

NATIONAL

AfterSchool

ASSOCIATION

Core Knowledge

and Competencies

Self-Assessment Tool

This Self-Assessment Tool was adopted from Levels 1 and 2 of:

**National AfterSchool Association (NAA),
Core Knowledge and Competencies for
Afterschool and Youth Development
Professionals (September, 2011).**

The complete document can be found on the NAA website:

<http://naaweb.org/resources/core-competencies>

The Mission of NAA

The National AfterSchool Association is the leading voice of the after school profession dedicated to the development, education and care of children and youth during their out-of-school hours.



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Introduction

Professional development requires reflection on one's practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences. Reflection heightens awareness of one's own performance and leads to personal change and growth.

The Core Knowledge and Competencies Self-Assessment Tool is designed to empower you to assess your knowledge and skills. It allows you, as a group leader, youth worker, or other youth development professional to:

- Assess your level of knowledge and skills in each one of the ten content areas.
- Identify specific areas of need for your future professional development.
- Plan specific actions that will lead to improvement.

This Self-Assessment Tool may also be used by administrators and supervisors to guide staff evaluation, assessment of skills, and professional development needs.

Please note that this document addresses only Levels 1 and 2 of the *NAA Core Knowledge and Competencies*. Professionals and administrators should refer to the complete document for competency statements beyond these two levels.

It is also important to note that this document does not attempt to define specific indicators or examples of each of the competency statements. This national document leaves room for states and local organizations/programs to customize indicators that meet specific state and program needs (see page 18 of the *NAA Core Knowledge and Competencies*).

Recommendations

Use this Self-Assessment Tool as a workbook to assess your areas of strength and opportunity and help you determine your professional development plans. The Assess, Reflect, Plan process prescribed here will help you to determine what professional development best fits your personal knowledge and skills for continued growth as a youth development professional. It is suggested that you work through one Content Area (e.g., Child/Youth Growth and Development) at a time or choose to focus on just a few specific Content Areas or competency statements. Complete the assessment over the course of a few days.

Note to Administrators: When using the Core Knowledge and Competencies to conduct a performance appraisal, request that the staff member conduct a self-assessment as well. Together, discuss the results of the staff member's self-assessment and your performance appraisal. Use the results to select goals and to plan for professional development.

Assess

Carefully read through the competency statements for the Content Area you have chosen to focus on. Use the assessment tool to note which competency statements represent an area of opportunity, an area of steady progress, or an area of strength.

OPPORTUNITY	STEADY PROGRESS	STRENGTH
<ul style="list-style-type: none">▶ <i>Does not understand or demonstrate the competency statement.</i>▶ <i>Demonstrates the competency statement, but only with guidance.</i>	<ul style="list-style-type: none">▶ <i>Needs more information to fully understand and implement the competency statement.</i>▶ <i>Demonstrates the competency statement, but inconsistently.</i>	<ul style="list-style-type: none">▶ <i>Is able to help others understand and implement the competency statement.</i>▶ <i>Consistently demonstrates the competency statement.</i>

If you are not sure what is meant by a particular competency statement, note that it is an area of opportunity. It is expected that even after many years as a youth development professional, one would still have much more to learn. Take notes or keep track of your thoughts, as you work through the Self-Assessment Tool. You can use the summary page to keep track of your results as you complete each Content Area.

Reflect

Use the reflection questions beginning on page 39 to guide your reflection. You will want to consider your results as you think about your areas of strength, areas of steady progress and your areas of opportunity. Reflect on the work you do daily with youth as you think through your answers to the questions and set personal priorities.

Plan

Carefully Use the Professional Development Planning Tool to set goals, plan for needed resources or professional development, and establish a timeframe for meeting the goals. You will develop an action plan that will become your to-do list. Will you need to look for books, webinars, training, and conferences, find a mentor, ask a specialist for ideas, etc.?

Content Area 1: Child/Youth Growth and Development

Knows the typical benchmarks for growth and development and uses this knowledge to provide a program that meets the multiple needs of children and youth.

OPPORTUNITY	STEADY PROGRESS	STRENGTH
<p>► Does not understand or demonstrate the competency statement.</p> <p>► Demonstrates the competency statement, but only with guidance.</p>	<p>► Needs more information to fully understand and implement the competency statement.</p> <p>► Demonstrates the competency statement, but inconsistently.</p>	<p>► Is able to help others understand and implement the competency statement.</p> <p>► Consistently demonstrates the competency statement.</p>

LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I am aware of basic benchmarks for growth and development.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I recognize that all children and youth have individual needs, temperaments, characteristics, abilities, and develop at their own rate.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I recognize and accept differences in development.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I value different personalities, temperaments, and cultural influences.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I recognize that all children and youth learn and develop through experience and active participation.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Content Area 1: Child/Youth Growth and Development

LEVEL 1 cont.

COMPETENCY STATEMENT		AREA OF	NOTES
I understand and can explain current youth cultures, such as the use of technologies, vocabulary, clothing and music.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I can identify benchmarks related to physical, cognitive, language and communication, social and emotional, and creative development.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I can identify and provide for individual differences in personalities, temperaments, development, learning styles and culture.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I promote growth and development using appropriate services and resources.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 2: Learning Environments and Curriculum

Creates a high-quality learning environment and implements age-appropriate curricula and program activities.

OPPORTUNITY	STEADY PROGRESS	STRENGTH
<p>► Does not understand or demonstrate the competency statement.</p> <p>► Demonstrates the competency statement, but only with guidance.</p>	<p>► Needs more information to fully understand and implement the competency statement.</p> <p>► Demonstrates the competency statement, but inconsistently.</p>	<p>► Is able to help others understand and implement the competency statement.</p> <p>► Consistently demonstrates the competency statement.</p>

Creating a Developmentally Appropriate Learning Environment and Curriculum LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I can explain developmentally appropriate practice.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I recognize the importance of creating a developmentally appropriate learning environment and following a curriculum.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I can discuss how children and youth learn through relationships, activities, and play.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I can engage children and youth in activities that meet individual needs, interests, development, and skill levels.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I can identify aspects of a developmentally appropriate environment and learning plan.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Content Area 2: Learning Environments and Curriculum

Creating a Developmentally Appropriate Learning Environment and Curriculum LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I can create developmentally appropriate learning environments and curriculum using appropriate methods, services, and resources.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I provide an engaging, physically and emotionally safe, and inclusive environment to encourage play, exploration, and learning across developmental domains.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I use appropriate equipment, devices, and technology in support of teaching and learning.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Promoting Physical, Social/Emotional, and Cognitive Development LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I closely supervise and interact with children and youth during physical activities.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I facilitate and assist with fine and gross motor skill development.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I encourage age-appropriate emotional expression.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I model appropriate social interaction.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Content Area 2: Learning Environments and Curriculum

Promoting Physical, Social/Emotional, and Cognitive Development LEVEL 1 Cont.

COMPETENCY STATEMENT		AREA OF	NOTES
I recognize that change, stress, and transition affect social and emotional development and behavior.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I understand that family and community have different cultural experiences that play a role in how children and youth respond socially to adults and peers.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I appreciate how children and youth develop a sense of self.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I extend learning through questions and conversations.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I model listening and am responsive to encourage learning.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 2: Learning Environments and Curriculum

Promoting Physical, Social/Emotional, and Cognitive Development LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I provide a safe learning environment where all children and youth can explore and develop cognitive, social, emotional, and physical motor skills.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I adapt cognitive and physical motor activities and interactions to support diverse needs, abilities, and interests as well as social and emotional development.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I guide children and youth in expressing their feelings and asserting themselves in socially acceptable ways.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I help children and youth communicate and get along with others in a safe and inclusive environment.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Promoting Language and Communication Development LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I model appropriate and respectful communication skills.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I respond to communication in a positive manner.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I encourage children and youth to communicate in a variety of ways.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Content Area 2: Learning Environments and Curriculum

Promoting Language and Communication Development

LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I provide learning environments to promote the development and exploration of language and communication skills.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I adapt language communication activities and interactions to support diverse needs and abilities.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Promoting Creative Expression

LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I recognize and support individual expression, including cultural influences.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I encourage children and youth to try new activities.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I provide equipment and materials that can be used in a variety of ways to encourage imagination and creativity.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 2: Learning Environments and Curriculum

Promoting Creative Expression LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I provide a learning environment where children and youth can explore and develop creative skills.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I adapt creative activities and interactions to support diverse needs and abilities.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I identify the community as a resource for creative experiences.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 3: Child/Youth Observation and Assessment

Understands and applies observation and assessment techniques and tools to meet individual needs.

OPPORTUNITY	STEADY PROGRESS	STRENGTH
<ul style="list-style-type: none"> ▶ Does not understand or demonstrate the competency statement. ▶ Demonstrates the competency statement, but only with guidance. 	<ul style="list-style-type: none"> ▶ Needs more information to fully understand and implement the competency statement. ▶ Demonstrates the competency statement, but inconsistently. 	<ul style="list-style-type: none"> ▶ Is able to help others understand and implement the competency statement. ▶ Consistently demonstrates the competency statement.

LEVEL 1			
COMPETENCY STATEMENT		AREA OF	NOTES
I identify children and youth as individuals and acknowledge that individuals develop at their own pace.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I recognize that observation and assessment are ongoing processes.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I maintain confidentiality regarding observation and assessment information.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I assist with the collection of information about growth, development, and learning.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 3: Child/Youth Observation and Assessment

LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I collect and organize information to measure child/youth outcomes while following appropriate procedures for observation, assessment, and referrals.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I assess children and youth using appropriate methods, services, and resources.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 4: Interactions with Children and Youth

Recognizes the importance of relationships and communication in the practice of quality child and youth care, and implements guidance techniques and strategies to support children and youth individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and positive interactions with their peers and adults

OPPORTUNITY	STEADY PROGRESS	STRENGTH
<p>► Does not understand or demonstrate the competency statement.</p> <p>► Demonstrates the competency statement, but only with guidance.</p>	<p>► Needs more information to fully understand and implement the competency statement.</p> <p>► Demonstrates the competency statement, but inconsistently.</p>	<p>► Is able to help others understand and implement the competency statement.</p> <p>► Consistently demonstrates the competency statement.</p>

Providing Individual Guidance LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I demonstrate developmentally appropriate guidance approaches and interactions.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I guide behavior in positive ways.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I model and practice a positive attitude and respect for self and others.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 4: Interactions with Children and Youth

Providing Individual Guidance LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I provide a supportive environment in which children and youth can learn and practice appropriate and acceptable behaviors.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I provide individual guidance and support using appropriate methods, services, and resources.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Enhancing Group Experiences LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I recognize that working with groups is different from working with individuals.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I can state the importance of organization and flexibility when working with children and youth in groups.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I consider development, interests, age, abilities, and skill levels when grouping children and youth.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 4: Interactions with Children and Youth

Enhancing Group Experiences LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I provide organization and flexibility when working with children and youth in groups.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I can identify each child/youth's abilities and use guidance techniques accordingly.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I enhance group experiences using appropriate methods, services, and resources, including technology.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I recognize how group dynamics affect the learning process.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 5: Youth Engagement

Acts in partnership with children and youth to foster appropriate child and youth leadership and voice.

OPPORTUNITY	STEADY PROGRESS	STRENGTH
<ul style="list-style-type: none"> ▶ Does not understand or demonstrate the competency statement. ▶ Demonstrates the competency statement, but only with guidance. 	<ul style="list-style-type: none"> ▶ Needs more information to fully understand and implement the competency statement. ▶ Demonstrates the competency statement, but inconsistently. 	<ul style="list-style-type: none"> ▶ Is able to help others understand and implement the competency statement. ▶ Consistently demonstrates the competency statement.

LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I provide all children and youth with leadership opportunities.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I promote and support child-initiated and youth-led learning and activities.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I provide an environment that offers choices.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I support active participation of children and youth in the program.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I develop relationships with children and youth while respecting cultural and ability differences in participation style.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Content Area 5: Youth Engagement

LEVEL 2 cont.

COMPETENCY STATEMENT		AREA OF	NOTES
I foster critical thinking, decision-making, problem-solving, and goal-setting skills.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I engage children and youth in leadership activities.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I maintain appropriate emotional and physical boundaries between children, youth, and adults.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I can explain youth culture within the larger community context in which children, youth, and families live.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 6: Cultural Competency and Responsiveness

Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful environment that embraces diversity.

OPPORTUNITY	STEADY PROGRESS	STRENGTH
<ul style="list-style-type: none"> ▶ Does not understand or demonstrate the competency statement. ▶ Demonstrates the competency statement, but only with guidance. 	<ul style="list-style-type: none"> ▶ Needs more information to fully understand and implement the competency statement. ▶ Demonstrates the competency statement, but inconsistently. 	<ul style="list-style-type: none"> ▶ Is able to help others understand and implement the competency statement. ▶ Consistently demonstrates the competency statement.

LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I demonstrate awareness of my own cultural beliefs and practices.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I seek new knowledge regarding cultural beliefs and practices.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I follow program guidelines that include respect and use of non-discriminatory language.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I value cultural differences in children, youth, and families.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Content Area 7: Family, School, & Community Relationships

Builds on respectful, reciprocal relationships across settings to promote optimal development for children, youth, and families and to enhance the quality of afterschool and youth services.

OPPORTUNITY	STEADY PROGRESS	STRENGTH
<p>► Does not understand or demonstrate the competency statement.</p> <p>► Demonstrates the competency statement, but only with guidance.</p>	<p>► Needs more information to fully understand and implement the competency statement.</p> <p>► Demonstrates the competency statement, but inconsistently.</p>	<p>► Is able to help others understand and implement the competency statement.</p> <p>► Consistently demonstrates the competency statement.</p>

Relationships with Families LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I identify the role of the family as central to the development of children and youth.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I respect choices and goals families make for their children.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I protect children, youth, and family confidentiality.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I communicate respectfully and positively with families from a variety of cultural and socioeconomic backgrounds.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I develop and maintain open, friendly, cooperative, and respectful relationships with families.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Content Area 7: Family, School, & Community Relationships

Relationships with Families LEVEL 1 cont.

COMPETENCY STATEMENT		AREA OF	NOTES
I identify ways to support the relationship between children and their families.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Relationships with Families LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I respect the family's role in, influence on, and responsibility for education and development.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I communicate with family members about program activities and goals and share appropriate services and resources.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I engage families in discussions regarding their child's development.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I work effectively with families from a variety of cultural, linguistic, ethnic, and socioeconomic backgrounds.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I provide opportunities for continual family involvement throughout the program.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Content Area 7: Family, School, & Community Relationships

Partnerships with Community LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I recognize and use community resources to support and assist families and enhance programming for children and youth.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I work cooperatively and appropriately with volunteers and partners.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Partnerships with Community LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I identify the larger community context within which children, youth, and families live.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I assist assigned volunteers in participating effectively in program activities.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I build reciprocal relationships within communities using appropriate services and resources.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 7: Family, School, & Community Relationships

Partnerships with Schools LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I identify that the school and afterschool program should work collaboratively.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I identify the existence of state academic standards.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Partnerships with Schools LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I contribute to positive relationships between school and the afterschool program.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I assist in maintaining positive behavior support policies consistent with schools (if school-based) and reflective of the culture of families.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I explain education standards in place at schools attended by program participants.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 8: Safety and Wellness

Ensures the safety and wellness of children and youth by implementing prevention, preparedness, and health and safety practices.

OPPORTUNITY	STEADY PROGRESS	STRENGTH
<p>► Does not understand or demonstrate the competency statement.</p> <p>► Demonstrates the competency statement, but only with guidance.</p>	<p>► Needs more information to fully understand and implement the competency statement.</p> <p>► Demonstrates the competency statement, but inconsistently.</p>	<p>► Is able to help others understand and implement the competency statement.</p> <p>► Consistently demonstrates the competency statement.</p>

Knowledge of Regulations LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I protect others by following health and safety regulations and policies.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I practice safety awareness including personal safety.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I identify, document, and report suspected child abuse and neglect as mandated by law.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I respond calmly and effectively to a crisis.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Content Area 8: Safety and Wellness

Knowledge of Regulations LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I communicate and follow emergency preparedness plans.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I assist with and involve children and youth (when possible) in health and safety assessments.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I ensure adherence to health and safety regulations and policies, including those regarding the inclusion of children and youth of all cultural backgrounds and abilities.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Environmental Safety LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I recognize and maintain safe indoor and outdoor areas.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I follow safe practices.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 8: Safety and Wellness

Environmental Safety LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I assess and adapt environments, including when away from the facility, to ensure the safety of children and youth.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I promote safety using appropriate methods, services, and resources.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I plan experiences to keep children and youth safe.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I communicate policies, procedures, and information with families and staff.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Health and Wellness LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I support the nutritional needs and healthy eating practices of children and youth.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I follow practices to support the emotional well-being of children and youth.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I understand the importance of mental wellness and how it connects to the individual's overall health.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Content Area 8: Safety and Wellness

Health and Wellness LEVEL 1 cont.

COMPETENCY STATEMENT		AREA OF	NOTES
I recognize that children and youth have individual mental health needs and require an individualized response.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I support the physical health of each child and youth.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I model healthy lifestyle practices.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I maintain sanitary environments.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Health and Wellness LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I promote healthy eating practices by using appropriate methods, services, and resources.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I communicate with others about the nutritional needs and preferences of children and youth.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Content Area 8: Safety and Wellness

Health and Wellness LEVEL 2 cont.

COMPETENCY STATEMENT		AREA OF	NOTES
I promote mental health using appropriate methods, services, and resources.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I monitor the environment for healthy practices, making improvements as necessary.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I implement procedures and plan experiences to promote health and fitness.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I recognize children's and youth's exploration and curiosity about the human body and respond appropriately.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I facilitate age-appropriate discussions on healthy living topics.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 9: Program Planning and Development

Supports staff and serves as a role model around professional development plans by building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

OPPORTUNITY	STEADY PROGRESS	STRENGTH
<p>► Does not understand or demonstrate the competency statement.</p> <p>► Demonstrates the competency statement, but only with guidance.</p>	<p>► Needs more information to fully understand and implement the competency statement.</p> <p>► Demonstrates the competency statement, but inconsistently.</p>	<p>► Is able to help others understand and implement the competency statement.</p> <p>► Consistently demonstrates the competency statement.</p>

Program Planning and Evaluation LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I follow the program's mission and policies.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I recognize the importance of evaluations and assist in evaluating the program's effectiveness.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Program Planning and Evaluation LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I support and implement the program's mission and policies.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I promote program planning and evaluation using appropriate services and resources.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Content Area 9: Program Planning and Development

Program Planning and Evaluation LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I am proficient in the use of technology needed to function effectively in my current position.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 10: Professional Development and Leadership

Acts ethically, is committed to continuous learning, and advocates for best practices and policies for children and youth.

OPPORTUNITY	STEADY PROGRESS	STRENGTH
<p>► Does not understand or demonstrate the competency statement.</p> <p>► Demonstrates the competency statement, but only with guidance.</p>	<p>► Needs more information to fully understand and implement the competency statement.</p> <p>► Demonstrates the competency statement, but inconsistently.</p>	<p>► Is able to help others understand and implement the competency statement.</p> <p>► Consistently demonstrates the competency statement.</p>

Displaying Professionalism in Practice LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I model a positive and respectful attitude when working with children and youth.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I improve teaching and learning through professional work habits.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I demonstrate the ability to work effectively with others.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I act ethically, maintaining confidentiality and impartiality, based on a professional code of ethics and other professional guidelines.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 10: Professional Development and Leadership

Displaying Professionalism in Practice

LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I manage demands of personal and professional commitments.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I demonstrate commitment to a professional code of ethics and other professional guidelines.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I interact with others in a professional manner.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I promote professionalism using appropriate skills, services, and resources.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Ongoing Professional Growth

LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I seek knowledge through interactions with other professionals.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I can identify professional development requirements of the field and have an awareness of professional standards.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I follow a professional development plan.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Content Area 10: Professional Development and Leadership

Ongoing Professional Growth LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I build personal and professional competence by using appropriate skills, services, and resources.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I develop and implement a professional development plan.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I participate in activities, projects, and events within the field.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

Leadership and Advocacy LEVEL 1

COMPETENCY STATEMENT		AREA OF	NOTES
I understand and identify the need for leadership skills (to be a voice) in the child/youth development field for children, youth, and families.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I understand and identify characteristics and qualities of leadership.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Content Area 10: Professional Development and Leadership

Leadership and Advocacy LEVEL 2

COMPETENCY STATEMENT		AREA OF	NOTES
I display leadership skills and identify strategies for advocacy.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	
I promote leadership and advocacy using appropriate skills, services, and resources.		OPPORTUNITY	
		STEADY PROGRESS	
		STRENGTH	

ADDITIONAL NOTES:

Assessment Summary

Content Area	Area of Opportunity	Steady Progress	Area of Strength
Child/Youth Growth and Development			
Learning Environments and Curriculum			
Child/Youth Observation and Assessments			
Interactions with Children and Youth			
Youth Engagement			
Cultural Competency and Responsiveness			
Family, School, and Community Relationships			
Safety and Wellness			
Program Planning and Development			
Professional Development and Leadership			

Reflection

Review the summary page and your personal notes. Consider your results as you think about your areas of strength, areas of steady progress and your areas of opportunity. Reflect on the work you do daily with youth as you answer the following questions and set personal priorities.

In which two Core Knowledge and Competency Content Areas do you feel the most competent and confident?

Describe why you are confident in these areas:

In what ways can you further develop your strengths or exhibit leadership in these areas?

Reflection

Which Core Knowledge and Competency Content Areas do you feel least competent and represent areas of opportunity for you? What makes these areas difficult for you?

Which specific competency statements represent areas of opportunity for professional development? Prioritize them in order of importance to you.

Select the first two priorities. Why are these priorities important to you and your work with youth?

Professional Plan

Set personal goals based on the priorities you have developed from assessing your professional knowledge and skills and areas of opportunity. Focus on one or two of the top priorities. Develop one or two goals related to each of these priorities. Use the competency statements listed to help you.

For example, if your top priority is to recognize and use community resources to support and assist families and enhance programming for children and youth (Content Area 7), you might have the following goals:

- To build a resource network that will support and assist families and enhance programming.
- To learn to effectively and appropriately use community resources to support families and enhance programming.

Next think through the action steps that should be taken to accomplish your goals. Use the Action Plan Worksheet to guide you.

Priority Content Area

Priority Competency Statement

Goal One

Goal Two

Action Plan Worksheet

Restate your goals and work through these questions to develop an action plan for your professional development needs. Evaluate your plan periodically and adjust the steps as necessary.

Ask Yourself?	Goal One	Goal Two
What materials and/or resources will I need to meet this goal?		
What professional development will I need to meet this goal? What topics/ content will be most helpful?		
What format of professional development would be most effective in helping me meet this goal (workshop, college course, research, study group, coaching, etc.)		
How and where will I find the professional development that I need?		
How will I find the time and money to take trainings, etc?		
What type of support might I need in my program in order to help me implement my new skills or apply my new knowledge?		
How will I know if I am making progress? How will my practice change?		
What are the first two actions I will take to meet each goal	1. 2.	1. 2.
When will I complete each of these steps?	1. 2.	1. 2.

Acknowledgements

Thank You

To Lorraine Thoreson and Jamie Jantz for compiling and editing the National AfterSchool Association Core Knowledge and Competencies Self-Assessment Tool.

To the National AfterSchool Association Board Members, Affiliate Leaders, and colleagues at the National Institute on Out-of-School Time who reviewed this document.

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