Competency Reflection

Each statement below refers to behaviors or attributes you should demonstrate when interacting with children and families. Many 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 your work

M Mastered

You believe you have fully mastered and consistently implement a particular competency

COMPETENCY	REFLECTION			NOTES

(I) Direct Observation

1	Read to the children throughout the day, choosing age-appropriate books that introduce new vocabulary and concepts.	E	D	M	
2	Take advantage of teachable moments and natural routines to build language and math skills.	E	D	M	
3	Engage the children's senses to learn new concepts.	E	D	M	
4	Offer children choices and involve them in decision-making opportunities when appropriate.	E	D	M	
5	Use verbal and physical interactions to enhance learning opportunities.	E	D	M	
6	Have conversations with children at their eye level and use their names when speaking to them.	E	D	M	
7	Ask open-ended, meaningful questions.	E	D	M	
8	Model an attitude of exploration and curiosity.	E	D	M	

(II) Observation or Conversation

1	Develop and maintain consistent, nurturing relationships with children and families.	E	D	M	
2	Learn about the stages of cognitive development for the age groups served.	E	D	M	

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COMPETENCY	REFLECTION	NOTES

3	Observe the children in care regularly and use the observations to plan meaningful experiences and set appropriate learning goals.	E	D	M
4	Consult with a trainer, coach, or family child care administrator if there are concerns about a child's development.	E	D	M
5	Listen for and respond to comments and questions about differences and possible stereotypes.	E	D	M
6	Implement multi-age planning.	E	D	M
7	Offer a balance of child-guided and adult-guided experiences.	E	D	M
8	Identify and honor the temperaments of the children served.	E	D	M
9	Provide a balance of routine and choice.	E	D	M
10	Plan activities that are challenging yet also allow children to feel successful.	E	D	M
11	Offer opportunities that encourage children to explore math, science, social studies, language and literacy, art, and technology.	E	D	M
12	Get to know each family served by asking meaningful questions and listening for cultural cues.	E	D	M

(III) Environmental Evidence

1	Post developmental milestone charts where adults can easily read them.	E	D	M
2	Offer a variety of developmentally appropriate materials and toys that challenge children and capture their interest.	E	D	M
3	Ensure that the program space, books, materials, and toys are culturally diverse.	E	D	M
4	Plan activities that reflect the needs, interests, and strengths of the children in care.	E	D	M
5	Rotate learning materials and toys on a regular basis.	E	D	M
6	Plan experiences that promote exploration, discovery, and problem-solving.	E	D	M
7	Display and use items in the classroom that reflect families' culture.	E	D	M

(**IV**) **Concluding Reflections**

My overall strengths in this area:

I want to strengthen my practice in:

My plans to achieve these goals:

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