

SELF-ASSESSMENT TOOL

CORE KNOWLEDGE, SKILLS & COMPETENCIES

for Out-of-School Time Professionals

CONTENT AREA

RELATIONSHIPS AND
INTERACTIONS WITH CHILDREN
AND YOUTH

4

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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 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.

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

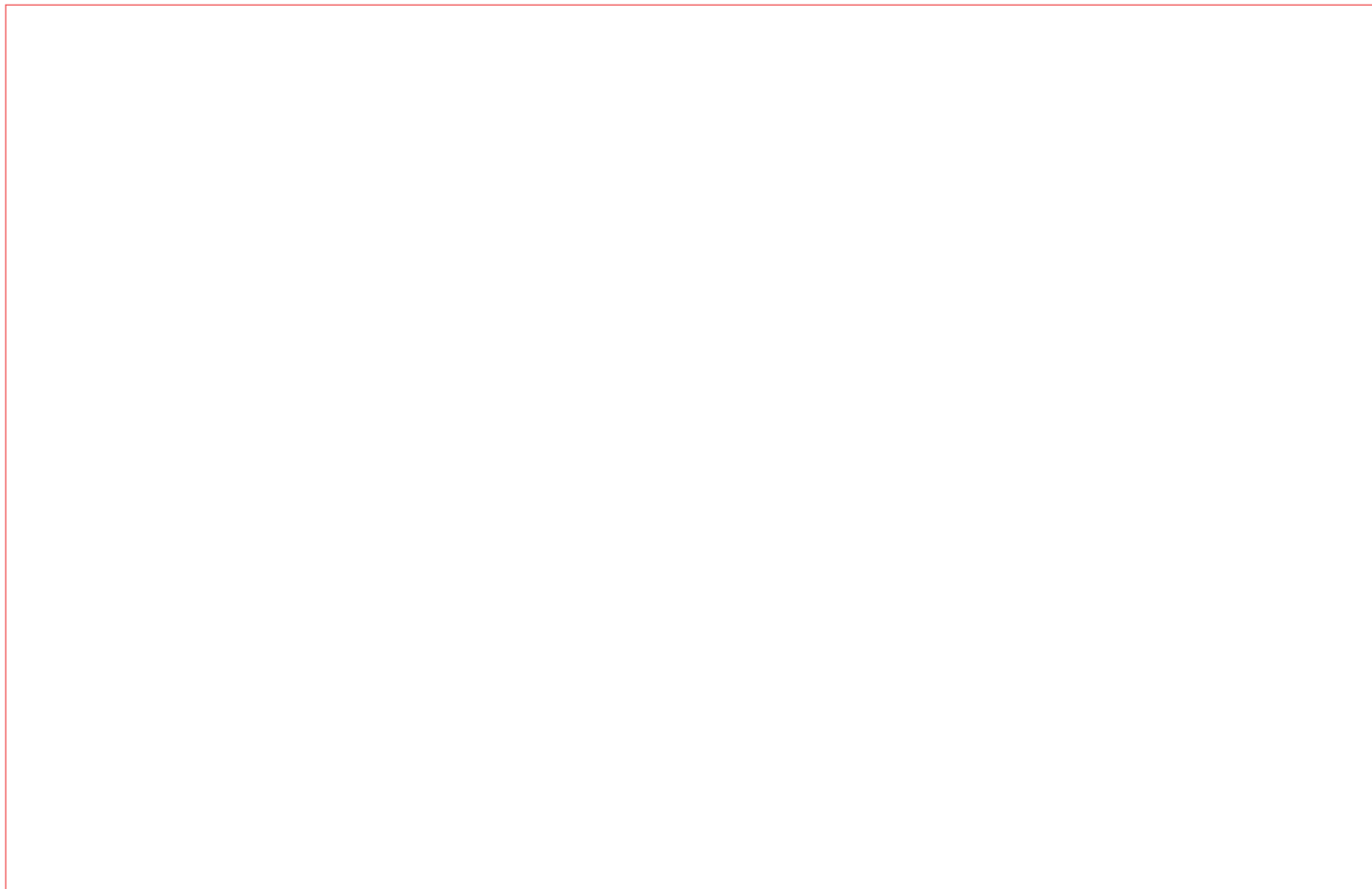
A. Models for, teaches, mentors, and coaches others about providing effective group experiences.

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.

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