

# 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	Model social skills, relationship-building techniques, and caring behaviors with children and adults.		
B	Acknowledge, validate, and respond to children's needs and emotions.		
C	Use appropriate tone of voice and body language when communicating with both children and adults.		
D	Read stories and show pictures about different emotions.		
E	Ask children meaningful questions about their actions, interests, and feelings.		
F	Encourage children to use their words to resolve conflicts.		
G	Encourage critical thinking, problem solving, and supervised risk taking.		
H	Use "I" statements and describe personal emotions during interactions with children.		
I	Use children's names frequently when talking with them.		
J	Notice and describe prosocial behaviors.		
K	Model flexibility and allow personal mistakes.		
<b>II</b>	<b>Observation or Conversation</b>		
A	Embed opportunities for children to express and discuss their emotions throughout daily routines and natural classroom events.		
B	Acknowledge children's individual differences in their social-emotional development.		
C	Strengthen relationships with families by considering their preferences and needs when communicating with their children.		

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<b>II</b> Observation or Conversation			
D	Use supervision strategies and positive interactions to prevent and address bullying.		
E	Share activities and strategies with families to help children practice social-emotional skills at home.		
F	Model healthy ways of coping with stress and expressing emotions.		
G	Invite families to share their views and experiences.		
H	Ask for help when facing challenges.		
I	Acknowledge co-workers who inspire a personal strive for excellence.		
<b>III</b> Environmental Evidence			
A	Arrange learning environments to promote relationships and social interactions.		
B	Provide an environment that includes and celebrates all children and families.		
C	Provide areas where children can relax, sit, and observe the activities in the classroom or program space.		
D	Offer a variety of sensory materials.		
E	Provide puppets or stuffed animals for young children to role play situations in which they are experiencing strong emotions.		
F	Provide time in daily schedule for children to play in an unstructured, relaxed way.		
G	Select toys and materials and plan activities that encourage children to work together in groups with other children of varied backgrounds and capabilities.		

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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: