"Table 7.1 Competency Checklist for Supervisors and Teacher-Leaders

 Does the supervisor or teacher-leader have the following competencies? Recall evidence of behaviors with children and adults.

 Competency

 Describe an example of a teacher-leader with children (when acting as a teacher)

 Describe an example of a teacher-leader with adults (when acting as a supervisor)

 Listens well, does not interrupt, and respects the pace of the other person

 Is able to wait for others to discover solutions, form own ideas, and reflect

 Asks questions that encourage details

 Is aware of and comfortable with his or her feelings and the emotions of others

 Is responsive to others

 Guides/nurtures and supports/empathizes

 Integrates emotion and intellect

 Fosters reflection or wondering by others

 Is aware of how others’ reactions affect a process of dialogue and reflection, including sensitivity to bias and cultural context

 Is willing to have consistent and predictable meeting times and places

 Is flexible and available

 Is able to form trusting relationships

 Based on the work of Michigan Association for Infant Mental Health (2004). Best practice guidelines for reflective supervision/ consultation. Retrieved from http://www.mi-aimh.org/reflective-supervision"