



NATIONAL  
**AfterSchool**  
ASSOCIATION

# Core Knowledge and **COMPETENCIES**

for Afterschool and Youth Development Professionals

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**Self-Assessment Tool LEVEL 5**

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# 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 5.**

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 17 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 5

A. I can articulate, evaluate, and/or apply current theories, research, and policy related to child and youth growth and development.

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

B. I can integrate information on growth, development, learning patterns, diverse abilities, and multiple intelligences, and apply it to practice.

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

Content Area 1 LEVEL 5  
TOTAL:

# 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 5

A. I can articulate, evaluate, and/or apply current theories, research, resources, and policies related to the design of curriculum and learning environments.

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

B. I teach mentor, and coach others about how to design and adapt curriculum to meet the needs of all learners.

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

Content Area 2: Creating a Developmentally Appropriate Learning Environment and Curriculum LEVEL 5  
TOTAL:

# Content Area 2

## LEARNING ENVIRONMENTS AND CURRICULUM

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

### Promoting Physical, Social/Emotional, and Cognitive Development LEVEL 5

A. I articulate, evaluate, and/or apply current theories and research related to promoting physical, cognitive, and social/emotional development.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

B. I advocate for policies and practices that promote the physical, cognitive, and social/emotional development of youth.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

C. I collaborate with other agencies to research and communicate information on social/emotional, physical, and cognitive development of youth.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

D. I teach others how to design relevant, culturally competent learning activities which promote physical, cognitive, and social/emotional development.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

**Content Area 2: Promoting Physical, Social/Emotional, and Cognitive Development LEVEL 5**  
**TOTAL:**

|  |
|--|
|  |
|--|

### Promoting Language and Communication Development LEVEL 5

A. I articulate, analyze, evaluate, and/or apply current theories and research related to language and communication development.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

B. I collaborate with other agencies to research and share information on communication development.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

# Content Area 2

## LEARNING ENVIRONMENTS AND CURRICULUM

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

C. I advocate for policies and practices that promote the communication development of children and youth.

|   |                     |
|---|---------------------|
| <b>EVIDENCE AND NOTES:</b>  | <b>SELF-RATING:</b> |
| <b>Content Area 2: Promoting Language and Communication Development LEVEL 5</b> |                     |
| <b>TOTAL:</b>   |                     |

### Promoting Creative Expression LEVEL 5

A. I articulate, evaluate, and/or apply current theories and research related to promoting creative experiences.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

B. I demonstrate leadership in establishing partnerships with community organizations that stimulate creative experiences for children and youth.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

C. I collaborate with other agencies to research and communicate information on creative development.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

D. I teach, coach, and mentor others about the importance of integrating creative activities into all curricular areas.

|  |                     |
|--|---------------------|
| <b>EVIDENCE AND NOTES:</b>                                   | <b>SELF-RATING:</b> |
| <b>Content Area 2: Promoting Creative Expression LEVEL 5</b> |                     |
| <b>TOTAL:</b>  |                     |

# Content Area 3

## CHILD/YOUTH OBSERVATION AND ASSESSMENT

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

### LEVEL 5

A. I select appropriate assessment methods and tools for measuring child/youth outcomes, including longitudinal data collection to measure both short- and long-term progress.

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

B. I partner with external evaluators and researchers to improve program quality.

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

C. I articulate, evaluate, and/or apply current theories, research, and policies relevant to observation and assessment.

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

Content Area 3 LEVEL 5  
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 5

A. I develop policies for effective child/youth guidance and support.

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

B. I can articulate, evaluate, and/or apply current theories and research related to individual guidance and support.

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

Content Area 4: Providing Individual Guidance LEVEL 5  
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.

### Enhancing Group Experiences LEVEL 5

A. I articulate, evaluate, and/or apply current theories and research related to enhancing group experiences.

|   |                     |  |
|---|---------------------|--|
| <b>EVIDENCE AND NOTES:</b>  | <b>SELF-RATING:</b> |  |
| <b>Content Area 4: Enhancing Group Experiences LEVEL 5<br/>TOTAL:</b> |                     |  |

## Content Area 5 YOUTH ENGAGEMENT

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

### LEVEL 5

A. I articulate, evaluate, and/or apply current theories and research related to promoting child and youth empowerment, leadership, and voice.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

B. I analyze and reflect on organizational culture and implement changes that demonstrate the value and need for child and youth leadership, voice, engagement, and empowerment.

|  |                     |  |
|--|---------------------|--|
| <b>EVIDENCE AND NOTES:</b>               | <b>SELF-RATING:</b> |  |
| <b>Content Area 5 LEVEL 5<br/>TOTAL:</b> |                     |  |

# 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 5

- A. I evaluate, apply, and articulate current theory, resources, research, and policy promoting cultural competencies and responsiveness.

|                                      |              |  |
|--------------------------------------|--------------|--|
| EVIDENCE AND NOTES:                  | SELF-RATING: |  |
| <b>Content Area 6 LEVEL 5 TOTAL:</b> |              |  |

# 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 5

- A. I can articulate, evaluate, and/or apply current theories, research and best/promising practices related to family systems.

|   |              |  |
|---|--------------|--|
| EVIDENCE AND NOTES:   | SELF-RATING: |  |
| <b>Content Area 7: Relationships with Families LEVEL 5 TOTAL:</b> |              |  |

### Partnerships with the Community LEVEL 5

- A. I can evaluate, apply, and articulate current theory, resources, research, and policy promoting relationships within communities.

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

- B. I develop and maintain a volunteer management system, as needed, using best/promising practices.

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

## 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.

C. I represent children and youth in collaborative community endeavors to support learning, development, and well-being.

|   |                            |  |
|---|----------------------------|--|
| <p><b>EVIDENCE AND NOTES:</b></p>   | <p><b>SELF-RATING:</b></p> |  |
| <p><b>Content Area 7: Partnerships with the Community LEVEL 5</b><br/><b>TOTAL:</b></p> |                            |  |

#### Partnerships with Schools LEVEL 5

A. I promote reciprocal relationships and partnership with school personnel in which every party understands and respects the positive impact each type of program and learning environment can have on child and youth outcomes and school achievement.

|   |                            |  |
|---|----------------------------|--|
| <p><b>EVIDENCE AND NOTES:</b></p>   | <p><b>SELF-RATING:</b></p> |  |
| <p><b>Content Area 7: Partnerships with Schools LEVEL 5</b><br/><b>TOTAL:</b></p> |                            |  |

## 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 5

A. I can articulate, evaluate, and/or apply current theories, research, promising/best practices, and policies related to health and safety.

|  |                            |  |
|--|----------------------------|--|
| <p><b>EVIDENCE AND NOTES:</b></p>  | <p><b>SELF-RATING:</b></p> |  |
| <p><b>Content Area 8: Knowledge of Regulations LEVEL 5</b><br/><b>TOTAL:</b></p> |                            |  |

# 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 5

- A. I can articulate, evaluate, and/or apply current theories, research, promising/best practices, resources, and policies relevant to sensory, physical, and social/emotional, environmental safety.

|  |              |  |
|--|--------------|--|
| EVIDENCE AND NOTES:  | SELF-RATING: |  |
| <b>Content Area 8: Environmental Safety LEVEL 5<br/>TOTAL:</b> |              |  |

### Health and Wellness LEVEL 5

- A. I can articulate, evaluate, and/or apply current theories, research, promising/best practices, resources, and policies relevant to health and wellness.

|   |              |  |
|---|--------------|--|
| EVIDENCE AND NOTES:   | SELF-RATING: |  |
| <b>Content Area 8: Health and Wellness LEVEL 5<br/>TOTAL:</b> |              |  |

# 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 5

- A. I can articulate, evaluate, and/or apply current theories, research, and policies relevant to program planning and evaluation.

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

# 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.

B. I develop, implement, evaluate, and revise program policies.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

C. I manage program resources effectively.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

**Content Area 9: Program Planning and Evaluation LEVEL 5  
TOTAL:**

|                     |
|---------------------|
| <b>SELF-RATING:</b> |
|---------------------|

### Personnel Management LEVEL 5

A. I adhere to employment laws and regulations.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

B. I incorporate principles of teamwork into interactions with others.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

C. I promote personnel management practices using appropriate methods, services, and resources.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

D. I identify resources and supports for financing professional growth opportunities.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

# 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.

E. I develop personnel policies and procedures that integrate professional standards with laws and regulations.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

F. I recruit and manage staff and volunteers.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

G. I provide strong leadership and visionary direction for staff and volunteers.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

H. I articulate, evaluate, and/or apply current theories, research, and policies relevant to personnel management.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

**Content Area 9: Personnel Management LEVEL 5  
TOTAL:**

|  |
|--|
|  |
|--|

### Financial Management LEVEL 5

A. I promote financial management practices using appropriate services and resources.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

B. I develop a fiscal business plan that reflects the program's mission, philosophy, and financial position.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

C. I manage program resources effectively.

|                            |                     |
|----------------------------|---------------------|
| <b>EVIDENCE AND NOTES:</b> | <b>SELF-RATING:</b> |
|----------------------------|---------------------|

## 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.

D. I seek and obtain additional funding opportunities to ensure sustainability.

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

E. I can articulate, evaluate, and/or apply current theories, research, policies, and practices related to financial management.

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

**Content Area 9: Financial Management LEVEL 5**  
**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 5

A. I can evaluate, apply, and articulate current theory, resources, research, and policy promoting professionalism and professional code of ethics.

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

B. I apply oral, written, and technological communication skills to my specialized professional role.

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

**Content Area 10: Displaying Professionalism in Practice LEVEL 5**  
**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.

### Ongoing Professional Growth LEVEL 5

A. I can evaluate, apply, and articulate current theory, resources, research, and policy promoting ongoing professional growth.

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

B. I design, implement, and evaluate professional development opportunities.

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

**Content Area 10: Ongoing Professional Growth LEVEL 5  
TOTAL:**

|  |
|--|
|  |
|--|

### Leadership and Advocacy LEVEL 5

A. I can evaluate, apply, and articulate current theory, resources, research, and policy promoting leadership and advocacy.

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

B. I create opportunities for others to serve in leadership and advocacy roles.

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

**Content Area 10: Leadership and Advocacy LEVEL 5  
TOTAL:**

|  |
|--|
|  |
|--|



# Self-Assessment SUMMARY

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

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

## Acknowledgements

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

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

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