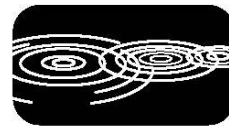


2016

Dispositions 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*

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Dispositions Self-Assessment Tool for Technical Assistance Specialists

This tool is intended to encourage your reflective thinking about the dispositions of a technical assistance specialist. There are five sets of dispositions. Under each disposition you will find a list of qualities, tendencies, and /or behaviors that characterize each disposition. 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 disposition at a time. You may want to complete the assessment over the course of a few days. You may also choose to focus on just one specific set of dispositions (caring, communicative, creative, critical, professional). *Note to administrators: When using the TAS dispositions 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 qualities, tendencies, and/or behaviors for each disposition. Use this self-assessment tool to note whether that disposition 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 disposition, 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 page 11 to keep track of your results as you complete each category.

2) REFLECT

Use the reflection questions on page 12 to consider your disposition **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 13 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 disposition; able to help others understand and demonstrate the disposition

Steady Progress (SP): Demonstrate the disposition, but inconsistently; demonstrate many, but not all of the related qualities, tendencies, and/or behaviors that characterize the disposition

Area of Opportunity (A00): Rarely (or never) exhibit the disposition; demonstrate the related qualities, tendencies, and/or behaviors that characterize the disposition, but only with guidance; feel uncertain or have misunderstandings about the dispositions

Caring Dispositions: TA Practitioners with this set of dispositions value and appreciate all aspects of the well-being of children, practitioners, and program administrators. The following list comprises many but not all of the qualities, tendencies, and/or behaviors that characterize a set of caring dispositions.	Assessment			Examples, experience, or anecdotes that demonstrate I have the qualities, tendencies, and /or behaviors that characterize this disposition (include the year and month if possible!)	Reflections: What change and movement have I seen in my work?
	A O S	S P	A O O		
Empathetic: Identifies with and sees things from the perspective of others.					
Compassionate: Sympathizes, often with a desire to understand and help improve conditions of others' lives.					
Understanding: Develops appropriate relationships.					

<p>Respectful: Shows appropriate regard for the needs, ideas, and experiences of others.</p>				
<p>Passionate: Demonstrates excitement, enthusiasm, and optimism for the people, content, and context of the learning process.</p>				
<p>Culturally Competent: Appreciates and capitalizes upon diversity; is aware of and acts to reduce one’s own biases; employs culturally sensitive pedagogy.</p>				
<p>Patient: Deals with others without becoming annoyed or anxious.</p>				

<p>Communicative Dispositions: <i>TA Practitioners with this set of dispositions are sensitive to and skilled in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors that characterize a set of communicative dispositions.</i></p>	Assessment			<p>Examples, experience, or anecdotes that demonstrate I have the qualities, tendencies, and /or behaviors that characterize this disposition (include the year and month if possible!)</p>	<p>Reflections: What change and movement have I seen in my work?</p>
	A O S	S P O	A O O		
<p>Present: Is keenly engaged in interactions and observations.</p>					
<p>Responsive: Is inclined to act to best meet the needs, subtle as well as obvious, of others and their circumstances. Responsiveness can be demonstrated quickly in a conversation or over time by, for example, providing follow up resources as needed.</p>					

<p>Attentive: Pays attention to all aspects of communication and applies active listening techniques such as paraphrasing what the other person has said to ensure clear understanding.</p>				
<p>Collaborative: Involves and works with others in planning, problem solving, and implementing effective practices.</p>				
<p>Vocal: Is willing to openly engage and respond to peers, practitioners, administrators, and community.</p>				

Creative Dispositions: <i>TA Specialists with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways. The following list comprises many, but not all of the TA Specialist qualities, tendencies, and/or behaviors that characterize a set of creative dispositions.</i>	Assessment			Examples, experience, or anecdotes that demonstrate I have the qualities, tendencies, and /or behaviors that characterize this disposition (include the year and month if possible!)	Reflections: What change and movement have I seen in my work?
	A O S	S P O	A O O		
Flexible: Adapts, adjusts, and modifies practices to meet the needs of those with whom she/he is consulting; thinks on his/her feet; is comfortable with change.					
Inventive: Uses the interest, preferences, and needs of children, families, and early childhood practitioners to collaboratively design multiple strategies to support the children’s successful participation in natural learning opportunities; creates, reviews, problem solves, and revises intervention strategies teachers can successfully implement throughout typical routines and activities; visualizes and can support implementation of novel ideas and practices.					

<p>Critical Dispositions: TA Specialists with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the “status quo” at face value but employ higher-level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize individuals with this set of dispositions.</p>	Assessment			<p><i>Examples, experience, or anecdotes that demonstrate I have the qualities, tendencies, and /or behaviors that characterize this disposition (include the year and month if possible!)</i></p>	<p><i>Reflections: What change and movement have I seen in my work?</i></p>
	A O S	S P O	A O O		
<p>Reflective: Takes time consistently to evaluate effectiveness of services provided and behavior in terms of his/her larger goals; nurtures reflectivity in practitioners; reflects on own growth and accountability.</p>					
<p>Enterprising: Exhibits a willingness to pursue solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need.</p>					

<p>Open-Minded: Exhibits an ability to look at different sides of an issue; recognizes the possibility of error in one’s own beliefs and practices; does not display or act upon prejudices against people or ideas.</p>				
<p>Effective: Nurtures high expectations; demonstrates self-direction and confidence; encourages others to display their own skills and strengths.</p>				
<p>Modest: Places the needs of the learner and/or learning task above own ego; reflects on own growth and accountability.</p>				

Professional Dispositions: These are general expected qualities and practices of all professionals, including TA Specialists.	Assessment			Examples, experience, or anecdotes that demonstrate <i>I have the qualities, tendencies, and /or behaviors that characterize this disposition (include the year and month if possible!)</i>	Reflections: What change and movement have I seen in my work?
	A O S	S P O	A O O		
Professional: Meets the standards expected of a professional, such as appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, etc.					
Ethical and Principled in Person and Profession: Adheres strongly to personal and professional morals, principles, and ethical standards established by the profession (i.e. the NAEYC Code of Ethical Conduct); evidences integrity.					
Responsible and Reliable: Conducts work and related tasks in a reliable, thorough, and efficient manner; has strong work ethic. Meets deadlines.					
Discreet: Complies with federal, state, and program policies regarding confidentiality.					
Objective: Fosters and enhances the teaching and learning process while exercising judgment about personal and professional boundaries; displays genuineness.					

Summary Chart

Record your assessment results below.

Dispositions	Area of Strength	Steady Progress	Area of Opportunity
Caring: Empathetic, Compassionate, Understanding, Respectful, Passionate, Culturally Competent, Patient	<i>Ex.) Compassionate</i>	<i>Ex.) Culturally Competent</i>	<i>Ex.) Patient</i>
Communicative: Present, Responsive, Attentive, Collaborative, Vocal			
Creative: Flexible, Inventive			
Critical: Reflective, Enterprising, Open-Minded, Effective, Modest			
Professional: Professional, Ethical & Principled in Person & Profession, Responsible & Reliable, Discreet, Objective			

Reflection Questions

- 1) Review the Summary Chart on page 11 and consider your self-assessment results. Which of the dispositions 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 page 11 and consider your self-assessment results. Which of the dispositions 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 qualities, tendencies, and/or behaviors that characterize the disposition to help you if needed. Use the chart on page 13 to record your information. See example below. Make additional copies of the chart on page 13 as you continue to generate priorities for your **areas of opportunity**.

Priority	Disposition
Ex.) To deal with others who have different leadership styles than my own without becoming annoyed.	Ex.) Patient
Goal #1	Goal #2
Ex.) Participate in a workshop or training that helps me shift my mindset and increase my understanding of other leadership styles.	Ex.) Interact with others who have different leadership styles than my own to practice applying my new skills and knowledge and reflect in writing afterwards to assess my growth.

Professional Development Planning Tool

Priority _____ Disposition _____

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