

Suggested Ways for Programs and Support Groups to Use Nebraska's Core Competencies for Early Childhood Professionals

1. Develop an in-service series within the program or support group to review each section of the core competencies and discuss what the skills mean and what they might look like in practice.
2. Establish job descriptions for your program using the various skills in the core competencies to help clarify the work expected.
3. Have staff complete their own self-assessment and complete an assessment of their skills based upon your own perceptions compare and discuss where the perceptions are the same and different.
4. Identify staff members or colleagues who are more skilled in certain competency areas, have them help coach others to improved competency skills.
5. Have staff conduct self-assessments using the core competencies and then develop a professional development plan for each staff member based upon their perceptions. Compile the professional development plans and then develop priority areas for providing training for staff.
6. Develop a differentiated salary schedule for staff based upon demonstrated skill levels according to the Early Childhood Professional Core Competencies.
7. Help staff and colleagues set professional development goals, based upon where they are now and where they would like to develop and improve.
8. Use the core competencies to better plan training for yourself and your staff.
9. Target training and in-service toward your prioritized areas for improving staff skills.
10. Use the core competencies for orienting new staff to the work involved in the early care and education program.
11. Use the core competencies to help you evaluate your staff as part of performance appraisals and professional development planning.
12. Catch staff demonstrating the core competency skills. Develop and recognition and acknowledgement system in your program, where staff who demonstrate certain skills or who show improvement in their skills are recognized and rewarded for developing new skills.
13. Identify staff members who have more effective skills and competencies in certain areas, help connect children to staff members with those skills.
14. Utilize the entry level skills and beyond to help define who has the skills to work in your program.
15. Identify early childhood professionals in other early childhood programs who are particularly skilled, invite them in to help coach and increase your knowledge and skills levels.
16. Develop plans for core competency skill development over time. Focus on one area first and as they become more skilled and proficient in one area, then begin to develop skills in other areas.
17. Create learning resource tables for staff related to each of the core competency areas or rotate resources for competency development on a monthly basis so staff can look at ways to improve their practice.