2016

Standards Self-Assessment Tool

Technical Assistance Specialist Standards for NJ Early Childhood Professionals

professional IMPACT NJ
advocating growth for
early childhood educators

Developed by the PINJ Clearinghouse Committee's Ad-Hoc
Technical Assistance Specialist Standards Committee

Acknowledgements

This first edition of the Technical Assistance Specialist Dispositions Self-Assessment Tool is the result of thoughtful collaboration among the PINJ Clearinghouse Committee's Ad-Hoc TASS Committee. In addition, the tool was piloted and then revised based on feedback from many early childhood professionals through Trainers' Collaborative sessions. PINJ would like to thank the New York City Early Childhood Professional Development Institute. Our self-assessment process and professional development planning tool was based on their *Core Body of Knowledge* document (3rd edition) published in 2012. PINJ would also like to thank Cindy Wheeler and the North Carolina Department of Health and Human Services, Division of Child Development and Early Education. They granted us permission to base our TAS Standards document and this self-assessment tool on their *Framework for the North Carolina Technical Assistance Practitioner Competencies* issued in 2013. Lastly, PINJ would like to thank Pennsylvania Office of Child Development and Early Learning. Their Keys to Quality 2010 document *Pennsylvania Core Competencies for Instructors Self-Assessment Checklist* inspired our checklist format.

Standards Self-Assessment Tool for Technical Assistance Specialists

This tool is intended to encourage your reflective thinking about the standards of a technical assistance specialist. There are four areas of standards (technical assistance approaches, the technical assistance process, professionalism, systems knowledge). Under each area and standard you will find knowledge and competencies. You will complete this self-assessment process in stages to evaluate your skills and identify **areas of strength**, **areas of steady progress**, and **areas of opportunity** in your work. Then, develop goals for your work and plan your professional development. Administrators can also use this tool to conduct performance appraisals and to encourage staff members' commitment to ongoing professional growth and learning.

Work through one standard area at a time. You may want to complete the assessment over the course of a several days. You may also choose to focus on the standards in just one of the four areas. *Note to administrators: When using the TAS standards during a performance appraisal, request that the staff member conduct a self-assessment as well. Together, discuss the results of the staff member's self-assessment and your performance appraisal. Use the results to select goals and to plan for professional development.*

Self-Assessment Process

1) ASSESS

Carefully read through the related knowledge and competency for each standard. Use the self-assessment tool to note whether that standard is an **area of strength**, an **area of steady progress**, or an **area of opportunity**. If you are not sure what is meant by a particular standard, indicate that it is an **area of opportunity**. It is expected that even after many years as a professional, one would still have much more to learn. Take notes or keep track of your thoughts, as needed. You can use the Summary Chart on pages 24-26 to keep track of your results as you complete each area.

2) RELFECT

Use the reflection questions on page 27 to consider your standard **areas of strength**, **areas of steady progress**, and **areas of opportunity**. Take notes as needed as you work through the self-assessment tool.

3) PLAN

Use the Professional Development Planning Tool on page 28 to select goals, plan for needed resources or professional development, and establish a timeframe for meeting the goals.

Self-Assessment Ratings

These ratings correspond to the assessment portion of the tool.

Area of Strength (AOS): Consistently demonstrate the knowledge or competency of the standard; able to help others understand the knowledge and competency of the standard

Steady Progress (SP): Demonstrate the knowledge or competency of the standard, but inconsistently; demonstrate many, but not all of the related knowledge or competencies of the standard

Area of Opportunity (AOO): Rarely (or never) exhibit the knowledge or competency of the standard; demonstrate the related knowledge or competency that characterize the standard, but only with guidance; feel uncertain or have misunderstandings about the knowledge or competency of the standard

TAS Standards-Area 1: Technical Assistance Approaches

Description:
The Approved Technical Assistance Specialist effectively manages technical assistance and meets expectations of requirements, systems, and standards and credentials specific to the Technical Assistance Provider's discipline.

		Rating			
1.1 Relationship-based practice	**A O S**	**S P**	**A O O**	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Recognizes that strength-based relationships form the foundation for effective TA services and is aware of own contribution to the relationship dynamic.					
Competency	Uses relationship-based principles to establish and foster strong relationships with TA Partners by establishing rapport, buy-in, and consensus with TA Partner regarding necessary areas of strength, improvement, and/or critical issues.					

1.2 Communication	A O S	S P	A O O	*Professional Development Taken in the Past Three Years* *(include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Knows and can list effective communication techniques when working with other adults.				
Competency	Demonstrates active and reflective listening and adjusts communication style when gathering information and responding to the needs of TA Partner by providing evidence of the use of common language, active listening skills, explanation of jargon, making connections, building rapport through conversation and reflective questioning, and reflective listening in interactions with TA Partner.				
1.3 Contextual understanding of families and communities	A O S	S P	A O O	*Professional Development Taken in the Past Three Years* *(include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Understands and can describe the importance of the dynamics and context of families: culture, language, child rearing practices, demographics as well as understands the influences of community on family well-being.				

		A O S	S P	A O O	Professional Development Taken in the Past Three Years *(include dates and total hours)*	Reflections: What change and movement have I seen in my work
Competency	Demonstrates respect for families, their responsibilities, and community settings by describing each family's composition and values, and their impact on each child's development. Describes the importance of, supports for, or role of the community and its impact on family well-being.					
1.4 Contextual understanding of adult developmental stages, the role of the administrator, and the work environment		A O S	S P	A O O	*Professional Development Taken in the Past Three Years* *(include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Understands and can describe the importance of the dynamics and context of the TA Partner's setting: culture, language, demographics, values, policies, procedures, physical space, and organizational structure.					
Competency	Demonstrates respect for the TA Partner's roles, responsibilities, and community setting articulated orally and in written form.					

1.5 Cultural and linguistic appropriateness	A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge Understands and can articulate the importance of cultural and linguistic sensitivity throughout the TA process.					
Competency Selects strategies and resources based on the TA Partner's learning style, culture, language, needs, and preferences by showing evidence of making recommendations of best practices and strategies which are tailored to the TA Partner's needs and preferences.					
1.6 Use of mentoring, coaching, and consultation strategies	A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge Knows the difference between and appropriate uses of coaching, mentoring, and consultation strategies as defined by the *NAEYC/NACCRRA Early Childhood Education Professional Development: Training and Technical Assistance Glossary (2011).*[1]					

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[1] Training and Technical Assistance Glossary available at www.naeyc.org/GlossaryTraining_TA.pdf

		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Competency	Uses the appropriate coaching, mentoring, and consulting strategies to meet the needs of the TA Partner by showing evidence of different TA strategies used with the TA Partner in different situations.					
1.7 Mentoring		**A O S**	**S P**	**A O O**	***Professional Development Taken in the Past Three Years (include dates and total hours)***	***Reflections: What change and movement have I seen in my work***
Knowledge	Knows of mentoring as a collegial relationship-based process intended to increase an individual's personal or professional abilities.					
Competency	Uses appropriate mentoring strategies to support individual growth, by working with the TA Partner to create a growth plan which will move the TA Partner from where they are to where they would like to be (their intended goal).					

1.8 Coaching		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Uses coaching as a focused strategy to support achievement of specific goals for individuals or groups.					
Competency	Uses appropriate coaching strategies to support individual or group growth by collaborating with the TA Partner to develop an improvement plan and checking in with the TA Partner to support changes in performance.					
1.9 Consultation		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Knows of consultation as a collaborative problem-solving process to address specific concerns and facilitate program change.					

Competency	Uses appropriate consultation strategies to address specific concerns by assisting TA Partner to analyze and reflect on different strategies that address the TA Partner's concerns, and lead them to improved outcomes.					
1.10 Conflict resolution		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Knows and understands appropriate conflict resolution strategies.					
Competency	Uses appropriate conflict resolution strategies in support of the TA processes, using active listening and collaborating with the TA Partner to find possible solutions.					

1.11 Convenes and facilitates ongoing adult learning in a community	A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge Applies knowledge of supportive ongoing adult learning groups such as *Communities of Practice* and *Professional Learning Communities* to promote ongoing professional development and to sustain change.					
Competency Appropriately uses supportive ongoing adult learning groups such as *Communities of Practice* and *Professional Learning Communities*, convening a group of professionals in similar roles for purposes of ongoing learning and support.					

TAS Standards-Area 2: **The Technical Assistance Process**						
Description: The approved Technical Assistance Specialist has knowledge of the technical assistance process.						
		Rating				
2.1 Stages of technical assistance		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Understands technical assistance stages and steps.					
Competency	Uses an appropriate technical assistance process, including establishing a productive relationship, assessing TA Partner's willingness and commitment, and identifying the TA purpose and focus by documenting technical assistance activities and having TA Partner sign improvement plan and timeline.					

2.2 Observation, assessment, and reflection	A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Knows the principles and techniques of objective program observation, assessment, and reflection.				
Competency	Applies and models objective observation, interviewing, assessment, feedback, reflection, and demonstration by documenting technical assistance and observation records.				

2.3 Plan development and evaluation	A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Knows and can describe how to develop a technical assistance plan and formal agreement with TA Partner which include goals, expectations, strategies, timelines, outcomes, and evaluation.				

Competency	Develops and adheres to a TA plan with TA Partner including goals, expectations, strategies, timeline, outcomes, and evaluation to address progress and revisions, as needed.					
2.4 Supporting TA partner capacity (growth in skills, abilities, and knowledge)		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Understands that TA is a capacity-building process and knows the strategies for supporting TA Partner capacity.					
Competency	Effectively works with TA Partner to reflect on progress and engage in collaborative quality improvement by documenting TA activities in areas of success and areas that need further supports.					

2.5 TA partner advocacy		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Knows when TA Partner may need support to advocate for needs, resources and connections that are available for support.					
Competency	Connects TA Partner to early childhood resources and system supports as needed, by keeping and maintaining a current applicable resource binder and referral log.					

TAS Standards-Area 3: Professionalism

Description:

The approved Technical Assistance Specialist conducts technical assistance in a respectful manner, exhibiting a professional philosophy consistent with the requirements and expectations of standards and credentials specific to the professional's discipline.

		Rating			
3.1 Professional orientation: philosophy, responsibilities, boundaries, legal and ethical practice	**A O S**	**S P**	**A O O**	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Understands and articulates a professional philosophy including: guiding principles, legal requirements governing their practice and those whom they serve, maintaining professional boundaries, ethical standards, and common practices of a TA Specialist.				
Competency	Follows established professional, ethical, and legal standards including maintaining confidentiality of children, families, and TA Partner at all times by keeping files secure, discussing situations/information in a private setting, and sharing written expectations and agreements with other TA Specialists as necessary.				

3.2 Role as a change agent	A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge Understands and can describe the TA Specialist's direct and indirect roles or responsibilities in supporting professional/partnering expectations; understands one's own responsibilities as an agent of change.					
Competency Applies appropriate theories and resources to support TA Partner's growth and change by individualizing TA, meeting TA Partner where they are, and making referrals when needed.					

3.3 Roles of other TA Specialists and partners	A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge Identifies and respects the roles of all TA Specialists working with the same TA Partner (i.e. a school district Master Teacher and a Grow NJ Kids Quality Improvement Specialist at same site) and coordinates with them to serve the best interests of the TA Partner.					

		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Competency	Establishes positive relationships with all TA Specialists that are in the best interests of the TA Partner, i.e. by maintaining open communications with all TA Specialists.					
3.4 Managing the technical assistance process		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Understands the dynamics of the technical assistance process consistent with the requirements of the employer, systems governing the work, and the standards and credentials **specific to the professional's discipline.**					
Competency	Manages technical assistance and meets expectations of requirements, and systems, and standards, and credential**s specific to the professional's discipline** by being flexible in supporting the needs of the TA Partner.					
3.5 Self-assessment of knowledge and skills		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Able to articulate and draw from individual knowledge and skills needed to support the provision of technical assistance to a diverse population. This includes but is not limited to evidence-based or informed methods in the following key areas:					

	• Developmentally appropriate practice • Observation • Assessment of settings, individuals, and groups of children • Relationship-based approaches • Adult learning theory and effective strategies • Facilitation of learning processes for adults and children • Planning tools and methods to support adult learning • Planning tools and methods to support child learning • Self-assessment of individual practice • Individual professional development planning • *NJ's Core Knowledge and Competencies for Early Childhood Professionals*					
Competency	Identifies personal dispositions, professional knowledge and skills, and sets professional development goals by staying current with best practices and innovations for continuous quality improvement, and reflecting on individual practice for continuous self-discovery.					

3.6 Individual professional development plan implementation	A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge Knows the resources and continuing education opportunities available for TA Specialists to build or enhance their knowledge and skills.					
Competency Works continuously to improve work-related skills and performance through continuing education, self-reflection, journaling, and participation in professional communities of practice by seeking opportunities such as NJ Technical Assistance Specialist approval through the *NJ Registry for Childhood Professionals*, the NJ Mentors' Network, the NJ Consortium of Early Childhood Consultants, the NJ Trainers' Collaborative, and other professional organizations.					
3.7 Current research and best practice	A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge Is aware of the latest research and trends and their relevance for early care and education best practices.					

		A O S	S P	A O O		
Competency	Integrates current research and trends regarding child development, adult learning, mentoring, coaching, technical assistance, and capacity-building by applying theories of change in technical assistance work.					
3.8 Reflective practice		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Is aware of the tenets of reflective practice and the manner in which they support strong technical assistance relationships.					
Competency	Models and encourages reflective practice by providing opportunities for reflective practice and documenting outcomes.					
3.9 Leadership		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Understands strengths-based leadership and the characteristics of an effective leader.					

		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Competency	Identifies and uses leadership, advocacy, and communication skills by representing the TA Partner's needs at stakeholder meetings and assisting to formulate policies that impact the TA Partner.					
3.10 Collaboration		**A O S**	**S P**	**A O O**	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Understands the principles of collaboration with TA Partners, TA Specialists, and other professionals.					
Competency	Works proactively to develop partnerships and collaborations to support quality by exchanging knowledge, skills, ideas, methodological research, and best practices.					

TAS Standards-Area 4: Systems Knowledge

Description:
The approved Technical Assistance Specialist has knowledge of NJ's early childhood systems, resources, and regulations.

		Rating				
4.1 Knows early childhood and relevant systems and resources		A O S	S P	A O O	*Professional Development Taken in the Past Three Years (include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge	Possesses and demonstrates knowledge of the local, regional, statewide, and national early childhood system resources to support TA Partners' needs and interests.					
Competency	Makes reference to the local, regional and statewide early childhood system resources to support TA Partner's needs and interests by maintaining current resources and a list of key stakeholders who provide oversight of those systems/resources.					

4.2 Needs assessment for systems improvements	A O S	S P	A O O	*Professional Development Taken in the Past Three Years* *(include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge Understands the importance of and the ability to assess needs, and document strengths and challenges in order to enhance systems.					
Competency Analyzes data from formal and informal assessments and confidentially shares results with TA Partner and stakeholders.					

4.3 Connects data to systems	A O S	S P	A O O	*Professional Development Taken in the Past Three Years* *(include dates and total hours)*	*Reflections: What change and movement have I seen in my work*
Knowledge Knows how to use evidence-based, reliable, and valid assessment instruments for data collection, and how to use them effectively to make change at the individual, program, and system levels.					
Competency Uses standardized, evidence-based, reliable, and valid assessment instruments for data collection by sharing aggregate data to inform change at the individual, program, and system levels.					

Summary Chart

Record your assessment results below.

TAS Standards-Area 1: Technical Assistance Approaches			Area of Strength	Steady Progress	Area of Opportunity
1.1	Relationship-based practice	KNOWLEDGE			
1.1	Relationship-based practice	COMPETENCY			
1.2	Communication	KNOWLEDGE			
1.2	Communication	COMPETENCY			
1.3	Contextual understanding of families	KNOWLEDGE			
1.3	Contextual understanding of families	COMPETENCY			
1.4	Contextual understanding of adult developmental stages, the role of the administrator, and the work environment	KNOWLEDGE			
1.4	Contextual understanding of adult developmental stages, the role of the administrator, and the work environment	COMPETENCY			
1.5	Cultural and linguistic appropriateness	KNOWLEDGE			
1.5	Cultural and linguistic appropriateness	COMPETENCY			
1.6	Use of mentoring, coaching, and consultation strategies	KNOWLEDGE			
1.6	Use of mentoring, coaching, and consultation strategies	COMPETENCY			
1.7	Mentoring	KNOWLEDGE			
1.7	Mentoring	COMPETENCY			
1.8	Coaching	KNOWLEDGE			
1.8	Coaching	COMPETENCY			
1.9	Consultation	KNOWLEDGE			
1.9	Consultation	COMPETENCY			
1.10	Conflict resolution	KNOWLEDGE			
1.10	Conflict resolution	COMPETENCY			
1.11	Convenes and facilitates ongoing adult learning in a community	KNOWLEDGE			
1.11	Convenes and facilitates ongoing adult learning in a community	COMPETENCY			

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TAS Standards-Area 2: The Technical Assistance Process

			Area of Strength	Steady Progress	Area of Opportunity
2.1	Stages of technical assistance	KNOWLEDGE			
2.1	Stages of technical assistance	COMPETENCY			
2.2	Observation, assessment, and reflection	KNOWLEDGE			
2.2	Observation, assessment, and reflection	COMPETENCY			
2.3	Plan development and evaluation	KNOWLEDGE			
2.3	Plan development and evaluation	COMPETENCY			
2.4	Supporting TA partner capacity (growth in skills, abilities, and knowledge)	KNOWLEDGE			
2.4	Supporting TA partner capacity (growth in skills, abilities, and knowledge)	COMPETENCY			
2.5	TA partner advocacy	KNOWLEDGE			
2.5	TA partner advocacy	COMPETENCY			

TAS Standards-Area 3: Professionalism

			Area of Strength	Steady Progress	Area of Opportunity
3.1	Professional orientation: philosophy, responsibilities, boundaries, legal, and ethical practice	KNOWLEDGE			
3.1	Professional orientation: philosophy, responsibilities, boundaries, legal, and ethical practice	COMPETENCY			
3.2	Role as change agent	KNOWLEDGE			
3.2	Role as change agent	COMPETENCY			
3.3	Roles of other TA Specialists and partners	KNOWLEDGE			
3.3	Roles of other TA Specialists and partners	COMPETENCY			
3.4	Managing the technical assistance process	KNOWLEDGE			
3.4	Managing the technical assistance process	COMPETENCY			

3.5	Self-assessment of knowledge and skills	KNOWLEDGE			
3.5	Self-assessment of knowledge and skills	COMPETENCY			
3.6	Individual professional development plan implementation	KNOWLEDGE			
3.6	Individual professional development plan implementation	COMPETENCY			
3.7	Current research and best practice	KNOWLEDGE			
3.7	Current research and best practice	COMPETENCY			
3.8	Reflective practice	KNOWLEDGE			
3.8	Reflective practice	COMPETENCY			
3.9	Leadership	KNOWLEDGE			
3.9	Leadership	COMPETENCY			
3.10	Collaboration	KNOWLEDGE			
3.10	Collaboration	COMPETENCY			

TAS Standards-Area 4: Systems Knowledge					
			Area of Strength	Steady Progress	Area of Opportunity
4.1	Knows early childhood and relevant systems and resources	KNOWLEDGE			
4.1	Knows early childhood and relevant systems and resources	COMPETENCY			
4.2	Needs assessment for systems improvements	KNOWLEDGE			
4.2	Needs assessment for systems improvements	COMPETENCY			
4.3	Connects data to systems	KNOWLEDGE			
4.3	Connects data to systems	COMPETENCY			

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Reflection Questions

1) Review the Summary Chart on pages 24-26 and consider your self-assessment results. Which standard's knowledge or competencies are particular **areas of strength** for you? What has contributed to your effectiveness in these areas?

2) How do you plan to further develop your strengths or exhibit leadership in these areas?

3) Review the Summary Chart on pages 24-26 and consider your self-assessment results. Which standards knowledge or competencies are **areas of steady progress** for you? What contributes to your continued progress in these areas?

4) What are your **areas of opportunity**? Prioritize them in order of importance to you.

5) Select the first priority. Why is this priority important to you and your work as a Technical Assistance Specialist?

6) Develop two goals related to this priority. Use the knowledge and competency that characterize the standard to help you if needed. Use the chart on page 28 to record your information. See example below. Make additional copies of the chart on page 28 as you continue to generate priorities for your **areas of opportunity**.

Priority	Standard
Ex.) 4.1: Knows early childhood and relevant systems and resources COMPETENCY	Ex.) Area 4: Systems Knowledge
Goal #1	**Goal #2**
Ex.) Update memberships to local and regional early childhood organizations to remain on mailing lists.	**Ex.)** Update my local, regional, and statewide early childhood system resources and list of key stakeholders who provide oversight of those systems/resources.

Professional Development Planning Tool

Priority _____   Standard _____

Write goals here ➜	Goal #1:	Goal #2:
Actions *What will I do to meet the goal?*		
Resources *Do I need any materials or physical resources to help me meet this goal? If so, what are they?*		
Professional Development Content *Do I need any professional development to help me meet this goal? If so, in what content or topic area?*		
Professional Development Format *What format/s of professional development would be most effective in helping me meet this goal (i.e., workshop, mentoring, study group with colleagues)?*		
Finding Professional Development *How do I find the professional development that I need?*		
Additional Support *What type of support might I need in order to help me implement my new knowledge or competency?*		
Performance Indicators *How will I know if I am making progress? How will my practice change?*		