

# 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
<b>I</b>	<b>Direct Observation</b>		
A	Share information with families in a respectful and meaningful way.		
B	Use family-friendly language when sharing information with families.		
C	Engage in bi-directional communication with families.		
<b>II</b>	<b>Observation or Conversation</b>		
A	Be respectful and supportive of all families.		
B	Examine personal beliefs about families and think about how these beliefs affect work with your families.		
C	Greet and welcome families in the classroom daily.		
D	Demonstrate awareness and sensitivity to each families' needs and circumstances.		
E	Acknowledge each family's experiences, backgrounds, values, and cultures.		
F	Invite families to share their backgrounds and traditions in the program.		
G	Establish and maintain positive relationships with families.		
H	Encourage and support family involvement in the classroom.		
I	Provide opportunities for families to participate in routines or events throughout the year.		
J	Learn about families' interests and backgrounds in a respectful way.		
K	Demonstrate sensitivity to families' cultural and language backgrounds when asking questions.		

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<b>II</b> Observation or Conversation			
L	Provide several opportunities for families to hear about their children's development and progress in the program.		
M	Invite families of children with special needs to share their knowledge and input or concerns about their children.		
N	Maintain ongoing communication with families of children with special needs.		
O	Collaborate with related professionals who may also work with families of children with special needs.		
P	Acknowledge that families know their children best.		
Q	Provide opportunities for families to get to know one another and network.		
R	Acknowledge that there are many factors that can affect relationships between children and their families.		
S	Be nonjudgmental when working with families facing challenges.		
T	Acknowledge that each family's needs are different and that there are no one-size-fits-all solutions to challenges.		
U	Acknowledge all family's strengths including families facing challenges and military families.		
V	Maintain families' confidentiality and treat their information with respect.		
W	Talk to the trainer, coach, or administrator when it is unclear how to handle situations with families.		
X	Consider the unique circumstances that affect military families.		
Y	Provide resources to military families who need support.		
Z	Plan appropriate supports for children and families before, during, and after deployment.		
ZZ	Demonstrate sensitivity to children's needs and emotions and watch for signs of stress in children who come from military families.		
<b>III</b> Environmental Evidence			
A	Make the classroom a welcoming environment for all families.		
B	Include children's books about families in the classroom.		
C	Make resources available to families to help them meet their needs.		

# Competency Reflection

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: