

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	Offer engaging and unique experiences indoors and outdoors.		
B	Interact with children to extend their learning as they use materials.		
C	Provide at least 60 minutes of free-choice time every day.		
D	Provide at least 60 minutes of outdoor time every day.		
E	Give auditory or visual cues before transitions and keep children engaged during transitions.		
F	Provide visual supports for routines, such as handwashing, lining up, snack time, etc.		
G	Review the daily schedule of activities and experiences with children.		
H	Model to children the skills needed to navigate routines.		
I	Provide specific, positive feedback when a child or youth navigates a routine successfully.		
II	Observation or Conversation		
A	Observe the children in the classroom in order to be familiar with their likes, dislikes, needs, and interests.		
B	Change the environment first to prevent challenging behavior from re-occurring.		
C	Involve families in the selection of materials by asking for donated items, such as paper towel rolls and plastic jars.		
D	Use recycled and inexpensive items in creative ways with children.		
E	Select materials and plan interest areas that support learning goals and objectives.		
F	Select materials that reflect the children's current interests and needs.		

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II Observation or Conversation			
G	Adapt materials so that all children can participate in activities and experiences.		
H	Ensure that the program routines are predictable but flexible.		
I	Offer individual schedules for children who need extra support.		
J	Talk with families about their expectations concerning routines and schedules.		
III Environmental Evidence			
A	Ensure that physical spaces and materials are safe and developmentally appropriate for children.		
B	Provide a variety of materials and experiences, and regularly rotate materials or rearrange the program environment to reflect children's interests.		
C	Arrange the learning environment so that children can make choices and move freely and safely between areas.		
D	Create an indoor environment that is engaging and homelike.		
E	Offer various areas and spaces where children can relax and enjoy a quiet break.		
F	Arrange the space so that all areas can be easily supervised.		
G	Provide a variety of materials and experiences that support gross- and fine-motor play in the outdoor space.		
H	Provide a clean and well-organized environment by providing space for outdoor materials to be stored.		
I	Offer materials that are developmentally appropriate for the children in care.		
J	Select materials that reflect the different backgrounds and experiences of the children, staff, and families in the program.		
K	Provide duplicates of favorite items.		
L	Separate loud from quiet and active from calm spaces.		
M	Organize the program materials for easy access, independence, and learning.		
N	Ensure that all equipment and furniture is safe and size-appropriate for the children in care.		
O	Display a visual schedule of the day's activities and routines at children's eye level.		
P	Provide a schedule for families and adult coworkers.		

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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: