

# **Competencies for Supervisors Working in EI/ECSE in Oregon**



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Developed by the  
Oregon Department of Education

The Competencies for Professionals Working in EI/ECSE in Oregon address the individual role of: 1) Specialist, 2) Assistant, and 3) Supervisor. This document addresses the *EI/ECSE Supervisor* competencies and includes the following eight competency areas:

1. Typical/Atypical Child Development
2. Assessment
3. Family
4. Service Delivery
5. Program Management
6. Service Coordination
7. Research
8. Professional Development Values/Ethics

In addition to meeting the competencies within each of the eight areas, *Supervisors* are also:

- a) Expected to have mastery of all the EI/ECSE *Specialist* competencies, and
- b) Expected to ensure their specialists meet all EI/ECSE Specialist competencies.

# **COMPETENCY AREA # 1**

## **TYPICAL / ATYPICAL CHILD DEVELOPMENT**

### **SUPERVISOR**

#### **OUTCOME**

EI/ECSE supervisor demonstrates knowledge across domains of typical child development, the characteristics of delayed development, and patterns of atypical development associated with disabilities.

#### **CORE COMPETENCIES**

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| 1.1 | Knowledge of developmental areas and the typical range of child development within the domains: receptive / expressive language, social-emotional, fine and gross motor, cognitive, and self-help. |
| 1.2 | Knowledge of the impact of culture on an individual's values, beliefs, and behaviors regarding child development.  |
| 1.3 | Knowledge of etiology, characteristics, and impact of common developmental disabilities on development and learning.   |
| 1.4 | Knowledge of medical conditions and disability characteristics and potential needs and impact on child's development and learning (e.g. mobility, nursing, environmental accommodations).          |
| 1.5 | Knowledge of factors that affect the mental health and social-emotional development of infants and young children and the impact on other areas of growth and development.                         |
| 1.6 | Knowledge of impact of language delays on behavior, cognitive, adaptive, and motor areas of development.   |

# **COMPETENCY AREA # 2**

## **ASSESSMENT**

### **SUPERVISOR**

#### **OUTCOME**

EI/ECSE supervisor understands and is able to interpret information through the use of appropriate instruments for screening, eligibility, program planning, child progress, and program evaluation.

#### **CORE COMPETENCIES**

2.1 Knowledge of the functions of different types of assessment tools and selects and administers appropriate measures for intended purposes (e.g., screening, standardized, curriculum-based).

2.2 Ensures use of culturally unbiased assessment practices and procedures.

2.3 Ensures family interviews are conducted in ways that are sensitive to family culture and includes family input, strengths, and priorities as part of the team assessment information.

2.4 Demonstrates confidentiality with respect to assessment information, records, and family issues.

2.5 Knowledge of eligibility criteria for EI and ECSE according to Oregon Administrative Rules.

2.6 Measures program effectiveness (e.g., parent satisfaction, classroom environment, staff professional development, child outcomes) by conducting surveys, interviews, and gathering other assessment data.

# **COMPETENCY AREA # 3**

## **FAMILY**

### **SUPERVISOR**

#### **OUTCOME**

Supervisor guides EI/ECSE personnel to recognize the family as a long-term influence in the child's life and ensures family engagement practices and supports are used in all aspects of service delivery.

#### **CORE COMPETENCIES**

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| 3.1 | Demonstrates knowledge about family relationships and how a disability can affect those relationships.   |
| 3.2 | Respects, understands, and is responsive to the family within the context of their culture, ethnicity, and unique family circumstances.  |
| 3.3 | Advocates for families by addressing their concerns and priorities (e.g., providing information; accessing inclusive settings, community resources and services; identifying appropriate goals and teaching strategies). |
| 3.4 | Ensures program as a whole actively engages families in all aspects of service delivery including home and classroom activities, practices, and procedures.  |
| 3.5 | Communicates effectively with families and responds to their questions in a timely manner.   |

# **COMPETENCY AREA # 4**

## **SERVICE DELIVERY**

### **SUPERVISOR**

#### **OUTCOME**

EI/ECSE supervisor designs, implements, and evaluates a program, which provides appropriate services for EI/ECSE children with their families in their local communities.

#### **CORE COMPETENCIES**

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| 4.1 | Knowledge of early childhood and EI/ECSE best practices as defined by appropriate professional organizations, and supports the training and implementation of these practices.                                      |
| 4.2 | Creates a safe, inclusive, and culturally responsive environment that engages personnel and supports all parents and children in meaningful learning activities and social interactions.                            |
| 4.3 | Understands and ensures use of general and specialized content knowledge for teaching across curricular content areas (i.e., Literacy, Math) to differentiate and provide instruction to address individual needs.  |
| 4.4 | Knowledge of general and specialized curricula, and the ability to differentiate, to provide instruction to address individual needs.   |
| 4.5 | Understands different team formats (i.e., multidisciplinary & trans-disciplinary), their strengths and limitations, and has the ability to implement them and take on various roles as a collaborative team member. |

# **COMPETENCY AREA # 5**

## **PROGRAM MANAGEMENT**

### **SUPERVISOR**

#### **OUTCOME**

EI/ECSE supervisor demonstrates knowledge of and applies federal and state legislative regulations (IDEA, Oregon Administrative Rules), policies, procedures, and state targets and goals affecting EI/ECSE programs and works to establish program guidelines.

#### **CORE COMPETENCIES**

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| 5.1 | Ensures compliance with federal and state policies and regulations. |
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| 5.2 | Knowledge of contractor's/subcontractor's vision, goals, guidelines, and operating procedures which drive services for children and families. |
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| 5.3 | Conducts comprehensive and effective staff performance appraisals that are aligned with the agency's staff evaluation system. |
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| 5.4 | Identify and implement a staff development plan to ensure staff meet EI/ECSE competencies and stay current with research and best practices. |
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| 5.5 | Manages daily responsibilities such as scheduling meetings, assigning tasks, supervising activities, and following through with assignments to effectively utilize time and resources. |
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| 5.6 | Understands sources of contractor's/subcontractor's funds. |
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| 5.7 | Develops and manages an annual or bi-annual budget for the program which allocates resources efficiently and responsibly. |
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| 5.8 | Understands and follows labor laws, union contracts, and anti-discriminatory hiring practices. |
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**Area #5/continued**

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| 5.9 | Ensures EI/ECSE personnel understand the policies and regulations governing confidentiality and mandatory reporting. |
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# **COMPETENCY AREA # 6**

## **SERVICE COORDINATION**

### **SUPERVISOR**

#### **OUTCOME**

EI/ECSE supervisor promotes coordinated services compliant with federal and state regulations which ensure the efforts of the family, the EI/ECSE, ECE programs and community services are complementary, unduplicated, and focused on family identified strengths, needs and priorities.

#### **CORE COMPETENCIES**

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| 6.1 | Demonstrates knowledge of resources for children, families, and colleagues available through the program, agency, and community. |
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| 6.2 | Demonstrates good communication skills and applies productive problem solving strategies as a collaborative team member. |
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| 6.3 | Knowledge and implementation of timelines, processes, and procedures associated with evaluation, assessment, and IFSP delivery in compliance with program, state, and federal regulations. |
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| 6.4 | Ensures services are provided in collaboration with other EC programs and community resources. |
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| 6.5 | Ensures EI/ECSE personnel understand parental rights and procedural safeguards and how to effectively inform parents of these rights. |
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# **COMPETENCY AREA # 7**

## **RESEARCH**

### **SUPERVISOR**

#### **OUTCOME**

EI/ECSE supervisor stays current and evaluates relevant research to inform program development and practices.

#### **CORE COMPETENCIES**

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| 7.1 | Understands how to identify, analyze, and apply evidence based practices to improve outcomes for children and facilitates opportunities for EI/ECSE personnel to learn and implement these strategies. |
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| 7.2 | Contributes to body of knowledge in field by participation in professional organizations, studies, sharing of evaluation data, writing and/or presenting information/experiences. |
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# **COMPETENCY AREA #8**

## **PROFESSIONAL DEVELOPMENT VALUES / ETHICS**

### **SUPERVISOR**

#### **OUTCOME**

EI/ECSE supervisor understands the roles and responsibilities of a supervisor and reflects on their current performance, identifying professional goals and participating in professional development activities that contribute to improved professional practices.

#### **CORE COMPETENCIES**

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| 8.1 | Reflects on practices for the purpose of targeting goals and specifying steps to ensure ongoing personal professional growth. |
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| 8.2 | Actively seeks performance feedback and uses the information to improve practice. |
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| 8.3 | Participates in ongoing professional learning and inservice training. |
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| 8.4 | Adheres to a code of professional ethics as identified by licensure agency, professional organization, and/or employer. |
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| 8.5 | Provides supervision to EI/ECSE personnel; supporting reflective practices and providing guidance for professional growth and development (e.g., assists in identifying appropriate goals, shares appropriate resources and supports to improve practices). |
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