



Guidance for Using the Parents as Teachers Core Competencies Self-Assessment

Parent educator core competencies include knowledge, skills, and practices that inform and impact the relationship parent educators have with families. The *Foundational Curriculum* training provides the basis for these, and parent educators develop them further as they gain experience, obtain additional professional development, and receive reflective supervision.

In performing routine self-evaluations, parent educators should use the following prompts about knowledge and skills to think about their own strengths and growth areas. The information will be shared with supervisors, who will assist mentees in developing strong and relevant professional development plans.

As they complete this form, parent educators should rate themselves honestly on each of the items. This is a self-evaluation exercise that can guide them in reflecting on how well-prepared they feel for the work they do, their assessment of their knowledge and skills in working with families, and how they rate their own growth and development as parent educators.

They will be rating themselves on a five-point scale ranging from growth area to strength area.

| 1 | 2 | 3 | 4 | 5 |
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| <p>Growth area</p> <ul style="list-style-type: none"> > Developing awareness and building knowledge. > Acquiring new skills. > Starting with limited experience in the field. > Learning how to anticipate problems. > Becoming aware of what questions to ask. | <ul style="list-style-type: none"> > Applying knowledge routinely. > Applying a basic repertoire of skills that I have developed. > Working from a moderate amount of experience in the field. > Solving problems as they arise > Building awareness of questions to ask. > Accessing resources to answer the parents' questions. | <p>Strength area</p> <ul style="list-style-type: none"> > Using knowledge fluently and effectively. > Using an advanced repertoire of skills. > Anticipating problems before they arise. > Posing questions to the field. > Serving as a mentor and source of information for peers and professionals in the field. | | |

Core Competencies Self-Assessment



Name: _____ Date completed: _____

This self-evaluation exercise can guide you in reflecting on your preparation for the work you do, your knowledge and skills, and your growth and development as a parent educator.

Family support and parenting education

Knowledge

- Am fluent in a range of communication techniques to establish and maintain effective communication with families.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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- Know risk and protective factors and how they relate to strengthening families.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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- Recognize various types of adult learning styles and their influence on service delivery.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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- Understand the core values and theory of change for Parents as Teachers.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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- Understand that information shared with families should be research-based.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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- Understand Parents as Teachers' three key areas of emphasis for working with families: parent-child interaction, development-centered parenting, and family well-being.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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Skills

- Use active listening and reflective questioning skills to build trusting relationships with families.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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- Demonstrate positive regard and respect for family preferences, values, and concerns.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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- Assess family needs and strengths, along with current support systems and resources, and use these as a part of collaborative goal setting with families.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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- Encourage parents to develop friendships and mutual support systems.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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- Respond to family crises by connecting families to the support they need and mobilizing resources.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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- Utilize individualized strategies to share information and work with parents, while identifying barriers to parent learning and change.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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- Engage and strengthen families by utilizing the principles of empowerment and self-efficacy.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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- 8. Communicate concerns with parents directly and honestly.

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| Growth area | | 2 | 3 | 4 | 5 |
| 1 | | | | | |
- 9. Demonstrate commitment to the core values and theory of change of Parents as Teachers to guide practice.

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| Growth area | | 2 | 3 | 4 | 5 |
| 1 | | | | | |
- 10. Share research-based and evidence-informed information from the Parents as Teachers *Foundational Curriculum*, and other credible research-based sources, with families.

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| Growth area | | 2 | 3 | 4 | 5 |
| 1 | | | | | |
- 11. Address all three key areas of emphasis (parent-child interaction, development-centered parenting, and family well-being) when working with families.

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| Growth area | | 2 | 3 | 4 | 5 |
| 1 | | | | | |



Child and family development

Knowledge

- 1. Demonstrate knowledge of child development in four developmental domains – language, intellectual, social-emotional, and motor.

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| Growth area | | 2 | 3 | 4 | 5 |
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- 2. Am conversant with brain development and neuroscience principles and their implications for child development.

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| Growth area | | 2 | 3 | 4 | 5 |
| 1 | | | | | |
- 3. Recognize parent behaviors that support child development.

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| Growth area | | 2 | 3 | 4 | 5 |
| 1 | | | | | |
- 4. Can recognize and comment on developmentally appropriate, positive parenting practices.

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| Growth area | | 2 | 3 | 4 | 5 |
| 1 | | | | | |
- 5. Know how family dynamics, family culture, and the child's environment impact child development.

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| Growth area | | 2 | 3 | 4 | 5 |
| 1 | | | | | |
- 6. Understand the relationship between typical parenting challenges and child development.

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| Growth area | | 2 | 3 | 4 | 5 |
| 1 | | | | | |
- 7. Understand the importance of parent-child interaction and how it influences child development.

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| Growth area | | 2 | 3 | 4 | 5 |
| 1 | | | | | |

Skills

- 1. Individualize visits for each child and family utilizing the Parents as Teachers *Foundational Curriculum* and other credible research-based sources.

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| Growth area | | 2 | 3 | 4 | 5 |
| 1 | | | | | |



2. Observe and assess each child's developing skills, identifying strengths and challenges.

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| | Growth area | 2 | 3 | 4 | 5 | Strength area |
| | | 1 | | | | |
3. Record observations of each child's developmental skills in a specific, objective, and concise manner.

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| | Growth area | 2 | 3 | 4 | 5 | Strength area |
| | | 1 | | | | |
4. Use shared observation and reflection to help parents become better observers of their children.

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| | Growth area | 2 | 3 | 4 | 5 | Strength area |
| | | 1 | | | | |
5. Observe and assess the relationship between parenting skills and children's development.

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| | Growth area | 2 | 3 | 4 | 5 | Strength area |
| | | 1 | | | | |
6. Support and encourage parents' sensitivity to their child through observation and parent coaching during parent-child interaction.

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| | Growth area | 2 | 3 | 4 | 5 | Strength area |
| | | 1 | | | | |
7. Communicate to parents the developmental skills that are emerging in each developmental domain.

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| | Growth area | 2 | 3 | 4 | 5 | Strength area |
| | | 1 | | | | |
8. Recognize and share with parents the connection between their child's development and the issues or concerns parents face.

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| | Growth area | 2 | 3 | 4 | 5 | Strength area |
| | | 1 | | | | |

9. Engage parents in parent-child interaction by affirming what the parents are doing well, communicating ways to encourage development, and coaching parents.

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| | Growth area | 2 | 3 | 4 | 5 | Strength area |
| | | 1 | | | | |
10. Develop strategies with parents for encouraging development that are respectful of families' behaviors, cultural norms, and primary language.

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|--|-------------|---|---|---|---|---------------|
| | Growth area | 2 | 3 | 4 | 5 | Strength area |
| | | 1 | | | | |
11. Build upon and adapt to the home environment, seeking to transfer learning and personal visit activities to daily interactions.

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| | Growth area | 2 | 3 | 4 | 5 | Strength area |
| | | 1 | | | | |
12. Share neuroscience information in a manner that is appropriate for each family.

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| | Growth area | 2 | 3 | 4 | 5 | Strength area |
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13. Share with parents knowledge of the parenting role and how that role develops and changes.

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| | Growth area | 2 | 3 | 4 | 5 | Strength area |
| | | 1 | | | | |
14. Partner with parents to establish, record, and achieve child development and parenting goals that are developmentally appropriate for their children and within the scope of the program.

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| | Growth area | 2 | 3 | 4 | 5 | Strength area |
| | | 1 | | | | |



Human diversity within family systems

Knowledge

1. Understand that children develop in the context of their relationships within the family, and that families are influenced by their communities.

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| | 1 | 2 | 3 | 4 | 5 |
| | <small>Growth area</small> | | | | |
| | <small>Strength area</small> | | | | |
2. Am aware of the importance of being sensitive, nonjudgmental, and respectful of differences in individuals and families.

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| | <small>Growth area</small> | | | | |
| | <small>Strength area</small> | | | | |
3. Know the benefit of reflection on one's own racial, ethnic, socioeconomic, and cultural background and experiences and how that affects work with families.

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| | 1 | 2 | 3 | 4 | 5 |
| | <small>Growth area</small> | | | | |
| | <small>Strength area</small> | | | | |
4. Understand the importance of individualizing services based on families' interpersonal styles, cultural norms, needs, and diverse parenting practices.

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| | <small>Growth area</small> | | | | |
| | <small>Strength area</small> | | | | |

5. Recognize that culture, ethnicity, socioeconomic factors, and family structure influence parenting practices and understands culturally sensitive issues that relate to parenting practices and school readiness.

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| | <small>Growth area</small> | | | | |
| | <small>Strength area</small> | | | | |

Skills

1. Use self-inventories as a method for recognizing characteristics of one's own background, values, and beliefs.

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| | <small>Growth area</small> | | | | |
| | <small>Strength area</small> | | | | |
2. Practice self-reflection to discover personal views or emotional triggers that get in the way of addressing diversity.

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| | <small>Growth area</small> | | | | |
| | <small>Strength area</small> | | | | |
3. Obtain information about historical context and cultural practices that may have an impact on child development and parenting, while recognizing individual families' differences.

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| | <small>Growth area</small> | | | | |
| | <small>Strength area</small> | | | | |
4. Develop active listening, reflective questioning, and observation skills to gain understanding of each family's perspective.

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| | <small>Growth area</small> | | | | |
| | <small>Strength area</small> | | | | |
5. Discuss openly with families cultural differences around parenting practices.

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| | <small>Growth area</small> | | | | |
| | <small>Strength area</small> | | | | |
6. Assist parents in recognizing differences between the family culture and community/school culture and help develop strategies for success in multiple settings.

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| | 1 | 2 | 3 | 4 | 5 |
| | <small>Growth area</small> | | | | |
| | <small>Strength area</small> | | | | |



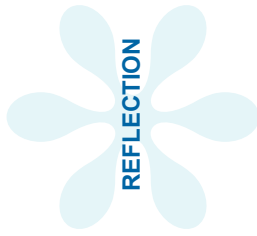
7. Encourage families to discover and maintain strong family values and home culture and to communicate this positively to their children.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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8. Encourage parents to expose their children to differences between people in a positive and intentional way.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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9. Deliver services in ways that are respectful of families' behaviors, cultural norms, and primary language.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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10. Use materials commonly found in the family's home and community to promote learning.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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Health, safety, and nutrition

Knowledge

1. Understand the critical importance of annual screenings of children and how those results impact parenting practices.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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2. Know the essential components of safe and healthy physical and emotional environments.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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3. Recognize the signs of child abuse and neglect, maternal depression, domestic violence, and substance abuse, and understands how to link families to the appropriate resources in the community.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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4. Understand how changes in child development influence parenting practices around safety.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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5. Know the factors that strengthen families and protect against child abuse and neglect.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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6. Understand how healthy nutrition and physical activity contribute to children and adults' health, development, and well-being.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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7. Understand health issues that impact child development and family well-being.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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Skills

1. Involve parents actively in the child screening or assessment process.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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2. Interpret child screening or assessment results for parents, discuss parenting practices based on those results, and provide follow-up activities to address concerns.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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3. Use the child's screening results to plan individualized visits and reference the child's screening results in ongoing discussion with parents.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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4. Provide recommendations for further assessment of developmental concerns and support families in following through with the recommendations.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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5. Support parents in identifying and designing safe physical environments that are sensitive to children's development over time.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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6. Provide guidance to parents for creating healthy emotional environments for their child.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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7. Recognize the signs of maternal depression, child abuse and neglect, domestic violence, and substance abuse.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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8. Link families to the appropriate resources in the community that address mental health, child abuse and neglect, domestic violence, and substance abuse.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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9. Observe, assess, and discuss protective factors around child abuse and neglect with families.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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10. Communicate guidelines and rationale for healthy eating and physical activity appropriate to each stage of development.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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11. Incorporate physical activity and healthy nutrition practices for parents and children into all program components.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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12. Guide families in accessing regular health care, which includes establishing a medical home, scheduling health screenings, and keeping immunizations up to date.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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13. Help parents recognize signs and causes of stress and develop strategies to reduce the impact on the family.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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Relationships between families and communities

Knowledge

1. Comprehend that a family exists within the context of a community which impacts how the family functions and parents.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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2. Know that families have a variety of personal resources to meet their needs and impact their community.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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3. Understand the role as a broker of services who connects families to resources and facilitates the process of accessing resources.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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4. Recognize the role of the community in providing formal institutions (schools, churches, childcare centers) and informal networks (playgroups, friends, neighborhoods) in nurturing, protecting, and supporting families.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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5. Demonstrate awareness of key transitions within families' lives.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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6. Understand the need to foster parent engagement and leadership in schools and other community organizations.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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Skills

1. Maintain ongoing familiarity with community resources, local customs and events, and informal networks and supports.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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2. Respect the cultural background and parenting practices of individual families when connecting them to formal and informal resources.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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3. Gain information about current support systems and resources that the families access.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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4. Help families overcome barriers to accessing resources by discussing uncertainty, providing language translation, providing specific contact persons and other relevant information, and discussing how to access transportation.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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5. Assist families in successful transitions to other programs, services, and settings.

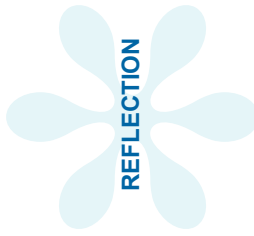
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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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6. Obtain and use feedback from families about their experiences with the resources to which they have been connected in order to support successful relationships between family and community resources.

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| Growth area | 1 | 2 | 3 | 4 | 5 | Strength area |
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- 7. Use reflective questioning to motivate parents to become actively engaged in their schools and communities.

Growth area 1 2 3 4 5
Strength area



Professional practice

Knowledge

- 1. Understand the need for confidentiality, professional boundaries, and ethical practices when working with families.

Growth area 1 2 3 4 5
Strength area

- 2. Know the service delivery policies and procedures of the sponsoring organization.

Growth area 1 2 3 4 5
Strength area

- 3. Understand the importance of consistent reflective supervision for ensuring the quality of services to families.

Growth area 1 2 3 4 5
Strength area

- 4. Reflect on my own practice and identify knowledge and skills that need further strengthening.

Growth area 1 2 3 4 5
Strength area

- 5. Understand the importance of maintaining well-organized and

- comprehensive program records that are completed in a timely fashion.

Growth area 1 2 3 4 5
Strength area

- 6. Understand that the quality of services is directly related to the achievement of outcomes for families.

Growth area 1 2 3 4 5
Strength area

- 7. Recognize the importance of self-care in order to maintain physical and mental health to better serve families.

Growth area 1 2 3 4 5
Strength area

Skills

- 1. Work with families following Parents as Teachers' guide *Considering Ethical and Professional Behaviors* when making decisions around ethics and boundaries.

Growth area 1 2 3 4 5
Strength area

- 2. Maintain written and verbal confidentiality.

Growth area 1 2 3 4 5
Strength area

- 3. Utilize reflective supervision consistently in order to maximize the quality of services to families.

Growth area 1 2 3 4 5
Strength area

- 4. Reflect on my own practice and identify knowledge and skills that need further strengthening based on the Parents as Teachers Core Competencies.

Growth area 1 2 3 4 5
Strength area



5. Set professional written development goals, designs professional development plans, and evaluate progress annually.

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| Growth area | | | | | | | | | | | Strength area |
| | 1 | 2 | 3 | 4 | 5 | | | | | | |

6. Stay current on the latest research and trends in early childhood and family support and incorporate this information into the delivery of service.

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| Growth area | | | | | | | | | | | Strength area |
| | 1 | 2 | 3 | 4 | 5 | | | | | | |

7. Use accurate observation, written communication, and time management skills to maintain clear, well-organized, comprehensive records of service.

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| Growth area | | | | | | | | | | | Strength area |
| | 1 | 2 | 3 | 4 | 5 | | | | | | |

8. Show commitment to measuring and achieving intended outcomes for families.

| | | | | | | | | | | | |
|-------------|---|---|---|---|---|--|--|--|--|--|---------------|
| Growth area | | | | | | | | | | | Strength area |
| | 1 | 2 | 3 | 4 | 5 | | | | | | |

9. Follow personal safety guidelines established by the local organization.

| | | | | | | | | | | | |
|-------------|---|---|---|---|---|--|--|--|--|--|---------------|
| Growth area | | | | | | | | | | | Strength area |
| | 1 | 2 | 3 | 4 | 5 | | | | | | |

10. Identify and respond to personal physical and mental health needs and issues.

| | | | | | | | | | | | |
|-------------|---|---|---|---|---|--|--|--|--|--|---------------|
| Growth area | | | | | | | | | | | Strength area |
| | 1 | 2 | 3 | 4 | 5 | | | | | | |



We expect parent educators to be knowledgeable about and follow these professional practice guidelines. They are reflected in the Ethical Agreement within the *Foundational Training Guide*.