

DELAWARE COMPETENCIES  
*for*  
SCHOOL-AGE PROFESSIONALS





# INTRODUCTION

The Delaware Department of Education in collaboration with the Delaware After School Alliance has developed these competencies as standards for the knowledge and skills expected of those professionals responsible for youth in after-school programs.

Purpose: To establish a set of core knowledge and competencies as standards for professionals working in the after-school field in Delaware.

These knowledge and competencies were developed in keeping with the following assumptions:

- Competent, well-trained professionals are the key to providing quality after-school programs
- Competencies can be used to establish standards for employment and job performance
- There are a set of personal characteristics and attributes that support effective job performance in after-school programs
- Competencies should be considered emergent; developing over time with experience
- Competencies are cumulative and create a continuum of professional development

Knowledge and competencies may be used:

- To design appropriate training and education
- For personal assessment of professional growth and planning for professional development
- As a tool for career counseling
- To plan for staff development
- To develop job descriptions
- To assess job performance
- As a piece of the process for issuing credentials, certificates, or licenses

Each content area is organized to include:

- A general statement that establishes the significance of the content area to after-school professionals
- Required knowledge related to the content area
- Competencies for any given level incorporate all the competencies of previous levels
- Required competencies related to each content area, outlined by level of job responsibility:
  - Level 1: Assists in the implementation of curriculum; School-Age Intern
  - Level 2: Implements curriculum for a group of youth; School-Age Site Assistant
  - Level 3: Designs and develops curriculum; School-Age Site Coordinator
  - Level 4: Manages and leads the program; School-Age Administrator



## ATTRIBUTES AND CHARACTERISTICS OF EFFECTIVE SCHOOL-AGE PROFESSIONALS

- ❖ Exhibits stable and responsible work habits
- ❖ Accepts challenges and learns from mistakes
- ❖ Flexible and readily adapts to change
- ❖ Takes time for regular reflection and self-examination
- ❖ Works cooperatively with co-workers in a team effort
- ❖ Demonstrates unconditional caring, warmth and respect for each youth's uniqueness
- ❖ Serves as a model for youth through their own conduct
- ❖ Exhibits the ability to be delighted and curious about youth
- ❖ Displays imagination and creativity
- ❖ Employs humor and patience
- ❖ Communicates effectively with each youth, both verbally and non-verbally
- ❖ Communicates effectively with adults
- ❖ Shows respect for the diversity of families, youth, schools and co-workers
- ❖ Exhibits ability to empathize with others
- ❖ Enjoys learning and sharing knowledge with others



# DELAWARE CORE KNOWLEDGE AND COMPETENCIES FOR SCHOOL-AGE PROFESSIONALS

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# YOUTH DEVELOPMENT

**CONTENT AREA STATEMENT:** An understanding of how youth develop and learn is at the very core of the school-age professional's knowledge base. All further training and education builds on this foundation. Each professional is expected to draw on this knowledge to create environments, develop relationships and interact with youth in ways that support their development and learning.

**KNOWLEDGE:** School-age professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Major theories of development
- Typical stages of development for youth ages 5-18 years, development in each of the domains, and the interrelatedness of those domains; physical, cognitive, language, social, and emotional
- Individual variability in development and learning
- Influences on youth development in the context of family, peers and community
- Communication and partnerships with families, schools and the community to support youth development
- Role of adult-youth relationships and interactions in supporting youth development
- Practices and procedures for assessing youth development
- Implications of youth development for planning environments, curriculum, and activities
- Strategies for supporting individual youth development, including youth with special needs



## YOUTH DEVELOPMENT (YD)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of youth	Designs and develops curriculum	Manages and leads program
<b>Application of Youth Development</b>			
<ul style="list-style-type: none"> <li>.1 Demonstrates an understanding of how youth grow and develop through experiences</li> <li>.2 Demonstrates an understanding that individual differences affect youth's growth and development</li> <li>.3 Responds to needs of individual youth, including special needs</li> <li>.4 Interacts with youth to support their development and learning</li> <li>.5 Recognizes and respects cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>.1 Demonstrates knowledge of specific stages of youth development</li> <li>.2 Recognizes differences in development as they impact the needs of youth and their participation in the program</li> <li>.3 Identifies ways in which youth learn and adapt to a variety of experiences</li> <li>.4 Identifies risk factors, delays or disabilities that may indicate a need for special services or program adaptation</li> <li>.5 Uses informal observation of youth in their program</li> <li>.6 Employs developmentally appropriate assessment tools</li> <li>.7 Applies knowledge to establish expectations of individual youth</li> </ul>	<ul style="list-style-type: none"> <li>.1 Recognizes current research and best practices related to youth and family development</li> <li>.2 Designs curriculum based on developmentally appropriate practice</li> <li>.3 Creates environments and experiences that value and respect cultural and linguistic diversity</li> <li>.4 Utilizes appropriate resources to make adaptations and supports an inclusive philosophy</li> <li>.5 Articulates program goals and activities that support them</li> </ul>	<ul style="list-style-type: none"> <li>.1 Develops and evaluates approaches to youth outcomes and assessments</li> <li>.2 Articulates, analyzes and evaluates youth development research</li> <li>.3 Articulates program philosophy based on understanding of and focus on youth development</li> <li>.4 Applies research and best practices across curricular areas</li> </ul>

## **CURRICULUM & LEARNING ENVIRONMENT**

**CONTENT AREA STATEMENT:** Youth develop and learn best when engaged in a variety of developmentally appropriate activities that facilitate fun, encourage decision making and promote learning. It is the responsibility of school-age professionals to design the environment, plan the curriculum and use appropriate teaching strategies in order to support each individual's learning.

**KNOWLEDGE:** School-age professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Concepts and principles of developmentally appropriate practice for youth
- Curriculum planning that supports youth in acquiring life skills, effective communication, problem-solving skills and personal growth
- Curriculum planning that supports development in each of the domains; cognitive, language and communication, physical, social and emotional
- Curriculum planning to facilitate learning in the content areas; literacy, math, science, technology, social studies, art, music, recreation, health and wellness
- Curriculum planning for youth of different ages and learning styles
- Planning for schedules, routines and transitions to support learning and positive behavior
- Planning a flexible curriculum to build on interests and activities that support youth decision making
- Curriculum adaptation for youth with special needs
- Planning the physical environment and selection of materials to promote youth learning and development
- Providing learning opportunities that are reflective of youth, family, school and community

# CURRICULUM & LEARNING ENVIRONMENT (CL)

**NOTE:** Curriculum activities that promote social emotional development are listed with Promoting Social Emotional Development rather than here

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of youth	Designs and develops curriculum	Manages and leads program
<b>Developmentally Appropriate Curriculum Planning</b>			
<ol style="list-style-type: none"> <li>.1 Interacts with and participates appropriately with youth at all times</li> <li>.2 Asks age and developmentally appropriate questions and actively listens to responses</li> <li>.3 Provides support for youth to complete school work</li> <li>.4 Talks with youth to stimulate conversation</li> <li>.5 Provides multiple opportunities for youth to make choices in activities and learning experiences</li> <li>.6 Guides youth in the development of activities and learning experiences</li> </ol>	<ol style="list-style-type: none"> <li>.1 Maintains and monitors a flexible, variety of activities and experiences</li> <li>.2 Provides developmentally appropriate activities and experiences that promote:                             <ul style="list-style-type: none"> <li>• physical development</li> <li>• cognitive development</li> <li>• language development</li> <li>• creative expression</li> </ul> </li> <li>.3 Implements age and developmentally appropriate activities and experiences and adapts as needed</li> <li>.4 Provides activities and experiences that support emerging math, technology and scientific thinking</li> <li>.5 Provides activities and experiences that support understanding of social studies concepts</li> <li>.6 Provides hands on experiences that are fun and promote learning through exploration and experimentation</li> <li>.7 Engages youth in decision making, planning and leadership opportunities</li> <li>.8 Uses a variety of teaching methods to support learning: open-ended questions, problem solving, inquiry, group discussion, cooperative learning and teachable moments</li> <li>.9 Modifies curriculum based on the interests and choices of youth</li> </ol>	<ol style="list-style-type: none"> <li>.1 Designs and adapts curriculum for all youth</li> <li>.2 Designs integrated curriculum that supports youth's emerging abilities in each of the content areas</li> <li>.3 Designs integrated curriculum that supports learning development in each of the developmental domains</li> <li>.4 Designs curriculum that motivates, challenges and actively engages youth</li> <li>.5 Uses the Delaware K-12 standards to inform curriculum</li> <li>.6 Provides technical assistance for staff to support curriculum implementation</li> <li>.7 Conducts ongoing assessment of curriculum planning with staff</li> <li>.8 Informs families about curriculum, activities and program goals</li> <li>.9 Keeps current on curriculum trends and revises curriculum</li> </ol>	<ol style="list-style-type: none"> <li>.1 Establishes and communicates a philosophy of curriculum</li> <li>.2 Conducts ongoing program assessment of curriculum and evaluation of program</li> <li>.3 Ensures that staff are trained to plan and implement appropriate for youth</li> <li>.4 Creates policies and procedures to support curriculum</li> <li>.5 Communicates major theories, research and trends</li> </ol>

## CURRICULUM & LEARNING ENVIRONMENT (CL)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of youth	Designs and develops curriculum	Manages and leads program
<b>Creating Developmentally Appropriate Learning Environments</b>			
<p>.7 Follows daily schedule</p> <p>.8 Supports and encourages participation in a variety of activities</p> <p>.9 Arranges effective and appropriate activity areas; including drama, art, science, reading, wellness, recreation and technology</p> <p>.10 Arranges the environment to encourage exploration and learning</p> <p>.11 Uses materials that expose youth to a variety of ethnic backgrounds</p>	<p>.10 Implements a balanced daily schedule</p> <p>.11 Arranges the physical learning environment to encourage experimentation, exploration, and learning</p> <p>.12 Uses appropriate materials and technologies</p> <p>.13 Accommodates individual youth needs when planning the environment</p> <p>.14 Promotes space that accommodates both active and quiet activities; youth and adult directed activities; and individual and group activities</p> <p>.15 Uses adult-youth relationships and interactions as a resource for creating a positive learning environment</p> <p>.16 Arranges the physical environment to create a welcoming place for youth</p> <p>.17 Uses technology in a developmentally appropriate manner to support learning</p> <p>.18 Maintains adequate supply of appropriate materials for daily activities</p>	<p>.10 Plans environment for youth with special needs and different learning styles</p> <p>.11 Supports staff in adapting curriculum and environment to support the learning of all youth including those with special needs</p> <p>.12 Selects developmentally appropriate materials that reflect the diversity of youth, families and the community</p>	<p>.6 Maintains and manages resources for appropriate curriculum delivery</p> <p>.7 Provides training and technical assistance to staff, adapting as needed</p> <p>.8 Identifies community resources to support curriculum</p>

## PROMOTING SOCIAL EMOTIONAL WELLNESS

**CONTENT AREA STATEMENT:** Quality school-age programs promote positive guidance and interaction between adults and youth; support social competence; and emotional wellness of youth.

**KNOWLEDGE:** School-age professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Youth social and emotional development and maturation
- Influences on youth behavior—rate and pattern of development in all domains, temperament, special needs, family and culture
- Strategies for promoting positive behavior
- Strategies for social competence and pro-social behavior
- Adult-youth interactions and guidance
- Expectations and boundaries reflective of appropriate behavior
- Group management strategies
- Observation and assessment of individual and group behavior
- Communicating and partnering with families to support wellness, self-regulation and manage stress

## PROMOTING SOCIAL EMOTIONAL WELLNESS (SE)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of youth	Designs and develops curriculum	Manages and leads program
<b>Interactions with Youth</b>			
<ul style="list-style-type: none"> <li>.1 Develops a warm, positive, nurturing relationship with youth</li> <li>.2 Responds appropriately to emotional needs</li> <li>.3 Encourages empathy and mutual respect</li> <li>.4 Models positive behavior</li> <li>.5 Maintains an environment where youth feel safe, understood, respected and secure</li> <li>.6 Appreciates and respects diversity</li> <li>.7 Models recognition and expression of feelings</li> <li>.8 Acknowledges accomplishments of individuals and group</li> <li>.9 Seeks to know each youth as an individual</li> </ul>	<ul style="list-style-type: none"> <li>.1 Helps youth to use effective problem solving and appropriate conflict resolution strategies</li> <li>.2 Provides opportunities for individual cooperative play and group interaction</li> <li>.3 Helps youth deal with stress and change</li> <li>.4 Helps youth develop a sense of belonging</li> <li>.5 Establishes an environment that fosters trust, respect, cooperation and appropriate behavior</li> <li>.6 Helps youth appropriately communicate and get along with others</li> </ul>	<ul style="list-style-type: none"> <li>.1 Designs curriculum that focuses on social emotional development which respects diverse values, cultures and individuals</li> <li>.2 Keeps current on theory and research: behavior, social emotional development and guidance</li> <li>.3 Adapts social activities for youth with special needs</li> <li>.4 Plans social activities within all curricular areas</li> </ul>	<ul style="list-style-type: none"> <li>.1 Develops a plan and evaluates ways to help families foster positive social emotional development</li> <li>.2 Keeps current on best practices and research, articulates, applies, analyzes and evaluates as needed</li> </ul>

## PROMOTING SOCIAL EMOTIONAL WELLNESS (SE)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of youth	Designs and develops curriculum	Manages and leads program
<b>Group Management</b>			
<p>.10 Keeps youth under direct supervision at all times</p> <p>.11 Helps youth handle daily routines, transitions and unexpected changes</p> <p>.12 Welcomes and engages youth in daily conversation</p>	<p>.7 Uses group management techniques in establishing an environment that promotes positive behavior</p> <p>.8 Involves youth in setting rules and expectations when appropriate</p> <p>.9 Establishes a positive environment focused on exploration and interaction</p> <p>.10 Encourages youth to develop self control and sets limits</p>	<p>.5 Provides training and technical assistance to staff regarding appropriate guidance strategies and group management techniques</p>	<p>.3 Maintains an adequate supply of materials and equipment to support a positive learning environment</p> <p>.4 Evaluates the quality and effectiveness of curriculum, activities and opportunities that support social emotional development</p>

## PROMOTING SOCIAL EMOTIONAL WELLNESS (SE)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of youth	Designs and develops curriculum	Manages and leads program
<b>Guidance Strategies</b>			
<p>.13 Supports the implementation of guidance strategies used in the program</p> <p>.14 Addresses specific problem situations or behaviors without labeling youth</p> <p>.15 Guides youth in decision making</p> <p>.16 Models positive guidance strategies:</p> <ul style="list-style-type: none"> <li>• “I” messages</li> <li>• Redirection</li> <li>• Appropriate choices</li> <li>• Natural and logical consequences</li> <li>• Conflict resolution &amp; problem solving</li> <li>• Limit-setting</li> </ul> <p>.17 Encourages and empowers youth to make appropriate choices, in support of a positive environment</p> <p>.18 Recognizes signs of stress in youth</p>	<p>.11 Identifies developmentally appropriate behavior and reasonable expectations for children’s behavior</p> <p>.12 Modifies situations to prevent problems</p> <p>.13 Uses positive guidance strategies:</p> <ul style="list-style-type: none"> <li>• “I” messages</li> <li>• Redirection</li> <li>• Appropriate choices</li> <li>• Natural and logical consequences</li> <li>• Conflict resolution &amp; problem solving</li> <li>• Limit-setting</li> </ul> <p>.14 Encourages youth to develop self-control and use anger management</p> <p>.15 Uses encouragement to motivate youth</p> <p>.16 Communicates with families regarding daily behavior and expectations for youth</p>	<p>.6 Uses observation and assessment to plan and develop individual guidance strategies</p> <p>.7 Plans for the successful inclusion of youth with behavior issues</p> <p>.8 Provides leadership to staff regarding appropriate guidance strategies and group management techniques</p> <p>.9 Works with families to develop positive strategies with youth when there are behavioral concerns</p>	<p>.5 Sets program expectations for using positive guidance approach for youth</p> <p>.6 Develops and evaluates program policies for guidance or behavior</p> <p>.7 Works with families to address challenging behaviors</p> <p>.8 Collaborates with other agencies to research and communicate information on social development of youth</p> <p>.9 Develops, plans and evaluates ways to help families foster positive social emotional development</p>



## OBSERVATION AND ASSESSMENT

**CONTENT AREA STATEMENT:** Observation and informal assessment are critical components of an effective program that supports youth development and learning. Effective observation helps professionals to plan and adapt the environment and curriculum to meet group and individual needs.

**KNOWLEDGE:** School-age professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Objective observation of youth
- Systems for collecting and documenting informal observations of youth within a program
- Methods for gathering program information and assessment
- Uses for information gathered from observation and assessment:
  - Planning and adapting the learning environment and curriculum
  - Planning for supporting individual youth development and learning
  - Informing the professional's interactions with youth
  - Communicating with youth, families, schools and community
- Criteria for sound assessment practices – reliability and validity, freedom from bias and developmental appropriateness
- Process for special needs assessment and development of an Individual Education Plan (IEP)
- Methods of gathering data and anecdotal information on youth

## OBSERVATION AND ASSESSMENT (OA)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of youth	Designs and develops curriculum	Manages and leads program
<b>Informal Observation of Youth</b>			
<ul style="list-style-type: none"> <li>.1 Practices objective informal observation and reflects on those observations</li> <li>.2 Uses observation as a way to “get to know” youth – their interests and developmental levels</li> <li>.3 Uses observation as a strategy for preventing problems</li> <li>.4 Assists in collection of information about youth development</li> </ul>	<ul style="list-style-type: none"> <li>.1 Recognizes indicators of positive youth development</li> <li>.2 Completes periodic, written observations of each youth</li> <li>.3 Understands behavior of youth in the context of normal growth and development, using age-appropriate expectations as the basis for observation</li> <li>.4 Uses observation information to adapt interactions with individual youth</li> <li>.5 Makes changes to the environment based on observations</li> <li>.6 Shares information with staff gathered from observations in curriculum planning</li> <li>.7 Makes plans for supporting individual youth development and learning based on information gathered from observations</li> <li>.8 Uses information from observations to support youth development of social-emotional skills</li> <li>.9 Follows appropriate procedures for observing youth</li> </ul>	<ul style="list-style-type: none"> <li>.1 Provides observation training for staff (or arranges for training)</li> <li>.2 Helps staff plan for effective ways to make observation a regular part of the program’s schedule and routines</li> <li>.3 Interprets observation information to develop services, opportunities and supports for youth</li> <li>.4 Informs families about observations of children’s development and learning</li> </ul>	<ul style="list-style-type: none"> <li>.1 Sets expectation for program’s observation practices</li> <li>.2 Communicates observations with staff, youth and families in a clear, supportive manner, maintaining confidentiality</li> <li>.3 Incorporates observation information into program activities</li> </ul>

## OBSERVATION AND ASSESSMENT (OA)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of youth	Designs and develops curriculum	Manages and leads program
<b>Informal Assessment of Youth</b>			
<ul style="list-style-type: none"> <li>.5 Contributes, as appropriate, to informal assessment</li> <li>.6 Acknowledges youth develop at their own pace</li> </ul>	<ul style="list-style-type: none"> <li>.10 Conducts informal assessment of each youth's development and learning, gathering information in a variety of ways</li> <li>.11 Includes families in assessment process, gathering information</li> <li>.12 Contributes, as appropriate, to assessment for identification of special needs</li> <li>.13 Utilizes appropriate ways to get to know the strengths, needs, interests, families and life situation of each youth as an individual</li> </ul>	<ul style="list-style-type: none"> <li>.5 Supports staff in implementing program's plan for youth assessment</li> <li>.6 Acts as the contact for professionals providing special services to youth</li> <li>.7 Selects appropriate assessment methods for planning and adapting the learning environment and curriculum</li> <li>.8 Engages youth, staff and families in the ongoing youth assessment process</li> <li>.9 Provides written feedback about youth participation and progress</li> </ul>	<ul style="list-style-type: none"> <li>.4 Develops and evaluates program's policies and procedures for youth assessment</li> <li>.5 Plans relevant assessments to determine youth interests</li> <li>.6 Collaborates with professionals and families to implement IEPs</li> <li>.7 Recommends that youth seek further evaluation when necessary</li> <li>.8 Works cooperatively with assessment, school, family and health care teams for youth with special needs</li> </ul>
<b>Program Assessment</b>			
<ul style="list-style-type: none"> <li>.7 Participates in program evaluation</li> <li>.8 Encourages families to participate in program evaluation</li> </ul>	<ul style="list-style-type: none"> <li>.14 Implements family and youth surveys to evaluate program content</li> </ul>	<ul style="list-style-type: none"> <li>.10 Designs program evaluation tools</li> <li>.11 Performs program evaluation (self-assessment) using state and/or program approved tools</li> </ul>	<ul style="list-style-type: none"> <li>.9 Develops policies and procedures to evaluate programs</li> <li>.10 Revises program content to meet program standards</li> </ul>

## HEALTH, SAFETY AND NUTRITION

**CONTENT AREA STATEMENT:** School-age professionals are expected to ensure the health and safety of each youth in their care and provide for nutritionally balanced meals and snacks. In addition, they promote youth learning and practice related to health, safety and nutrition.

**KNOWLEDGE:** School-age professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Issues and concerns related to the health, safety and nutrition of youth
- Regulations and laws pertaining to health, safety and nutrition of youth in a group setting
- Planning and implementing safe environments for youth
- Practices that promote health and wellness of youth
- Practices that meet the nutritional needs of youth
- Planning curricular experiences for youth related to personal health, safety and nutrition
- Identification and utilization of community resources

## HEALTH, SAFETY AND NUTRITION (HS)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of youth	Designs and develops curriculum	Manages and leads program
<b>Safe and Healthy Environments</b>			
<ul style="list-style-type: none"> <li>.1 Follows all laws and regulations pertaining to health, food services, and safety</li> <li>.2 Follows mandated reporting requirements regarding child abuse and neglect</li> <li>.3 Documents accidents and incidents as necessary</li> <li>.4 Performs CPR and First Aid when necessary</li> <li>.5 Supervises and interacts with youth to ensure their safety and health</li> <li>.6 Effectively carries out established emergency procedures, including disaster plans</li> <li>.7 Uses safety equipment appropriately</li> <li>.8 Practices infection control, including appropriate handwashing</li> <li>.9 Practices Universal Precautions</li> <li>.10 Performs daily health checks: observing for any signs of abuse, neglect or illness</li> <li>.11 Recognizes and responds to signs of injury, acute or chronic illness</li> <li>.12 Helps youth adopt good health and safety practices</li> <li>.13 Implements health, safety and nutrition plans for youth</li> <li>.14 Intervenes to correct unsafe situations: indoors, outdoors and off-site</li> </ul>	<ul style="list-style-type: none"> <li>.1 Plans and prepares a safe, healthy environment for all youth</li> <li>.2 Applies knowledge of youth development in promoting health, safety and nutrition</li> <li>.3 Shares information with families about community resources for health, safety, nutrition and health care</li> </ul>	<ul style="list-style-type: none"> <li>.1 Designs and assesses the health and safety of the environment for the program</li> <li>.2 Informs families about program policies and practices regarding health, safety and nutrition</li> <li>.3 Develops plans for meeting the health, safety and nutrition needs of all youth</li> </ul>	<ul style="list-style-type: none"> <li>.1 Maintains youth's health assessments and records</li> <li>.2 Establishes policies and procedures that ensure compliance with all laws and regulations regarding health, safety, nutrition and emergency planning</li> <li>.3 Communicates regularly with staff regarding policies; procedures; and current health, safety and nutrition practices</li> <li>.4 Maintains the supply of materials and equipment necessary to operate the program in a healthy, safe manner</li> <li>.5 Monitors the effectiveness of health, safety and nutrition practices</li> <li>.6 Works with community agencies and professionals to safeguard youth</li> <li>.7 Plans and evaluates the aspects of health and safety for off-site activities</li> </ul>

## HEALTH, SAFETY AND NUTRITION (HS)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of youth	Designs and develops curriculum	Manages and leads program
<b>Health Education, Physical Activity and Wellness</b>			
<p>.15 Encourages youth to participate in a variety of physical activities</p> <p>.16 Invites youth in planning and selecting physical/recreational activities</p> <p>.17 Models participation in physical activities</p> <p>.18 Recognizes environmental factors that may place youth at risk</p> <p>.19 Shares concerns about youth behavior and environmental risk factors with program staff</p> <p>.20 Follows mandated reporting requirements regarding youth abuse and neglect</p>	<p>.4 Selects materials and equipment to ensure safety</p> <p>.5 Establishes safety rules and precautions for youth</p> <p>.6 Teaches youth about:</p> <ul style="list-style-type: none"> <li>• personal safety</li> <li>• safety in the environment</li> <li>• hygiene</li> <li>• disease prevention</li> <li>• infection control and universal precautions</li> <li>• avoidance of risky behaviors</li> </ul> <p>.7 Teaches best practices in health education, safety, wellness, and physical activity</p>	<p>.4 Plans curriculum for health education, wellness, safety, recreation and physical activity</p>	<p>.8 Ensures Professional Development plans for staff include opportunities for health, safety and nutrition education</p> <p>.9 Assesses and evaluates the curriculum and activities for health, wellness and safety education</p> <p>.10 Evaluates recreation and physical activity plans and practices</p>
<b>Nutrition &amp; Food Safety</b>			
<p>.21 Monitors food allergies and dietary restrictions</p> <p>.22 Practices safe food handling procedures</p> <p>.23 Maintains sanitary environment</p> <p>.24 Interacts with youth during meal and snack times, promoting appropriate social behavior</p> <p>.25 Monitors safety during meals and snacks</p> <p>.26 Helps youth to adopt good nutrition habits</p> <p>.27 Models best practices for nutrition</p>	<p>.8 Teaches youth about best practices in nutrition plans</p> <p>.9 Monitors and documents the serving of nutritious meals and snacks</p> <p>.10 Conducts activities that promote healthy nutritional choices</p> <p>.11 Accommodates youth with food allergies and dietary restrictions</p>	<p>.5 Plans nutrition activities and experiences as part of the curriculum</p> <p>.6 Supervises planning of meals and snacks reflecting best practices in nutrition, reflective of the diversity of the program and community</p>	<p>.11 Communicates with families, staff and youth about food preferences and special needs</p> <p>.12 Assesses and evaluates the nutritional practices and nutrition aspects of the curriculum</p> <p>.13 Ensures adequate resources for delivery of appropriate nutrition and choices for youth</p>

## **PARTNERSHIPS WITH FAMILIES & COMMUNITIES**

**CONTENT AREA STATEMENT:** Families and communities play a critical role in youth development and learning. School-age professionals need to be able to communicate with families, to form supportive partnerships, and to engage families in the program. School-age professionals need to be able to form strong partnerships with schools and the community to support youth and enrich programs.

**Knowledge:** School-age professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- The role of families in youth development and learning
- Understand and respect for the diversity of family structure, culture, and lifestyle
- Effective techniques and strategies for communicating with families
- Strategies for engaging families in school-age programs
- Knowledge of community resources for families and youth
- Effective collaboration with schools to support and enhance youth development

## PARTNERSHIPS WITH FAMILIES & COMMUNITIES (FC)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of youth	Designs and develops curriculum	Manages and leads program
<b>Partnerships with Families</b>			
<ul style="list-style-type: none"> <li>.1 Follows rules for confidentiality</li> <li>.2 Communicates with families in a manner that respects diversity</li> <li>.3 Communicates positively with families regarding youth's daily activities</li> <li>.4 Responds to families questions and concerns in a timely, respectful manner and refers to appropriate staff if necessary</li> <li>.5 Works effectively with culturally, linguistically and socio-economically diverse families</li> <li>.6 Demonstrates respect for the family role as primary educator</li> <li>.7 Demonstrates respect for the diversity of family structure, function, and lifestyle and youth-rearing practices</li> </ul>	<ul style="list-style-type: none"> <li>.1 Shares information with families about the curriculum</li> <li>.2 Implements effective conflict resolution techniques</li> <li>.3 Communicates positively with families about youth's progress</li> <li>.4 Recognizes and responds to stressors that families face</li> <li>.5 Supports the parenting role by providing relevant information about youth development and learning</li> <li>.6 Fosters family participation in the program</li> </ul>	<ul style="list-style-type: none"> <li>.1 Provides a process for sharing information about youth's participation in the program</li> <li>.2 Informs families about program philosophy and policies</li> <li>.3 Supports families in making transitions and dealing with stress/crisis</li> <li>.4 Plans for ways families can play an active role in their youth's care and education</li> <li>.5 Develops conflict resolution techniques with families and staff</li> <li>.6 Facilitates opportunities for social networking and family support</li> </ul>	<ul style="list-style-type: none"> <li>.1 Evaluates practices and procedures for communicating with families</li> <li>.2 Evaluates policies and procedures in response to families in stress/crisis</li> <li>.3 Plans ways to communicate information on youth development and progress</li> <li>.4 Reviews effectiveness of family involvement activities, recommending changes as needed</li> <li>.5 Structures opportunities for family members to participate in program evaluation and decision making</li> </ul>
<b>Partnerships with Communities</b>			
<ul style="list-style-type: none"> <li>.8 Acknowledges and accepts diversity in the community</li> <li>.9 Recognizes the community as a resource for services, activities and volunteers</li> <li>.10 Works cooperatively with volunteers and community partners</li> </ul>	<ul style="list-style-type: none"> <li>.7 Provides information about community resources and responds to family needs</li> <li>.8 Ensures community diversity and culture are reflected in all aspects of the program</li> </ul>	<ul style="list-style-type: none"> <li>.7 Builds effective working relationships with families, partners and volunteers</li> <li>.8 Understands the larger community context in which youth and families live</li> </ul>	<ul style="list-style-type: none"> <li>.6 Develops relationships with community partners</li> <li>.7 Implements a volunteer program</li> <li>.8 Represents youth development field in collaborative community endeavors</li> <li>.9 Networks with youth development professionals</li> </ul>



## PROFESSIONALISM

CONTENT AREA STATEMENT: Every profession has a body of knowledge that defines the profession and requirements which guide professional growth and development. In addition, there are standards for professional and ethical behavior. Everyone working in the field needs to understand what it means to be a school-age professional and has an obligation to make a commitment to ongoing personal and professional growth.

KNOWLEDGE: School-age professionals will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Standards for personal/professional behavior that lead to quality care and education for youth
- Practices that support ongoing personal and professional growth and development for self and others
- Ethical professional behavior as outlined in the *National AfterSchool Association (NAA) Code of Ethics*

## PROFESSIONALISM (PR)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of youth	Designs and develops curriculum	Manages and leads program
<b>Professional Growth and Development</b>			
<ul style="list-style-type: none"> <li>.1 Begins to reflect on own professional practice and adapts as needed</li> <li>.2 Uses constructive feedback to improve performance</li> <li>.3 Completes annual training hours to gain knowledge in the field</li> <li>.4 Participates in setting goals and carries out professional development plan</li> </ul>	<ul style="list-style-type: none"> <li>.1 Participates in professional activities and/or organizations to enhance professional growth</li> <li>.2 Seeks knowledge to improve professional practice</li> <li>.3 Uses available professional resources</li> </ul>	<ul style="list-style-type: none"> <li>.1 Keeps up-to-date about Delaware issues in school-age programs</li> <li>.2 Keeps up to date about current issues, advocacy and legislative efforts in the after school field</li> <li>.3 Keeps up to date on current research and trends in the school-age and youth development fields</li> </ul>	<ul style="list-style-type: none"> <li>.1 Actively supports professional growth and development of staff</li> <li>.2 Designs staff development opportunities appropriate for adults</li> <li>.3 Engages in promoting and advocating for quality youth development and after school programs</li> </ul>

## PROFESSIONALISM (PR)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Assists in the implementation of curriculum	Implements curriculum for a group of youth	Designs and develops curriculum	Manages and leads program
<b>Personal and Professional Behavior</b>			
<ul style="list-style-type: none"> <li>.5 Establishes and maintains appropriate professional boundaries</li> <li>.6 Demonstrates good work habits</li> <li>.7 Follows all program policies and procedures</li> <li>.8 Maintains confidentiality</li> <li>.9 Adheres to licensing regulations</li> <li>.10 Performs effectively as a member of a team</li> <li>.11 Interacts with youth, families and co-workers in a positive and respectful manner</li> <li>.12 Practices effective communication skills</li> <li>.13 Uses problem-solving skills</li> <li>.14 Follows <i>NAA Code of Ethics</i></li> <li>.15 Demonstrates appropriate personal hygiene and professional appearance</li> <li>.16 Seeks support when needed</li> <li>.17 Models professional behavior</li> </ul>	<ul style="list-style-type: none"> <li>.4 Promotes quality programs and services for youth and families</li> <li>.5 Articulates personal philosophy of after school programs</li> <li>.6 Demonstrates appropriate supervision of others</li> </ul>	<ul style="list-style-type: none"> <li>.4 Uses professional program standards in program planning</li> <li>.5 Uses professional resources to improve practice</li> <li>.6 Incorporates current issues and research into curriculum design</li> </ul>	<ul style="list-style-type: none"> <li>.4 Bases decision-making on knowledge of current research, data, trends and approaches</li> <li>.5 Advocates for youth and families</li> <li>.6 Maintains an environment that encourages the professional behavior of staff</li> <li>.7 Facilitates effective team-building strategies</li> <li>.8 Ensures that the program policies and procedures adhere to <i>NAA Code of Ethics</i></li> <li>.9 Develops a plan for program evaluation and improvement that incorporates recognized professional standards</li> <li>.10 Demonstrates a management style that fosters and enhances quality</li> <li>.11 Keeps staff informed of current trends and issues in after school programs and youth development in Delaware and nationally</li> <li>.12 Develop supportive relationships with schools and community services to support staff and programs</li> </ul>

## MANAGEMENT & ADMINISTRATION

**CONTENT AREA STATEMENT:** Effective management of after-school programs is critical to the development and delivery of quality programming for youth and their families. Administrators must be able to manage the program's finances, operations and personnel. Effective managers plan for program development and evaluation.

**KNOWLEDGE:** Administrators will acquire training and education allowing them to demonstrate knowledge in the following areas:

- Fiscal policies and procedures
- Budget development and management
- Funding sources for after-school programs
- Staff compensation and benefits
- State and federal laws and regulations that relate to after-school programs
- Working with boards and advisory groups
- Monitoring health and safety practices
- Facility maintenance (building and grounds)
- Risk management, including effective security procedures
- System for maintaining supplies, materials and equipment to support a positive learning environment
- System for youth and staff record-keeping
- Marketing strategies
- Personnel policies
- Recruitment, selection and retention of qualified staff
- Job descriptions for all staff positions
- Supervision and evaluation of staff
- Staff development, including individual professional development planning
- Creating a positive, supportive work environment
- Developmentally appropriate curriculum models
- Developmentally appropriate youth assessment tools and practices
- Program evaluation methods that include the use of nationally-recognized program assessment tools
- Quality improvement planning

## MANAGEMENT & ADMINISTRATION

### Program Development & Evaluation

- .1 Develops statement of program's philosophy and mission
- .2 Applies state and federal regulations when making program decisions and setting policies
- .3 Establishes and monitors the implementation of policies and procedures that ensure compliance with all laws and regulations regarding health, safety, and nutrition.
- .4 Applies current research and best practice to program planning
- .5 Coordinates with community agencies and professionals when necessary
- .6 Provides resources to support a positive learning environment and the delivery of developmentally appropriate curriculum activities
- .7 Designs and implements a professional development plan for the program, that incorporates individual plans in order to support the personal and professional growth of staff
- .8 Establishes a process and procedures for the development and implementation of a developmentally appropriate curriculum that addresses youth interests, supports out-of-school learning, and reinforces learning from the school setting
- .9 Applies current research and best practice to the development, implementation and evaluation of policies and procedures for youth assessment
- .10 Develops and evaluates program policies and procedures for behavior management
- .11 Applies current research and best practice to the development, implementation and evaluation of policies and practices for establishing positive family-staff relationships
- .12 Develops and implements a plan for regular program evaluation that incorporates recognized professional standards
- .13 Develops and implements a process for quality improvement planning based on program evaluation

### Personnel Management

- .14 Demonstrates an understanding of laws and regulations applicable to personnel management
- .15 Develops and regularly reviews personnel policies, including policies in a staff handbook
- .16 Develops and maintains a system for personnel record-keeping that includes information about experience and qualifications
- .17 Develops job descriptions for all staff positions
- .18 Recruits and selects qualified staff
- .19 Conducts orientation for new employees
- .20 Develops and implements procedures for staff supervision and performance evaluation
- .21 Establishes procedures for staff communication, including planning for staff meetings
- .22 Sets clear policies and practices to create a positive, supportive work environment
- .23 Implements a system for staff development that includes individual professional development planning based on self-assessment and performance evaluation
- .24 Develops strategies to support staff retention
- .25 Coordinates and reviews staff benefit programs

### **Fiscal Management**

- .26 Participates in long-range financial planning
- .27 Develops an annual budget to support program goals
- .28 Implements a system for monitoring revenues and expenses
- .29 Manages cash accounts and cash flow
- .30 Develops, reviews and periodically updates fiscal policies and procedures
- .31 Prepares financial reports and documents
- .32 Works with accountant or financial service
- .33 Maintains financial records
- .34 Works effectively with state and federal funding programs
- .35 Establishes and monitors a system for payables and receivables
- .36 Establishes a staff compensation schedule based on roles, qualifications, experience and performance
- .37 Establishes a fee structure for families
- .38 Designs an efficient and cost effective purchasing system

### **Operations and Administration**

- .39 Assumes responsibility for compliance with all laws and regulations applicable to school-age programs
- .40 Develops, reviews and updates a policies and procedures manual
- .41 Develops an emergency management plan
- .42 Establishes and implements a system for maintenance of program facility
- .43 Uses effective risk management strategies, including the implementation of a facility security system and maintenance of appropriate insurance policies
- .44 Maintains an adequate inventory of materials and equipment to operate an effective program
- .45 Develops staffing patterns and schedules to operate an effective program
- .46 Uses technology to enhance the program's business systems and communications
- .47 Works effectively within the business structure of the program ie., non-profit, corporation, multi-agency
- .48 Develops strategies for communication, education and involvement of boards, advisory groups and agency management
- .49 Establishes and maintains effective relationships with community-based support services, professional and business organizations and neighborhood and community partners
- .50 Develops parent contracts
- .51 Establishes and maintains a system of youth record-keeping, including youth's health records
- .52 Develops and maintains effective marketing strategies

## USING COMPETENCIES and SELF ASSESSMENT CHECKLISTS

Competencies for School-Age professionals may be used several ways by an individual:

- For career planning
- For identifying skills and skill needs
- For professional development planning

Competencies may also be used by an employer or supervisor:

- To develop job descriptions
- To assess an employee's skill strengths and needs
- To plan on-the-job training and mentoring
- To plan professional development activities

The following pages are competency self-assessment checklists. There is a checklist for each professional level outlined in the competencies. To use the checklists as a self-assessment tool, select the checklist for the professional position level you are employed in, or wish to be employed in, and review the skills expected for that level. Using the key at the bottom of each page, select the number response that best indicates your present skill for that competency.

An example for Professional Level 2; Partnership with Families S-FC2.5:

	Review Date	Date	Date	Date	Date	Notes
S-FC2.5	Supports the parenting role by providing relevant information about youth development and learning	7/09 (2)				<i>Research new youth development resources each Friday and provide to families 5/10 training Scheduled 8/1/10</i>

Key    1- never        2 – sometimes        3 – usually        4- always

In this example, if your response is 2 (sometimes) or 1 (never) it may be that you have not had enough training on youth development and learning or about resources available to share with families. Or perhaps you are not comfortable in providing information or making suggestions directly to families. Training, professional development or technical assistance could help you develop this skill or increase your performance. Any need for training might be noted in the far right column of the checklist.

Using the competencies to do your own self-assessment and then having a co-worker or supervisor make their assessment of your skill level will give you feedback on skill areas that may need some improvement through practice or training.

Copies may be made of the blank forms or downloaded from the Delaware Department of Education website [www.doe.k12.de.us/programs/delfirst](http://www.doe.k12.de.us/programs/delfirst)





**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 1 – Self Assessment**

	Review Date	Date	Date	Date	Date	Notes
<b>YOUTH DEVELOPMENT (YD)</b>						
<b>Application of Youth Development</b>						
S-YD1.1	Demonstrates an understanding of how youth grow and develop through experiences					
S-YD1.2	Demonstrates an understanding that individual differences affect youth's growth and development					
S-YD1.3	Responds to needs of individual youth, including special needs					
S-YD1.4	Interacts with youth to support their development and learning					
S-YD1.5	Recognizes and respects cultural diversity					
<b>CURRICULUM AND LEARNING ENVIRONMENT (CL)</b>						
<b>Developmentally Appropriate Curriculum Planning</b>						
S-CL1.1	Interacts with and participates appropriately with youth at all times					
S-CL1.2	Asks age and developmentally appropriate questions and actively listens to responses					
S-CL1.3	Provides support for youth to complete school work					
S-CL1.4	Talks with youth to stimulate conversation					
S-CL1.5	Provides multiple opportunities for youth to make choices in activities and learning experiences					
S-CL1.6	Guides youth in the development of activities and learning experiences					
<b>Creating Developmentally Appropriate Learning Environments</b>						
S-CL1.7	Follows daily schedule					
S-CL1.8	Supports and encourages participation in a variety of activities					
S-CL1.9	Arranges effective and appropriate activity areas; including drama, art, science, reading, wellness, recreation and technology					
S-CL1.10	Arranges the environment to encourage exploration and learning					
S-CL1.11	Uses materials that expose youth to a variety of ethnic backgrounds					
<b>PROMOTING SOCIAL EMOTIONAL WELLNESS (SE)</b>						
<b>Interactions with Youth</b>						
S-SE.1	Develops a warm, positive, nurturing relationship with individuals					
S-SE.2	Responds appropriately to emotional needs					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 1 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
S-SE.3	Encourages empathy and mutual respect					
S-SE.4	Models positive behavior					
S-SE.5	Maintains an environment where youth feel safe, understood, respected and secure					
S-SE.6	Appreciates and respects diversity					
S-SE.7	Models recognitions and expression of feelings					
S-SE.8	Acknowledges accomplishments of individuals and group					
S-SE.9	Seeks to know each youth as an individual					
<b>Group Management</b>						
S-SE.10	Keeps youth under direct supervision at all times					
S-SE.11	Helps youth handle daily routines, transitions and unexpected changes					
S-SE.12	Welcomes and engages youth in daily conversation					
<b>Guidance Strategies</b>						
S-SE.13	Supports the implementation of guidance strategies used in the program					
S-SE.14	Addresses specific problem situations or behaviors without labeling youth					
S-SE.15	Guides youth in decision making					
S-SE.16	Models positive guidance strategies: <ul style="list-style-type: none"> <li>• “I” messages</li> <li>• Redirection</li> <li>• Appropriate choices</li> <li>• Natural and logical consequences</li> <li>• Conflict resolution &amp; problem solving</li> <li>• Limit-setting</li> </ul>					
S-SE.17	Encourages and empowers youth to make appropriate choices, in support of a positive environment					
S-SE.18	Recognizes signs of stress in youth					
<b>OBSERVATION AND ASSESSMENT (OA)</b>						
<b>Informal Observation of Youth</b>						
S-OA.1	Practices objective informal observation and reflects on those observations					
S-OA.2	Uses observation as a way to “get to know” youth – their interests and developmental levels					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 1 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
S-OA.3	Uses observation as a strategy for preventing problems					
S-OA.4	Assists in collection of information about youth development					
<b>Informal Assessment of Youth</b>						
S-OA.5	Contributes, as appropriate, to informal assessment					
S-OA.6	Acknowledges youth develop at their own pace					
<b>Program Assessment</b>						
S-OB.7	Participates in program evaluation					
S-OB.8	Encourages families to participate in program evaluation					
<b>HEALTH, SAFETY AND NUTRITION (HS) Safe &amp; Healthy Environments</b>						
S-HS.1	Follows all laws and regulations pertaining to health, food services, and safety					
S-HS.2	Follows mandated reporting requirements regarding child abuse and neglect					
S-HS.3	Documents accidents and incidents as necessary					
S-HS.4	Performs CPR and First Aid when necessary					
S-HS.5	Supervises and interacts with youth to ensure their safety and health					
S-HS.6	Effectively carries out established emergency procedures, including disaster plans					
S-HS.7	Uses safety equipment appropriately					
S-HS.8	Practices infection control, including appropriate handwashing					
S-HS.9	Practices Universal Precautions					
S-HS.10	Performs daily health checks: observing for any signs of abuse, neglect or illness					
S-HS.11	Recognizes and responds to signs of injury, acute or chronic illness					
S-HS.12	Helps youth adopt good health and safety practices					
S-HS.13	Implements health, safety and nutrition plans for youth					
S-HS.14	Intervenes to correct unsafe situations: indoors, outdoors and off-site					
<b>Health Education</b>						
S-HS.15	Encourages youth to participate in a variety of physical activities					

**Key      1 – never      2 – sometimes      3 – usually      4 – always**

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 1 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
S-HS.16	Invites youth in planning and selecting physical/recreational activities					
S-HS.17	Models participation in physical activities					
S-HS.18	Recognizes environmental factors that may place youth at risk					
S-HS.19	Shares concerns about youth behavior and environmental risk factors with program staff					
S-HS.20	Follows mandated reporting requirements regarding youth abuse and neglect					
<b>Nutrition &amp; Food Safety</b>						
S-HS.21	Monitors food allergies and dietary restrictions					
S-HS.22	Practices safe food handling procedures					
S-HS.23	Maintains sanitary environment					
S-HS.24	Interacts with youth during meal and snack times, promoting appropriate social behavior					
S-HS.25	Monitors safety during meals and snacks					
S-HS.26	Helps youth to adopt good nutrition habits					
S-HS.27	Models best practices for nutrition					
<b>PARTNERSHIPS WITH FAMILIES &amp; COMMUNITIES (FC)</b>						
<b>Partnerships with Families</b>						
S-FC1.1	Follows rules for confidentiality					
S-FC1.2	Communicates with families in a manner that respects diversity					
S-FC1.3	Communicates positively with families regarding youth's daily activities					
S-FC1.4	Responds to families questions and concerns in a timely, respectful manner and refers to appropriate staff if necessary					
S-FC1.5	Works effectively with culturally, linguistically and socio-economically diverse families					
S-FC1.6	Demonstrates respect for the family role as primary educator					
S-FC1.7	Demonstrates respect for the diversity of family structure, function, and lifestyle and youth-rearing practices					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 1 – Self Assessment**

	Review Date	Date	Date	Date	Date	Notes
<b>Partnerships with Communities</b>						
S-FC1.8	Acknowledges and accepts diversity in the community					
S-FC1.9	Recognizes the community as a resource for services, activities and volunteers					
S-FC1.10	Works cooperatively with volunteers and community partners					
<b>PROFESSIONALISM (PR)</b>						
<b>Professional Growth and Development</b>						
S-PR1.1	Begins to reflect on own professional practice and adapts as needed					
S-PR1.2	Uses constructive feedback to improve performance					
S-PR1.3	Completes annual training hours to gain knowledge in the field					
S-PR1.4	Participates in setting goals and carries out professional development plan					
<b>Personal and Professional Behavior</b>						
S-PR1.5	Establishes and maintains appropriate professional boundaries					
S-PR1.6	Demonstrates good work habits					
S-PR1.7	Follows all program policies and procedures					
S-PR1.8	Maintains confidentiality					
S-PR1.9	Adheres to licensing regulations					
S-PR1.10	Performs effectively as a member of a team					
S-PR1.11	Interacts with youth, families and co-workers in a positive and respectful manner					
S-PR1.12	Practices effective communication skills					
S-PR1.13	Uses problem-solving skills					
S-PR1.14	Follows <i>NAA Code of Ethics</i>					
S-PR1.15	Demonstrates appropriate personal hygiene and professional appearance					
S-PR1.16	Seeks support when needed					
S-PR1.17	Models professional behavior					



**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 2 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
<b>YOUTH DEVELOPMENT (YD)</b>						
<b>Application of Youth Development</b>						
S-YD2.1	Demonstrates knowledge of specific stages of youth development					
S-YD2.2	Recognizes differences in development as they impact the needs of youth and their participation in the program					
S-YD2.3	Identifies ways in which youth learn and adapt to a variety of experiences					
S-YD2.4	Identifies risk factors, delays or disabilities that may indicate a need for special services or program adaptation					
S-YD2.5	Uses informal observation of youth in their program					
S-YD2.6	Employs developmentally appropriate assessment tools					
S-YD2.7	Applies knowledge to establish expectations of individual youth					
<b>CURRICULUM AND LEARNING ENVIRONMENT (CL)</b>						
<b>Developmentally Appropriate Curriculum Planning</b>						
S-CL2.1	Maintains and monitors a flexible, variety of activities and experiences					
S-CL2.2	Provides developmentally appropriate activities and experiences that promote: <ul style="list-style-type: none"> <li>• physical development</li> <li>• cognitive development</li> <li>• language development</li> <li>• creative expression</li> </ul>					
S-CL2.3	Implements age and developmentally appropriate activities and experiences and adapts as needed					
S-CL2.4	Provides activities and experiences that support emerging math, technology and scientific thinking					
S-CL2.5	Provides activities and experiences that support understanding of social studies concepts					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 2 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
S-CL2.6	Provides hands on experiences that are fun and promote learning through exploration and experimentation					
S-CL2.7	Engages youth in decision making, planning and leadership opportunities					
S-CL2.8	Uses a variety of teaching methods to support learning: open-ended questions, problem solving, inquiry, group discussion, cooperative learning and teachable moments					
S-CL2.9	Modifies curriculum based on the interests and choices of youth					
<b>Creating Developmentally Appropriate Learning Environments</b>						
S-CL2.10	Implements a balanced daily schedule					
S-CL2.11	Arranges the physical learning environment to encourage experimentation, exploration, and learning					
S-CL2.12	Uses appropriate materials and technologies					
S-CL2.13	Accommodates individual youth needs when planning the environment					
S-CL2.14	Promotes space that accommodates both active and quiet activities; youth and adult directed activities; and individual and group activities					
S-CL2.15	Uses adult-youth relationships and interactions as a resource for creating a positive learning environment					
S-CL2.16	Arranges the physical environment to create a welcoming place for youth					
S-CL2.17	Uses technology in a developmentally appropriate manner to support learning					
S-CL2.18	Maintains adequate supply of appropriate materials for daily activities					



**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 2 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
<b>PROMOTING SOCIAL AND EMOTIONAL WELLNESS (SE)</b>						
<b>Interactions with Youth</b>						
S-SE2.1	Helps youth to use effective problem solving and appropriate conflict resolution strategies					
S-SE2.2	Provides opportunities for individual cooperative play and group interaction					
S-SE2.3	Helps youth deal with stress and change					
S-SE2.4	Helps youth develop a sense of belonging					
S-SE2.5	Establishes an environment that fosters trust, respect, cooperation and appropriate behavior					
S-SE2.6	Help youth appropriately communicate and get along with others					
<b>Group Management</b>						
S-SE2.7	Uses group management techniques in establishing an environment that promotes positive behavior					
S-SE2.8	Involves youth in setting rules and expectations when appropriate					
S-SE2.9	Establishes a positive environment focused on exploration and interaction					
S-SE2.10	Encourages youth to develop self control and sets limits					
<b>Guidance Strategies</b>						
S-SE2.11	Identifies developmentally appropriate behavior and reasonable expectations for children’s behavior					
S-SE2.12	Modifies situations to prevent problems					
S-SE2.13	Uses positive guidance strategies: <ul style="list-style-type: none"> <li>• “I” messages</li> <li>• Redirection</li> <li>• Appropriate choices</li> <li>• Natural and logical consequences</li> <li>• Conflict resolution &amp; problem solving</li> <li>• Limit-setting</li> </ul>					

**Key      1 – never      2 – sometimes      3 – usually      4 – always      34**

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 2 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
S-SE2.14	Encourages youth to develop self-control and use anger management					
S-SE2.15	Uses encouragement to motivate youth					
S-SE2.16	Communicates with families regarding daily behavior and expectations for youth					
<b>OBSERVATION AND ASSESSMENT (OA)</b>						
<b>Informal Observation of Youth</b>						
S-OA2.1	Recognizes indicators of positive youth development					
S-OA2.2	Completes periodic, written observations of each youth					
S-OA2.3	Understands behavior of youth in the context of normal growth and development, using age-appropriate expectations as the basis for observation					
S-OA2.4	Uses observation information to adapt interactions with individual youth					
S-OA2.5	Makes changes to the environment based on observations					
S-OA2.6	Shares information with staff gathered from observations in curriculum planning					
S-OA2.7	Makes plans for supporting individual youth development and learning based on information gathered from observations					
S-OA2.8	Uses information from observations to support youth development of social-emotional skills					
S-OA2.9	Follows appropriate procedures for observing youth					
<b>Informal Assessment of Youth</b>						
S-OA2.10	Conducts informal assessment of each youth's development and learning, gathering information in a variety of ways					
S-OA2.11	Includes families in assessment process, gathering information					
S-OA2.12	Contributes, as appropriate, to assessment for identification of special needs					

**Key      1 – never      2 – sometimes      3 – usually      4 – always      35**

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 2 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
S-OA2.13	Utilizes appropriate ways to get to know the strengths, needs, interests, families and life situation of each youth as an individual					
<b>Program Assessment</b>						
S-OA2.14	Implements family and youth surveys to evaluate program content					
<b>HEALTH, SAFETY AND NUTRITION (HS) Safe &amp; Healthy Environments</b>						
S-HS2.1	Plans and prepares a safe, healthy environment for all youth					
S-HS2.2	Applies knowledge of youth development in promoting health, safety and nutrition					
S-HS2.3	Shares information with families about community resources for health, safety, nutrition and health care					
<b>Health Education, Physical Activity and Wellness</b>						
S-HS2.4	Selects materials and equipment to ensure safety					
S-HS2.5	Establishes safety rules and precautions for youth					
S-HS2.6	Teaches youth about: <ul style="list-style-type: none"> <li>• personal safety</li> <li>• safety in the environment</li> <li>• hygiene</li> <li>• disease prevention</li> <li>• infection control and universal precautions</li> <li>• avoidance of risky behaviors</li> </ul>					
S-HS2.7	Teaches best practices in health education, safety, wellness, and physical activity					
<b>Nutrition &amp; Food Safety</b>						
S-HS2.8	Teaches youth about best practices in nutrition plans					
S-HS2.9	Monitors and documents the serving of nutritious meals and snacks					
S-HS2.10	Conducts activities that promote healthy nutritional choices					
S-HS2.11	Accommodates youth with food allergies and dietary restrictions					

**Key      1 – never      2 – sometimes      3 – usually      4 – always      36**

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 2 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
<b>PARTNERSHIPS WITH FAMILIES &amp; COMMUNITIES (FC)</b>						
<b>Partnerships with Families</b>						
S-FC2.1	Shares information with families about the curriculum					
S-FC2.2	Implements effective conflict resolution techniques					
S-FC2.3	Communicates positively with families about youth's progress					
S-FC2.4	Recognizes and responds to stressors that families face					
S-FC2.5	Supports the parenting role by providing relevant information about youth development and learning					
S-FC2.6	Fosters family participation in the program					
<b>Partnerships with Communities</b>						
S-FC2.7	Provides information about community resources and responds to family needs					
S-FC2.8	Ensures community diversity and culture are reflected in all aspects of the program					
<b>PROFESSIONALISM (PR)</b>						
<b>Professional Growth and Development</b>						
S-PR2.1	Participates in professional activities and/or organizations to enhance professional growth					
S-PR2.2	Seeks knowledge to improve professional practice					
S-PR2.3	Uses available professional resources					
<b>Personal and Professional Behavior</b>						
S-PR2.4	Promotes quality programs and services for youth and families					
S-PR2.5	Articulates personal philosophy of after school programs					
S-PR2.6	Demonstrates appropriate supervision of others					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 3 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
<b>YOUTH DEVELOPMENT (YD)</b>						
<b>Application of Youth Development</b>						
S-YD3.1	Recognizes current research and best practices related to youth and family development					
S-YD3.2	Designs curriculum based on developmentally appropriate practice					
S-YD3.3	Creates environments and experiences that value and respect cultural and linguistic diversity					
S-YD3.4	Utilizes appropriate resources to make adaptations and supports an inclusive philosophy					
S-YD3.5	Articulates program goals and activities that support them					
<b>CURRICULUM AND LEARNING ENVIRONMENT (CL)</b>						
<b>Developmentally Appropriate Curriculum Planning</b>						
S-CL3.1	Designs and adapts curriculum for all youth					
S-CL3.2	Designs integrated curriculum that supports youth’s emerging abilities in each of the content areas					
S-CL3.3	Designs integrated curriculum that supports learning development in each of the developmental domains					
S-CL3.4	Designs curriculum that motivates, challenges and actively engages youth					
S-CL3.5	Uses the Delaware K-12 standards to inform curriculum					
S-CL3.6	Provides technical assistance for staff to support curriculum implementation					
S-CL3.7	Conducts ongoing assessment of curriculum planning with staff					
S-CL3.8	Informs families about curriculum, activities and program goals					
S-CL3.9	Keeps current on curriculum trends and revises curriculum					
<b>Creating Developmentally Appropriate Learning Environments</b>						
S-CL3.10	Plans environment for youth with special needs and different learning styles					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 3 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
S-CL3.11	Supports staff in adapting curriculum and environment to support the learning of all youth including those with special needs					
S-CL3.12	Selects developmentally appropriate materials that reflect the diversity of youth, families and the community					
<b>PROMOTING SOCIAL AND EMOTIONAL WELLNESS (SE)</b>						
<b>Interactions with Youth</b>						
S-SE3.1	Designs curriculum that focuses on social-emotional development which respects diverse values, cultures and individuals					
S-SE3.2	Keeps current on theory and research: behavior, social-emotional development and guidance					
S-SE3.3	Adapts social activities for youth with special needs					
S-SE3.4	Plans social activities within all curricular areas					
<b>Group Management</b>						
S-SE3.5	Provides training and technical assistance to staff regarding appropriate guidance strategies and group management techniques					
<b>Guidance Strategies</b>						
S-SE3.6	Uses observation and assessment to plan and develop individual guidance strategies					
S-SE3.7	Plans for the successful inclusion of youth with behavior issues					
S-SE3.8	Provides leadership to staff regarding appropriate guidance strategies and group management techniques					
S-SE3.9	Works with families to develop positive strategies with youth when there are behavioral concerns					
<b>OBSERVATION AND ASSESSMENT (OA)</b>						
<b>Informal Observation of Youth</b>						
S-OA3.1	Provides observation training for staff (or arranges for training)					
S-OA3.2	Helps staff plan for effective ways to make observation a regular part of the program's schedule and routines					
S-OA3.3	Interprets observation					

**Key      1 – never      2 – sometimes      3 – usually      4 – always      39**

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 3 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
	information to develop services, opportunities and supports for youth					
S-OA3.4	Informs families about observations of children’s development and learning					
<b>Informal Assessment of Youth</b>						
S-OA3.5	Supports staff in implementing program’s plan for youth assessment					
S-OA3.6	Acts as the contact for professionals providing special services to youth					
S-OA3.7	Selects appropriate assessment methods for planning and adapting the learning environment and curriculum					
S-OA3.8	Engages youth, staff and families in the ongoing youth assessment process					
S-OA3.9	Provides written feedback about youth participation and progress					
<b>Program Assessment</b>						
S-OA3.10	Designs program evaluation tools					
S-OA3.11	Performs program evaluation (self-assessment) using state and/or program approved tools					
<b>HEALTH, SAFETY AND NUTRITION (HS) Safe &amp; Healthy Environments</b>						
S-HS3.1	Designs and assesses the health and safety of the environment for the program					
S-HS3.2	Informs families about program policies and practices regarding health, safety and nutrition					
S-HS3.3	Develops plans for meeting the health, safety and nutrition needs of all youth					
<b>Health Education, Physical Activity and Wellness</b>						
S-HS3.4	Plans curriculum for health education, wellness, safety, recreation and physical activity					
<b>Nutrition &amp; Food Safety</b>						
S-HS3.5	Plans nutrition activities and experiences as part of the curriculum					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 3 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
S-HS3.6	Supervises planning of meals and snacks reflecting best practices in nutrition, reflective of the diversity of the program and community					
<b>PARTNERSHIPS WITH FAMILIES &amp; COMMUNITIES (FC)</b>						
<b>Partnerships with Families</b>						
S-FC3.1	Provides a process for sharing information about youth's participation in the program					
S-FC3.2	Informs families about program philosophy and policies					
S-FC3.3	Supports families in making transitions and dealing with stress/crisis					
S-FC3.4	Plans for ways families can play an active role in their youth's care and education					
S-FC3.5	Develops conflict resolution techniques with families and staff					
S-FC3.6	Facilitates opportunities for social networking and family support					
<b>Partnerships with Communities</b>						
S-FC3.7	Builds effective working relationships with families, partners and volunteers					
S-FC3.8	Understands the larger community context in which youth and families live					
<b>PROFESSIONALISM (PR)</b>						
<b>Professional Growth and Development</b>						
S-PR3.1	Keeps up-to-date about Delaware issues in school-age programs					
S-PR3.2	Keeps up-to-date about current issues, advocacy and legislative efforts in the after school field					
S-PR3.3	Keeps up to date on current research and trends in the school-age and youth development fields					
<b>Personal and Professional Behavior</b>						
S-PR3.4	Uses professional program standards in program planning					
S-PR3.5	Uses professional resources to improve practice					
S-PR3.6	Incorporates current issues and research into curriculum design					



**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 4 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
<b>YOUTH DEVELOPMENT (YD)</b>						
<b>Application of Youth Development</b>						
S-YD4.1	Develops and evaluates approaches to youth outcomes and assessments					
S-YD4.2	Articulates, analyzes and evaluates youth development research					
S-YD4.3	Articulates program philosophy based on understanding of and focus on youth development					
S-YD4.4	Applies research and best practices across curricular areas					
<b>CURRICULUM AND LEARNING ENVIRONMENT (CL)</b>						
<b>Developmentally Appropriate Curriculum Planning</b>						
S-CL4.1	Establishes and communicates a philosophy of curriculum					
S-CL4.2	Conducts ongoing program assessment of curriculum and evaluation of program					
S-CL4.3	Ensures that staff are trained to plan and implement appropriate for youth					
S-CL4.4	Creates policies and procedures to support curriculum					
S-CL4.5	Communicates major theories, research and trends					
<b>Creating Developmentally Appropriate Learning Environments</b>						
S-CL4.6	Maintains and manages resources for appropriate curriculum delivery					
S-CL4.7	Provides training and technical assistance to staff, adapting as needed					
S-CL4.8	Identify community resources to support curriculum					
<b>PROMOTING SOCIAL AND EMOTIONAL WELLNESS (SE)</b>						
<b>Interactions with Youth</b>						
S-SE4.1	Develops a plan and evaluates ways to help families foster positive social-emotional development					
S-SE4.2	Keeps current on best practices and research, articulates, applies, analyzes and evaluates as needed					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 4 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
<b>Group Management</b>						
S-SE4.3	Maintains an adequate supply of materials and equipment to support a positive learning environment					
S-SE4.4	Evaluates the quality and effectiveness of curriculum, activities and opportunities that support social-emotional development					
<b>Guidance Strategies</b>						
S-SE4.5	Sets program expectations for using positive guidance approach for youth					
S-SE4.6	Develops and evaluates program policies for guidance or behavior					
S-SE4.7	Works with families to address challenging behaviors					
S-SE4.8	Collaborates with other agencies to research and communicate information on social development of youth					
S-SE4.9	Develops, plans and evaluates ways to help families foster positive social-emotional development					
<b>OBSERVATION AND ASSESSMENT (OA)</b>						
<b>Informal Observation of Youth</b>						
S-OA4.1	Sets expectation for program's observation practices					
S-OA4.2	Communicates observations with staff, youth and families in a clear, supportive manner, maintaining confidentiality					
S-OA4.3	Incorporates observation information into program activities					
<b>Informal Assessment of Youth</b>						
S-OA4.4	Develops and evaluates program's policies and procedures for youth assessment					
S-OA4.5	Plans relevant assessments to determine youth interests					
S-OA4.6	Collaborates with professionals and families to implement IEPs					
S-OA4.7	Recommends that youth seek further evaluation when necessary					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 4 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
S-OA4.8	Works cooperatively with assessment, school, family and health care teams for youth with special needs					
<b>Program Assessment</b>						
S-OA4.9	Develops policies and procedures to evaluate programs					
S-OA4.10	Revises program content to meet program standards					
<b>HEALTH, SAFETY AND NUTRITION (HS) Safe &amp; Healthy Environments</b>						
S-HS4.1	Maintains youth’s health assessments and records					
S-HS4.2	Establishes policies and procedures that ensure compliance with all laws and regulations regarding health, safety, nutrition and emergency planning					
S-HS4.3	Communicates regularly with staff regarding policies; procedures; and current health, safety and nutrition practices					
S-HS4.4	Maintains the supply of materials and equipment necessary to operate the program in a healthy, safe manner					
S-HS4.5	Monitors the effectiveness of health, safety and nutrition practices					
S-HS4.6	Works with community agencies and professionals to safeguard youth					
S-HS4.7	Plans and evaluates the aspects of health and safety for off-site activities					
<b>Health Education, Physical Activity and Wellness</b>						
S-HS4.8	Ensures Professional Development plans for staff include opportunities for health, safety and nutrition education					
S-HS4.9	Assesses and evaluates the curriculum and activities for health, wellness and safety education					
S-HS4.10	Evaluates recreation and physical activity plans and practices					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 4 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
<b>Nutrition &amp; Food Safety</b>						
S-HS4.11	Communicates with families, staff and youth about food preferences and special needs					
S-HS4.12	Assesses and evaluates the nutritional practices and nutrition aspects of the curriculum					
S-HS4.13	Ensures adequate resources for delivery of appropriate nutrition and choices for youth					
<b>PARTNERSHIPS WITH FAMILIES &amp; COMMUNITIES (FC)</b>						
<b>Partnerships with Families</b>						
S-FC4.1	Evaluates practices and procedures for communicating with families					
S-FC4.2	Evaluates policies and procedures in response to families in stress/crisis					
S-FC4.3	Plans ways to communicate information on youth development and progress					
S-FC4.4	Reviews effectiveness of family involvement activities, recommending changes as needed					
S-FC4.5	Structures opportunities for family members to participate in program evaluation and decision making					
<b>Partnerships with Communities</b>						
S-FC4.6	Develops relationships with community partners					
S-FC4.7	Implements a volunteer program					
S-FC4.8	Represents youth development field in collaborative community endeavors					
S-FC4.9	Networks with youth development professionals					
<b>PROFESSIONALISM (PR)</b>						
<b>Professional Growth and Development</b>						
S-PR4.1	Actively supports professional growth and development of staff					
S-PR4.2	Designs staff development opportunities appropriate for adults					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 4 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
S-PR4.3	Engages in promoting and advocating for quality youth development and after school programs					
<b>Personal and Professional Behavior</b>						
S-PR4.4	Bases decision-making on knowledge of current research, data, trends and approaches					
S-PR4.5	Advocates for youth and families					
S-PR4.6	Maintains an environment that encourages the professional behavior of staff					
S-PR4.7	Facilitates effective team-building strategies					
S-PR4.8	Ensures that the program policies and procedures adhere to <i>NAA Code of Ethics</i>					
S-PR4.9	Develops a plan for program evaluation and improvement that incorporates recognized professional standards					
S-PR4.10	Demonstrates a management style that fosters and enhances quality					
S-PR4.11	Keeps staff informed of current trends and issues in after school programs and youth development in Delaware and nationally					
S-PR4.12	Develop supportive relationships with schools and community services to support staff and programs					
<b>MANAGEMENT &amp; ADMINISTRATION (MA) Program Development &amp; Evaluation</b>						
S-MA4.1	Develops statement of program's philosophy and mission					
S-MA4.2	Applies state and federal regulations when making program decisions and setting policies					
S-MA4.3	Establishes and monitors the implementation of policies and procedures that ensure compliance with all laws and regulations regarding health, safety, and nutrition					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 4 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
S-MA4.4	Applies current research and best practice to program planning					
S-MA4.5	Coordinates with community agencies and professionals when necessary					
S-MA4.6	Provides resources to support a positive learning environment and the delivery of developmentally appropriate curriculum activities					
S-MA4.7	Designs and implements a professional development plan for the program, that incorporates individual plans in order to support the personal and professional growth of staff					
S-MA4.8	Establishes a process and procedures for the development and implementation of a developmentally appropriate curriculum that addresses youth interests, supports out-of-school learning, and reinforces learning from the school setting					
S-MA4.9	Applies current research and best practice to the development, implementation and evaluation of policies and procedures for youth assessment					
S-MA4.10	Develops and evaluates program policies and procedures for behavior management					
S-MA4.11	Applies current research and best practice to the development, implementation and evaluation of policies and practices for establishing positive family-staff relationships					
S-MA4.12	Develops and implements a plan for regular program evaluation that incorporates recognized professional standards					
S-MA4.13	Develops and implements a process for quality improvement planning based on program evaluation					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 4 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
<b>Personnel Management</b>						
S-MA4.14	Demonstrates an understanding of laws and regulations applicable to personnel management					
S-MA4.15	Develops and regularly reviews personnel policies, including policies in a staff handbook					
S-MA4.16	Develops and maintains a system for personnel record-keeping that includes information about experience and qualifications					
S-MA4.17	Develops job descriptions for all staff positions					
S-MA4.18	Recruits and selects qualified staff					
S-MA4.19	Conducts orientation for new employees					
S-MA4.20	Develops and implements procedures for staff supervision and performance evaluation					
S-MA4.21	Establishes procedures for staff communication, including planning for staff meetings					
S-MA4.22	Sets clear policies and practices to create a positive, supportive work environment					
S-MA4.23	Implements a system for staff development that includes individual professional development planning based on self-assessment and performance evaluation					
S-MA4.24	Develops strategies to support staff retention					
S-MA4.25	Coordinates and reviews staff benefit programs					
<b>Fiscal Management</b>						
S-MA4.26	Participates in long-range financial planning					
S-MA4.27	Develops an annual budget to support program goals					
S-MA4.28	Implements a system for monitoring revenues and expenses					
S-MA4.29	Manages cash accounts and cash flow					

**Delaware Core Knowledge and Competencies for School-Age Professionals  
Professional Level 4 – Self Assessment**

	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
S-MA4.30	Develops, reviews and periodically updates fiscal policies and procedures					
S-MA4.31	Prepares financial reports and documents					
S-MA4.32	Works with accountant or financial service					
S-MA4.33	Maintains financial records					
S-MA4.34	Works effectively with state and federal funding programs					
S-MA4.35	Establishes and monitors a system for payables and receivables					
S-MA4.36	Establishes a staff compensation schedule based on roles, qualifications, experience and performance					
S-MA4.37	Establishes a fee structure for families					
S-MA4.38	Designs an efficient and cost effective purchasing system					
<b>Operations and Administration</b>						
S-MA4.39	Assumes responsibility for compliance with all laws and regulations applicable to school-age programs					
S-MA4.40	Develops, reviews and updates a policies and procedures manual					
S-MA4.41	Develops an emergency management plan					
S-MA4.42	Establishes and implements a system for maintenance of program facility					
S-MA4.43	Uses effective risk management strategies, including the implementation of a facility security system and maintenance of appropriate insurance policies					
S-MA4.44	Maintains an adequate inventory of materials and equipment to operate an effective program					
S-MA4.45	Develops staffing patterns and schedules to operate an effective program					
S-MA4.46	Uses technology to enhance the program's business systems and communications					



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	<b>Review Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Notes</b>
S-MA4.47	Works effectively within the business structure of the program ie., non-profit, corporation, multi-agency					
S-MA4.48	Develops strategies for communication, education and involvement of boards, advisory groups and agency management					
S-MA4.49	Establishes and maintains effective relationships with community-based support services, professional and business organizations and neighborhood and community partners					
S-MA4.50	Develops parent contracts					
S-MA4.51	Establishes and maintains a system of youth record-keeping, including youth's health records					
S-MA4.52	Develops and maintains effective marketing strategies					







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