

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
I Direct Observation		
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 Include emotion words in conversations with children.		
E Follow children's cues and preferences.		
F Encourage children to use their words to resolve peer conflicts.		
G Engage in frequent, developmentally appropriate social interactions with children and adults throughout the day.		
H Model social skills by making eye contact, using good manners, and showing empathy to others.		
I Show respect for all children.		
J Provide consistent expectations and classroom routines.		
K Minimize wait time during transitions and limit the number of transitions		
L Offer opportunities for exploration and independence.		
M Talk with children about their day, what activities are next, and provide warnings and visual reminders before transitions.		
N Recognize positive accomplishments.		
O Help children feel welcome, comfortable, and supported.		
P Embed activities about emotions into daily routines.		

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COMPETENCY		RATE: E/D/M	NOTES
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 your 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	Identify times of day when children may have difficulty expressing their emotions.		
G	Share classroom activities and experiences with families that help children practice social-emotional skills.		
III	Environmental Evidence		
A	Provide materials and experiences related to children's emerging skills.		
B	Provide duplicates of favorite toys and materials.		
C	Provide books, pictures, and other materials that talk about different emotions.		
D	Talk with children about their day, what activities are next, and provide warnings and visual reminders before transitions.		
E	Ensure all activity areas are easy to enter and exit.		
F	Provide a quiet, calm area for children to visit when they feel strong emotions.		
G	Arrange the environment purposefully to encourage positive interactions.		
H	Label activity areas and materials clearly.		
I	Provide stuffed animals or puppets to act out situations in which children are experiencing strong emotions.		
J	Plan meaningful, fun experiences that acknowledge children's individual backgrounds and differences.		

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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: