

SELF-ASSESSMENT TOOL

CORE KNOWLEDGE, SKILLS & COMPETENCIES

for Out-of-School Time Professionals



CONTENT AREA
CHILD/YOUTH GROWTH AND
DEVELOPMENT

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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

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 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.?		
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.

For more OST resources and professional development information please visit
WWW.NAAWEB.ORG