

**Competency Skill Area:  
Administration, Program Planning and Development**

**Self-Assessment**

**Nebraska Core Competencies for Early Childhood Professionals  
Skill Area: Administration, Program Planning and Development**

**Scale for Evaluating Skill**

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

**1=Occasionally uses this skill**

**2=Regularly uses this skill**

<b>Skill Area: Administration, Program Planning and Development</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>Level 1</b>			
1.1 Supports the mission and policies of the program.			
1.2 Respects confidentiality of co-workers, families and children.			
1.3 Processes payment of family fees or financial payments according to program policy.			
1.4 Uses time and materials efficiently.			
1.5 Implements the program-defined curriculum as specified by the supervisor.			
1.6 Is familiar with the <i>Nebraska Early Learning Guidelines for Ages Birth to 3</i> and <i>Nebraska Early Learning Guidelines for Ages 3 to 5</i> .			
<b>Level 2</b>			
2.1 Supports personnel and professionals in early childhood care and education through program planning.			
2.2 Respects confidentiality at all levels of communication.			
2.3 Complies with policies and procedures around handling of payments and fees following record keeping procedures defined by the program.			
2.4 Makes effective use of available resources within the program.			
2.5 Is aware of the National Association for the Education of Young Children or the National Association for Family Child Care standards for early childhood program accreditation.			

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2.6 Provides a family handbook to all families describing all program policies and procedures.			
2.7 Utilizes <i>Nebraska Early Learning Guidelines for Ages Birth to 3</i> and <i>Nebraska Early Learning Guidelines for Ages 3 to 5</i> as a reference and resource for program planning.			
<b>Level 3</b>			
3.1 Supports and/or implements the operation of a program focused on developmentally appropriate practice.			
3.2 Builds and maintains positive relationships with co-workers, personnel, families, volunteers, and other professionals.			
3.3 Applies a basic understanding of organizing, planning and recordkeeping for program operation.			
3.4 Selects appropriate resources, equipment, and materials for practical application while operating within the budget.			
3.5 Manages the program to encourage learning and development of children in all developmental domains.			
3.6 Writes goals, objectives, and outcomes for program events and daily activities.			
3.7 Assists in gathering information for evaluation and assessment purposes.			
3.8 Selects age-appropriate curriculum for use in the program.			
<b>Level 4</b>			
4.1 Assumes a leadership role in program operations.			
4.2 Strengthens the skills and abilities of the program's staff, administrators and other volunteers.			
4.3 Assures that proper documentation is maintained which meets federal, state, and local legislation, regulation, and professional standards.			
4.4 Understands and communicates the relationship between the program's philosophy and the application of daily events.			
4.5 Supports community and family collaboration by planning family education programs.			

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4.6 Assumes responsibility for program assessment by conducting observations and evaluations for the purpose of program improvement.			
4.7 Communicates effectively with the board and advisory groups.			
4.8 Plans a budget while developing a fee structure.			
4.9 Reviews curriculum implementation to determine what refinements can be made to improve children's learning.			
<b>Level 5</b>			
5.1 Provides strong leadership and visionary direction to the overall operation of the program.			
5.2 Recruits, orients, provides opportunities for professional development; supervises, and evaluates staff in the early care and education program.			
5.3 Recruits, orients, and supervises volunteers to the program.			
5.4 Applies knowledge of federal, state, and local legislation, regulations, and professional standards to provide healthy and safe practices for all children.			
5.5 Develops and implements public relations strategies to establish the program in the community.			
5.6 Develops and implements program policies, daily operations, and program assessments.			
5.7 Supervises practicum students and student teachers.			
5.8 Manages program resources effectively according to program philosophy. (Resources include financial, personnel, and time.)			
5.9 Collaborates with the board in leading, defining direction and finalizing strategic plan for the program.			
5.10 Establishes program policies and procedures that address serving children from diverse cultural and economic backgrounds.			
<b>Level 6</b>			
6.1 Articulates vision and direction for the program through knowledge of current research, trends, and effective practice.			

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6.2 Develops policies, procedures, and an employee handbook with information on hiring practices, benefits, performance appraisals, staff development, and disciplinary process if needed.			
6.3 Defines program goals and expected outcomes clearly and consistently to families, personnel, and the public.			
6.4 Designs a marketing plan for the early care and education program.			
6.5 Assumes leadership role in collaborating with families, professionals, and community groups.			
6.6 Articulates, evaluates, and applies current theory, research, and policy on program planning and evaluation and collects data measurements for program decision making.			
6.7 Mentors student teachers and provides appropriate suggestions for professional growth and practice.			
6.8 Utilizes sound financial management practices to achieve program goals and objectives.			
6.9 Knows how to apply for grants and other funding sources.			
6.10 Ensures the program meets diverse needs and reflects cultural uniqueness of children, families, personnel, and community partners.			
6.11 Understands local, state, and federal laws around hiring and personnel practices.			
6.12 Develops, implements, and communicates policies in the staff handbook and policies and procedures manual for the early care and education program.			
6.13 Provides a work culture that fosters staff initiative to solve problems and resolve conflict.			

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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?