

## Completing Your Self-Assessment

### Step 1: Rate Job Priorities

Certain skills are key to success as a director of an early childhood education program, no matter who holds the position. In this step, you will describe the relative importance of different skills and capabilities for the director's position.

To complete the "Job" column of the skills inventory, you will use a "forced distribution" of ratings. Forcing you to distribute your ratings tells you which skills are most important to the director's job. No matter how important and demanding the job, some skills are more important than others. Rate each skill on its importance for your job on a day-to-day basis.

Write your ratings in the "Job" column of the inventory. You may want to use a pencil.

#### **It is important that you use the following distribution:**

INSTRUCTIONS	JOB COLUMN For the director's job, these skills are:	RATING
First, give 5s to at least 6 but not more than 12 items.	<b>Extremely important</b> compared to other skills	5
Second, give 1s to at least 2 but not more than 5 items.	<b>Least important</b> compared to other skills	1
Next, give 4s to at least 10, but not more than 14 items.	<b>Very important</b> , but not as important as those rated 5	4
Then, give 2s to at least 6 but not more than 14 items.	<b>Not very important</b> , but still more important than those rated 1	2
Finally, give 3s to the remaining items.	<b>More important</b> than those skills rated 2, but less than those rated 4	3

### Step 2: Assess Your Skill Level on the Job

In the "Self" column, you will identify those skills you consider your strongest and your least proficient. You are your own standard for comparison. You are not comparing yourself with other people. Remember, you are not rating whether or not you think you are a great director; rather, you are rating your proficiency across a variety of skills considered to be important for directors of early childhood education programs.

Rate yourself as honestly and accurately as you can. Remember, your assessment is confidential. Your analysis and feedback from colleagues and parents will guide you in planning your professional development. Try not to look at the “Job” column ratings as you complete your self-assessment.

**It is essential that you follow this distribution:**

<b>INSTRUCTIONS</b>	<b>SELF COLUMN Given my skill level, these skills are:</b>	<b>RATING</b>
<b>First</b> , give 5s to at least 6 but not more than 12 items.	<b>Outstanding</b> areas of proficiency	5
<b>Second</b> , give 1s to at least 2 but not more than 5 items.	<b>Least proficient</b> compared to other skills	1
<b>Next</b> , give 4s to at least 10, but not more than 14 items.	<b>Strengths</b> , compared to proficiency in other areas	4
<b>Then</b> , give 2s to at least 6 but not more than 14 items.	<b>Below average</b> , compared to proficiency in other areas	2
<b>Finally</b> , give 3s to the remaining items.	<b>Stronger</b> than skills rated 2, but not as strong as skills rated 4	3

### Step 3: Checking Your Numbers

After completing your analysis in the “Job” and “Self” columns, review your ratings to make sure you have the correct amount of each rating. Change your ratings, if necessary, to have the correct distribution.

<b>Correct Distribution</b>	<b>Job</b>	<b>Self</b>
5s: 6-12		
4s: 10-14		
3s: variable		
2s: 6-14		
1s: 2-5		



# Skills Inventory for Early Childhood Education Directors

**Your Name:** \_\_\_\_\_

<b>SECTION 1: ORGANIZATIONAL SKILLS</b>	<b>Job</b>	<b>Self</b>
1. Understanding the legal form of the organization, its philosophical base, its history, and its goals.		
2. Articulating a clear mission statement and objectives based on the organization's values and needs expressed by parents.		
3. Implementing management strategies that build teamwork and maximize the participation of staff in decision-making.		
4. Creating a sense of community among staff, parents, and board members and among children.		
5. Effectively solving short-term problems that arise.		
6. Using basic strategic planning processes effectively.		
7. Working with the board or advisory groups productively.		
8. Creating an appropriate organizational and administrative structure that supports productivity and program effectiveness.		

<b>SECTION 2: DESIGNING AND IMPLEMENTING SYSTEMS</b>	<b>Job</b>	<b>Self</b>
1. Setting a tone for the development of curricula that addresses all aspects of development for each child, appropriate to their age, culture and level of development.		
2. Creating an expectation of communication with parents that respects their values and culture and involves them appropriately in the life of the program.		
3. Establishing procedures to monitor, correct and maintain compliance with all codes including fire, safety, health, sanitation, building and zoning.		
4. Knowing and complying with all legal and regulatory standards that affect childcare including those that refer to licenses, custody issues, confidentiality laws, labor laws, anti-discrimination laws, liability, health rules and basic contract law.		
5. Ensuring healthy nutrition and managing food service.		
6. Marketing the program.		
7. Providing resources and leadership for social services and health care, appropriate		

to the needs of the population.		
8. Maintaining all aspects of the physical facility in a safe and healthy condition.		
9. Ensuring that physical space contributes to learning and teaching, based on knowledge of environmental psychology and early childhood education.		
10. Recruiting, hiring and retaining a talented and diverse group of staff members.		

<b>SECTION 3: COMMUNICATING AND MANAGING RELATIONSHIPS</b>	<b>Job</b>	<b>Self</b>
1. Listening to and understanding what others are saying; hearing feedback.		
2. Confronting people problems directly with those involved; resolving conflicts.		
3. Gathering, interpreting and distributing information through regular communication with parents and staff.		
4. Speaking publicly with confidence and persuasiveness to inspire and inform others.		
5. Writing effectively, including letters, proposals, business plans and regular communication with parents.		
6. Supervising production of effective brochures, flyers, parent handbooks and other materials.		

<b>SECTION 4: LEADERSHIP AND STAFF DEVELOPMENT</b>	<b>Job</b>	<b>Self</b>
1. Motivating people to achieve a high standard.		
2. Communicating clear expectations for performance and ensuring that goals and objectives are met.		
3. Modeling appropriate behavior with children, parents and staff.		
4. Maintaining personal stability and confidence, self-awareness, desire for growth and the ability to change.		
5. Orienting and training staff and/or ensuring their professional development needs are		

met.		
6. Observing staff objectively and giving positive and negative feedback in a way that helps individuals change.		
7. Recognizing strong performance and terminating poor performers.		
8. Educating the community on issues affecting young children and their programs.		
9. Creating a climate of experimentation, continuous learning and quality.		
10. Building a sense of community among staff.		
11. Advocating for childcare through the media and appropriate legislative and political processes. Using knowledge of community resources to build networks and coalitions as needed.		

<b>SECTION 5: FINANCIAL MANAGEMENT</b>	<b>Job</b>	<b>Self</b>
1. Mobilizing needed resources through fundraising, marketing, unrelated business income, governmental grants and third party purchase of service agreements.		
2. Maintaining accurate and complete financial records.		
3. Using financial planning tools to establish a budget, staffing plan and cost analysis.		
4. Developing and implementing fee policies that fit the needs of the organization.		
5. Developing a compensation structure that rewards retention and increased knowledge and skills of staff.		

## SECTION II. OPEN-ENDED QUESTIONS

1. In your own words, what do you see as your most important strengths in your position as director?
2. What do you see as the areas that are critical for you to work on and improve?
3. What do you think it means for you to go to the next level in your performance and in your career? What longer-term goal would be worth striving toward?
4. What other comments do you have, if any?

This document is based on ideas from Wheelock College and other professionals in Pennsylvania working on Directors credentialing.