"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.

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| 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) |

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| 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 |  |  |