

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	Ask open-ended questions that focus on a child's well-being.				
B	Observe children for signs of abuse or neglect and make a report when there is a concern.				
II Observation or Conversation					
A	Learn about the cultures of the children served.				
B	Know and understand the reporting procedures specific to this state, and/or Military Service, and program.				
C	Monitor own personal signs of stress and those of others.				
D	Know the necessary information to make a phone call to report possible abuse or neglect.				
E	Have a current roster of children in care at all times.				
F	Model safety, respect, and teamwork to children throughout the day.				
G	Seek out professional development opportunities that address problem-solving, reducing stress, self-care, goal setting, etc.				
H	Make time for exercise, relaxation, and healthy eating.				
I	Be familiar with mental health support resources in this program.				
J	Invest in building positive relationships with co-workers, families, and the children served.				

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COMPETENCY		REFLECTION			NOTES
II Observation or Conversation		1	2	3	
K	Talk regularly with a trainer, coach, or administrator and ask for help when needed.				
L	Acknowledge parents' efforts to support their children.				
M	Recognize that parents may have strong reactions related to trauma.				
N	Use a family-centered approach when working with families facing challenges.				
O	Understand and follow program's Guidance and Touch policy.				
P	Communicate to families the value of program security features such as vision panels, fencing, closed-circuit television, ratios, background checks, Guidance and Touch policy, and other security check-in procedures.				
Q	Understand that program staff are legally required to report any suspicion of child abuse or neglect.				
R	Learn as much as possible about the families served and build strong relationships with them.				
S	Recognize the developmental stages of the children and know what is typical for each child.				
T	Share resources about child abuse and neglect with families and co-workers.				
III Environmental Evidence					
A	Keep careful records and document daily health screenings.				
B	Post reporting procedures in classroom or program space.				
C	Maintain a classroom lending library with resources for families.				
D	Participate in required child abuse and neglect trainings.				
E	Make community resources available to the families served.				

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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: