

**COMPETENCY SKILL AREA:  
PROFESSIONALISM AND LEADERSHIP]**

**Self-Assessment**

**Nebraska Core Competencies for Early Childhood Professionals  
Skill Area: Professionalism and Leadership**

**Scale for Evaluating Skill**

**0= Never/Rarely uses this skill**

**1=Occasionally uses this skill**

**2=Regularly uses this skill**

<b>Skill Area: Professionalism and Leadership</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Level 1</b>			
1.1 Enjoys working with children and displays a positive attitude.			
1.2 Demonstrates empathy for children and families.			
1.3 Dresses and behaves in a professional manner. (Dress may be adjusted based upon the program activities of the day.)			
1.4 Has dependable work habits, shows up on time, and completes activities as planned.			
1.5 Is aware of a professional code of conduct for early care and education teachers and caregivers, such as <i>National Association for the Education of Young Children Professional Code of Ethical Conduct</i> and why this code is important to follow.			
1.6 Knows, supports, and follows regulations and licensing standards.			
1.7 Maintains positive working relationships with co-workers and other team members in the program.			
1.8 Interactions reflect value for oneself and respect for others.			
1.9 Demonstrates openness to different approaches and perspectives.			
1.10 Is aware of professional resources for learning.			
1.11 Actively pursues knowledge to improve practice.			
1.12 Accepts advice and constructive criticism to improve practice.			
1.13 Recognizes professional behavior in others.			
1.14 Aware of quality early care and education.			
<b>Level 2</b>			
2.1 Enjoys working with children and treats each child with respect.			
2.2 Shows professional work habits by keeping spoken and written information confidential, respects others, uses time well, and is dependable.			

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2.3 Can articulate major ideas from a professional code of conduct for early care and education teachers, such as <i>National Association for the Education of Young Children (NAEYC) Professional Code of Ethical Conduct</i> .			
2.4 Shows commitment to the programs goals.			
2.5 Is able to work independently and as a member of a team.			
2.6 Utilizes self-reflection and has the ability to engage in ongoing assessment of strategies and effectiveness.			
2.7 Aware of the effects of one's own personal and cultural background on one's work.			
2.8 Recognizes one's limitations and seeks help when needed.			
2.9 Recognizes and take steps to reduce personal stress and burnout.			
2.10 Evaluates own performance and sets goals to learn more information about the field.			
2.11 Actively participates in training opportunities.			
2.12 Recognizes professional behavior in others and incorporates that behavior into own practice.			
2.13 Models quality early care and education.			
<b>Level 3</b>			
3.1 Manages the demands of personal and professional commitments.			
3.2 Reflects on their own teaching and learning practices and improves knowledge by interacting with staff, attending trainings or taking classes, and reading early childhood journals, books, and research.			
3.3 Behaves ethically in a way consistent with a professional code of conduct, such as <i>National Association for the Education of Young Children Professional Code of Ethical Conduct</i> .			
3.4 Promotes quality in early childhood services.			
3.5 Uses problem-solving skills in the work environment.			
3.6 Recognizes causes and symptoms of "burnout" and develops prevention and coping strategies.			
3.7 Utilizes initiative to pursue new information or information not familiar with, as needed.			

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3.8 Persistent in trying to engage hard-to-reach families.			
3.9 Uses supervision effectively.			
3.10 Attends classes or training and/or does independent reading to gain new knowledge and information about the early childhood field.			
3.11 Takes advantage of opportunities to improve the level of performance both for personal and professional growth, and to help children and families.			
3.12 Follows developments in national accreditation standards.			
3.13 Models professional behavior.			
3.14 Advocates for quality early care and education.			
<b>Level 4</b>			
4.1 Is familiar with current trends in early childhood education.			
4.2 Discusses and models a professional code of ethics for early childhood teachers and caregivers.			
4.3 Recognizes potentially unethical practices and addresses them with the staff; reports are made when it is determined appropriate.			
4.4 Participates in program decision making.			
4.5 Works toward early childhood credentials, degrees, and/or program accreditation.			
4.6 Develops and carries out a personal professional development plan.			
4.7 Develops professional relationships with other early childhood professionals.			
4.8 Shows understanding of the early childhood profession and historical, social, and political influences on its current practices.			
<b>Level 5</b>			
5.1 Critically reflects on own professional and educational practices from community, state, national, and global perspectives.			
5.2 Ensures ethical practices in early care and education program.			

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5.3 Clearly discusses personal philosophy of early childhood education based on knowledge of child development and teaching practices best for children.			
5.4 Evaluates current trends in early childhood education and revises practice as appropriate.			
5.5 Is aware of the Council for Exceptional Children/Division of Early Childhood (DEC) Recommended Practices for education and care of children with special needs.			
5.6 Actively participates in professional development opportunities and professional organizations.			
5.7 Uses professional resources to improve practice.			
<b>Level 6</b>			
6.1 Remains current on research relevant to early care and education and revises practice accordingly.			
6.2 Provides leadership in promoting ethical practice across the early childhood care and education field.			
6.3 Evaluates the program using a professional code of conduct to provide insight into program improvement and professional practices.			
6.4 Maintains knowledge of state, local and national policies relevant to early care and education and takes steps to revise practice accordingly.			
6.5 Promotes the Council for Exceptional Children/Division of Early Childhood (DEC) Recommended Practices for education and care of children with special needs.			
6.6 Provides leadership by presenting at local, state and national conferences, by participating in professional organizations, and by designing and implementing staff development opportunities based upon professional development research.			

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**Self-Reflection Questions**

a. If the skill is rarely used is it because the skill isn't needed in your early childhood setting?

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Explain

b. If the skill is rarely used is it because you need to know more about the skill?

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Explain

Is there someone you know who could help you better understand this skill? Who would that be?