

SELF-ASSESSMENT TOOL

CORE KNOWLEDGE, SKILLS & COMPETENCIES

for Out-of-School Time Professionals



CONTENT AREA CHILD/YOUTH OBSERVATION AND ASSESSMENT

3

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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 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:

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