

Spark Self-Assessment

Domain: Personnel Qualifications

The Spark Self-Assessment is a reflective tool designed to help you evaluate your program, identify areas for growth, and set improvement goals. The Domains, Standards and Indicators are identical to the Spark portfolio.

While it can support progress toward completing your portfolio, it is not required to use this tool. It can also serve as a valuable guide for setting goals for a Quality Improvement Cycle.

As you review the standards and indicators at each star level, use the 7-point rating scale to assess how well your program implements the practice.

- **Circle 7** if the practice is already a strong and consistent part of your program.
- **Circle 1** if the practice is not currently in place.
- **Use your best judgment** to determine where your program falls on the scale.

Evaluate your program at each star level, even if you don't plan to complete a portfolio for every level. You will decide which star levels to submit and which goals to focus on.

If you rate any standard at any star level **4 or lower**, you can choose it as a **Quality Improvement (QI) Cycle** goal to strengthen your program and make progress on completing your Spark portfolio.

Domain: Personnel Qualifications (PQ)

Standard PQ1: The program's leader is presently qualified through education, training and experience.

Why is this important?	A well-qualified leader brings strong leadership skills, fostering a positive work environment and clear communication among staff. They are better equipped to set clear goals, manage the program effectively, and create a structured, supportive atmosphere for both children and staff. A highly qualified leader also has the knowledge to implement best practices in early childhood education, ensuring that the program supports children's development. Additionally, a qualified leader can guide professional development for staff, helping them improve their skills and ensuring continuous program improvement. This leads to better outcomes for children, stronger team collaboration, and enhanced program reputation. If the program submits a portfolio for a rating and does not meet the specific step levels, it will not prevent the program from receiving a rating. The portfolio allows the program to document its current status and outline a plan for achieving these goals, showing a commitment to continuous improvement for the benefit of the children.		
Star Level	Indicators of Meeting the Standard	This is already a strong practice	There is room for improvement
3	<p>Center program: Director has achieved an Oregon Registry Step 8.0 or is currently at a Step 7.0 and working on achieving a Step 8.0 or above</p> <p>Family Program: Provider has achieved an Oregon Registry Step 7.5 or is currently at a Step 7.0 and is working on achieving a Step 7.5 or above</p>	7-----6-----5-----4-----3-----2-----1	
4	<p>Center Program: Director has achieved an Oregon Registry Step 9.0 or is currently at a Step 8.0 and is working on achieving a Step 9.0 or above</p> <p>Family Program: Provider has achieved an Oregon Registry Step 8.5 or is currently at a Step 8.0 and is working on achieving a Step 8.5 or above</p>	7-----6-----5-----4-----3-----2-----1	
5	<p>Center Program: Director has achieved an Oregon Registry Step 10 or above or is currently at a Step 8.5 and is working on achieving a Step 10 or above</p> <p>Family Program: Provider has achieved an Oregon Registry Step 9.0 or above or is currently at a Step 8.5 and is working on achieving a Step 9.0 or above</p>	7-----6-----5-----4-----3-----2-----1	

Standard PQ2: The program's head teacher(s) and teacher(s) are presently qualified to serve in their positions through education, training, and experience. (This standard applies to Center Programs only- skip if does not apply)			
Why is this important?	<p>Having qualified caregivers and program personnel is crucial for ensuring that children in child care settings receive high-quality care and education. When staff have the necessary education, training, and experience, children benefit from more effective teaching, better supervision, and a more nurturing environment. Qualified staff are better equipped to create developmentally appropriate learning activities that foster children's cognitive, emotional, and social growth. They also have the skills to effectively manage challenging behaviors and address children's individual needs, ensuring that each child receives the support they require.</p> <p>If the program submits a portfolio for a rating and does not meet the specific step levels, it will not prevent the program from receiving a rating. The portfolio allows the program to document its current status and outline a plan for achieving these goals, showing a commitment to continuous improvement for the benefit of the children.</p>		
Star Level	Indicators of Meeting the Standard	This is already a strong practice	There is room for improvement
3	<p>Center Program: All head teachers and teachers are enrolled in the Oregon Registry and have achieved a step and 50% of head teachers and teachers have achieved a Step 7.0 or above</p> <p>Family Program: Does not apply, skip</p>	7-----6-----5-----4-----3-----2-----1	
4	<p>Center Program: All head teachers and teachers are enrolled in the Oregon Registry and have achieved a step and 50% of head teachers and teachers have achieved a Step 8.0 or above.</p> <p>Family Program: Does not apply, skip</p>	7-----6-----5-----4-----3-----2-----1	
5	<p>Center Program: All head teachers and teachers are enrolled in the Oregon Registry and have achieved a step and 50% of head teachers and teachers have achieved a Step 9.0 or above.</p> <p>Family Program: Does not apply, skip</p>	7-----6-----5-----4-----3-----2-----1	

Standard PQ3: The program's aide/assistant II(s) are presently qualified to serve in their positions through education, training, and experience.

(This standard applies to programs that have aide/assistant IIs only- skip if does not apply)

Why is this important?	<p>Having qualified caregivers and program personnel is crucial for ensuring that children in child care settings receive high-quality care and education. When staff have the necessary education, training, and experience, children benefit from more effective teaching, better supervision, and a more nurturing environment. Qualified staff are better equipped to create developmentally appropriate learning activities that foster children's cognitive, emotional, and social growth. They also have the skills to effectively manage challenging behaviors and address children's individual needs, ensuring that each child receives the support they require.</p> <p>If the program submits a portfolio for a rating and does not meet the specific step levels, it will not prevent the program from receiving a rating. The portfolio allows the program to document its current status and outline a plan for achieving these goals, showing a commitment to continuous improvement for the benefit of the children.</p>		
Star Level	Indicators of Meeting the Standard	This is already a strong practice	There is room for improvement
3	All aide/assistant IIs are enrolled in the Oregon Registry and have achieved a Step and at least 50% of aide/assistant IIs are at a Step 3 or above.	7-----6-----5-----4-----3-----2-----1	
4	All aide/assistant IIs are enrolled in the Oregon Registry and have achieved a Step and at least 50% of aide/assistant IIs are at a Step 5 or above.	7-----6-----5-----4-----3-----2-----1	
5	All aide/assistant IIs are enrolled in the Oregon Registry and have achieved a Step and at least 50% of aide/assistant IIs are at a Step 7 or above.	7-----6-----5-----4-----3-----2-----1	

Standard PQ4: Program personnel continue to advance their knowledge and skills through participation in training and/or college course credit annually that are part of a professional development plan that will lead to advancement, up to Step 10, on the Oregon Registry.

Why is this important?	A professional development plan is essential for ensuring that child care personnel continuously improve their skills and knowledge, which directly benefits both staff and children. It provides clear goals for growth, allowing staff to focus on areas where they can enhance their effectiveness and impact. A well-structured plan helps staff stay current with best practices and new developments in early childhood education, ensuring high-quality care for children. It also supports career advancement, boosts job satisfaction, and increases staff retention by providing a sense of purpose and direction. Overall, a professional development plan strengthens the program by creating a more skilled, motivated, and capable workforce..		
Star Level	Indicators of Meeting the Standard	This is already a strong practice	There is room for improvement
3	Directors, Providers, head teachers, teachers and aide/assistant IIs have a professional development plan and have received or are working toward receiving 18 or more clock hours of training and/or equivalent college course credit annually.	7-----6-----5-----4-----3-----2-----1	
4	Directors, Providers, head teachers, teachers and aide/assistant IIs have a professional development plan and have received or are working toward receiving 20 or more clock hours of training and/or equivalent college course credit annually.	7-----6-----5-----4-----3-----2-----1	
5	Directors, Providers, head teachers, teachers and aide/assistant IIs have a professional development plan and have received or are working toward receiving 24 or more clock hours of training and/or equivalent college course credit annually.	7-----6-----5-----4-----3-----2-----1	

Standard PQ5: Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.			
Why is this important?	Training program personnel in ethics, professional responsibility, and maintaining child and family confidentiality is essential to building trust and ensuring a safe and respectful environment. Following ethical standards helps staff make informed, fair decisions while respecting the rights and dignity of children and families. Maintaining confidentiality is crucial to protecting sensitive information and fostering strong, trusting relationships with families. This training also ensures staff are aware of legal and moral obligations, promoting professionalism and integrity in all interactions. Ultimately, these practices safeguard the well-being of children and families and uphold the program's reputation.		
Star Level	Indicators of Meeting the Standard	This is already a strong practice	There is room for improvement
3	Program personnel receive training in ethics and professional responsibility.	7-----6-----5-----4-----3-----2-----1	
Meets 4-, & 5-star levels	Program personnel follow a clearly defined plan to maintain child and family confidentiality.	7-----6-----5-----4-----3-----2-----1	

Goal Documentation

If you rated any standards as **4 or below** and wish to set a goal for that standard, please check the corresponding box in the table below. You can select multiple goals from the same standard or choose goals from different standards. Next, provide a brief description of the goal(s) you plan to work on for each standard. You don't need to have all the details yet, as you will have the chance to elaborate further when documenting your goals for the Quality Improvement (QI) Cycle.

Example:

Check the box if choosing a goal in the standard	Standards
<input checked="" type="checkbox"/>	LD2: The program uses a curriculum that supports all children's learning and development.
What goal/s would you like to work on?	I would like to find a curriculum that meets the needs of the 3-year olds that are in my program. I would also like to take training on how to use it.

Check the box if choosing a goal in the standard	Standards
<input type="checkbox"/>	PQ1: The program's leader is presently qualified through education, training and experience.
What goal/s would you like to work on?	
<input type="checkbox"/>	PQ2: The program's head teacher(s) and teacher(s) are presently qualified to serve in their positions through education, training, and experience.
What goal/s would you like to work on?	

Check the box if choosing a goal in the standard	Standards
<input type="checkbox"/>	PQ3: The program's aide/assistant II(s) are presently qualified to serve in their positions through education, training, and experience.
What goal/s would you like to work on?	
<input type="checkbox"/>	PQ4: Program personnel continue to advance their knowledge and skills through participation in training and/or college course credit annually that are part of a professional development plan that will lead to advancement, up to Step 10, on the Oregon Registry.
What goal/s would you like to work on?	
<input type="checkbox"/>	PQ5: Program personnel are trained in ethics, professional responsibility, and maintaining confidentiality.
What goal/s would you like to work on?	

Next Steps:

If you choose to use any of these goal/s for a **Spark Quality Improvement (QI) Cycle**, you can record them on the **QI Cycle Documentation Form**. This is an on-line form that is emailed to programs after they complete a **Spark Participation Application** and indicate they wish to do a **QI Cycle**. The link to the **Spark Participation Application** can be found at oregonspark.org.

In the **QI Cycle Documentation Form**, you'll find resources to support you in identifying and achieving your goals and a space to outline the steps you'll take to reach them. After 12 months, you will complete a **QI Cycle Reflection Form** to report on your progress and/or achievement of your goals. At that point, you can begin a new **QI Cycle** with additional goals.