



NATIONAL
AfterSchool
ASSOCIATION

and **Core Knowledge** **COMPETENCIES**

for Afterschool and Youth Development Professionals

Self-Assessment Tool LEVEL 2

The **Vision & Mission** of **NAA**

NAA is the only national membership organization for professionals who work with children and youth in a variety of out-of-school time settings. Our mission is to foster development, provide education, and encourage advocacy for the out-of-school time community. We exist to inspire, connect, and equip professionals who meet this critical need for young people.

This Self-Assessment Tool was adopted from the

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>

Table of CONTENTS

INTRODUCTION

Recommendations	3
Assess	3
Reflect	3
Plan	3

CONTENT AREAS

Child/Youth Growth and Development	4
Learning Environments and Curriculum	4
Child/Youth Observation and Assessment	7
Interactions with Children and Youth	7
Youth Engagement	8
Cultural Competency and Responsiveness	9
Family, School, and Community Relationships	10
Safety and Wellness	12
Program Planning and Development	14
Professional Development and Leadership	15
Self-Assessment Summary	17
Reflection	18
Professional Plan	19
Action Plan	20

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 Self-Assessment Tools are designed to empower individuals to assess their knowledge and skills based on the competencies outlined in the *NAA Core Knowledge and Competencies for Afterschool and Youth Development Professionals*. **The Self-Assessment Tools are organized by level and allow group leaders, youth workers, or other youth development professionals to:**

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

The Self-Assessment Tools may also be used by administrators and supervisors to guide staff evaluation, assessment of skills, and professional development needs. **This document includes the competency statements for Level 2.**

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 9 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 and use the assessment tool to indicate one of the following about each competency statement:

- 1** = I do not understand or demonstrate this competency.
- 2** = I struggle to demonstrate this competency. I sometimes demonstrate this competency, and when I do I have a difficult time with it OR I demonstrate the competency, but only with guidance. I need more information to fully understand and implement the competency statement.
- 3** = I demonstrate this competency reasonably well, but inconsistently. I think with more practice and/or some support, I could implement this practice well.
- 4** = I demonstrate this competency extremely well. I consider this competency to be among my regular practices. I consistently demonstrate this competency. I am able to help others understand and implement this competency.

If you are not sure what is meant by a particular competency statement, score it as a 1. It is expected that even after many years as a youth development professional, one would still have much more to learn. Take notes and total your self-ratings as you work through the Self-Assessment Tool. Use the Self-Assessment Summary page at the end of the document to calculate your results as you complete each Content Area.

REFLECT Use the questions beginning on page 18 to guide your reflection. Consider your results as you think about areas of strength and 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 Plan and Action Plan 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.

LEVEL 2

A. I can identify benchmarks related to physical, cognitive, language, and communication, social and emotional, and creative development.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I can identify and respond to individual differences in personalities, temperaments, development, learning styles, and culture.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I promote growth and development using appropriate services and resources.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 1 LEVEL 2
TOTAL:

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Content Area 2

LEARNING ENVIRONMENTS AND CURRICULUM

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

Creating a Developmentally Appropriate Learning Environment and Curriculum LEVEL 2

A. I can create developmentally appropriate learning environments and curriculum using appropriate methods, services, and resources.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I provide an engaging, physically and emotionally safe, and inclusive environment to encourage play, exploration, and learning across developmental domains.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 2

LEARNING ENVIRONMENTS AND CURRICULUM

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

C. I use appropriate equipment, devices, and technology in support of teaching and learning.

EVIDENCE AND NOTES:	SELF-RATING:
Content Area 2: Creating a Developmentally Appropriate Learning Environment and Curriculum LEVEL 2	TOTAL:

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

A. I provide a safe learning environment where all children and youth can explore and develop cognitive, social, emotional, and physical motor skills.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I adapt cognitive and physical motor activities and interactions to support diverse needs, abilities, and interests as well as social and emotional development.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I guide children and youth in expressing their feelings and asserting themselves in socially acceptable ways.

EVIDENCE AND NOTES:	SELF-RATING:
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D. I help children and youth communicate and get along with others in a safe and inclusive environment.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 2: Promoting Physical, Social/Emotional, and Cognitive Development LEVEL 2

TOTAL:

Content Area 2

LEARNING ENVIRONMENTS AND CURRICULUM

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

Promoting Language and Communication Development LEVEL 2

A. I provide learning environments to promote the development and exploration of language and communication skills.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I adapt language communication activities and interactions to support diverse needs and abilities.

EVIDENCE AND NOTES:	SELF-RATING:
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**Content Area 2: Promoting Language and Communication Development LEVEL 2
TOTAL:**

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Promoting Creative Expression LEVEL 2

A. I provide a learning environment where children and youth can explore and develop creative skills.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I adapt creative activities and interactions to support diverse needs and abilities.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I identify the community as a resource for creative experiences.

EVIDENCE AND NOTES:	SELF-RATING:
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**Content Area 2: Promoting Creative Expression LEVEL 2
TOTAL:**

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Content Area 3

CHILD/YOUTH OBSERVATION AND ASSESSMENT

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

LEVEL 2

A. I collect and organize information to measure child/youth outcomes while following appropriate procedures for observation, assessment, and referrals.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I assess children and youth using appropriate methods, services, and resources.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 3 LEVEL 2
TOTAL:

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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.

Providing Individual Guidance LEVEL 2

A. I provide a supportive environment in which children and youth can learn and practice appropriate and acceptable behaviors.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I provide individual guidance and support using appropriate methods, services, and resources.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 4: Providing Individual Guidance LEVEL 2
TOTAL:

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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.

Enhancing Group Experiences LEVEL 2

A. I provide organization and flexibility when working with children and youth in groups.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I can identify each child/youth's abilities and use guidance techniques accordingly.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I enhance group experiences using appropriate methods, services, and resources, including technology.

EVIDENCE AND NOTES:	SELF-RATING:
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D. I recognize how group dynamics affect the learning process.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 4: Enhancing Group Experiences LEVEL 2
TOTAL:

SELF-RATING:

Content Area 5

YOUTH ENGAGEMENT

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

LEVEL 2

A. I support active participation of children and youth in the program.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I develop relationships with children and youth while respecting cultural and ability differences in participation style.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 5

YOUTH ENGAGEMENT

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

C. I foster critical thinking, decision-making, problem-solving, and goal-setting skills.

EVIDENCE AND NOTES:	SELF-RATING:
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D. I engage children and youth in leadership activities.

EVIDENCE AND NOTES:	SELF-RATING:
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E. I maintain appropriate emotional and physical boundaries between children, youth, and adults.

EVIDENCE AND NOTES:	SELF-RATING:
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F. I can explain youth culture within the larger community context in which children, youth, and families live.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 5 **LEVEL 2**
TOTAL:

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Content Area 6

CULTURAL COMPETENCY AND RESPONSIVENESS

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

LEVEL 2

A. I value cultural differences in children, youth, and families.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 6 **LEVEL 2**
TOTAL:

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Content Area 7

FAMILY, SCHOOL AND 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.

Relationships with Families LEVEL 2

A. I respect the family's role in, influence on, and responsibility for education and development.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I communicate with family members about program activities and goals and share appropriate services and resources.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I engage families in discussions regarding their child's development.

EVIDENCE AND NOTES:	SELF-RATING:
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D. I work effectively with families from a variety of cultural, linguistic, ethnic, and socioeconomic backgrounds.

EVIDENCE AND NOTES:	SELF-RATING:
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E. I provide opportunities for continual family involvement throughout the program.

EVIDENCE AND NOTES:	SELF-RATING:
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**Content Area 7: Relationships with Families LEVEL 2
TOTAL:**

SELF-RATING:

Partnerships with the Community LEVEL 2

A. I identify the larger community context within which children, youth, and families live.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 7

FAMILY, SCHOOL AND 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.

B. I assist assigned volunteers in participating effectively in program activities.

EVIDENCE AND NOTES:	SELF-RATING:

C. I build reciprocal relationships within communities using appropriate services and resources.

EVIDENCE AND NOTES:	SELF-RATING:

**Content Area 7: Partnerships with the Community LEVEL 2
TOTAL:**

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Partnerships with Schools LEVEL 2

A. I contribute to positive relationships between school and the afterschool program.

EVIDENCE AND NOTES:	SELF-RATING:

B. I assist in maintaining positive behavior support policies consistent with schools (if school-based) and reflective of the culture of families.

EVIDENCE AND NOTES:	SELF-RATING:

C. I explain education standards in place at schools attended by program participants.

EVIDENCE AND NOTES:	SELF-RATING:

**Content Area 7: Partnerships with Schools LEVEL 2
TOTAL:**

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Content Area 8

SAFETY AND WELLNESS

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

Knowledge of Regulations LEVEL 2

A. I communicate and follow emergency preparedness plans.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I assist with and involve children and youth (when possible) in health and safety assessments.

EVIDENCE AND NOTES:	SELF-RATING:
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C. 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.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 8: Knowledge of Regulations LEVEL 2
TOTAL:

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Environmental Safety LEVEL 2

A. I assess and adapt environments, including when away from the facility, to ensure the safety of children and youth.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I promote safety using appropriate methods, services, and resources.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I plan experiences to keep children and youth safe.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 8

SAFETY AND WELLNESS

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

D. I communicate policies, procedures, and information with families and staff.

EVIDENCE AND NOTES:	SELF-RATING:
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**Content Area 8: Environmental Safety LEVEL 2
TOTAL:**

Health and Wellness LEVEL 2

A. I promote healthy eating practices by using appropriate methods, services, and resources.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I communicate with others about the nutritional needs and preferences of children and youth.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I promote mental health using appropriate methods, services, and resources.

EVIDENCE AND NOTES:	SELF-RATING:
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D. I monitor the environment for healthy practices, making improvements as necessary.

EVIDENCE AND NOTES:	SELF-RATING:
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E. I implement procedures and plan experiences to promote health and fitness.

EVIDENCE AND NOTES:	SELF-RATING:
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F. I recognize children's and youth's exploration and curiosity about the human body and respond appropriately.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 8 SAFETY AND WELLNESS

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

G. I facilitate age-appropriate discussions on healthy living topics.

EVIDENCE AND NOTES:	SELF-RATING:
Content Area 8: Health and Wellness LEVEL 2 TOTAL:	

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.

Program Planning and Evaluation LEVEL 2

A. I support and implement the program's mission and policies.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I promote program planning and evaluation using appropriate services and resources.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I am proficient in the use of technology needed to function effectively in my current position.

EVIDENCE AND NOTES:	SELF-RATING:
Content Area 9: Program Planning and Evaluation LEVEL 2 TOTAL:	

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.

Displaying Professionalism in Practice LEVEL 2

A. I manage demands of personal and professional commitments.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I demonstrate commitment to a professional code of ethics and other professional guidelines.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I interact with others in a professional manner.

EVIDENCE AND NOTES:	SELF-RATING:
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D. I promote professionalism using appropriate skills, services, and resources.

EVIDENCE AND NOTES:	SELF-RATING:
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**Content Area 10: Displaying Professionalism in Practice LEVEL 2
TOTAL:**

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Ongoing Professional Growth LEVEL 2

A. I build personal and professional competence by using appropriate skills, services, and resources.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I develop and implement a professional development plan.

EVIDENCE AND NOTES:	SELF-RATING:
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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.

C. I participate in activities, projects, and events within the field.

EVIDENCE AND NOTES:	SELF-RATING:	
Content Area 10: Ongoing Professional Growth LEVEL 2 TOTAL:		

Leadership and Advocacy LEVEL 2

A. I display leadership skills and identify strategies for advocacy.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I promote leadership and advocacy using appropriate skills, services, and resources.

EVIDENCE AND NOTES:	SELF-RATING:	
Content Area 10: Leadership and Advocacy LEVEL 2 TOTAL:		

Self-Assessment SUMMARY

Transfer the ratings from your self-assessment into the chart below.

CONTENT AREA	SELF-RATING TOTAL	# OF COMPETENCIES	AVERAGE RATING
1. Child/Youth Growth and Development	_____	÷ 3	= _____
2. Learning Environments and Curriculum			
• Creating a Developmentally Appropriate Learning Environment and Curriculum	_____	÷ 3	= _____
• Promoting Physical, Social/Emotional, and Cognitive Development	_____	÷ 4	= _____
• Promoting Language and Communication Development	_____	÷ 2	= _____
• Promoting Creative Expression	_____	÷ 3	= _____
3. Child/Youth Observation and Assessments	_____	÷ 2	= _____
4. Interactions with Children and Youth			
• Providing Individual Guidance	_____	÷ 2	= _____
• Enhancing Group Experiences	_____	÷ 4	= _____
5. Youth Engagement	_____	÷ 6	= _____
6. Cultural Competency and Responsiveness	_____	÷ 1	= _____
7. Family, School, and Community Relationships			
• Relationships with Families	_____	÷ 5	= _____
• Partnerships with the Community	_____	÷ 3	= _____
• Partnerships with Schools	_____	÷ 3	= _____
8. Safety and Wellness			
• Knowledge of Regulations	_____	÷ 3	= _____
• Environmental Safety	_____	÷ 4	= _____
• Health and Wellness	_____	÷ 7	= _____
9. Program Planning and Development			
• Program Planning and Evaluation	_____	÷ 3	= _____
10. Professional Development and Leadership			
• Displaying Professionalism in Practice	_____	÷ 4	= _____
• Ongoing Professional Growth	_____	÷ 3	= _____
• Leadership and Advocacy	_____	÷ 2	= _____

Reflection

Review the evidence from the Self-Assessment Summary. Consider your results as you think about your areas of strength and your areas of opportunity. Reflect on the work you do daily as you answer the following questions and set personal priorities.

On which Content Area did you score the highest? Why?

What evidence do you have to support the self-rating you selected for this Content Area?

In what ways can you further develop your strengths or exhibit leadership in this area?

On which Content Area did you score the lowest? Why? What makes this area 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 questions on the Professional Plan to guide you.

PRIORITY CONTENT AREA

PRIORITY COMPETENCY STATEMENT(S)

GOAL ONE

GOAL TWO

Action PLAN

Reflect on your two 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. For continuous professional development, once you've achieved your goals re-assess yourself and complete the cycle again.

ASK YOURSELF:	GOAL 1	GOAL 2
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

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For more afterschool resources and professional development information please visit

WWW.NAAWEB.ORG