals and ensures follow through to confirm that services are beneficial and effective within the program and with community agencies					
Establishes relationships with community partners that are productive and proactive					
Acts as the family's connections to program and community services as needed. Examples include meeting with health, mental health, child development, and child welfare professionals together.					
Consults with their supervisor, coach, experts, or peers to find information to address family challenges, needs, and goals when necessary					

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7. LEADERSHIP AND ADVOCACY

Works alongside parents to build on their strengths as advocates for their families and as leaders in the program and community

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Knowledge					
Recognizes that parents lead, make decisions, and advocate for their interests and may have experiences in formal leadership and advocacy roles					
Understands the importance of working together with parents in problem-solving and reaching solutions					
Is aware of advocacy and leadership opportunities for parents in the program and community					
Understands the barriers that may impede a family's ability to exercise their power and advocate effectively (for example, in the IEP and IFSP process)					
Skills					
Includes families in decision-making, planning, implementing, and evaluating change at different levels of the organization					
Listens to families' ideas and encourages them to move their ideas forward					

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7. LEADERSHIP AND ADVOCACY, cont.

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills, cont.					
Encourages parents to participate in leadership and advocacy opportunities that exist in the program and community					
Supports families in developing skills and confidence to be effective leaders and advocates for their children					
Encourages parents to work together to advance changes they wish to see in the program, community, or at the state level					
Practices					
Works with families to plan how to advocate for their children’s development and family well-being in other early childhood and family services settings					
Encourages parents to volunteer in the program and the community					
Partners with families to identify opportunities in the program or community that promote parent leadership and advocacy. Examples include Head Start Policy Council, parent committees, local and state early childhood advisory boards, health services advisory boards, and agency boards for input.					

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8. COORDINATED, INTEGRATED, AND COMPREHENSIVE SERVICES

Works with other professionals and agencies to support coordinated, integrated, and comprehensive services for families across the organization, community, and system

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Knowledge					
Understands the importance of family services professionals coordinating with other professionals about child health and development, mental health, educational, social, and other services					
Knows the resources and systems available in the community and how a family can access services needed to advance their strengths and talents or address their concerns and needs					
Is aware of and understands policies, guidelines, and expectations related to confidentiality, privacy, and ethical practice					
Skills					
Discusses with families the importance of coordinating health, social, and educational services for supporting children’s ongoing learning and development and family well-being					

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8. COORDINATED, INTEGRATED, AND COMPREHENSIVE SERVICES, cont.

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Skills, cont.					
Reaches out to other professionals to facilitate coordination and integration of services for families					
Partners with their supervisor, parents, staff, and other experts or peers to find information when needed					
Builds relationships with schools and community service providers to serve families more effectively					
Supports families' capacity to communicate effectively with other service providers					
Shares only information with parental consent within programs and with outside agencies that will improve services for children and families					
Practices					
Refers families to services in the community					
Obtains permission from families before sharing confidential information with other service professionals and respects families' wishes if they choose not to share information					

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8. COORDINATED, INTEGRATED, AND COMPREHENSIVE SERVICES, cont.

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Practices, cont.					
Shares only essential, relevant information about families with colleagues and other professionals					
Connects and collaborates with community partners who can play a role in supporting families to reach their goals					
Follows up with families and professionals to support the effective delivery of community services					
Works effectively with other professionals, including teachers and home visitors who work with families and their children					
Coordinates with families and other professionals, especially those offering services to children, such as early interventionists or infant mental health practitioners					
Contributes to the process of collecting and compiling information and resources to support families' safety, health, mental health, financial stability, economic mobility, and educational growth					
Integrates policies, guidelines, and expectations to protect the confidentiality and privacy of families					

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9. DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT

Collects information with families and reflects with them to inform goal-setting, planning, and implementation to effect progress and outcomes for families, children, programs, and communities

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Knowledge					
Understands effective ways to talk with families about individual child progress					
Understands effective ways to talk with families about family well-being, goal-setting, and family assessment and progress					
Understands the importance of using data for setting and marking progress toward one's own professional development and program-level goals					
Understands policies and procedures for securing family input for continuous program improvement					
Understands how to partner with parents to share and use information to improve services					
Understands program policies, guidelines, and expectations related to confidentiality, privacy, and ethical practice					

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9. DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT, cont.

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills					
Joins teachers in engaging parents in discussions about individual child progress and development and implications for current and future planning, including when developmental issues or concerns arise					
Asks each family about what they know and feel is important to share about their family and their child, as well as the program and their community					
Engages families as active participants in collecting and analyzing information to enhance and individualize services (for example, through surveys, observation, or other information from families)					
Applies information about child development and family well-being to individualize services, decision-making, and practices					
Stores, retrieves, and uses information for planning purposes					

Relationship-Based Competencies to Support Family Engagement Professional Development Assessment for FAMILY SERVICES PROFESSIONALS

9. DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT, cont.

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Practices					
Partners with families in gathering information about children’s development and about family context, including values, cultures, and languages					
Expects and responds to emotions that surface while discussing child development and well-being					
Tracks information about parent and family progress over time to guide planning, individualization, and communication with parents					
Asks for parents’ reflection and feedback about the family support they are receiving and uses the information to guide planning and approach to services					
Develops, shares, and collects evaluations and feedback forms during workshops, meetings, and other activities for parents and families					
Uses findings from participant feedback to revise the design of workshops, meetings, and other group activities for parents and expectant families					

Relationship-Based Competencies to Support Family Engagement Professional Development Assessment for FAMILY SERVICES PROFESSIONALS

9. DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT, cont.

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Practices, cont.					
Uses consistent record keeping and reporting practices to track individual family and program progress					
Maintains the policies, guidelines, and expectations that are in place to protect the confidentiality and privacy of families					

Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for FAMILY SERVICES PROFESSIONALS

10. PROFESSIONAL GROWTH

Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge					
Understands the importance of ongoing reflective practice (self-reflection) to enhance work with families					
Understands the importance of ongoing coaching and reflective supervision for personal and professional growth					
Understands the importance of healthy self-care habits for one’s own well-being and to enhance the ability to build responsive relationships with families and their children					
Understands the importance of ongoing professional development related to engaging families					
Understands that children’s learning, development, and health is ongoing and is essential to share with families as part of the engagement process					
Understands legal and professional ethical standards related to confidentiality and privacy					

Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for FAMILY SERVICES PROFESSIONALS

10. PROFESSIONAL GROWTH, cont.

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills					
Engages in reflective practice (self-reflection) to gain insights to enhance one's work with families and their children					
Asks for help when needed					
Maintains healthy self-care habits for one's own well-being and to enhance the ability to build responsive relationships with others					
Seeks opportunities to learn and apply new knowledge about strengths-based, culturally and linguistically responsive family engagement					
Uses information learned through formal and informal professional development to enhance practices for engaging families in children's learning and supporting family well-being					
Maintains professional boundaries with other family services professionals, teachers and child care providers, children, and families					

Relationship-Based Competencies to Support Family Engagement Professional Development Assessment for FAMILY SERVICES PROFESSIONALS

10. PROFESSIONAL GROWTH, cont.

Knowledge, Skills, and Practices for Family Services Professionals	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Skills, cont.					
Maintains professional boundaries by recognizing any tendencies to do things for families which can interfere with each family's efforts to determine their own goals and develop their own capacities					
Practices					
Participates in reflective supervision to gain new insight and knowledge about working with families and their children					
Creates and follows through on individual professional development plans to strengthen professional practice related to family engagement					
Tracks progress toward one's own professional development plans for advancement with their supervisor or coach					
Participates in peer learning opportunities to share ideas and enhance practice					
Advocates for advances in family engagement practices in the program and community, and in the field of early childhood					

Relationship-Based Competencies to Support Family Engagement

Professional Development Assessment for FAMILY SERVICES PROFESSIONALS

Related Resources

Explore these related resources on the Head Start Early Childhood Learning and Knowledge Center (ECLKC) and Child Care Technical Assistance (CCTA) website:

- Head Start Parent, Family, and Community Engagement Framework
- Parent, Family, and Community Engagement Framework for Early Childhood Systems
- Relationship-Based Competencies to Support Family Engagement:
 - Overview for Early Childhood Professionals
 - A Guide for Early Childhood Professionals Who Work with Families
 - A Guide for Early Childhood Professionals Who Work with Children in Group Settings
 - A Guide for Early Childhood Professionals Who Make Home Visits
- Measuring What Matters: Using Data to Support Family Progress

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