

Minnesota Center for Professional Development

Individual Training Needs Assessment (ITNA)

A Self-Reflection Tool

1/2009

THE MINNESOTA CENTER FOR PROFESSIONAL DEVELOPMENT  
Individual Training Needs Assessment (ITNA)

### **Introduction**

The Individual Training Needs Assessment (ITNA) was developed based on Level 1 and Level 2 of the Minnesota core competencies for early childhood and school-age care practitioners. These professional development competencies describe the beginning knowledge and skills practitioners need to work in a variety of settings (e.g., child-care centers, preschools, pre-kindergarten programs, family child care, school-age care programs, etc.). These competencies create a framework on which those who work with children can build their professional development goals. Through the Minnesota Center for Professional Development and with the help of this self-reflection tool, training can be planned to match core competency content areas and levels. When you finish the ITNA, you can use the results to find training on the Minnesota Center for Professional Development Registry that will help you move to the next step on the Career Lattice and improve your practice.

### **Directions**

The ITNA is a series of questions or statements to help you think about your knowledge of child development and what you do when you work with children. The ITNA is divided into eight sections that correspond to the content areas of the Minnesota core competencies documents. For each question, you will be asked to indicate either how strongly you agree or disagree with the statement or how frequently you perform a task.

There are four options:

- A** = I strongly agree or always do
- B** = I somewhat agree or usually do
- C** = I somewhat disagree or rarely do
- D** = I strongly disagree or never do

Read each statement and respond with your first reaction. Select your answer by placing an X in the box that corresponds to the letter of the ranking.

### **Scoring**

The scoring key is located at the end of each section. You may score the ITNA by entering the number that corresponds to your chosen letter in the box located in the column on the right side of the page. After entering all numbers, add up the total and enter it into the TOTAL box. Follow the directions below the total box to determine the percentage. After you complete the ITNA, you will end up with a series of scores that will guide you in making future training choices related to important areas in working with children. You may take the ITNA as often as you like. You may notice your percentage scores increase as you attend more training and become more confident in your knowledge and abilities.

### **Recommendations**

You will find recommendations for training and education based on your ITNA scores on the last page of this tool.

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**CORE COMPETENCY CONTENT AREA I: Child Growth and Development**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	A	B	C	D	Score
1. I believe that only real learning occurs through planned group experiences that the caregiver leads the children through.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2. I can recognize the social developmental needs of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3. I realize that I may need to modify play experiences, materials and/or equipment to meet the unique needs of the children in my care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4. I encourage children to engage in physical activities like climbing, riding on riding toys, and playing with balls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5. There are some children who are just "different" and I am often confused to know what to do with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6. I think basically children are the same at each age—with the same preferences, skills and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7. Some children are just never easily going to be part of a group and caregivers, parents and the children will need to eventually accept that and move on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8. I encourage children to use their words to express emotions, thoughts and feelings with other children and adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9. I treat all children with respect and value their right to be treated with respect by other children and adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10. I can monitor a child's development and recognize when a child may need further evaluation for a developmental concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

**Add items 1-10**

**TOTAL =**

**Multiply your TOTAL by 10 to get a percentage**

%

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 2, 3, 4, 8, 9, and 10.

Give yourself 1 point if you answered C or D in questions 1, 5, 6, and 7.

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**CORE COMPETENCY CONTENT AREA II: Learning Environment and Curriculum**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Score</b>
11. I have a daily routine/schedule and follow it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I limit the choices of play activities to make it easier for the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I provide mostly structured learning activities for the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. During indoor play, I often spend time with the children in "floor time" activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I attempt to learn simple words/phrases in a child's home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. When reading a book to children, they should be encouraged to listen and not to interrupt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. When reading a story, I ask children what they think will happen next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I have detailed and specific rules determined by me in order to minimize negative behavior in children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Children in my care are assigned "jobs/tasks" daily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I have an environment that promotes children's natural interest in discovering, exploration and manipulation of items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I recognize that often children under stress may have personality changes and may need extra help in handling daily routines, transitions and unexpected changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I accept cultural differences that may affect children's ways of expressing themselves creatively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I often use coloring books or duplicated pictures in planning art activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I do not like the "mess" that is made in many creative activities so I do not use them on a daily basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I realize that some cultures may react to my using some items in creative exploration, such as using food items (oranges or pudding) to paint with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	A	B	C	D	Score
26. I do not have planned learning activities or lessons as part of my child care program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27. I choose materials with the developmental needs of each of the children in mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28. I rotate/change toys and materials in my program on a regular basis to accommodate the changing developmental needs of the children in my program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29. My schedule/routine allows for children to move and be active every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30. I use a variety of songs, books, finger plays and games including those from other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31. I usually ask yes/no questions or questions that only need to be answered with 1-2 words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32. I tell the children what is coming next in the daily schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33. It damages children's self-esteem to point out their differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34. When children are in conflict, I quickly intervene and tell them how to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35. I use cooperative games versus competitive games often in my care of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
36. I encourage children to tell me about their creative projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
37. I provide opportunities for children to express themselves through dramatic play and have a variety of "props/equipment" that stimulate their imagination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
38. I primarily use stencil/tracers/duplicated papers to encourage children to learn to write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
39. I play matching games with children everyday using colors, sizes, and objects to match.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40. I familiarize children with mathematical language in daily experiences (e.g. bigger than, more than, as many as, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

**Add items 11-40**      **TOTAL =**

**Multiply your TOTAL by 10 and divide by 3 to get a percentage =**      %

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 11, 14, 15, 17, 19, 20, 21, 22, 25, 27, 28, 29, 30, 32, 35, 36, 37, 39, and 40.

Give yourself 1 point if you answered C or D in questions 12, 13, 16, 18, 23, 24, 26, 31, 33, 34, and 38.

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**CORE COMPETENCY CONTENT AREA III: Assessment and Planning for Individual Needs**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	A	B	C	D	Score
41. I know how to document information about each child's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. I know that most children will obtain certain skills at the same age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. I share my observations of the children with my family and friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. I use anecdotal records to assess young children's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. I know that misbehavior can be a sign of emotional distress in children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. I am subjective when writing down my observations of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. I keep accurate records of children's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. I immediately notify the parents when I have a concern about a child's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. I use a variety of observation tools and strategies to get to know each child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. I ask a family about their life situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Add items 41-50**

**TOTAL =**

**Multiply your TOTAL by 10 to get a percentage**

%

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 41, 44, 45, 47, 49 and 50.

Give yourself 1 point if you answered C or D in questions 42, 43, 46, and 48.

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**CORE COMPETENCY CONTENT AREA IV: Interactions with Children**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	A	B	C	D	Score
51. I make sure to place blame on the child who misbehaved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
52. I refer to problem behaviors or situations, rather than labeling the child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
53. I base expectations for behavior on age and developmental level of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
54. I seek to find reasons for challenging behavior and respond with positive guidance techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
55. I use time outs as the first guidance option with children of all ages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
56. I collaborate with families to develop individually appropriate expectations for children's behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
57. I expect children to use equipment in the way intended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
58. I participate in developmentally appropriate guidance approaches (e.g., choices, appropriate limits, redirection, ignoring, positive feedback and encouragement, and giving effective directions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
59. I let families know about all of the difficult behaviors their child has each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
60. I respect children's feelings and emotions and work towards supporting children's recognition and identification of their feelings and emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

**Add items 51-60**

**TOTAL =**

**Multiply your TOTAL by 10 to get a percentage**

%

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 52, 53, 54, 56, 58, and 60.

Give yourself 1 point if you answered C or D in questions 51, 55, 57, and 59.

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**CORE COMPETENCY CONTENT AREA V: Families and Communities**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	A	B	C	D	Score
61. I believe the family is the first and most important teacher for their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 30px; height: 20px;" type="text"/>
62. I understand when to provide support to parents and when to refer parents to other professionals in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 30px; height: 20px;" type="text"/>
63. I encourage children to share special aspects of their family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 30px; height: 20px;" type="text"/>
64. I recognize that diversity exists in language, culture, socioeconomic levels, special needs, faith traditions, family structure and individual differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 30px; height: 20px;" type="text"/>
65. I am often confused by confidentiality rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 30px; height: 20px;" type="text"/>
66. I recognize the unique characteristics and circumstances of each family and support those differences in culture, language and family structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 30px; height: 20px;" type="text"/>
67. Families in stress give clear signals that are easily recognized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 30px; height: 20px;" type="text"/>
68. My actions with children may be viewed as a positive role model to parents and the community and I consciously act in ways that reflect that opportunity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 30px; height: 20px;" type="text"/>
69. I have difficulty in finding ways to communicate with parents daily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 30px; height: 20px;" type="text"/>
70. I understand and recognize challenges faced by new refugee/immigrant families in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input style="width: 30px; height: 20px;" type="text"/>
<b>Add items 61-70</b>					<b>TOTAL =</b> <input style="width: 50px; height: 25px;" type="text"/>

**Multiply your TOTAL by 10 to get a percentage**

%

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 61, 62, 63, 64, 66, 68, and 70.

Give yourself 1 point if you answered C or D in questions 65, 67, and 69.

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**CORE COMPETENCY CONTENT AREA VI: Health, Safety and Nutrition**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	A	B	C	D	Score
71. I use gloves and other appropriate techniques when dealing with blood and other body fluids to prevent the spread of and possible infection from blood borne pathogens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. I document changes in children's behavior, signs of illness and/or possible signs of abuse and neglect (e.g. bruises, cuts, scrapes) in a written format each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Children in my care must finish all the food on their plates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. When a child is injured while in my care, I have the necessary first aid materials within easy reach so I can continue to monitor the other children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. Sometimes our program is out of compliance for licensing ratios for periods of time during the day and that is okay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. When I am with children, my full attention is on ensuring that they are safe and I do that by actively supervising and interacting with children while they are playing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. I regularly check the physical environment of my early care and education setting for safety hazards, fix those that I can fix immediately or remove these hazards from the environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. I know and follow the state's mandated reporter procedures required of me as a caregiver of young children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. Children in my care are encouraged to eat meals and snacks in the company of others, to try new foods, and may refuse a food item if they do not want to eat it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. I guide cooking experiences with children on a regular basis in my early care and education setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Add items 71-80**

**TOTAL =**

**Multiply your TOTAL by 10 to get a percentage**

%

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 71, 72, 74, 76, 77, 78, 79, and 80.

Give yourself 1 point if you answered C or D in questions 73 and 75.

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**CORE COMPETENCY CONTENT AREA VII: Program Planning and Evaluation**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	A	B	C	D	Score
81. I understand my responsibilities in regards to program policies and licensing regulations and carry them out to the best of my ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
82. I am willing to learn new technologies when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
83. I avoid using constructive criticism because it can hurt people's feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
84. I have an organized system of record keeping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
85. I comply with program policies and licensing regulations relating to supporting children with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
86. I value other's feedback of my work in order to keep improving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
87. I value independence and prefer to work alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
88. I help to make sure volunteers feel a part of the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
89. Knowing how to use technology does not add value to my professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
90. I comply with the program policies and licensing requirements relating to the materials and equipment that promote young children's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

**Add items 81-90**

**TOTAL =**

**Multiply your TOTAL by 10 to get a percentage**

%

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 81, 82, 84, 85, 86, 88, and 90.

Give yourself 1 point if you answered C or D in questions 83, 87, and 89.

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**CORE COMPETENCY CONTENT AREA VIII: Professional Development and Leadership**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	A	B	C	D	Score
91. I know about early childhood education or school-age care professional organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
92. I am aware that the early care and education field has a published Code of Ethical Conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
93. I actively incorporate suggestions from supervisors, licensers, co-workers and my program families to improve my care giving practices and environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
94. I feel that I know enough about the field without needing additional professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
95. I sometimes wonder if working with children is right for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
96. I maintain a balance between my work and my home life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
97. I actively participate in organizations for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
98. I do not see the need for culturally sensitive practices for children and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
99. I initiate a relationship with my supervisor or my licenser to gain information on job performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
100. I work on my own to find positive solutions for challenging situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

**Add items 91-100**

**TOTAL =**

**Multiply your TOTAL by 10 to get a percentage**

%

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 91, 92, 93, 96, 97, and 99.

Give yourself 1 point if you answered C or D in questions 94, 95, 98, and 100.

*Congratulations on completing the ITNA!*

**ITNA Recommendations**

**For Scores 80% and higher:**

If you scored 8-10 points on Core Competency Content Areas I, III, IV, V, VI, VII & VIII or 24-30 points on Core Competency Content Area II at level 1 & 2,

1. Enroll in a college credit course in the Core Competency Content Area at a college or university under the guidance of an academic advisor at the school. College credit can be used toward an associate or bachelor degree.
2. You may also be a good candidate for prior learning assessment. Many colleges provide students with the option of earning college credit for college level learning that has occurred outside the college classroom. For more information, contact your academic advisor or visit Metropolitan State University's Early Childhood Assessment Program website at [www.metrostate.edu/ecap](http://www.metrostate.edu/ecap).

**For Scores 50 – 79%:**

If you scored 5-7 points on Core Competency Content Areas I, III, IV, V, VI, VII & VIII  
or 15-23 points on Core Competency Content Areas II at level 1 & 2, you have two choices:

1. Enroll in non-credit training at Level 2 in the Core Competency Content Area. Training can be found online in the events search area of the Minnesota Center for Professional Development Registry at <http://mncpd.mncpd.org/registryapp>. You may use non-credit training toward earning the National Child Development Associate (CDA).
2. Enroll in a college credit course in the Core Competency Content Area at a college or university under the guidance of an academic advisor at the school. College credit can be used toward an associate or bachelor degree.

**For Scores 0 – 50%:**

If you scored 0-4 points on Core Competency Content Areas I, III, IV, V, VI, VII & VIII  
or 0-14 points on Core Competency Content Areas II at Level 1 & 2, you have two choices:

1. Enroll in non-credit training at Level 1 in the Core Competency Content Area. Training can be found online in the events search area of the Minnesota Center for Professional Development Registry <http://mncpd.mncpd.org/registryapp>. You may use non-credit training toward earning the National Child Development Associate (CDA).
2. Enroll in a college credit course in the Core Competency Content Area at a college or university under the guidance of an academic advisor at the school. College credit can be used toward an associate or bachelor degree.

**Please note that the results of this ITNA are *not intended to predict successful completion* of any Core Competency Content Area training or course.**