



NATIONAL
AfterSchool
ASSOCIATION

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

for Afterschool and Youth Development Professionals

Self-Assessment Tool LEVEL 1

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>

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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 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 1.**

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 19 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 1

A. I am aware of basic benchmarks for growth and development.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I recognize that all children and youth have individual needs, temperaments, characteristics, abilities, and develop at their own rate.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I recognize and accept differences in development.

EVIDENCE AND NOTES:	SELF-RATING:
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D. I value different personalities, temperaments, and cultural influences.

EVIDENCE AND NOTES:	SELF-RATING:
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E. I recognize that all children and youth learn and develop through experience and active participation.

EVIDENCE AND NOTES:	SELF-RATING:
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F. I recognize that all children and youth learn and develop through experience and active participation.

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

A. I can explain developmentally appropriate practice.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I recognize the importance of creating a developmentally appropriate learning environment and following a curriculum.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I can discuss how children and youth learn through relationships, activities, and play.

EVIDENCE AND NOTES:	SELF-RATING:
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D. I can engage children and youth in activities that meet individual needs, interests, development, and skill levels.

EVIDENCE AND NOTES:	SELF-RATING:
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E. I can identify aspects of a developmentally appropriate environment and learning plan.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 2: Creating a Developmentally Appropriate Learning Environment and Curriculum LEVEL 1
TOTAL:

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

A. I closely supervise and interact with children and youth during physical activities.

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.

B. I facilitate and assist with fine and gross motor skill development.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I encourage age-appropriate emotional expression.

EVIDENCE AND NOTES:	SELF-RATING:
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D. I model appropriate social interaction.

EVIDENCE AND NOTES:	SELF-RATING:
----------------------------	---------------------

E. I recognize that change, stress, and transition affect social and emotional development and behavior.

EVIDENCE AND NOTES:	SELF-RATING:
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F. 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.

EVIDENCE AND NOTES:	SELF-RATING:
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G. I appreciate how children and youth develop a sense of self.

EVIDENCE AND NOTES:	SELF-RATING:
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H. I extend learning through questions and conversations.

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.

I. I model listening and am responsive to encourage learning.

EVIDENCE AND NOTES:	SELF-RATING:	
Content Area 2: Promoting Physical, Social/Emotional, and Cognitive Development LEVEL 1 TOTAL:		

Promoting Language and Communication Development LEVEL 1

A. I model appropriate and respectful communication skills.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I respond to communication in a positive manner.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I encourage children and youth to communicate in a variety of ways.

EVIDENCE AND NOTES:	SELF-RATING:	
Content Area 2: Promoting Language and Communication Development LEVEL 1 TOTAL:		

Promoting Creative Expression LEVEL 1

A. I recognize and support individual expression, including cultural influences.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I encourage children and youth to try new activities.

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 provide equipment and materials that can be used in a variety of ways to encourage imagination and creativity.

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

Content Area 3

CHILD/YOUTH OBSERVATION AND ASSESSMENT

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

LEVEL 1

A. I identify children and youth as individuals and acknowledge that individuals develop at their own pace.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I recognize that observation and assessment are ongoing processes.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I maintain confidentiality regarding observation and assessment information.

EVIDENCE AND NOTES:	SELF-RATING:
---------------------	--------------

D. I assist with the collection of information about growth, development, and learning.

EVIDENCE AND NOTES:	SELF-RATING:
Content Area 3 LEVEL 1 TOTAL:	

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 1

A. I demonstrate developmentally appropriate guidance approaches and interactions.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I guide behavior in positive ways.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I model and practice a positive attitude and respect for self and others.

EVIDENCE AND NOTES:	SELF-RATING:
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**Content Area 4: Providing Individual Guidance LEVEL 1
TOTAL:**

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Enhancing Group Experiences LEVEL 1

A. I recognize that working with groups is different from working with individuals.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I can state the importance of organization and flexibility when working with children and youth in groups.

EVIDENCE AND NOTES:	SELF-RATING:
----------------------------	---------------------

C. I consider development, interests, age, abilities, and skill levels when grouping children and youth.

EVIDENCE AND NOTES:	SELF-RATING:
----------------------------	---------------------

**Content Area 4: Enhancing Group Experiences LEVEL 1
TOTAL:**

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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.

LEVEL 1

A. I provide all children and youth with leadership opportunities.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I promote and support child-initiated and youth-led learning and activities.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I provide an environment that offers choices.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 5 LEVEL 1
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 1

A. I demonstrate awareness of my own cultural beliefs and practices.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I seek new knowledge regarding cultural beliefs and practices.

EVIDENCE AND NOTES:	SELF-RATING:
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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.

C. I follow program guidelines that include respect and use of non-discriminatory language.

EVIDENCE AND NOTES:	SELF-RATING:	
Content Area 6 LEVEL 1 TOTAL:		

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 1

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

EVIDENCE AND NOTES:	SELF-RATING:
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B. I respect choices and goals families make for their children.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I protect children, youth, and family confidentiality.

EVIDENCE AND NOTES:	SELF-RATING:
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D. I communicate respectfully and positively with families from a variety of cultural and socioeconomic backgrounds.

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.

E. I develop and maintain open, friendly, cooperative, and respectful relationships with families.

EVIDENCE AND NOTES:	SELF-RATING:
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F. I identify ways to support the relationship between children and their families.

EVIDENCE AND NOTES:	SELF-RATING:
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**Content Area 7: Relationships with Families LEVEL 1
TOTAL:**

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Partnerships with the Community LEVEL 1

A. I recognize and use community resources to support and assist families and enhance programming for children and youth.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I work cooperatively and appropriately with volunteers and partners.

EVIDENCE AND NOTES:	SELF-RATING:
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**Content Area 7: Partnerships with the Community LEVEL 1
TOTAL:**

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Partnerships with Schools LEVEL 1

A. I identify that the school and afterschool program should work collaboratively.

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 identify the existence of state academic standards.

EVIDENCE AND NOTES:	SELF-RATING:
Content Area 7: Partnerships with Schools LEVEL 1 TOTAL:	

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 1

A. I protect others by following health and safety regulations and policies.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I practice safety awareness including personal safety.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I identify, document, and report suspected child abuse and neglect as mandated by law.

EVIDENCE AND NOTES:	SELF-RATING:
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D. I respond calmly and effectively to a crisis.

EVIDENCE AND NOTES:	SELF-RATING:
Content Area 8: Environmental Safety LEVEL 1 TOTAL:	

Content Area 8

SAFETY AND WELLNESS

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

Environmental Safety LEVEL 1

A. I recognize and maintain safe indoor and outdoor areas.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I follow safe practices.

EVIDENCE AND NOTES:	SELF-RATING:
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**Content Area 8: Environmental Safety LEVEL 1
TOTAL:**

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Health and Wellness LEVEL 1

A. I support the nutritional needs and healthy eating practices of children and youth.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I follow practices to support the emotional well-being of children and youth.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I understand the importance of mental wellness and how it connects to the individual's overall health.

EVIDENCE AND NOTES:	SELF-RATING:
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D. I recognize that children and youth have individual mental health needs and require an individualized response.

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.

E. I support the physical health of each child and youth.

EVIDENCE AND NOTES:	SELF-RATING:
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F. I model healthy lifestyle practices.

EVIDENCE AND NOTES:	SELF-RATING:
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G. I maintain sanitary environments.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 8: Health and Wellness **LEVEL 1**
TOTAL:

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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 1**

A. I follow the program's mission and policies.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I recognize the importance of evaluations and assist in evaluating the program's effectiveness.

EVIDENCE AND NOTES:	SELF-RATING:
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Content Area 9: Program Planning and Evaluation **LEVEL 1**
TOTAL:

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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.

Displaying Professionalism in Practice LEVEL 1

A. I model a positive and respectful attitude when working with children and youth.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I improve teaching and learning through professional work habits.

EVIDENCE AND NOTES:	SELF-RATING:
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C. I demonstrate the ability to work effectively with others.

EVIDENCE AND NOTES:	SELF-RATING:
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D. I act ethically, maintaining confidentiality and impartiality, based on a professional code of ethics and other professional guidelines.

EVIDENCE AND NOTES:	SELF-RATING:
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**Content Area 10: Displaying Professionalism in Practice LEVEL 1
TOTAL:**

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Ongoing Professional Growth LEVEL 1

A. I seek knowledge through interactions with other professionals.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I can identify professional development requirements of the field and have an awareness of professional standards.

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 follow a professional development plan.

EVIDENCE AND NOTES:	SELF-RATING:	
Content Area 10: Ongoing Professional Growth LEVEL 1 TOTAL:		

Leadership and Advocacy LEVEL 1

A. I understand and identify the need for leadership skills (to be a voice) in the child/youth development field for children, youth, and families.

EVIDENCE AND NOTES:	SELF-RATING:
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B. I understand and identify characteristics and qualities of leadership.

EVIDENCE AND NOTES:	SELF-RATING:	
Content Area 10: Leadership and Advocacy LEVEL 1 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	_____	÷ 6	= _____
2. Learning Environments and Curriculum			
• Creating a Developmentally Appropriate Learning Environment and Curriculum	_____	÷ 5	= _____
• Promoting Physical, Social/Emotional, and Cognitive Development	_____	÷ 9	= _____
• Promoting Language and Communication Development	_____	÷ 3	= _____
• Promoting Creative Expression	_____	÷ 3	= _____
3. Child/Youth Observation and Assessments	_____	÷ 4	= _____
4. Interactions with Children and Youth			
• Providing Individual Guidance	_____	÷ 3	= _____
• Enhancing Group Experiences	_____	÷ 3	= _____
5. Youth Engagement	_____	÷ 3	= _____
6. Cultural Competency and Responsiveness	_____	÷ 3	= _____
7. Family, School, and Community Relationships			
• Relationships with Families	_____	÷ 6	= _____
• Partnerships with the Community	_____	÷ 2	= _____
• Partnerships with Schools	_____	÷ 2	= _____
8. Safety and Wellness			
• Knowledge of Regulations	_____	÷ 4	= _____
• Environmental Safety	_____	÷ 2	= _____
• Health and Wellness	_____	÷ 7	= _____
9. Program Planning and Development			
• Program Planning and Evaluation	_____	÷ 2	= _____
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

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