

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.

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 in 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 social skills, relationship-building techniques, and treat others with kindness and respect.				
B	Respond attentively to children when they communicate.				
C	Acknowledge, validate, and respond to children's needs and emotions.				
D	Consider tone of voice and body language when communicating with both children and adults.				
E	Read stories and show pictures about different emotions.				
F	Model caring behaviors and empathy during interactions with children and adults.				
G	Follow children's cues and preferences.				
H	Engage in frequent, developmentally appropriate interactions with children and adults throughout the day.				
I	Ask children meaningful questions about their actions, interests, and feelings.				
J	Encourage children to use their words to resolve conflicts.				
K	Include emotion words when talking with children.				
L	Encourage critical thinking, problem solving, and supervised risk taking.				
M	Act in a fair and consistent manner when helping children resolve conflicts and when communicating behavior expectations.				

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COMPETENCY		REFLECTION			NOTES
I Direct Observation		1	2	3	
N	Reinforce positive behaviors and implement a program that encourages acts of kindness.				
O	Use "I" statements and describe personal emotions during interactions with children.				
P	Use children's names frequently when talking with them.				
Q	Notice and describe prosocial behaviors.				
R	Build on and extend what children say or do.				
S	Model flexibility and allow personal mistakes.				
II Observation or Conversation					
A	Help children learn words to describe and express their emotions.				
B	Embed opportunities for children to discuss their emotions throughout daily routines and natural classroom events.				
C	Acknowledge children's individual differences in their social-emotional development.				
D	Consider families' preferences and needs when communicating with their children.				
E	Use supervision strategies and positive interactions to prevent and address bullying.				
F	Communicate regularly with all children, co-workers, and family members.				
G	Build strong relationships with families.				
H	Share activities and strategies with families to help children practice social-emotional skills at home.				
I	Model healthy ways of coping with stress and expressing emotions.				
J	Invite families to share their views and experiences.				
K	Consider children's backgrounds, experiences, and interests when planning activities.				

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COMPETENCY		REFLECTION			NOTES
II Observation or Conversation		1	2	3	
L	Ask for help when facing challenges.				
M	Invite co-workers to observe the classroom and offer their feedback.				
N	Acknowledge co-workers who inspire a personal strive for excellence.				
O	Share personal experiences and interests with co-workers during staff meetings, lunch breaks, and in-service days.				
III Environmental Evidence					
A	Arrange learning environments to promote relationships and social interactions.				
B	Provide an environment that celebrates diversity and is inclusive of all children.				
C	Provide areas where children can relax, sit, and observe the activities in the classroom or program space.				
D	Offer a variety of sensory materials.				
E	Select toys and materials that promote children's social interactions with others.				
F	Provide puppets or stuffed animals for young children to role play situations in which they are experiencing strong emotions.				
G	Provide time in daily schedule for children to play in an unstructured, relaxed way.				
H	Plan activities that encourage children to work together in groups with other children of varied backgrounds and capabilities.				

Concluding Reflections on next page

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IV Concluding Reflections

My overall strengths in this area:

I want to strengthen my practice in:

My plans to achieve these goals: