

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 Respond sensitively to children's temperaments and preferences.		
B Acknowledge and respond to children's feelings, comments, questions, and concerns.		
C Encourage children as they try out new ideas and activities.		
D Meet children's needs in a timely manner.		
E Respond to children using developmentally appropriate practice rather than gender-based bias.		
F Help children put strong emotions into words.		
G Demonstrate a calm, soothing voice and demeanor when children are coping with stressful experiences.		
H Encourage children to use their words with adults as well as with their peers.		
I Offer children opportunities to choose what they will do, how they will do it, and with whom.		
II Observation or Conversation		
A Establish a sense of community in the classroom.		
B Model a healthy self-image and self-esteem.		
C Learn about families' lives and identify their strengths to support children's sense of self.		
D Invite families to share their traditions and culture in the classroom.		
E Model kindness and respect in interactions with children, families, and co-workers, and be sensitive to unique backgrounds and needs.		

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III Environmental Evidence		
A	Plan consistent, interesting experiences and activities that support a sense of belonging and encourage self-expression.	
B	Display photographs of children's families in the classroom.	
C	Organize materials and toys so that all children can actively participate.	

IV Concluding Reflections
<p>Staff member's overall strengths in this area:</p>
<p>Mutually identified goals in this area:</p>
<p>Follow-up plans and training to support these goals:</p>