

# Competency Reflection

Each statement below refers to behaviors or attributes you should demonstrate when interacting with children, families, or colleagues. Some of the competencies are directly observable during your typical workday. Other competencies may be assessed through conversations with your trainer, coach, or administrator. For each of the statements, select your current level of mastery. A similar version of this tool will be used by your trainer, coach, or administrator to guide their observation of your competencies in this content area.

E

## Emerging

You believe you need more information to understand or incorporate a particular competency into your practice

D

## Developing

You believe you have an understanding of the competency, and are working to properly apply it in your work

M

## Mastered

You believe you have fully mastered and consistently implement a particular competency

COMPETENCY	RATE: E/D/M	NOTES
<b>I</b> Direct Observation		
A Extend the sounds and words used by children.		
B Communicate with each child in care every day.		
C Use words to help children solve problems.		
D Answer children's questions patiently and expand their ideas with relevant responses.		
E Model effective communication skills with eye contact and active listening.		
F Consider body language and tone of voice when speaking with children.		
G Follow children's cues and preferences.		
H Read to and with children daily.		
I Provide frequent, developmentally appropriate language models throughout daily activities and routines.		
J Ask children questions about their interests, feelings, life events, etc.		
K Give children lots of time to talk and listen attentively to what they are saying.		
<b>II</b> Observation or Conversation		
A Implement language games and singing into daily routines and activities.		
B Use formal and informal communication methods in appropriate situations.		
C Understand and respond to children's and families' unique communication needs and preferences.		
D Develop strong relationships with children and families.		

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<b>II</b>	<b>Observation or Conversation</b>		
E	Ask current families to welcome new families.		
F	Send home weekly newsletters or notes about what is happening in the classroom.		
G	Hold regularly scheduled family conferences to discuss children's progress, etc.		
H	Invite family members into your classroom to volunteer or to share special interests, traditions, etc.		
I	Welcome families at drop-off and pickup times.		
J	Ask families how they would like to be addressed.		
K	Treat each family member with respect.		
L	Share concerns about a child's communication skills or language development with a trainer, coach, or administrator.		
<b>III</b>	<b>Environmental Evidence</b>		
A	Display photos of children and their families throughout the learning space.		
B	Use a visual schedule to communicate daily routines and programming.		
C	Offer interest centers that give children opportunities to practice their language and literacy skills.		
D	Provide a language- and print-rich environment.		
E	Intentionally plan activities that develop and refine children's communication skills.		

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## IV Concluding Reflections

Staff member's overall strengths in this area:

Mutually identified goals in this area:

Follow-up plans and training to support these goals: