**Section 26.260 Reflection and Professional Growth**

The competent early childhood teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

a) Knowledge Indicators – The competent early childhood teacher:

1) understands that reflection is an integral part of professional growth and the improvement of instruction.

2) understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.

3) understands major areas of research on the learning process and resources that are available for professional development.

b) Performance Indicators – The competent early childhood teacher:

1) reflects on his or her practices, articulates a philosophy and rationale for decisions, and continually evaluates the effects of his or her choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification and continuing professional development.

2) actively seeks out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.

3) participates in a variety of settings in which children, from birth through age eight, are served (such as public and private centers, schools, and community agencies).

4) demonstrates ability to work effectively serving children of two different age groups (infant/toddler, preprimary, or primary age) and with varying abilities.

5) analyzes and evaluates experiences in working with parents and with interdisciplinary teams of professionals.

6) uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.