

Competency Reflection

Each statement below refers to behaviors or attributes you should demonstrate when interacting with children and families. Many 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.

①

Emerging

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

②

Developing

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

③

Mastered

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

COMPETENCY		REFLECTION			NOTES
I Direct Observation		1	2	3	
A	Model positive behavior and healthy techniques for expressing strong emotions.				
B	Remain close by during play and social interactions.				
C	Acknowledge, validate, and respond to children's needs, emotions, and concerns.				
D	Respond to children's interaction attempts, and build on what they say when responding.				
E	Include emotion words in conversations with children.				
F	Follow children's cues and preferences.				
G	Encourage children to use their words to resolve peer conflicts.				
H	Engage in frequent, developmentally appropriate social interactions with children throughout the day.				
I	Ask children meaningful questions about their interests, feelings, experiences, etc.				
J	Model social skills by making eye contact, using good manners, and showing empathy to others.				
K	Show respect for all children.				
L	Provide consistent expectations and routines.				
M	Minimize waiting time during transitions.				
N	Offer opportunities for exploration and independence.				

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COMPETENCY		REFLECTION			NOTES
I Direct Observation		1	2	3	
O	Talk with children about their day, what activities are next, and provide warnings before transitions.				
P	Listen attentively to what children have to say.				
Q	Recognize positive accomplishments.				
R	Help children feel welcome, comfortable, and supported.				
S	Embed activities about emotions into daily routines.				
II Observation or Conversation					
A	Observe the children to learn about their interests, temperament, and culture.				
B	Maintain developmentally appropriate expectations for the children in care.				
C	Continually evaluate and examine the environment's influence on children's behavior.				
D	Embed opportunities throughout the day for children to relax.				
E	Recognize that all behavior, especially challenging behavior, communicates a message.				
F	Sensitive to children's and families' unique needs and backgrounds.				
G	Limit the number of transitions per day.				
H	Identify times of day when children may have difficulty expressing their emotions.				
I	Introduce books that help children discuss emotions and social situations.				
J	Share program activities and experiences with families that help children practice social-emotional skills.				

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COMPETENCY		REFLECTION			NOTES
III Environmental Evidence		1	2	3	
A	Arrange the environment to promote children's success.				
B	Provide books that discuss feelings and social interactions.				
C	Provide materials and experiences related to children's emerging skills.				
D	Provide duplicates of favorite toys and materials.				
E	Provide books, pictures, and other materials that talk about different emotions.				
F	Provide visual reminders of the daily schedule.				
G	The daily schedule includes small-group and large-group activities, both indoors and outdoors.				
H	Activity areas are easy to enter and exit.				
I	There is a quiet, calm area for children to visit when they feel strong emotions.				
J	Activity areas are arranged purposefully to encourage positive interactions.				
K	Activity areas/materials are clearly labeled.				
L	Provide stuffed animals or puppets to act out situations in which children are experiencing strong emotions.				
M	Plan meaningful, fun experiences that acknowledge children's individual backgrounds and differences.				

Concluding Reflections on next page

Competency Reflection

IV Concluding Reflections

My overall strengths in this area:

I want to strengthen my practice in:

My plans to achieve these goals: