

SELF-ASSESSMENT TOOL

CORE KNOWLEDGE, SKILLS & COMPETENCIES

for Out-of-School Time Professionals



CONTENT AREA
CHILD/YOUTH GROWTH AND
DEVELOPMENT

1

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NATIONAL
AfterSchool
ASSOCIATION

MISSION & VISION

The National Afterschool Association (NAA) is the professional membership association for people who work with and for youth outside of school hours.

NAA fosters positive youth outcomes by supporting, developing, and advocating for afterschool professionals and leaders.

As a national association, we deploy our mission through people-centered programs, partnerships, and practices that build equity, access, and connections to create a strong, valued profession that benefits kids, families, and communities.

TOOLS & RESOURCES

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INTRODUCTION

Professional development requires reflection on practices to identify strengths and recognize growth areas. Reflection heightens awareness of performance and can lead to change and growth.

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competency statement. This national document allows states and local organizations/programs to customize indicators that meet specific state and program needs (see page 7 of the NAA Core Knowledge, Skills, and Competencies).

Use this workbook to assess areas of strength and opportunity and determine professional development plans. The Assess, Reflect, Plan & Grow process helps determine what professional development supports continued growth as a youth development professional. Work through one Content Area (e.g., Child/Youth Growth and Development) at a time or focus on just a few specific Content Areas or competency statements.

HOW TO USE:

ASSESS

Carefully read through the competency statements and use the assessment tool to indicate one of the following about each:

- 1 = Not yet**
- 2 = I've tried but struggle with this and need additional support or practice**
- 3 = Most of the time, but inconsistent and could improve**
- 4 = This is a strength, no growth needed**

If you are unsure what a particular competency statement means, score it as a 1. Even after many years as a youth development professional, there is still more to learn. As you work through the assessment, make notes with examples as evidence.

REFLECT

Use the questions beginning on page 6 to guide your reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on your daily work and the assessment ratings as you think through your answers to the questions and set goals.

PLAN & GROW

Use the Action Plan at the back of the workbook to articulate goals, plan for needed resources or professional development, and establish a deadline for meeting the goals. Once the plan is complete, follow it to build your skills and competency.

REASSESS, CELEBRATE, AND CONTINUE TO GROW

When the goal deadline arrives, use the self-assessment to reassess and determine progress. Celebrate your successes and then make additional plans for growth in the same content area or another.

Note to Administrators: When using the Core Knowledge, Skills, and Competencies for performance appraisal, have the staff member conduct a self-assessment and compare reflections. During appraisals, be aware of and minimize biases as much as possible. Together, discuss the results of the staff member's self-assessment and your performance appraisal, remaining open to their perspectives and supporting evidence when your scores do not align. Use the results to select goals and to plan for professional development together.

CHILD/YOUTH GROWTH AND DEVELOPMENT

Self-Rating

IDENTIFY

A. Is aware of the science of learning and development and basic benchmarks for growth and development.

B. Recognizes that all children and youth have individual needs, temperaments, characteristics, abilities and develop at an individual rate.

C. Understands differences in individual development.

D. Recognizes that children and youth learn and develop through experience and active participation.

E. Understands current youth culture in the context of child and youth development and experiences.

F. Identifies physical, cognitive, language and communication, social and emotional, and creative development benchmarks.

G. Identifies individual personalities, temperaments, development, learning styles, and culture.

Self-Rating

APPLY

A. Uses services and resources to promote growth and development.

B. Uses current child and youth development theories and research.

C. Communicates about physical, cognitive, language and communication, social and emotional, cultural and creative differences among children and youth.

D. Collaborates with others to promote growth and development.

E. Explains the multiple influences on development and learning.

F. Names assets of all children, youth, and colleagues — including and especially those who are neuro-diverse.

G. Articulates, evaluates and applies current SOLD theories, research, and policy.

Self-Rating

AMPLIFY

A. Designs and delivers professional learning experiences for other staff and stakeholders on child and youth growth and development.

Supports others to use a critical equity lens when applying child and youth growth and development principles, encouraging culturally appropriate and antiracist assumptions and practices.

C. Recommends and promotes equitable program and organizational policies, PD, and practices rooted in child and youth growth and development theories and research.

D. Advocates for equitable public and philanthropic policies, practices, and funding practices supported by child and youth growth and development theories and research.

Content Area 1

Examples, notes & evidence:

REFLECTION & PROFESSIONAL PLAN

Review your self-assessment ratings. Consider your results as you think about your areas of strength and your areas of opportunity. Reflect on your daily work as you answer the following questions and set priorities.

STRENGTHS:

On which competencies did you score the highest? Why?

What opportunities do you have or could you create to demonstrate leadership or support others with developing these competencies?

OPPORTUNITIES:

On which competencies did you score the lowest? Why? What makes these challenging for you?

From your answer above, pick two competencies that could be most impactful in your work. List these competencies as goals.

Goal 1:

Goal 2:

ACTION PLAN

Complete the following professional development action plan to meet the identified goals.


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 the most helpful?		
What form of professional development would be the 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.?		
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CONTENT AREA

LEARNING ENVIRONMENTS
AND CURRICULUM

2

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REFLECT

Use the questions beginning on page 12 to guide your reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on your daily work and the assessment ratings as you think through your answers to the questions and set goals.

PLAN & GROW

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LEARNING ENVIRONMENTS AND CURRICULUM

I. Physical Environments & Activities

Self-Rating

IDENTIFY

A. Recognizes the importance of creating a developmentally and culturally responsive learning environment and following a curriculum.

B. Understands how children and youth learn through relationships, activities, play, and other experiences.

C. Identifies aspects of a developmentally and culturally responsive environment and learning plan.

APPLY

A. Scaffolds learning experiences and engages children and youth with clear objectives that meet individual needs, interests, and developmental levels.

B. Shows warmth, caring, and respect for children, youth, and others as individuals.

C. Employs schedules, routines, and structured transitions.

D. Creates engaging, physically, emotionally safe, and inclusive environments to encourage play, exploration, and learning across developmental domains.

E. Uses equipment, devices, and technology to support teaching and learning.

F. Uses various culturally responsive practices, tools, and accommodations – including individualization and differentiation -- to meet individual needs and enhance learning.

G. Creates environments and experiences to value, affirm, and respect diverse needs, abilities, experiences, and backgrounds.

H. Articulates evaluates, and/or applies current theories, research, resources, and policies related to the design of curriculum and learning environments.

I. Collaborates with others to maximize opportunities for children and youth.

Self-Rating

AMPLIFY

A. Models for, teaches, mentors, and coaches others about designing environments and adapting activities to meet all children and youth needs.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that support the ability to design positive learning environments and adapt activities to meet the needs of all children and youth.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the ability to design positive learning environments and adapt activities to meet the needs of all children and youth.

I. Physical Environments & Activities

Examples, notes & evidence:



LEARNING ENVIRONMENTS AND CURRICULUM

II. Physical, Social/Emotional, and Cognitive Development

Self-Rating

IDENTIFY

A. Recognizes that change, stress, and transition affect social and emotional development and behavior.

B. Knows that families and communities have cultural experiences that influence how children and youth respond socially to adults and peers.

C. Understands how children and youth develop a sense of self.

Self-Rating

APPLY

A. Pays attention to and interacts with children and youth.

B. Implements strategies to develop young people’s self-awareness, social awareness, self-management, relationship building, and responsible decision making.

C. Models healthy interactions and guides children and youth in self-awareness, social awareness, relationships, and responsible decision making.

D. Incorporates activities promoting cognitive, social, emotional, and physical development.

E. Is responsive and encourages learning through questions, active listening, problem-solving activities, and conversations.

F. Adapts cognitive and physical activities and interactions to support diverse needs, abilities, and interests.

G. Supports children and youth in developing a sense of self.

H. Facilitates learning and other opportunities that reflect the cultures and values represented in the local community.

I. Uses contextualized teaching strategies to provide children and youth multiple entry points to an activity based on their current knowledge and abilities.

Self-Rating

AMPLIFY

A. Models for, teaches, mentors, and coaches others about promoting the healthy development of children and youth.

B. Recommends and promotes program and organizational policies, PD, and practices that support facilitating the healthy development of children and youth.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support facilitating the healthy development of children and youth.

II. Physical, Social/Emotional, and Cognitive Development

Examples, notes & evidence:



LEARNING ENVIRONMENTS AND CURRICULUM

III. Language and Communication Development

Self-Rating

IDENTIFY

A. Understands active listening.

B. Recognizes the importance of respecting multiple communication styles and varying cultural communication norms.

Self-Rating

APPLY

A. Uses and models active listening.

B. Responds to communication positively.

C. Encourages children and youth to communicate in a variety of ways.

D. Adapts language and communication activities and interactions to support diverse needs and abilities.

E. Demonstrates inclusive communication practices, such as pronouncing each person's name correctly and using preferred gender pronouns.

F. Develops and integrates strategies for integrating language and communication development activities into all curricular areas.

Self-Rating

AMPLIFY

A. Models for, teaches, mentors, and coaches others about supporting effective child/youth language and communication development.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that support the development of child/youth language and communication skills.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the development of child/youth language and communications skills.

III. Language and Communication Development

Examples, notes & evidence:



LEARNING ENVIRONMENTS AND CURRICULUM

IV. Creative Expression

Self-Rating

IDENTIFY

A. Articulates the value of creative expression as necessary to the development of the individual.

B. Identifies the community as a resource for creative experiences.

Self-Rating

APPLY

A. Incorporates activities promoting creative development.

B. Supports individual expression, including cultural influences.

C. Encourages children and youth to try new activities.

D. Provides equipment and materials for use in a variety of ways to encourage imagination and creativity.

E. Adapts creative activities and interactions to support diverse needs and abilities.

F. Incorporates activities for self-expression that respectfully and authentically reflect diverse cultural traditions.

G. Uses the community as a resource for creative experiences.

Self-Rating

AMPLIFY

A. Teaches, mentors, and coaches others about how to support child/youth creative expression.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that support the development of child/youth creative expression.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the ability to develop child/youth creative expression.

IV. Creative Expression

Examples, notes & evidence:



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CONTENT AREA

CHILD/YOUTH OBSERVATION
AND ASSESSMENT

3

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CHILD/YOUTH OBSERVATION AND ASSESSMENT

Self-Rating

IDENTIFY

A. Understands that observation and assessment are ongoing processes.

B. Identifies the role of risk factors and protective factors on children and youth development.

C. Recognizes the bias of individuals and in assessment tools.

D. Understands ways to mitigate the bias in the assessment process.

Self-Rating

APPLY

A. Maintains confidentiality regarding observation and assessment information.

B. Collects and organizes data to measure child/youth outcomes while following pertinent observation, assessment, and referral procedures.

C. Engages in ongoing assessment of children and youth using appropriate methods, services, and resources.

D. Plans culturally relevant assessments.

E. Uses and documents quantitative and qualitative data to develop a holistic view of each child.

F. Recommends referrals based on observation, documentation, and assessment.

G. Analyzes and evaluates observation and assessment data and applies knowledge to practice.

H. Considers assessment and screening information when making curriculum and program decisions for individuals and or groups.

I. Selects assessment methods and tools that allow for longitudinal data collection to measure short- and long- term progress.

Self-Rating

AMPLIFY

A. Models for, teaches, mentors, and coaches others in effective child/youth observation and assessment.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that support the ability to facilitate effective child/youth observation and assessment.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the ability to facilitate effective child/youth observation and assessment.

Content Area 3

Examples, notes & evidence:

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CONTENT AREA

RELATIONSHIPS AND
INTERACTIONS WITH CHILDREN
AND YOUTH

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REFLECT

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PLAN & GROW

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RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH

I. Individual Child/Youth Guidance

Self-Rating

IDENTIFY

A. Understands behavior is a type of communication – a way to express or exchange ideas, thoughts, or feelings with others.

B. Is aware of factors that may impact behavior.

C. Forms realistic expectations about child/youth behaviors.

D. Identifies individual child/youth abilities and corresponding positive guidance techniques.

Self-Rating

APPLY

A. Provides a supportive environment in which children and youth can learn and practice pro-social behaviors.

B. Guides child/youth behavior in positive, developmentally, and culturally responsive ways.

C. Shows self-respect and respect for others.

D. Practices positive, healthy interactions and guides children and youth in self-awareness, social awareness, relationship building, and responsible decision making.

E. Provides individual guidance and support by using various methods and accessing available services and resources.

F. Individualizes and improves guidance and support through child/youth observation and assessment data.

G. Applies differentiated instructional, guidance, and support techniques to meet diverse needs and abilities.

Self-Rating

AMPLIFY

A. Models for, mentors, and coaches others on how to provide individual guidance effectively.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that help facilitate effective individual guidance.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the ability to provide effective individual guidance.

I. Individual Child/Youth Guidance

Examples, notes & evidence:



RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH

II. Enhancing Group Experiences

Self-Rating

IDENTIFY

A. Recognizes the impact of group dynamics on learning and development and that working with groups is different from working with individuals.

B. Understands the importance of organization and flexibility when working with groups of children and youth.

C. Is aware of individual development, interests, age, abilities, and skill levels when grouping children and youth.

D. Identifies child/youth abilities and corresponding positive guidance techniques to support successful group experiences.

Self-Rating

APPLY

A. Demonstrates organization and flexibility when working with groups of children and youth.

B. Enhances group experiences using various methods, services, and resources, including technology.

C. Plans and guides group activities to teach children and youth cooperation and collaboration.

D. Observes and evaluates group activities and transitions and adjusts to enhance experiences.

E. Gathers direct input from children and youth to improve group experiences.

F. Designs effective group activities and interactions based on current research, curriculum, and child/youth needs and input.

G. Utilizes group management strategies based on theories of child and youth development.

Self-Rating

AMPLIFY

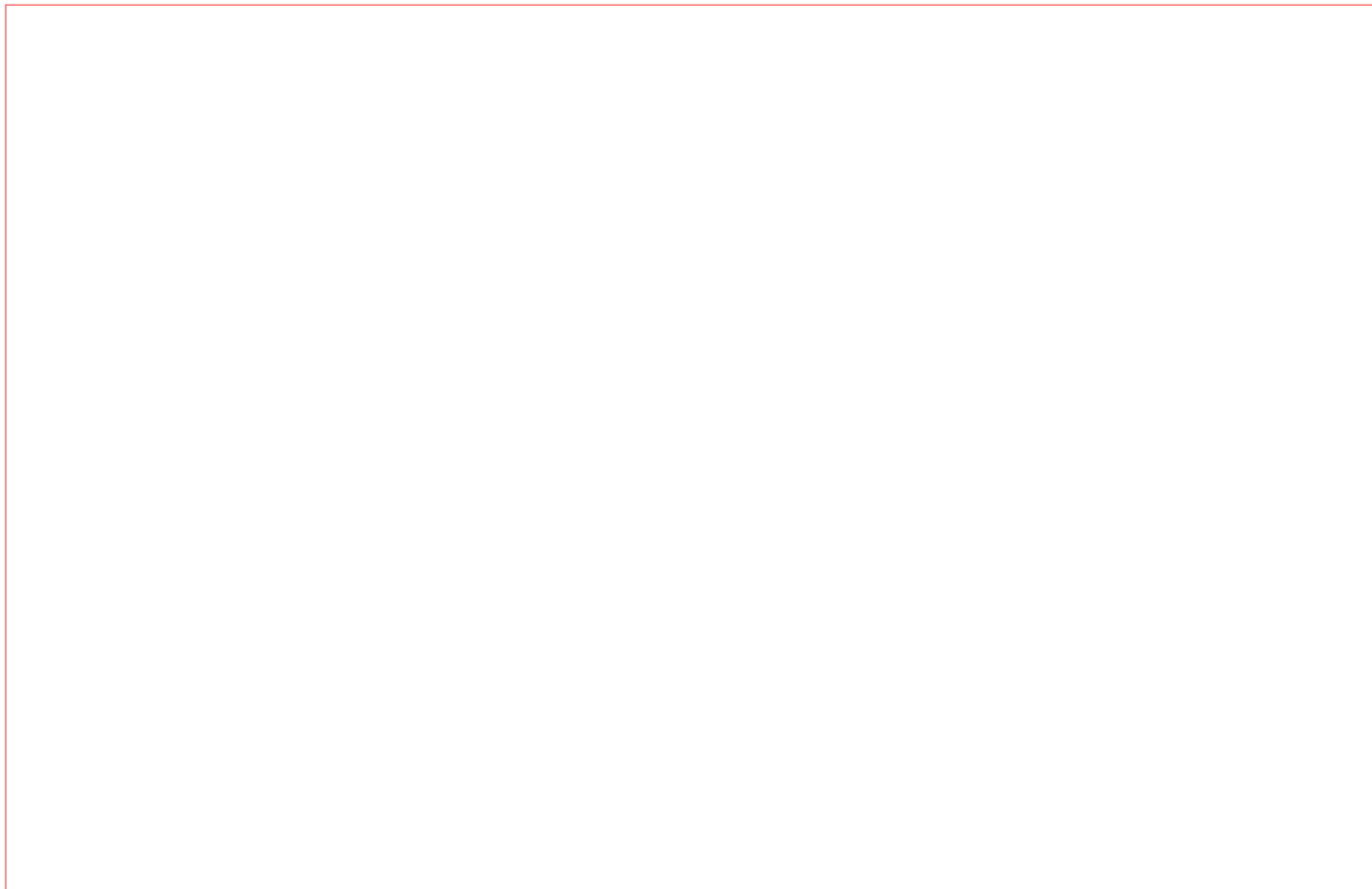
A. Models for, teaches, mentors, and coaches others about providing effective group experiences.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that support the facilitation of group experiences.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the ability to provide compelling group experiences.

II. Enhancing Group Experiences

Examples, notes & evidence:



REFLECTION & PROFESSIONAL PLAN

Review your self-assessment ratings. Consider your results as you think about your areas of strength and your areas of opportunity. Reflect on your daily work as you answer the following questions and set priorities.

STRENGTHS:

On which competencies did you score the highest? Why?

What opportunities do you have or could you create to demonstrate leadership or support others with developing these competencies?

OPPORTUNITIES:

On which competencies did you score the lowest? Why? What makes these challenging for you?

From your answer above, pick two competencies that could be most impactful in your work. List these competencies as goals.

Goal 1:

Goal 2:

ACTION PLAN

Complete the following professional development action plan to meet the identified goals.

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 the most helpful?		
What form of professional development would be the 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.

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SELF-ASSESSMENT TOOL

CORE KNOWLEDGE, SKILLS & COMPETENCIES

for Out-of-School Time Professionals

CONTENT AREA

YOUTH ENGAGEMENT, VOICE,
AND CHOICE

5

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MISSION & VISION

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As a national association, we deploy our mission through people-centered programs, partnerships, and practices that build equity, access, and connections to create a strong, valued profession that benefits kids, families, and communities.



TOOLS & RESOURCES

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HOW TO USE:

ASSESS

Carefully read through the competency statements and use the assessment tool to indicate one of the following about each:

- 1 = Not yet**
- 2 = I've tried but struggle with this and need additional support or practice**
- 3 = Most of the time, but inconsistent and could improve**
- 4 = This is a strength, no growth needed**

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REFLECT

Use the questions beginning on page 6 to guide your reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on your daily work and the assessment ratings as you think through your answers to the questions and set goals.

PLAN & GROW

Use the Action Plan at the back of the workbook to articulate goals, plan for needed resources or professional development, and establish a deadline for meeting the goals. Once the plan is complete, follow it to build your skills and competency.

REASSESS, CELEBRATE, AND CONTINUE TO GROW

When the goal deadline arrives, use the self-assessment to reassess and determine progress. Celebrate your successes and then make additional plans for growth in the same content area or another.

Note to Administrators: When using the Core Knowledge, Skills, and Competencies for performance appraisal, have the staff member conduct a self-assessment and compare reflections. During appraisals, be aware of and minimize biases as much as possible. Together, discuss the results of the staff member's self-assessment and your performance appraisal, remaining open to their perspectives and supporting evidence when your scores do not align. Use the results to select goals and to plan for professional development together.

YOUTH ENGAGEMENT, VOICE, AND CHOICE

Self-Rating

IDENTIFY

A. Understands that young people's voices are valuable.

B. Is aware of youth culture within the larger community context where children, youth, and families live.

Self-Rating

APPLY

A. Encourages youth to express their ideas and feelings support healthy development, meaningful relationships, and program quality.

B. Develops relationships with children and youth while respecting boundaries, uniqueness in experiences, cultural backgrounds, and individual differences in participation style.

C. Works with young people to create an environment that offers various opportunities for youth leadership and input.

D. Promotes and supports child-initiated and youth-led planning and learning.

E. Develops the capacity for self-reflection, communication, empathy, and appreciation of the various cultures and diverse opinions of children and youth.

Self-Rating

AMPLIFY

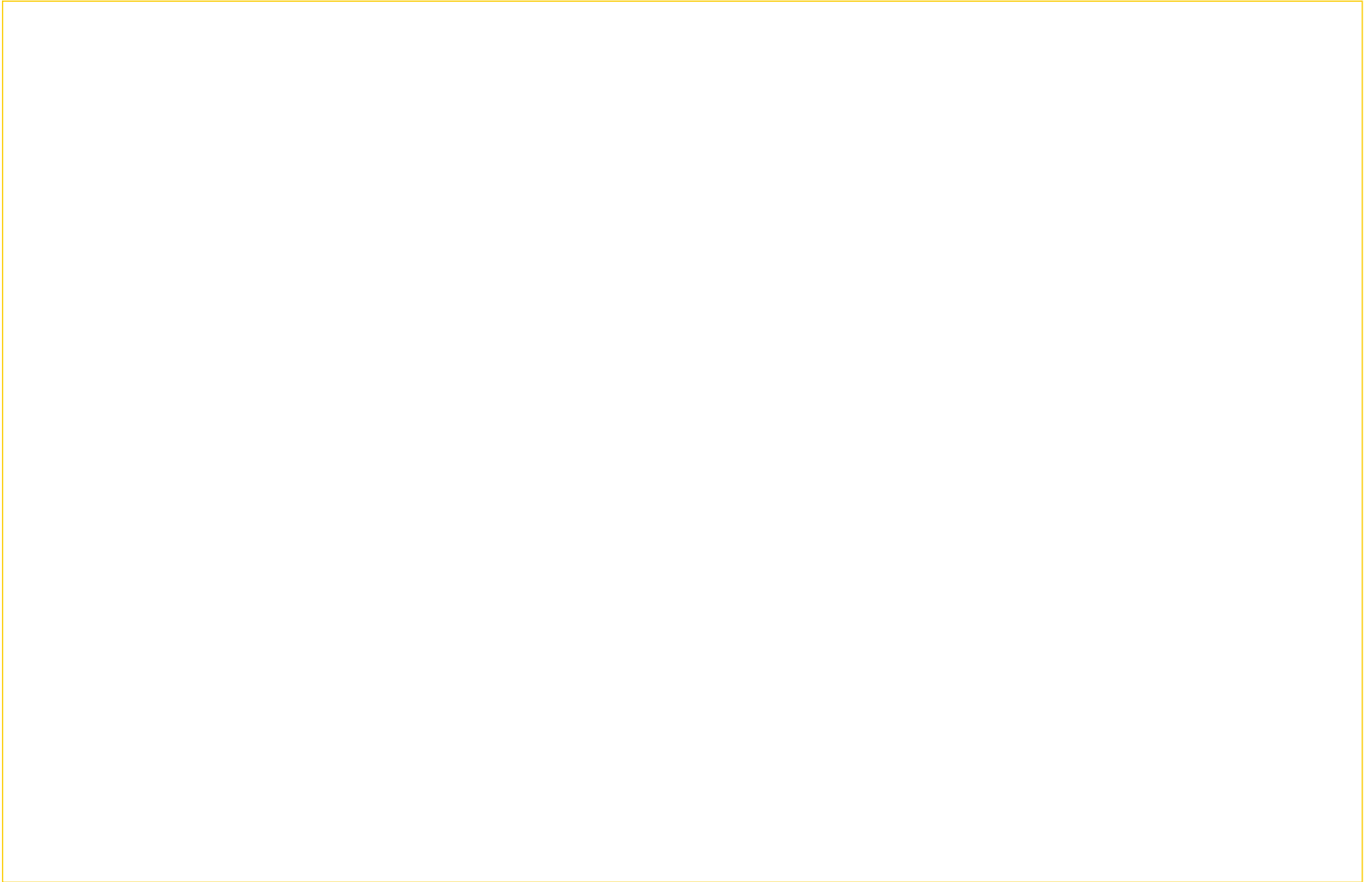
A. Models for, teaches, mentors, and coaches others on how to engage youth effectively.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that support the facilitation of youth engagement.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the facilitation of youth engagement.

Content Area 5:

Examples, notes & evidence:



REFLECTION & PROFESSIONAL PLAN

Review your self-assessment ratings. Consider your results as you think about your areas of strength and your areas of opportunity. Reflect on your daily work as you answer the following questions and set priorities.

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Complete the following professional development action plan to meet the identified goals.

ASK YOURSELF	GOAL 1	GOAL 2
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SELF-ASSESSMENT TOOL

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CONTENT AREA

EQUITY AND INCLUSION

6

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REFLECT

Use the questions beginning on page 10 to guide your reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on your daily work and the assessment ratings as you think through your answers to the questions and set goals.

PLAN & GROW

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EQUITY AND INCLUSION

I. Equity and Antiracism Program and Leadership Practices

Self-Rating

IDENTIFY

A. Stays informed about equity and antiracism.

B. Recognizes and values each person’s racial and ethnic identity, avoids a “colorblind” lens.

C. Understands sexual orientation, gender identity, and expression (SOGIE) and related pronouns for children, youth, families, staff, and partners.

D. Recognizes the intergenerational trauma experienced by children, youth, families, and staff of marginalized and excluded identities and builds an understanding of how to support healing, resilience, and growth during and after trauma.

E. Understands the concept of intersectionality and how multiple identities interact and guide learning and development.

F. Recognizes not only the trauma and oppression but also the joy and hope of historically excluded people and communities.

Self-Rating

APPLY

A. Selects program materials that 1) represent the community served and 2) include diverse characters and experiences.

B. Addresses identity-based bullying directly, creating teachable moments.

C. Uses people-first language and avoids labeling children, youth, and adults by their identity.

D. Authentically celebrates the value of other’s identities and cultures.

E. Regularly asks children, youth, and families for feedback on the program and acts on their recommendations.

F. Uses a trauma-informed and healing-centered approach, particularly with historically-excluded children and youth.

G. Interrupts biased thinking and discriminatory behavior with children, youth, self, and others.

H. Implements policies and strategies to undo white norms and white supremacy culture, shares power with children, youth, colleagues, and families.

I. Analyzes data with a critical lens aiming to understand differential experiences and outcomes by race and ethnicity.

Self-Rating

AMPLIFY

A. Teaches, mentors, and coaches others about how to advance equity and antiracism.

B. Recommends and promotes program and organizational policies, PD, and practices that facilitate equity and antiracist approaches.

C. Advocates for public and philanthropic policies, practices, and funding that facilitate equity and antiracist approaches.

I. Equity and Antiracism Program and Leadership Practices

Examples, notes & evidence:

EQUITY AND INCLUSION

II. Inclusive and Accessible Physical and Social Spaces

Self-Rating

IDENTIFY

A. Stays informed about inclusion and accessibility.

B. Understands what implicit bias is and how it works.

C. Builds an understanding of the cultures represented by children and youth in the program and understands the need for providing culturally relevant activities and materials.

D. Understands and names one’s personal biases.

Self-Rating

APPLY

A. Creates an inclusive, welcoming, and respectful environment for all.

B. Names and disrupts ableism displayed by others.

C. Uses universal design to create and assess program activities.

D. Ensures program space and activities are accessible for children, youth, and adults of all abilities.

E. Creates activity accommodations for children and youth who require them and/or would benefit from them.

F. Uses inclusive meeting practices such as offering closed captioning, avoiding ableist activities, and protocols to ensure all voices are heard and valued.

Self-Rating

AMPLIFY

A. Models for, teaches, mentors, and coaches others about how to create inclusive and accessible spaces.

B. Recommends and promotes program and organizational policies, practices, funding, and PD that facilitate inclusive and accessible spaces.

C. Advocates for public and philanthropic policies, practices, and funding that facilitate inclusive and accessible spaces.

II. Inclusive and Accessible Physical and Social Spaces

Examples, notes & evidence:



EQUITY AND INCLUSION

III. Culturally Responsive Practice

Self-Rating

IDENTIFY

A. Is aware of one's own personal cultural beliefs and practices and the importance of understanding the cultural beliefs and practices of others.

B. Values and respects cultural differences in children, youth, and families.

C. Communicates cultural and environmental effects on learning, behavior, and development.

D. Reflects on personal understanding of culture, including racial and cultural identities, beliefs, practices, and biases.

Self-Rating

APPLY

A. Designs and executes program activities and routines that build on children and youth's cultural context.

B. Support the cultural identity, beliefs, and practices of each child, youth, and others.

C. Employs multicultural strategies and teaching respect for human differences to create a trusting environment.

D. Incorporates global perspectives.

E. Uses material from and/or builds relationships with culturally specific organizations and other relevant community partners.

F. Connects teaching and learning approaches to the experiences and cultures of the community and others.

Self-Rating

AMPLIFY

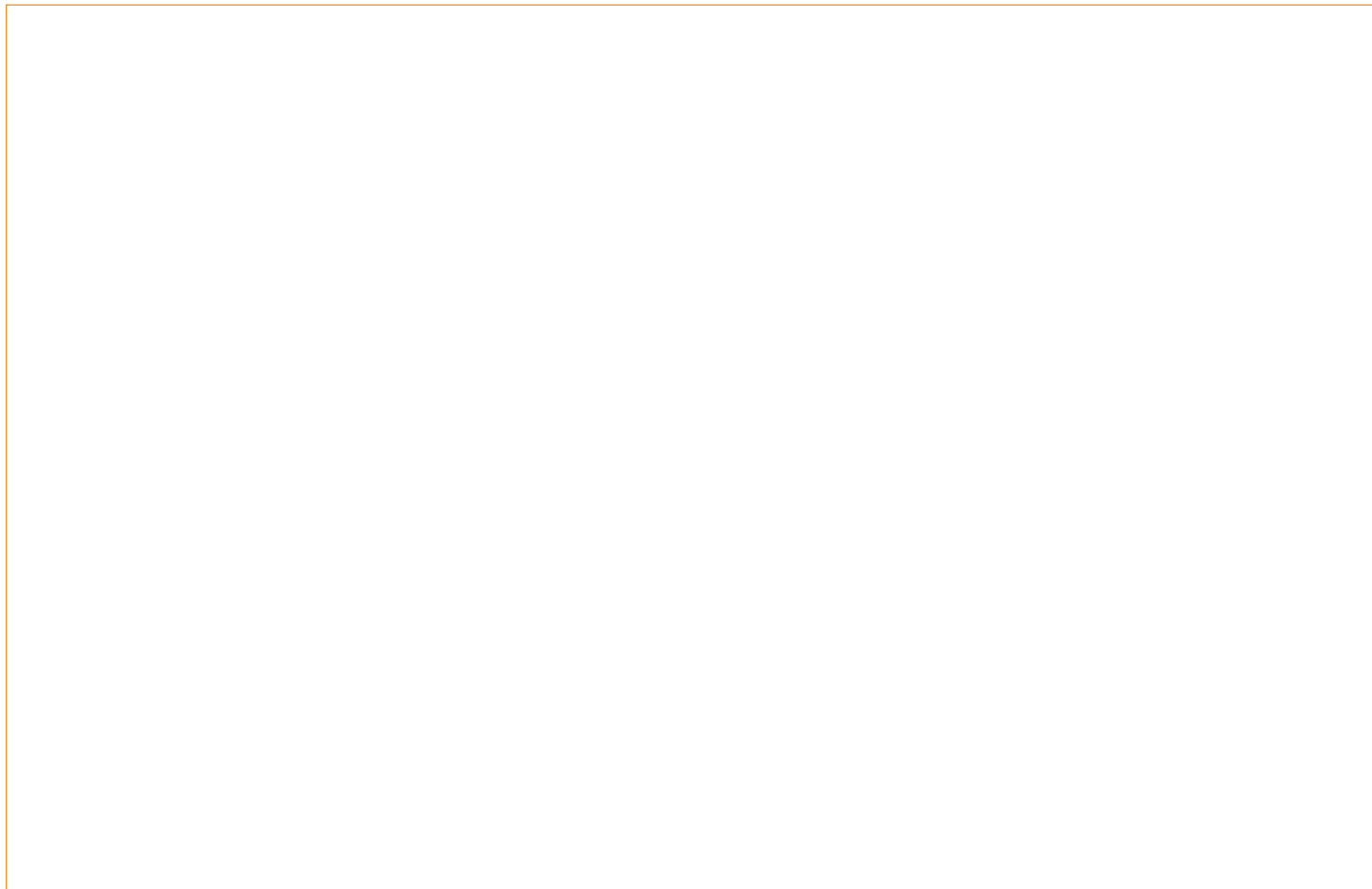
A. Models for, teaches, mentors, and coaches others about culturally responsive practice.

B. Recommends and promotes program and organizational policies, PD, practices, and funding that supports culturally responsive approaches.

C. Advocates for public and philanthropic policies, practices, and funding that support the use of culturally responsive practice.

III. Culturally Responsive Practice

Examples, notes & evidence:



REFLECTION & PROFESSIONAL PLAN

Review your self-assessment ratings. Consider your results as you think about your areas of strength and your areas of opportunity. Reflect on your daily work as you answer the following questions and set priorities.

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Goal 1:

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ACTION PLAN

Complete the following professional development action plan to meet the identified goals.

ASK YOURSELF	GOAL 1	GOAL 2
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CORE KNOWLEDGE, SKILLS & COMPETENCIES

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CONTENT AREA

FAMILY, SCHOOL, AND
COMMUNITY RELATIONSHIPS

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PLAN & GROW

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FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

I. Relationships with Families

Self-Rating

IDENTIFY

A. Identifies the role of the family as central to the development of children and youth.

B. Respects the choices and goals families make for their children.

C. Respects the family's role in, influence on, and responsibility for education and development.

D. Recognizes the spectrum of family compositions.

Self-Rating

APPLY

A. Communicates respectfully and positively with families from a variety of cultural and socioeconomic backgrounds.

B. Uses language that avoids assumptions about family roles and composition.

C. Uses a strength-based approach to develop and maintain open, cooperative, and respectful relationships with families.

D. Protects children, youth, and family confidentiality.

E. Supports the relationship between children and youth and their families.

F. Communicates with family members about their child's development, program activities, and goals and shares applicable services and resources.

G. Listens to and trusts families' feedback and perspectives.

H. Works effectively with families from a variety of backgrounds.

I. Engages families with leadership opportunities.

Self-Rating

AMPLIFY

A. Reviews the effectiveness of family involvement activities and input structures and recommends changes as needed.

B. Models for, teaches, mentors, and coaches others about how to build relationships with families.

C. Recommends and promotes equitable program and organizational policies, PD, and practices that support the facilitation of relationships with families.

D. Advocates for equitable public and philanthropic policies, practices, and funding that support the ability to facilitate relationships with families.

I. Relationships with Families

Examples, notes & evidence:

FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

II. School Relationships

Self-Rating

IDENTIFY

A. Is aware of state, district, and/or school academic standards.

B. Recognizes reciprocal relationships and partnerships with school personnel in which each party understands and respects the positive impact each can have on child and youth outcomes.

C. Understands and knows how to access school data to inform knowledge of children and youth.

Self-Rating

APPLY

A. Assists in maintaining positive behavior supports consistent with the school (if school-based) and reflective of the culture of families.

B. Develops and contributes to relationships with appropriate school staff to better meet the individual needs of children and youth.

C. Participates in joint program planning and professional development with school personnel, as appropriate.

D. Supports data sharing agreements between school and program.

Self-Rating

AMPLIFY

A. Models for, teaches, mentors, and coaches others about how to create effective school relationships.

B. Recommends and promotes program and organizational policies, PD, and practices that support the facilitation of effective school relationships.

C. Advocates for public and philanthropic policies, practices, and funding that support the ability to facilitate effective school relationships.

II. School Relationships

Examples, notes & evidence:



FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

III. Community Relationships

Self-Rating

IDENTIFY

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

B. Recognizes the influence of community norms on relationships, environment, and learning.

Self-Rating

APPLY

A. Supports families and enhances programming by using community resources.

B. Builds and expands reciprocal relationships within communities using appropriate services and resources.

C. Develops working relationships with and supports for volunteers.

D. Seeks to understand, listens to, and trusts community members' feedback and perspectives.

Self-Rating

AMPLIFY

A. Teaches, mentors, and coaches others about how to create effective community relationships.

B. Recommends and promotes program and organizational policies, PD, practices, and funding that support the facilitation of effective community relationships.

C. Advocates for public and philanthropic policies, practices, and funding that support the ability to create effective community relationships.

III. Community Relationships

Examples, notes & evidence:



REFLECTION & PROFESSIONAL PLAN

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CONTENT AREA
SAFETY AND WELLNESS

8

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NATIONAL
AfterSchool
ASSOCIATION

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If you are unsure what a particular competency statement means, score it as a 1. Even after many years as a youth development professional, there is still more to learn. As you work through the assessment, make notes with examples as evidence.

REFLECT

Use the questions beginning on page 8 to guide your reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on your daily work and the assessment ratings as you think through your answers to the questions and set goals.

PLAN & GROW

Use the Action Plan at the back of the workbook to articulate goals, plan for needed resources or professional development, and establish a deadline for meeting the goals. Once the plan is complete, follow it to build your skills and competency.

REASSESS, CELEBRATE, AND CONTINUE TO GROW

When the goal deadline arrives, use the self-assessment to reassess and determine progress. Celebrate your successes and then make additional plans for growth in the same content area or another.

Note to Administrators: When using the Core Knowledge, Skills, and Competencies for performance appraisal, have the staff member conduct a self-assessment and compare reflections. During appraisals, be aware of and minimize biases as much as possible. Together, discuss the results of the staff member's self-assessment and your performance appraisal, remaining open to their perspectives and supporting evidence when your scores do not align. Use the results to select goals and to plan for professional development together.

SAFETY AND WELLNESS

I. Regulations and Environmental Safety

Self-Rating

IDENTIFY

A. Understands applicable local, state, and federal health and safety regulations.

B. Understands program and organization policies and procedures.

Self-Rating

APPLY

A. Adheres to health and safety regulations and policies, including those regarding the inclusion of children and youth of all abilities.

B. Maintains sanitary environments.

C. Identifies, documents, and reports suspected child abuse and neglect as mandated by law.

D. Responds calmly and effectively to a crisis.

E. Communicates and follows emergency preparedness plans.

F. Assists with and involves children and youth (when possible) in health and safety assessments.

G. Anticipates and mitigates potential risks to protect children, youth, and adults.

Self-Rating

AMPLIFY


A. Models for, teaches, mentors, and coaches others about safety regulations.

B. Recommends and promotes program and organizational policies, PD, and practices that facilitate safety.

C. Advocates for public and philanthropic policies, practices, and funding that facilitate safety.

I. Regulations and Environmental Safety

Examples, notes & evidence:



SAFETY AND WELLNESS

II. Health and Wellness

Self-Rating

IDENTIFY

A. Understands the nutritional needs and eating practices necessary for healthy children and youth.

B. Recognizes the importance of mental wellness and how it connects to the individual's overall health.

C. Recognizes that children and youth have individual mental health needs and require an individualized response.

D. Understands the requirement to maintain the confidentiality of all health-related information.

E. Recognizes nutritional challenges in individual children and youth.

Self-Rating

APPLY

A. Supports the physical health of each child and youth in a culturally responsive way.

B. Models healthy practices.

C. Provides activities that promote healthy nutrition.

D. Communicates with others about children and youth's nutritional needs and preferences.

E. Promotes mental health using various methods, services, and resources; actively normalizes and destigmatizes accessing services.

F. Designs, assesses, and modifies environments and procedures to protect the health of all children, youth, and adults.

G. Recognizes children's and youth's exploration and curiosity about the human body and responds appropriately.

H. Facilitates developmentally and culturally responsive healthy living discussions.

I. Responds to nutritional challenges of individual children and youth.

J. Accommodates diverse health needs and abilities.

K. Identifies signs and symptoms of typical childhood and adolescent health problems, including mental health, social issues, risky behavior, and confers with supervisor and/or family accordingly.

Self-Rating

AMPLIFY

A. Models for, teaches, mentors, and coaches others about how to support health and wellness.

B. Recommends and promotes program and organizational policies, practices, and funding that support health and wellness.

C. Advocates for public and philanthropic policies, practices, and funding that facilitate support of health and wellness.

II. Health and Wellness

Examples, notes & evidence:

REFLECTION & PROFESSIONAL PLAN

Review your self-assessment ratings. Consider your results as you think about your areas of strength and your areas of opportunity. Reflect on your daily work as you answer the following questions and set priorities.

STRENGTHS:

On which competencies did you score the highest? Why?

What opportunities do you have or could you create to demonstrate leadership or support others with developing these competencies?

OPPORTUNITIES:

On which competencies did you score the lowest? Why? What makes these challenging for you?

From your answer above, pick two competencies that could be most impactful in your work. List these competencies as goals.

Goal 1:

Goal 2:

ACTION PLAN

Complete the following professional development action plan to meet the identified goals.

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 the most helpful?		
What form of professional development would be the 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.

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SELF-ASSESSMENT TOOL

CORE KNOWLEDGE, SKILLS & COMPETENCIES

for Out-of-School Time Professionals



CONTENT AREA

PROGRAM PLANNING AND
DEVELOPMENT

9

Photo © Allison Shelley - Verbatim Agency for EDU Images

MISSION & VISION

The National Afterschool Association (NAA) is the professional membership association for people who work with and for youth outside of school hours.

NAA fosters positive youth outcomes by supporting, developing, and advocating for afterschool professionals and leaders.

As a national association, we deploy our mission through people-centered programs, partnerships, and practices that build equity, access, and connections to create a strong, valued profession that benefits kids, families, and communities.

TOOLS & RESOURCES

This Self-Assessment Tool was adopted from the National AfterSchool Association (NAA), Core Knowledge, Skills, and Competencies for Out-of-School Time Professionals (2021).

The complete document can be found on the [NAA website](#).

Visit [naaweb.org](#), select **Research & Resources** on the top toolbar, and select **Defining the OST Profession and Creating a Thriving Workforce** to view the Core Knowledge, Skills, and Competencies document and related resources.

INTRODUCTION

Professional development requires reflection on practices to identify strengths and recognize growth areas. Reflection heightens awareness of performance and can lead to change and growth.

The Self-Assessment Tools empower individuals to assess their knowledge and skills based on the competencies outlined in the NAA Core Knowledge, Skills, and Competencies for OST Professionals. The Self-Assessment Tools are organized by content areas and allow OST professionals to reflect on practice, create professional development plans, and build skills and competencies. Note: This document does not define specific indicators or examples of each

competency statement. This national document allows states and local organizations/programs to customize indicators that meet specific state and program needs (see page 7 of the NAA Core Knowledge, Skills, and Competencies).

Use this workbook to assess areas of strength and opportunity and determine professional development plans. The Assess, Reflect, Plan & Grow process helps determine what professional development supports continued growth as a youth development professional. Work through one Content Area (e.g., Child/Youth Growth and Development) at a time or focus on just a few specific Content Areas or competency statements.

HOW TO USE:

ASSESS

Carefully read through the competency statements and use the assessment tool to indicate one of the following about each:

- 1 = Not yet**
- 2 = I've tried but struggle with this and need additional support or practice**
- 3 = Most of the time, but inconsistent and could improve**
- 4 = This is a strength, no growth needed**

If you are unsure what a particular competency statement means, score it as a 1. Even after many years as a youth development professional, there is still more to learn. As you work through the assessment, make notes with examples as evidence.

REFLECT

Use the questions beginning on page 10 to guide your reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on your daily work and the assessment ratings as you think through your answers to the questions and set goals.

PLAN & GROW

Use the Action Plan at the back of the workbook to articulate goals, plan for needed resources or professional development, and establish a deadline for meeting the goals. Once the plan is complete, follow it to build your skills and competency.

REASSESS, CELEBRATE, AND CONTINUE TO GROW

When the goal deadline arrives, use the self-assessment to reassess and determine progress. Celebrate your successes and then make additional plans for growth in the same content area or another.

Note to Administrators: When using the Core Knowledge, Skills, and Competencies for performance appraisal, have the staff member conduct a self-assessment and compare reflections. During appraisals, be aware of and minimize biases as much as possible. Together, discuss the results of the staff member's self-assessment and your performance appraisal, remaining open to their perspectives and supporting evidence when your scores do not align. Use the results to select goals and to plan for professional development together.

PROGRAM PLANNING AND DEVELOPMENT

I. Program Planning and Evaluation

Self-Rating

IDENTIFY

A. Recognizes the importance of using data and evaluation.

B. Understands that laws, regulations, professional and quality standards along with program mission, values, and budgets help shape programs.

C. Is aware of program planning and evaluation technology needed in current position.

Self-Rating

APPLY

A. Aligns daily practices with the program’s philosophy, policies, and procedures.

B. Uses applicable services, resources, and technology for program planning and evaluation

C. Assists in evaluating program effectiveness.

D. Participates in strategic planning and goal setting for program improvement as requested.

E. Uses and/or manages resources effectively.

F. Requests and uses disaggregated data to understand child and youth experiences by race, gender identity, and other characteristics relevant to the program and community.

Self-Rating

AMPLIFY

A. Advocates for strategic planning, goal setting, and evaluation for continuous program improvement.

B. Uses or encourages the use of program evaluation methods.

C. Models for, teaches, mentors, and coaches others about effective program planning and evaluation.

D. Recommends and promotes organizational and program policies, practices, PD, and funding that facilitate effective program planning and evaluation.

E. Advocates for public and philanthropic policies, practices, and funding that facilitate effective program planning and evaluation.

I. Program Planning and Evaluation

Examples, notes & evidence:



PROGRAM PLANNING AND DEVELOPMENT

II. Human Resource Management

Self-Rating

IDENTIFY

A. Understands that employment laws and regulations impact organizational and program policy and practice.

B. Understands the importance of collaboration and teamwork.

C. Is aware that equity is important in human resource management, and traditional practices may not be equitable.

Self-Rating

APPLY

A. Follows employment laws and regulations.

B. Collaborates and incorporates the principles of teamwork into interactions with others.

C. Uses and supports equitable human resource management practices.

D. Identifies resources and supports for finding and financing professional growth opportunities.

E. Recruits and on-boards staff and volunteers equitably, using fair and inclusive hiring and onboarding processes.

F. Provides leadership and vision for staff and volunteers.

G. Completes training in implicit bias and implements strategies to mitigate bias in supervision.

Self-Rating

AMPLIFY

A. Models for, teaches, mentors, and coaches others about employment laws and regulations equitable policies and practices.

B. Models for, teaches, mentors, and coaches others about collaboration and the principles of teamwork.

C. Recommends and promotes organizational and program policies, practices, PD, and funding that supports collaboration and equitable human resource management.

D. Advocates for public and philanthropic policies, practices, and funding that facilitate collaboration and equitable human resource management.

II. Human Resource Management

Examples, notes & evidence:



PROGRAM PLANNING AND DEVELOPMENT

II. Fiscal and Financial Management

Self-Rating

IDENTIFY

A. Realizes that fiscal and financial business plans, policies, and procedures, and realistic comprehensive budgets are a necessary component for the operations – and sustainability – of programs and organizations.

B. Understands that programs and organizations have specific fiscal and financial policies and procedures that must follow laws and regulations.

Self-Rating

APPLY

A. Promotes fiscal and financial management practices using a variety of resources.

B. Develops and/or follows a business plan and comprehensive budget that reflects the program's mission, philosophy, and financial position.

C. Develops and/or follows program and organization fiscal and financial policies and procedures, adhering to laws and regulations.

D. Seeks additional funding opportunities to ensure sustainability.

Self-Rating

AMPLIFY

A. Models for, teaches, mentors, and coaches others about fiscal policies, financial laws, and regulations.

B. Models for, teaches, mentors, and coaches others about financial management and comprehensive budgeting.

C. Recommends and promotes organizational and program policies, practices, PD, and funding that support sound fiscal and financial management and comprehensive budgets that includes all line items necessary to support program and professional quality and sustainability.

D. Advocates for public and philanthropic policies, practices, and funding that facilitate sound financial management and comprehensive budgeting that includes all line items necessary to support program and professional quality and sustainability.

III. Fiscal and Financial Management

Examples, notes & evidence:



REFLECTION & PROFESSIONAL PLAN

Review your self-assessment ratings. Consider your results as you think about your areas of strength and your areas of opportunity. Reflect on your daily work as you answer the following questions and set priorities.

STRENGTHS:

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CONTENT AREA
PROFESSIONAL DEVELOPMENT
AND LEADERSHIP

10

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NATIONAL
AfterSchool
ASSOCIATION



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PROFESSIONAL DEVELOPMENT AND LEADERSHIP

I. Responsibility and Commitment

Self-Rating

IDENTIFY

A. Is aware of and understands the NAA Professional Code of Ethics for Out-of-School Time Professionals.

B. Has a personal work philosophy informed by knowledge of child and youth growth and development, cultural competencies, best/promising practices, and a professional code of ethics.

Self-Rating

APPLY

A. Manages demands of personal and professional commitments.

B. Models a positive and respectful attitude when working with children, youth, and others.

C. Demonstrates the ability to work effectively with others.

D. Acts ethically, maintaining confidentiality and impartiality, based on a professional code of ethics and other professional guidelines.

E. Interacts with others in a respectful manner aligned to program culture and expectations.

Self-Rating

AMPLIFY

A. Models for, teaches, mentors, and coaches others about how to demonstrate responsibility and commitment.

B. Recommends and promotes organizational and program policies, practices, PD, and funding that supports job quality and recognizes and rewards responsibility and commitment to children, youth, families, and others.

C. Advocates for public and philanthropic policies, practices, and funding that encourage job quality and recognizes and rewards responsibility and commitment to children, youth, families, and others.

I. Responsibility and Commitment

Examples, notes & evidence:



PROFESSIONAL DEVELOPMENT AND LEADERSHIP

II. Ongoing Professional Growth

Self-Rating

IDENTIFY

A. Understand professional development requirements of the field and regulating bodies and is aware of necessary knowledge, skills, and competencies.

B. Values ongoing self-reflection, self-assessment, and problem-solving strategies to promote professional growth.

C. Is informed by current news, data trends, and emerging research that impact children and youth and their families.

Self-Rating

APPLY

A. Builds professional network, skills, and competencies by accessing various services, resources, and opportunities.

B. Develops and implements a professional development plan.

C. Participates in activities, projects, and events within their organization.

D. Engages in continuous, collaborative professional development for the benefit of self and others.

E. Integrates knowledge of historical, philosophical, psychological, and social foundations of child/youth development into planning and decision making.

F. Participates actively in professional associations and/or informal networks with others in youth development and related fields.

Self-Rating

AMPLIFY

A. Participates in activities, projects, and events with the broader field.

B. Models for, teaches, mentors, and coaches other's professional growth.

C. Supports others development and implementation of professional development plans

D. Recommends and promotes organizational and program policies, practices, PD, and funding that support the facilitation of professional growth.

E. Advocates for public and philanthropic policies, practices, and funding that support the facilitation of professional growth.

II. Ongoing Professional Growth

Examples, notes & evidence:



PROFESSIONAL DEVELOPMENT AND LEADERSHIP

III. Leadership and Advocacy

Self-Rating

IDENTIFY

A. Recognizes the importance of leadership skills, self-advocacy, and being a voice to support children, youth, and families.

B. Understands the characteristics and qualities of leadership.

Self-Rating

APPLY

A. Seeks out informal and formal leadership and advocacy opportunities within the broader community, field, or profession.

B. Displays leadership skills.

C. Advocates for self and others.

D. Seeks out informal and formal leadership and advocacy opportunities within a program or organization.

Self-Rating

AMPLIFY

A. Models for and teaches, mentors, and/or coaches others on leadership development.

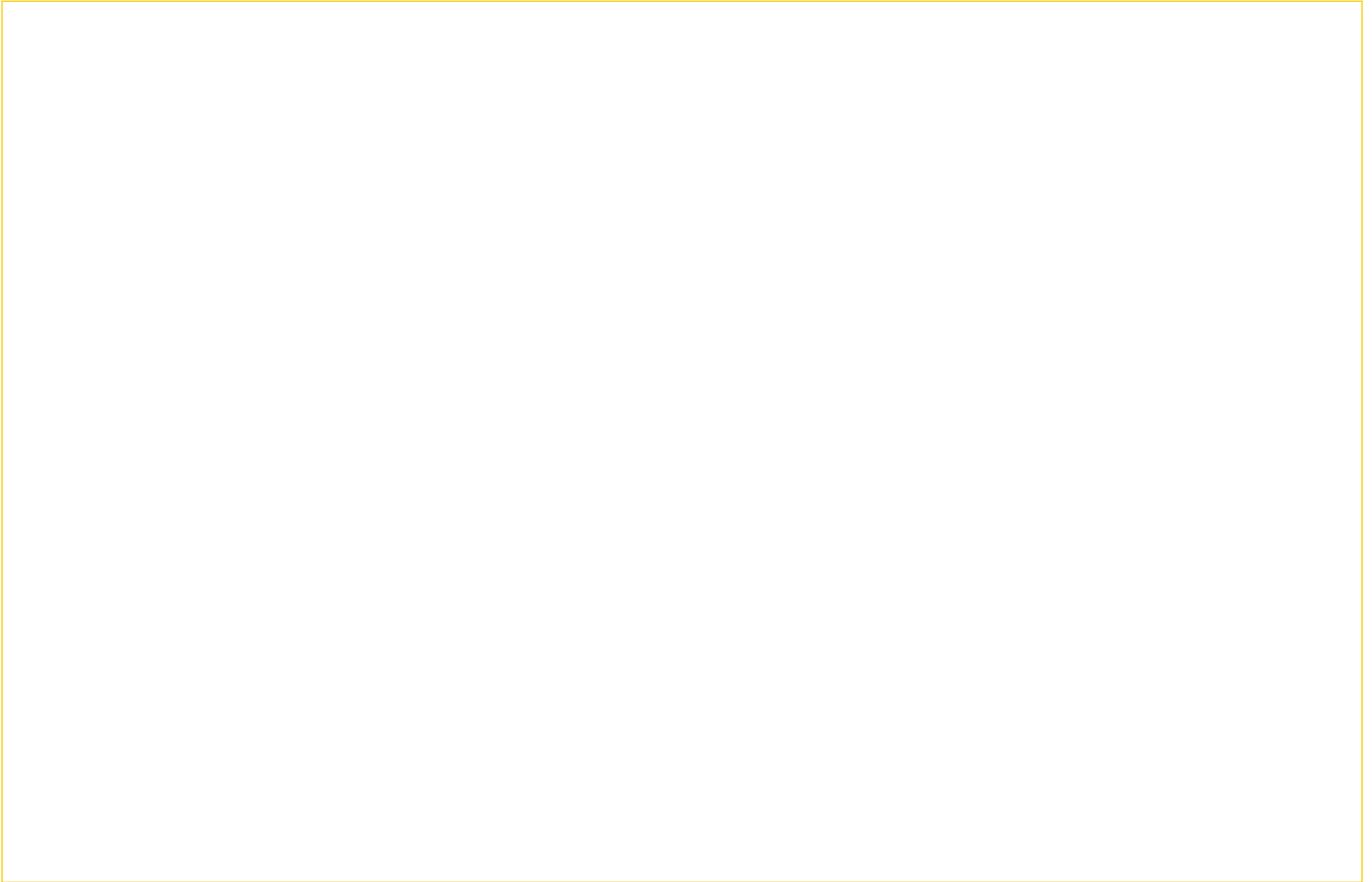
B. Models for and teaches, mentors, and/or coaches others on advocacy for self and others.

C. Recommends and promotes organizational and program policies, practices, PD, and funding that facilitates leadership, power-sharing across job titles, and advocacy.

D. Advocates for public and philanthropic policies, practices, and funding that supports leadership development, power-sharing across job titles, and advocacy.

III. Leadership and Advocacy

Examples, notes & evidence:



REFLECTION & PROFESSIONAL PLAN

Review your self-assessment ratings. Consider your results as you think about your areas of strength and your areas of opportunity. Reflect on your daily work as you answer the following questions and set priorities.

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ACTION PLAN

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