

Appendix G – Observation Instrument

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_____ Advisor _____ Endorser Observation Instrument (Check One)

Candidate's Name:	
Observer's Name:	
Start Time	End Time
Date of Observation 1:	Staff to Child Ratio
Date of Observation 2:	
Date of Observation 3:	
(Optional) Date of Observation 4:	
(Optional) Date of Observation 5:	
Date of Endorsement:	

Preferred Language of Candidate
Languages Spoken in Program

Advisor Reminders:

- Dates must be within program year and at least three weeks apart.
At least three observations must be completed. (recommended 2 hours)
- Please use different colored ink to make notes during each observation which will allow the Credential Endorser and the Credential Review Panel to reconstruct what happened each time you observed and will indicate growth between observation visits.
- Each competency must be rated, and must have notes.
- **Bolded indicators must have notes.** (The Endorser will be referencing Advisor Observation Instrument.)

Endorser Reminders:

- Your observation must be at least 1.5 hours long, and no longer than 3 hours
- Please use different colored ink to indicate notes from
 - The Candidate's Documentation
 - The Advisor's Observation Tool
 - Your interview with the Candidate
 - Your observation (recordings)
- Each competency must be rated, and must have notes
- **Refer to the Advisor's Tool for bolded indicators**

Using the Observation Instrument

As you observe, check off the indicators that you see and add specific notes/examples (including direct quotes) describing what you saw and heard. When you have seen enough to assess how well the Candidate meets the numbered competency standard, write a score in the box next to the competency number.

Score	Competency Standards and Indicators	Notes
	1-1 Demonstrates knowledge and value of regulations, Network for Youth Success Standards, and professional codes of ethics.	
—	Speaks convincingly about the purposes of regulations for safe and high-quality care	
—	Understands and adheres to the National Afterschool Association (NAA) Code of Ethics (<i>RF 1</i>)	
—	Has knowledge of quality-enhancing tools (ex: Accreditation Self-Study, Quality Self-Assessment, NAA Core Knowledge and Competencies, YPQA) (<i>RF 32</i>)	

The diagram includes callouts: 'Scoring Box' points to the Score column; 'Numbered Competency Standard' points to the bolded title of the first row; 'Notes' points to the Notes column; and 'Indicators' points to the list of specific indicators in the third column.

Scoring the Competency

Each competency is scored using the following scale.

1 = Rarely. While observing, you saw the Candidate do this infrequently, or take inappropriate action.

2 = Sometimes. You saw some evidence of this action.

3 = Mostly. You saw the Candidate repeatedly demonstrating the behavior described.

I = Needs follow-up documentation or interview discussion. You were unable to see any evidence of this particular competency – and you believe that this is due to circumstances – the day of your visit, lack of time, and so forth – rather than to the Candidate’s lack of competence in that area. Therefore, you may rate a competency with an “I” to remind yourself that you need more information. You can look for that information in the Candidate’s Documentation and/or discuss it in coaching meetings with the Candidate. **Follow up notes and a score MUST be written in.**

DNA = From what you are able to observe, this competency **does not apply to the Candidate’s situation.** You will need to follow up with the Candidate to determine if the competency does not apply, or if it does and you were unable to observe it on the particular day you visited. If the latter is true, you’ll want to ask the Candidate to explain or document (*Portfolio* or *Resource File*) how it applies and how they demonstrate that competency in their work.

1. Skill Area: Professionalism

Professionals working with school-age children and their families make decisions based on knowledge of school-age development, appropriate school-age activities, and family life, and demonstrate a commitment towards quality programs for school-age children. The school-age professional continues to set new goals and take advantage of training or educational experiences that will help them to grow more competent. They recognize that the way they relate to one another directly affects the quality of school-age programs and sets an example for children. Adults in school-age settings work to resolve issues and problems among themselves cooperatively and respectfully. They also work together to educate the community at large about the needs of school-age children. The school-age professional should develop relationships with other school-age professionals and establish a network for information and support.

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/>	1-1 Demonstrates knowledge and value of regulations, Network for Youth Success Standards, and professional codes of ethics.	
	<input type="checkbox"/> Speaks convincingly about the purposes of regulations for safe and high-quality care	
	<input type="checkbox"/> Understands and adheres to the National Afterschool Association (NAA) Code of Ethics (RF 1)*	
<input type="checkbox"/> Has knowledge of quality-enhancing tools (ex: Accreditation Self-Study, Quality Self-Assessment, NAA Core Knowledge and Competencies, YPQA) (RF 32)		
<input type="checkbox"/>	1-2 Views and presents self as professional in current work with children, families, and other professionals.	
	<input type="checkbox"/> Dresses in an appropriate manner	
	<input type="checkbox"/> Arrives on time – is dependable and reliable	
	<input type="checkbox"/> Speaks of work in positive terms	
	<input type="checkbox"/> Maintains a work environment that is conducive to professional practice	
	<input type="checkbox"/> Demonstrates the mindset to support and grow children, staff, and families	
	<input type="checkbox"/> Plays different roles, including; leader, observer, listener, facilitator, adult friend, and participant	
<input type="checkbox"/>	1-3 Continually develops competencies in child development, programming, inclusion, communication and other topics related to children.	
	<input type="checkbox"/> Regularly attends conferences, workshops, and other professional development opportunities	
	<input type="checkbox"/> Belongs to professional organizations related to school-age children, in addition to the New York State Network for Youth Success (RF 3)	
	<input type="checkbox"/> Reads professional journals, magazines, newsletters, and the like to increase knowledge of current findings and trends, best practices, and other information related to providing high-quality care for school-age children	
	<input type="checkbox"/> Creates an Aspire profile and tracks their professional development using the Aspire Registry (RF 2)	
<input type="checkbox"/> Has an ongoing professional development plan		

*RF= Resource File.
There is a resource file that corresponds with this standard/indicator.



1-4 Advocates for the needs of children and the value of afterschool programming and professionals.

___ **Articulates the value, purpose, and process of their work**

___ **Educates families, host site, and the community on the needs of the program (RF 4)**

___ **Educates decision makers on the needs of the program and the professional**

___ **Awareness of Power of 3 Listserv to stay abreast of current advocacy efforts**

___ **Practices and promotes self-care**

2. Skill Area: Child Development Knowledge

School-Age Care contributes to children’s development in ways uniquely different from children’s experiences in school or at home. If school-age professionals are to take advantage of developmental opportunities and provide safe and appropriate care, they must understand: what children of various ages and developmental stages are like; what they can reasonably be expected to do; how the role of environment (both positive and negative including trauma or adverse childhood experiences) impacts functioning; and what they need from adult caregivers. Competent afterschool professionals provide inclusive programming for children of all abilities, including those with special needs. It is intended that a candidate demonstrate proficiency with the body of knowledge related to child development, in addition to demonstrating its application throughout other skill areas.

NOTE: Candidates should score competent in Child Development in order to earn their NYS SAC Credential Certification.

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/>	2-1 Demonstrates reasonable expectations regarding what children of various developmental stages are able to do physically, emotionally, socially, cognitively, and creatively.	
	<input type="checkbox"/> Identifies key characteristics of typically developing children in the 5 to 7 year-old range (RF 8 and RF 22)	
	<input type="checkbox"/> Identifies key characteristics of typically developing children in the 8 to10 year-old range	
	<input type="checkbox"/> Identifies key characteristics of typically developing children in the 11to12 year-old range	
	<input type="checkbox"/> Responds to children’s developmental stages, as well as to individual children’s development	
	<input type="checkbox"/> Describes how they accommodates the needs of younger children to feel safe and secure	
	<input type="checkbox"/> Describes how they help older children develop their own sense of identity through greater independence and choice, planning activities for themselves, and the like.	
<input type="checkbox"/>	2-2 Plans, organizes, and provides programming for the developmental needs of children.	
	<input type="checkbox"/> Plans and adapts a wide range of activities (sports, math, science, drama, literacy, art, music, etc.) which match children's abilities (RF7)	
	<input type="checkbox"/> Identifies resources that help children understand how they change as they grow	
	<input type="checkbox"/> Monitors each activity and responds to ensure children are neither bored or frustrated	
	<input type="checkbox"/> Organizes a program environment that meets the developmental needs of children	
	<input type="checkbox"/> Provides sufficient program materials and equipment that are developmentally appropriate	
	<input type="checkbox"/> Evaluates how programming meets the developmental needs of children	

2-3 Includes children of all ability levels, including those with special needs.

___ Provides activities and experiences that include children of all abilities

___ Modifies activities and experiences to invite and include children of all abilities

___ Provides opportunities for children with disabilities to interact with their peers as well as differently-abled children

___ **Uses the expertise of families, teachers, community-based organizations, and psychologists that may include members of the Committee for Special Education at children's schools as a resource for working with all children including those with special needs**

2-4 Uses observations to anticipate individual children's needs as well as the needs their developmental stage might predict.

___ **Collects information about each child, including about their families, interests, strengths, talents, etc.**

___ Identifies the strengths and growth opportunities of each child

___ Observes, talks with, listens to, and surveys children to determine their interests

___ Observes children in different settings and at different times of day, and for different reasons (*RF 18*)

___ Shares observation information with children and families when appropriate

___ Conducts observations for different reasons

___ **Records many instances of a child's actions before drawing conclusions**

___ Uses all opportunities to gather information about children

___ Organizes observations in a systematic way

<p>Observation 1 List ALL activities offered (not learning centers) observed</p>	<p>Observation 2 List ALL activities offered (not learning centers) observed</p>
<p>Observation 3 List ALL activities offered (not learning centers) observed</p>	<p>Observation 4 (optional) List ALL activities offered (not learning centers) observed</p>
<p>Observation 5 (optional) List ALL activities offered (not learning centers) observed</p>	<p>Assessment visit List ALL activities offered (not learning centers) observed</p>

3. Skill Area: Safety

One of the most essential services for school-age children is to ensure their safety and well-being. Indoor areas, outdoor areas, and cyberspace should be free of dangerous conditions and materials. Adults should teach children about safety and comfort when hurt. Adults should be attentive and have the skills and knowledge to prevent injuries and to handle emergencies, accidents, and injuries appropriately when they occur. In a safe environment, children will learn gradually to protect themselves and look out for others.

NOTE: Candidates should score competent in Safety in order to earn their NYS SAC Credential Certification.

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/> _____ _____ _____ _____	3-1 Follows New York State OCFS regulations, as well as program policies and procedures designed to keep children safe. (RF 13)	
	NYS SAC License and most recent compliance history is clearly posted	
	Can describe how and why regulations are the foundation on which to build best practice	
	Can identify policies that exceed NYS OCFS regulations in safety	
	Locates and reviews documents published by NYSOCFS (including but not limited to 414.4, 414.3, Dear Provider Letters, Policy Statements) (RF 33)	
<input type="checkbox"/> _____ _____ _____ _____ _____	3-2 Actively works with children to prevent injuries and harm to children.	
	Describes measures taken to prevent injuries	
	Directly and competently supervises and interacts with children	
	Takes responsibility for knowing where each child is during program hours	
	Explains, models, and reinforces safety rules with children in all areas of the program Maintains appropriate child-adult ratios and group sizes, intervening immediately when children are involved in unsafe play	
	Involves children in creating the program's safety rules and consequences (RF 19)	
	Anticipates and sets clear expectations for special safety concerns related to higher risk activities (active play, glue guns, cooking, excursions, etc.)	

3-3 Maintains indoor, outdoor, and cyberspace environments to prevent injuries and harm to children.

- ___ Conducts and records safety checks (daily and monthly)
- ___ Removes or repairs unsafe items and/or advocates for host site to address issues
- ___ Arranges the program space so there are clear traffic paths and exits
- ___ Designates separate areas for quiet and active play to avoid congestion and collisions
- ___ Ensures that children are always supervised by staff or authorized family members by using effective sign-in and sign-out attendance procedures.
- ___ Makes developmentally appropriate supplies and equipment available to children, and creates boundaries to protect children who may not yet have the skills and judgment to use certain materials or equipment safely (eg: monitoring and limiting website access, limiting monkey bars to only children who can reach them, allowing older children to use a hot glue gun)
- ___ Follows a daily schedule that provides time for active and quiet play so that children do not get overtired and have accidents
- ___ Monitors technology for appropriate use

3-4 Prepares to act quickly if an accident or injury should occur.

- ___ Has immediate access to well-stocked first aid and safety supplies
- ___ Maintains up-to-date emergency telephone numbers for all families
- ___ Posts emergency phone numbers (children’s families, police, fire, ambulance, and poison control) next to the telephone
- ___ Conducts emergency drills (evacuation, shelter in place) frequently, to ensure children understand the established procedures for various situations
- ___ Uses an effective means of communication between and among staff (i.e. intercom, walkie-talkies, etc.) who are supervising children in different areas of the program, such as indoor and outdoor areas
- ___ Maintains current First Aid training (CPR, AED, First Aid) to respond to accidents and emergencies. *(RF 10)*
- ___ Is prepared to respond to unusual emergencies (weather, terrorist attacks, etc.), training and practicing such plans to ensure that staff and children are prepared to respond if necessary (according to established policies and procedures)



3-5 Responds quickly and calmly in the event of an emergency.

- ___ Follows established procedures when there is an accident or emergency (*RF 11*)
- ___ Responds quickly and calmly to children in distress

- ___ **Records injuries, accidents, and illnesses on a form to share with families and program supervisor**

4. Skill Area: Health

Good health involves sound healthcare (medical, dental, mental, etc.) practices and good nutrition, as well as positive prevention practices. School-age professionals should model and encourage good health and nutrition habits with school-age children. Food should be nutritious, prepared safely, and served in a relaxed atmosphere. School-age children need a clean environment that is properly lighted, and heated or cooled. Indoor and outdoor areas should be free of materials or conditions that endanger children’s health. School-age professionals should be trained to identify the signs of child abuse and maltreatment and act on them. Prompt care communicates positive feelings about children’s value and influences the child’s developing identity and feelings of self-worth. Families and providers should exchange information about all aspects of children’s health frequently.

NOTE: Candidates should score competent in Health in order to earn their NYS SAC Credential Certification.

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/>	4-1 Follows New York State OCFS regulations that address health, sanitation, and food handling practices.	
	Can describe how and why regulations are the foundation on which to build best practice	
	Can identify policies that exceed NYSOCFS health-related regulations to promote a healthy environment	
	Explains how regulations promote good health and reduce and prevent health-related risks	
<input type="checkbox"/>	4-2 Models and teaches habits that promote the physical and mental well-being of children.	
	Models healthy eating and active living	
	Maintains a positive, relaxed atmosphere to promote resilience while reducing tension and stress	
	Washes hands with soap and running water at the beginning of each day, before and after the administration of medications, when they are dirty, after toileting, before and after food handling or eating, after handling pets or other animals, after contact with any bodily secretion or fluid, and after coming in from outdoors	
	Helps children learn ways to recognize, relieve, and manage stress Practices and has conversations with children about self-care	
	Explains reasons for health-related rules to children	
	Actively teaches children to make healthy choices	
	Encourages children to drink lots of water, especially when active or weather is hot	
	Provides resources on health and hygiene such as magazines, books, pamphlets, and visiting health professionals	



4-3 Acts to detect and prevent child maltreatment.

- ___ **Describes state regulations regarding mandated reporting (RF 12)**
- ___ **Describes the signs of possible child abuse and maltreatment (behavior changes, bruising, etc.)**
- ___ **Demonstrates an understanding of the applicable laws and regulations related to reporting child abuse and maltreatment**
- ___ Conducts and logs daily health checks
- ___ Is alert to and protects children from abusive behavior (physical/emotional) from other children or adults, including staff
- ___ **Is alert to trauma-related behaviors and/or developmental delays that might occur in multiple domains including self-regulation, cognition, and physical/mental health**



4-4 Maintains an environment that actively promotes optimal health.

- ___ Checks the facility daily for adequate ventilation and lighting, comfortable room temperature, and good sanitation
- ___ Directs children to wash their hands with soap and running water at the beginning of each day, before and after the administration of medications, when they are dirty, after toileting, in between activities, before and after food handling or eating, after handling pets or other animals, after contact with any bodily secretion or fluid, and after coming in from outdoors
- ___ Cleans and disinfects surfaces before and after using for food preparation or serving
- ___ Follows health care plan to disinfect surfaces, toys, and fabrics
- ___ Places tissues, paper towels, and soap within children’s reach
- ___ Follows all Department of Health emergency guidance (health and safety) during a public health emergency

4-5 Is prepared to deal with medical emergencies or illness.

___ **Has medical records accessible for children in case of medical emergencies**

___ **Has emergency medical plans, permission to treat children**

___ Uses universal precautions to prevent fluid and airborne infections

___ Observes children regularly for signs of illness

___ **Works to avoid and is prepared to handle allergic reactions**

___ **Maintains current Medication Administration Training (MAT)**

4-6 Provides healthful, nutritious, and pleasant snack and food experiences for children.

___ Provides snacks and meals in accordance with CACFP guidelines (*RF 15*)

___ Provides opportunities for children to plan, prepare, and serve meals and snacks

___ Offers self-service snacks so children can determine when, what, and how much to eat

___ Serves relaxed “family-style” meals and encourages children to sample new foods

___ Sits with children and provides a pleasant social environment during meals and snacks

___ Uses a flexible schedule so children can rest, relax, be active, and eat as needed (*RF 20*)

___ Employs a supportive care giving style that leads to healthy food attitudes

___ Is responsive and firm with children, offering food and activity choices within limits

___ Provides opportunities for children to learn healthy nutrition and active play habits that lead to healthy weight

___ Accommodates and incorporates children’s cultural and religious dietary practices
Posts snack menu conspicuously for children and families to view

5. Skill Area: Self

All children need a physically and emotionally secure environment that supports their developing self-knowledge, self-control, and self-esteem, and at the same time encourages respect for the feelings and rights of others. Knowing one's authentic self includes knowing about one's body, feelings, and abilities. It also means identifying oneself and others as a member of a family and larger cultural community. Accepting and taking pride in oneself comes from experiencing success and being accepted by (and accepting of) others as a unique individual. Self-esteem develops as children master new abilities, experience success as well as failure, and realize their effectiveness in handling increasingly challenging demands in their own ways.

Score	Competency Standards and Indicators	Notes	
<input type="checkbox"/>	5-1 Respects the individuality of children.		
	___	Shows children in many ways that they are appreciated, valued, and enjoyed	
	___	Encourages children to show appreciation to adults and other children in the program	
	___	Encourages children to identify what makes them unique and lets them know their individuality is valued	
	___	Works with colleagues to make sure that each child receives the individual attention they need	
	___	Allows for youth choice during program development	
	___	Allows children to choose how they want to participate each day (to opt in or out of planned activities)	
	___	Embeds curriculum that integrates the home culture, language, and values of each child	
<input type="checkbox"/>	5-2 Helps children identify, plan, and pursue their own interests and talents.		
	___	Identifies children's interests through observation, surveys, and conversation (formal and informal)	
	___	Uses children's interests to plan activities and provide materials	
	___	Offers a wide variety of activities daily that do not limit children's options because of individual differences	
___	Provides children with time and resources needed to pursue their interests and/or master a skill		

5-3 Fosters an environment that values the inclusion of all children.

___ Makes individualized adaptations and modifications for children based upon their specific needs including personal learning styles, learning issues, and interests.

___ Creates and prepares an environment that is designed for all children, including those with special health care needs.

___ Helps children learn about, accept, and appreciate a variety of cultures and ethnic groups, including their own.

___ Respects the beliefs, values, and traditions of children and families

___ Regularly promotes global awareness throughout the program (reading, foods, celebrations, arts, games, and more)

___ Decorations, art, and wall hangings are reflective of the children in program and diverse cultures

___ Has ethnic, linguistic, gender role, cultural, and racial variety visible throughout the program space

5-4 Provides opportunities for children to experience progress and success.

___ Uses specific and genuine encouragement and recognition to celebrate children's efforts and accomplishments

___ Helps children gain the skills they need to complete a task and repeatedly experience success so they can overcome fear of trying

___ Lets children know they are cared for by offering gentle physical or nonverbal contact (a hug, a touch, a smile)

___ Models graceful acceptance and celebration of personal progress and success

5-5 Encourages children to solve their own problems, intervening only when it seems they cannot find a solution or when someone might get hurt.

— Helps children deal with setbacks and disappointments by accepting their feelings and efforts and responding respectfully with encouragement

— Listens carefully to children and takes their concerns seriously without interrupting, judging, or giving unasked-for advice

— Actively teaches problem-solving practices
Provides opportunities for children to solve problems

5-6 Creates an environment, activities, and relationships that help children learn positive social values.

— Aligns behavioral expectations with positive social values (respect, responsibility, caring, honesty, trustworthiness, empathy, etc.)

— Provides opportunities for children to demonstrate respect, caring, and honesty to other children, staff, and adults

— Involves children in the program's daily operations and weekly tasks (responsibility)

— Allows children to use their growing independence in safe and age-appropriate ways

— Offers both competitive and cooperative sports and games that help children learn to value fairness, cooperation, and personal growth

— Provides opportunities for children to develop and practice citizenship and leadership skills

6. Skill Area: Guidance

Knowing what behavior is developmentally appropriate or socially acceptable in a situation is an important skill. Children feel more secure when they know what is expected of them. Children develop this understanding when consistent limits and realistic expectations of their behavior are clearly and positively defined and when staff and families’ expectations realistically take into account each child’s development and needs. Understanding and following simple rules (expectations) can help children develop self-control.

Score	Competency Standards and Indicators	Notes
	6-1 Creates an environment of mutual respect that reduces conflict.	
___	Fosters positive relationships with each child	
___	Models expectations as an example for children (mutual accountability)	
___	Creates a sense of community through positive communication with children and adults	
___	Establishes positively stated behavior expectations (rules) with input from the children	
___	Posts behavior expectations as a visual reminder	
___	Encourages children to be helpful and cooperative	
___	Holds group meetings during which children can raise concerns and grievances and work together to solve problems	
___	Teaches children how to develop and practice conflict management techniques to resolve their differences	
___	Introduces processes to help children negotiate, mediate and/or manage conflicts without adult assistance (conflict resolution, peer mediation, problem-solving)	
___	Is aware of personal bias and works to examine, respond, and change to reduce its impact on children, families, staff, and others	

6-2 Guides children’s behavior in a positive manner.

- ___ Has reasonable expectations of behavior based on ages and abilities of the children (developmentally appropriate practice)
- ___ States directions and reminds children of expectations in positive terms
- ___ Relies on cooperative and respectful guidance and discipline methods rather than coercive and authoritarian (frightening, demeaning, or humiliating) methods
- ___ Speaks with children respectfully
- ___ Redirects children from inappropriate to appropriate behavior (for example, from running where not safe to playing a game outside)
- ___ Identifies the possible reasons for a child’s behavior
- ___ Looks for and acknowledges positive behavior (Catch children doing something good)
- ___ Discusses children’s misbehavior in private conversations (Guide private, praise public)
- ___ Offers helpful strategies (coping, problem-solving, etc.) to children who exhibit negative behaviors
- ___ Provides various outlets (sensory activities, active play, journaling, yoga, quiet time, etc.) for expressing strong feelings
- ___ Seeks opportunities to build a toolbox of positive creative guidance (behavior management) strategies

6-3 Actively works to prevent undesirable behaviors.

- ___ Meets children's needs (belonging, independence, physical and emotional safety, fun) and encourages positive behavior.
- ___ Listens to and accepts children's feelings while helping them understand the results of expressing certain feelings inappropriately
- ___ Models appropriate ways to express negative feelings
- ___ Talks WITH children about their day at school, their friends, their concerns, and their feelings
- ___ Anticipates how children may react to their environment, an activity, the school-day, etc. and plans how to respond positively
- ___ Allows children to experience the natural and logical consequences of their behavior (when safe and appropriate to do so)
- ___ Works with families to help a child with a problem express their feelings in acceptable ways
- ___ Arranges the environment to encourage appropriate behavior (ex: creating clear traffic patterns so children don't get in each other's way, offering adequate materials and time, etc.)
- ___ Matches abilities and challenges of activities so children are neither frustrated nor bored

6-4 Designs and follows a predictable, yet flexible, schedule to meet children's need for movement, rest, nourishment.

- ___ Allows children to choose their own activities creating freedom within structure
- ___ Involves children in planning activities and selecting materials and equipment
- ___ Plans games and activities that encourage both cooperation and competition
- ___ Posts the daily schedule (in words and pictures) to provide visual cues
- ___ Manages transitions to ensure that children do not have to wait with nothing to do
- ___ Allows children to meet their personal needs on individual schedules



6-5 Communicates behavior management policies clearly.

- ___ **Knows and follows New York State regulations regarding behavior management policies**

- ___ **Shares written behavior management policies with children, families, and staff**

- ___ **Reviews, reflects upon, and amends program behavior management policies when needed**

7. Skill Area: Out-of-School Environments

Children learn from their own experience and imitation in an emotionally supportive environment. A reliable routine together with a stimulating choice of materials, activities, and relationships provide children with opportunities to direct their own learning. Environmental elements that invite active exploration, play and movement, and a broad array of choices contribute to children's learning and development as well as their ability to self-manage

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>7-1 Intentionally selects safe, well-equipped, child-friendly interest areas (learning centers) to provide a variety of learning experiences.</p>	
	<p>Separates learning centers so that simultaneous activities of different natures can occur in a safe manner</p>	
	<p>Offers a balance of responsive activity choices (active and quiet; indoor and outdoor; individual, small group, and large group)</p>	
	<p>Rotates interest areas to reflect changing skills and interests</p>	
	<p>Uses visual cues (signs, furniture, tape, or floor covering) to define interest area boundaries</p>	
	<p>Locates interest areas so that quiet and noisy activities are separate and children do not get in one another's way</p>	
	<p>Supports older children as they create spaces designated for them to socialize</p>	
	<p>Seeks children's ideas and suggestions for arranging the environment in ways that meet their developmental needs</p>	
	<p>Works with children to develop behavior expectations (rules/limits) related to each learning center</p>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<p>7-2 Provides space in which children can enjoy quiet and privacy.</p>	
	<p>Provides comfortable indoor and outdoor areas where children can enjoy time alone (in view of adults)</p>	
	<p>Provides areas that are soft and comfortable for children to sit or lie down</p>	
	<p>Provides sufficient time and space for children to carry out their plans and do long-term projects</p>	
<p>Provides a space for children to unwind, "cool off," reflect, and refocus</p>		

7-3 Provides space for children to engage daily in safe active play.

- ___ Arranges for regular use of indoor and outdoor areas for large muscle play
- ___ Adapts the environment, as necessary, to make it appropriate for children with special needs
- ___ Actively monitors and adapts space to ensure it is safe for the planned gross motor activity
- ___ When space is limited, uses creativity (rearranges furniture, uses hallways, etc.) to ensure children have the opportunity to move safely in active ways.

7-4 Creates an environment that supports the inclusion of all children.

- ___ Provides materials (dolls, dramatic play props, books, musical instruments) that reflect global languages, cultures and program participants
- ___ Offers a variety of materials and equipment to meet a wide range of skills
- ___ Adapts materials to accommodate children with special needs in consultation with children, families, and related professionals (*RF 28*)

7-5 Intentionally provides materials that foster inclusion, exploration, discovery, imagination, creativity and supports children’s goals.

- ___ Offers a variety of open-ended materials (loose parts) children can use in different ways
- ___ Provides materials that allow children to be successful and provide appropriate challenges to encourage continued growth
- ___ Provides materials that build on interests children develop outside the program
- ___ Makes a variety of materials available so children can access them independently



7-6 Creates a systematic storage plan and area.

- ___ Stores materials that are used together, near each other
- ___ Displays materials, with labels, (shelves, tables, bins) so children can choose what they want to do and return items when finished using them
- ___ Includes sufficient time for clean up at end of morning, afternoon, and full-day sessions to return materials to their storage area
- ___ Uses portable items such as baskets and carts to arrange materials in shared space
- ___ Involves children in setting up and dismantling the environment in shared space
- ___ Provides sufficient storage space for children’s belongings and long-term projects (or negotiates for such storage in shared program space)



7-7 Demonstrates an ability to articulate and advocate for positive spaces for children in school-age care.

- ___ Coordinates with other programs that share space (school, child care center, etc.)
- ___ Negotiates for adequate storage and access to space for active play, quiet and comfortable time, food preparation, etc.
- ___ Negotiates for space to display children’s work

<p>Observation 1 List the learning centers and materials observed in each</p>	<p>Observation 2 List the learning centers and materials observed in each</p>
<p>Observation 3 List the learning centers and materials observed in each</p>	<p>Observation 4 (optional) List the learning centers and materials observed in each</p>
<p>Observation 5 (optional) List the learning centers and materials observed in each</p>	<p>Assessment visit List the learning centers and materials observed in each</p>

8. Skill Area: Creative

All children are imaginative and have creative potential. They need opportunities (space, time, materials) to develop and express these capacities. Creative play serves many purposes for children in their cognitive, social, physical, and emotional development. Adults should support the development of children’s creativity by respecting creative play and by providing a wide variety of activities and materials that encourage spontaneous expression and expand children’s imaginations.

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>8-1 Models and offers enthusiastic leadership for creative play and divergent thinking (to reach as many different ideas as possible).</p>	
	<p>Shares own interests and creative skills</p>	
	<p>Involves community resources to introduce children to a variety of creative processes as well as the cultural diversity of the community</p>	
	<p>Encourages and demonstrates what it looks like to take creative risks, celebrate successes, learn from mistakes, and try again</p>	
	<p>Accepts and values each child’s unique creative expression and encourages children to express their ideas and feelings</p>	
	<p>Prompts children to engage in experiences in a spirit of discovery and curiosity</p>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>8-2 Creates an environment that encourages children’s creative expression.</p>	
	<p>Encourages children to use their bodies in dance, drama, dress up, music, and art</p>	
	<p>Arranges the environment so children can spread out, explore, and be messy</p>	
	<p>Displays creative work done by children, community members, artists, etc.</p>	
	<p>Provides a variety of open-ended materials (loose parts) so children of various developmental stages can do and/or create many things</p>	
	<p>Offers materials that allow children to explore subjects and interests introduced at school or through experiences such as field trips</p>	
	<p>Makes materials available for children to independently access, use, care for, and put away whenever they feel creative</p>	
	<p>Allows creations to stay in place for several days so children can continue and expand their play and learning</p>	



8-3 Provides sufficient time in the daily schedule for children to make plans and carry them out.

- _____ Recognizes that the creative process (exploration, experimentation, implementation, refining, showcasing) takes time

- _____ Follows a daily schedule that includes blocks of time long enough for children to organize their own play (with or without direct adult involvement). **Write the schedule here, including time blocks and what activities are offered.**



8-4 Introduces new, creative processes, ideas, and activities to children.

- _____ Recognizes the developmental differences in how children of different ages approach creative activities (younger focused on process, older focused on product)

- _____ Provides sensory experiences (doughs, slime, etc.)

- _____ Extends children’s pretend and dramatic play by posing open-ended or what if questions, connecting pretend play to books, using scripted and non-scripted role play, providing basic props and costumes and/or providing materials for children to make them, etc.

- _____ Introduces prop boxes (collections of items, props, and/or costumes that suggest a specific theme and set the stage for a child’s imagination to engage in creative play)

- _____ Plans activities that introduce children to a wide variety of the visual and performing arts, such as drama, dance, music, writing, film, painting, drawing, photography, and sculpture (RF 8)

- _____ Offers activities focused on creativity, rather than activities such as coloring books, worksheets, and prepackaged craft projects designed for all children to use the same way



8-5 Supports children in developing their creative thinking and skills.

- _____ Builds on children’s interests and ideas to provide opportunities to expand and explore their ideas

- _____ Helps children learn to use both divergent (to reach as many different solutions as possible) and convergent (to reach a single correct solution) processes to stimulate creative thinking

- _____ Asks a variety of developmentally appropriate questions that encourage children to think about things in new ways

- _____ Helps children understand that it takes hard work and practice to develop their talents

- _____ Helps children develop specific skills they can use in their creative work

9. Skill Area: Physical

Physically healthy children need ample opportunities to move their bodies. Active play helps children develop habits that build strong bones, muscles, endurance, and ability to move with competence, confidence, and joy - habits that contribute to their current health and support a life-long commitment to active living. Adults should provide leadership, materials, equipment, and daily opportunities for indoor and outdoor active play to support development of fundamental movement skills such as running, jumping, throwing, catching, and climbing. Adults also should provide opportunities for play that supports development of fine motor skills such as writing, drawing, and manipulating small objects.

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/> 	9-1 Provides a variety of developmentally appropriate materials, equipment, and activities for active play.	
	<input type="checkbox"/> Accommodates different small (fine motor) and large (gross motor) muscle development	
	<input type="checkbox"/> Supports development and maintenance of physical health and fitness	
	<input type="checkbox"/> Provides fine motor activities (artwork, puzzles, Legos or blocks)	
	<input type="checkbox"/> Provides and/or advocates for a variety of properly-sized stationary (playgrounds, basketball hoops, etc.) and portable (hoops, cones, chalk, ball bag) equipment	
	<input type="checkbox"/> Water pitchers and/or water fountains are made available throughout the entire day. (Including but not limited to gym, outdoor, enrichment, and relaxation time)	
<input type="checkbox"/> 	9-2 Provides space and time for all children to engage in active play every day.	
	<input type="checkbox"/> Plans for and implements daily outdoor play whenever possible taking into consideration program policies (<i>RF 14</i>)	
	<input type="checkbox"/> Ensures that children have access to appropriate outdoor clothing (boots, sneakers, hats, coats, etc.)	
	<input type="checkbox"/> Provides opportunities for active movement at least thirty minutes of a child's recommended sixty minutes of active play per day (indoor and/or outdoor)	
	<input type="checkbox"/> Provides space and equipment for running, jumping, climbing, etc.	
<input type="checkbox"/> Advocates for use of space for daily active play		



9-3 Provides leadership and enthusiasm that encourages children’s physical activity.

- ___ Treats daily physical activity as a core component of program, not a source of reward or punishment
- ___ Regularly introduces children to a wide variety of games and activities (from many cultures, competitive, cooperative) that help children see many alternatives to achieve physical fitness
- ___ Interacts with children during physical activity, modeling fairness, teamwork, and appropriate play
- ___ Observes each child’s physical strengths, interests, and needs to help children set goals and/or build skills
- ___ Encourages children to track their own progress rather than comparing themselves to others
- ___ Provides individual skill building activities to assist children in achieving their own goals
- ___ Helps children become aware of and practice coordinating movements (athletics, rhythm, etc.)
- ___ Encourages children to make up and organize their own games
- ___ Consistently reviews rules to ensure safety and fairness in active play
- ___ Ensures that children take breaks from vigorous activity and drink plenty of water to prevent dehydration



9-4 Provides developmentally appropriate activities.

- ___ Plans and implements activities that meet (or appropriately challenge) children’s abilities
- ___ Breaks participants into activity groups based on the age and skill level of each participant
- ___ Provides accommodations and modifications so that children of different ages, sizes, and skills, can all find ways to engage in safe and meaningful active (gross and fine motor) play
- ___ Explains and demonstrates how to play games/use equipment to ensure all children can successfully participate

10. Skill Area: Cognitive

Exploring and trying to understand the world is natural and necessary for school-age children’s cognitive or intellectual development. As school-age children learn and grow their thinking capacities expand and become more flexible. Fun activities – some that engage children in a process and others that encourage them to produce a product – help build children’s thinking capacity. Adults should support and guide this process by responding to children’s questions with information and enthusiasm and by using familiar routines and experiences as learning opportunities, and providing exposure to play, reading, writing, riddles and jokes, dance, drama, music, and STEAM (science, technology, engineering, arts, mathematics). Cognitive growth also requires healthy development in other areas: consistent physical growth, secure emotional behavior, and positive social interaction.

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/>	10-1 Creates a playful learning environment.	
	<input type="checkbox"/> Understands and promotes play as a natural vehicle for learning	
	<input type="checkbox"/> Plans and implements intentional engaging activities	
	<input type="checkbox"/> Includes curricula that focuses on topical areas such as literacy, culture, drama, STEAM (science, technology, engineering, arts, mathematics) <i>(RF 7)</i>	
	<input type="checkbox"/> Offers children opportunities to experience, do, and explore both indoors and outdoors	
<input type="checkbox"/> Advocates and negotiates for a variety of spaces that inspire learning (library, computer lab, etc.)		
<input type="checkbox"/>	10-2 Encourages children to learn by doing and therefore be in charge of their own learning.	
	<input type="checkbox"/> Offers children space, time, and materials to develop and carry out their plans	
	<input type="checkbox"/> Allows for in-depth studies (activities/experiences) of child-identified themes and ideas (project-based learning)	
	<input type="checkbox"/> Provides open-ended materials which children can use independently to express creativity, make choices, and use in many different ways (construction materials, magnets, binoculars, bug catchers, magnifying glasses, measuring tools, loose parts, writing materials, etc.)	
	<input type="checkbox"/> Encourages children to conduct investigations that allow them to learn new concepts, develop new skills, feed their curiosity, and deepen understanding	
	<input type="checkbox"/> Solicits, accepts, respects, and implements children’s ideas, suggestions, and solutions	
	<input type="checkbox"/> Follows a schedule that allows children to choose what they want to do	
<input type="checkbox"/> Incorporates time for longer-term projects (especially for older children)		

10-3 Encourages children to develop their inter- and intra-personal intelligences (knowing themselves and others).

- ___ Encourages children to make decisions and solve problems on their own, without adult assistance (gradually giving children more freedom to do this as they demonstrate their decision-making and problem-solving skills)
- ___ Involves children (especially older children or those who have long-term experience in the program) in planning and evaluating the program’s routines and activities
- ___ Involves children in setting rules/expectations and establishing procedures for the program’s operations
- ___ Allows children plenty of time to talk to each other and to the staff
- ___ Helps children identify (make connections) and apply prior knowledge to new situations
- ___ Understands that children have different strengths and learn in different ways, and provides opportunities for children to shine where they are strongest (ex: provides hands-on activities for kinesthetic learners, rhythmic activities for musical learners, art activities for visual-spatial learners, etc.)

10-4 Helps children develop their language skills.

- ___ Offers and displays a wide range of books and magazines that reflect children’s diverse interests (and meets children’s diverse reading abilities)
- ___ Provides jokes, riddles, cryptograms, tongue twisters, and brain teasers in multiple formats (books, joke of the day, etc.)
- ___ Asks questions to stimulate children’s thinking (recall, problem solving with one right answer, and problem solving with many right answers)
- ___ Asks questions to help children learn to make judgments (favorites, highlights, etc.)
- ___ Talks with and questions children about what they are observing and learning, regardless of their developmental stages but tailoring their questions to be neither too challenging or too easy for children’s cognitive development
- ___ Supports open-inquiry (children generate the questions, problems, and procedures)

10-5 Balances children's academic needs with their needs to relax, have snacks, learn new skills, get exercise, and develop social skills.

- ___ Offers a balance of homework assistance with appropriate fun learning activities to develop and strengthen skills
- ___ Encourages learning and academic self-discipline as part of, but not the only element of the daily routine
- ___ Determines the needs and opinions of children, program staff, families, and school staff in deciding whether homework help will be provided and, if so, the type of homework help that can be offered
- ___ Designates a quiet, well-lit homework area that includes pencils, ruler, scissors, paper, markers, crayons, etc.
- ___ Responds to children's requests for assistance
- ___ Develops (and adheres to) a homework contract between families and children that includes information about time frames, communication, assistance, space, etc.
- ___ (For those programs that offer homework as a part of their mission) Encourages children to work on homework for a developmentally appropriate amount of time during program (The National Center for Quality Afterschool recommends a maximum of 10 minutes per grade level per day)
- ___ (For those programs that offer homework as a part of programming) Provides intentional learning activities (not worksheets) for children who have completed their homework to keep them engaged in learning during quiet/homework time.

10-6 Creates an environment of inquiry that allows time and space for exploring the natural world, leads to asking questions, making discoveries, and testing the discoveries for new understanding.

- ___ Regularly provides well-supplied learning centers on topics such as magnetism, outer space, static electricity, solar energy, and weather
- ___ Poses and encourages children to ask “what if…” questions
- ___ Plans a variety of hands-on/minds-on activities that allow children to make observations and predictions, experiment, draw and document conclusions, and make connections
- ___ Builds on children’s prior experiences, spurs curiosity, and pursue questions and ideas
- ___ Offers time for children to follow their interests in-depth (ex: project-based learning, deep exploration of a topic)
- ___ Sees and encourages children to see STEAM learning opportunities in daily living (recycling, conservation, energy, food preparation, nutrition, biology, etc.)
- ___ Introduces new concepts and embeds them in daily play (ex: engineering design model, scientific method, etc.)
- ___ Incorporates engineering materials and activities (ex: tubes, straws, blue prints, images of structures, hand tools, safety equipment)

10-7 Exposes children to experiences involving new information, ideas, and concepts (appropriate to their stage of development).

- ___ Shares own special skills and talents with children (ex: gardening, entrepreneurship, crocheting, drawing, dance, sports, history, construction, etc.)
- ___ **Makes use of community resources to expose children to meaningful new experiences (ex: zoos, museums, libraries, artists, banks, merchants, elected officials, etc.)**
- ___ **Provides regular opportunities for children to celebrate and learn about their own heritage family background**
- ___ Provides regular opportunities for children to explore a variety of cultures other than their own (ex: money, food, celebrations, arts, language, traditions, clothing)
- ___ Plans intentional use of technology and media to enhance children’s learning in a variety of subject areas (ex: keyboarding, research, creation of presentations, virtual field trips, reading, math learning games, photo editing, movie production, etc.)

11. Skill Area: Communication

Communication between people can take many forms, including spoken and written words or sounds, gestures, images, eye and body movements, and touch. All children, including English Language Learners, need to understand verbal and nonverbal expressions of thoughts, feelings, and ideas. Adults can help school-age children develop their communication skills by providing ample opportunity for children to listen, interact, and express themselves freely, and practice complex communication skills with other children and adults.

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/> 	11-1 Models positive communication skills in interactions with staff members, families, and children.	
	<input type="checkbox"/> Listens attentively to what children, staff members, and families have to say and shows respect for their ideas	
	<input type="checkbox"/> Recognizes that children learn by how adults around them speak and intentionally models standard use of language.	
	<input type="checkbox"/> Shows respect for appropriate generational and/or cultural slang (jargon)	
	<input type="checkbox"/> Uses the different languages spoken by children and their families as a sign of respect and to enrich the program’s language learning environment (written and spoken)	
<input type="checkbox"/> 	11-2 Provides materials that encourage language development.	
	<input type="checkbox"/> Provides props, costumes, and other materials that encourage dramatic play, making up skits, storytelling, performances, puppetry, etc.	
	<input type="checkbox"/> Provides (or arranges for use of) multimedia equipment children can use to record their performances and other creations	
	<input type="checkbox"/> Provides access to writing materials that encourage literacy. (Ex: pens, pencils, paper, composition books, bookbinding materials, computers, etc.)	
	<input type="checkbox"/> Provides access to a variety of books, magazines, and reference materials in response to children’s interests and reading abilities	
	<input type="checkbox"/> Includes reading and writing materials in all interest areas (Ex:pencils and paper in the science and nature area so children can record the results of their experiments, copies of scripts in the dramatic play area, books on building in the engineering area, art books in the art center, etc.)	
	<input type="checkbox"/> Offers materials and activities that respond to children’s individual and developmental skills and interests.	
	<input type="checkbox"/> Intentionally uses materials in multiple ways so children get practice writing, speaking, drawing, and listening	
	<input type="checkbox"/> Provides materials, time, and space for children to create their own games and activities	

11-3 Builds opportunities for all children, including English Language Learners (ELL) to develop and use communication skills into all program activities, not just those specifically related to reading, writing, speaking and listening.

___ Uses knowledge of developmental stages to promote communication; using printing, cursive, and multiple languages writing on signs, bulletin boards, multimedia, and other written materials based on the ages of the children who use the area

___ Recognizes that being multilingual is an asset and supports the development of English language learners (ELL) (ex: labels objects in multiple languages, seeking peer volunteer to help ELL students, using repetition and frequent comprehension checks)

___ **Keeps in touch with the school attended by children to find out what materials and activities the program could offer to build on or enrich the experiences offered in school**

___ Uses group meetings as opportunities for children to share their ideas, plan activities, raise concerns, and discuss solutions

___ Provides opportunities for children to participate in groups where they share common interests (ex: publishing a newsletter, planting a garden, discussing favorite books, learning about media production, etc.)

___ Intentionally expands children’s vocabulary, listening and questioning skills, understanding (comprehension), and reading by providing varied opportunities (ex: planning trips, investigations, explorations, special activities, special guests, etc.)

___ Arranges the environment so there is time and space for children to work, play, and talk in small groups

___ Is attentive to children’s nonverbal cues (for example, body language, dramatic play, drawings, stories) and uses the cues to ask questions about their ideas and feelings.

___ Helps children find and understand the words to express their ideas and feelings. (ex: feelings and emotions chart, dictionary, role play)

___ Encourages children to read and write for pleasure, not because they must complete assigned work

___ Asks open-ended questions to encourage children to think and express their ideas.

11-4 Introduces complex communication skills such as assertiveness, persuasion, conflict management, and media literacy as children develop and demonstrate a grasp of listening and speaking.

- ___ Teaches a process to manage conflict
- ___ Teaches assertiveness skills that help children respect their own boundaries and the boundaries of others
- ___ Teaches children it is ok to say no (ex: to peer pressure, personal safety boundaries)
- ___ Helps children express their feelings and discuss problems verbally rather than using aggression to solve a problem
- ___ Teaches children to discuss and agree to rules before beginning a game, sport or activity
- ___ Practices brainstorming with children as a problem-solving tool
- ___ Provides scripted and unscripted role play to rehearse and reinforce complex communication skills (ex: mock bullying situations, helpful bystander, conflict scenarios)
- ___ **Helps children explore their thoughts about issues expressed in the media (music, online, news, television, films, etc.)**

12. Skill Area: Social and Emotional Development

Children need to develop social skills that help them interact cooperatively and productively with other children and adults. To do this, children need to understand their own emotions, feel secure, and appreciate the diversity in the world by valuing themselves and others. As children grow, they need opportunities to explore their values, gender identities, career options, relationships, and resources that reside in their communities.

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/>	12-1 Recognizes how one's personal emotions and behaviors impact others.	
	<input type="checkbox"/> Recognizes, names, and understands their own emotions	
	<input type="checkbox"/> Manages their own feelings, and models acceptable ways of expressing them	
	<input type="checkbox"/> Models positive ways to interact with other people, including those whose culture and lived experiences might be different from their own	
	<input type="checkbox"/> Acknowledges and celebrates what makes each person (child, family, staff, etc.) a unique individual	
<input type="checkbox"/>	12-2 Provides opportunities for children to practice and develop the internal skills of self-awareness and self-management (including self-regulation).	
	<input type="checkbox"/> Acknowledges and accepts children’s feelings, and assists them in finding positive ways to express them	
	<input type="checkbox"/> Facilitates activities and play that help children identify, name, and manage their emotions (build vocabulary of feeling words)	
	<input type="checkbox"/> Encourages children to develop and explore personal interests	
	<input type="checkbox"/> Teaches/Exposes children to techniques for managing stress (sensory activities, fidget toys, cozy area, going for a walk, etc.)	
<input type="checkbox"/> Provides opportunities for children to set and work toward achieving goals, as individuals and as part of a group (perseverance)		

12-3 Provides opportunities for children to practice social awareness and relationships (External).

- ___ Consistently uses signature practices of warm welcomes (greeting children by name, opening meetings, etc.), engaging activities, and optimistic closure (using reflective prompts to ask about the experience)
- ___ Observes and listens to learn how each child relates to others in the program
- ___ Observes and assists children who have difficulty being accepted by their peers
- ___ Encourages children to listen to and try to understand the experiences and emotions of others
- ___ Provides opportunities for children to develop and practice group process skills (cooperate, share, compromise, empathize, negotiate).
- ___ Sets up areas and activities that encourage children to socialize (soft furniture, music, magazines, and books)
- ___ Provides opportunities for children to identify differences and similarities among, and contributions of various social and cultural groups
- ___ Stops bullying behavior immediately, and teaches children skills to address bullying situations (whether they are bullied or a bystander)

12-4 Provides opportunities for children to become responsible (ethical) decision makers.

- ___ Teaches decision-making/problem-solving techniques and facilitates development (of decision-making skills) through safe, creative and challenging activities
- ___ Encourages children to identify when strong feelings are influencing their actions (ex: A child who has a bad day at school arrives at program and has a melt-down, experiencing disappointment, envy, etc.)
- ___ Provides opportunities for children to make genuine (authentic) choices, experience safe, natural and/or logical consequences, and take responsibility for their choice

12-5 Helps children to feel a part of the larger community.

Offers opportunities for children to connect to their community through visits to community places that reflect the cultures of the community and program (*RF 24*)

Invites community members to share their special knowledge and skills with the children

Provides opportunities for children to contribute their knowledge and skills within their own program and the larger community (this could include project-based learning, park or playground improvements, snack choices, etc.)

Engages children in service-learning process (brainstorm, research, present, reflect) as a way to support their voice, build community, and develop empathy (fundraise, connect with retirement communities/veterans/animal shelters, park clean up, etc.)

Creates opportunities for children to become aware of and access community resources (ex: farmers markets, community agencies related to food, housing, domestic violence, etc.)

13. Skill Area: Families

Today’s families take many different forms. Each family has primary responsibility for its own children. The family and the school-age professional become partners who communicate respectfully and openly for the mutual benefit of all. School-age professionals also recognize that parenting and caregiving is a developmental process, and can support the family in this role.

Score	Competency Standards and Indicators	Notes
<p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p>	<p>13-1 Demonstrates understanding that it is important to build positive and respectful relationships with children’s families as they are the primary caregivers of their child and the most important individual(s) in a child’s life.</p>	
	<p>Demonstrates respect for families and their input (<i>RF 27</i>)</p>	
	<p>Encourages families to visit the program at any time</p>	
	<p>Takes time to learn and be responsive to families' race, culture, religion, home language, family structure, employment, and other unique childcare and family priorities for the purposes of providing on-going support.</p>	
	<p>Learns the names of family members and something about them to build trust and rapport</p>	
	<p>Involves families in decision making (about activities offered, children’s behaviors, menus, etc.)</p>	
<p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p> <p>___</p>	<p>13-2 Develops a system of regular communication with families. Provides a family orientation and on-going family-staff conferences, when appropriate, for shared decision making.</p>	
	<p>Uses a variety of easy-to-understand communication strategies using the preferred language of each family, to inform families about the program</p>	
	<p>Recognizes that family involvement happens at every point of interaction and is not restricted to formal meetings (<i>RF 26</i>)</p>	
	<p>Shares interesting, positive information about each child’s day (ex: what activities they participated in, what positive behaviors were observed, what they ate for snack etc.), to build a partnering relationship with the family.</p>	
	<p>Holds regularly scheduled family meetings and informal family events at times that are convenient for most family members</p>	
	<p>Shares and reviews the program’s policies (homework, health, behavior management, etc.) with families</p>	
	<p>Holds private conversations about behavioral issues and maintains confidentiality about all children and families</p>	
	<p>Creates and maintains an area (bulletin board, table, etc.) where families can access information on the program (snack menus, activity schedules, regulations, family handbooks, family resources, staff information, etc.).</p>	

13-3 Works collaboratively with families to develop a team approach to working with children in the program.

Offers families a variety of ways to participate in the program to accommodate families' varied schedules, skills, and interests (ex: saving and donating recyclables, attending program events, sharing their skills, participating on family advisory boards, etc.).

Recognizes families for any contributions (thank you notes, family awards, daily appreciation)

Regularly (at intake and periodically updating) solicits and uses family input to help shape the program (ex: seeks information about children's interests, snack options, activity choices, hopes and dreams for their children)

Seeks input from families - experts on their children – for techniques that work well with their children

Together with families, strives to create positive consistency between home and program

Involves families in developing and revising program policies

13-4 Serves as a resource to families.

Supports families through challenges and transitions (divorce, family blending, immigration, homelessness, death, relocation, family illness, food insecurity, etc.) by connecting them with needed resources and/or services

Surveys families' needs and interests and provides appropriate resources (workshops, flyers, articles, community services)

Seeks out and shares specific resources to support families with preferred languages other than English (community-based organizations, family workshops, online translation services, etc.)

Provides opportunities for families to meet and get to know the families of their children's friends in the program (a protective factor that is known to be good for children)

14. Skill Area: Operational Program Management

Leading an effective program requires a systematic and responsive approach. A systematic approach means that the Candidate can determine the needs of the children, families, staff, and the program; and can make plans based on those needs. A systematic approach also includes accurate record keeping (health status, required forms, attendance, etc.), planning, implementation and evaluation. It should include specific plans for meeting children’s needs and coordinating communication among involved adults through written information, meetings with families and resource persons, and frequent informal discussions. The Candidate sets high expectations for program quality, provides leadership, and cultivates an empowered staff team and inspiring work culture.

Score	Competency Standards and Indicators	Notes
_____	14-1 Works with staff to ensure program excellence.	
_____	Participates in regular staff meetings to plan and evaluate the program (RF 30)	
_____	Conducts regularly scheduled observations and evaluations of staff members (if in a supervisory role)	
_____	Discusses children’s observation records with colleagues when planning for individuals and for the group	
_____	Appreciates and uses the experience, knowledge, and strengths of each team member	
_____	Provides staff (including substitutes) with adequate information about the program	
_____	Seeks and/or advocates for qualified staff who to the greatest extent possible reflects the diverse languages and communities of the program participants	
_____	14-2 Develops a high-quality program responsive to the needs of children and families.	
_____	Uses the New York State Accreditation Self-Study tool and/or the Quality Self-Assessment (QSA) Tool to establish a firm understanding of high-quality programming	
_____	Creates an action plan (including action steps, timelines, and reflection) to continually assess and improve program quality (if in a supervisory role)	
_____	Adapts curriculum to address program needs (cultures, interests, abilities) based upon assessment results, feedback from staff, children, families, etc.	
_____	Involves children in planning and identifying shared interests (periodic surveys, group meetings, etc.) (RF 6)	
_____	Coordinates with appropriate resources (within the program as well as in the school and community)	
_____	Involves Family Advisory groups to provide direction for the program	
_____	Advocates for sufficient resources (materials, space, planning time, enough trained staff) (if in a supervisory role)	
_____	Works with staff to create and support individual professional development plans, and promotes high-quality professional development (if in a supervisory role)	
_____	Assesses team member performance using objective tools to observe, reflect, and improve	

14-3 Demonstrates understanding of program policies.

- ___ **Articulates program policies and procedures and/or knows where to find them**
- ___ Follows the program's policies
- ___ Answers family and children's questions about program policies and procedures; refers to the supervisor when appropriate
- ___ **Reviews and revises (updates) program policies regularly and as needed (current research, best practices, increased awareness, and circumstances)**

14-4 Manages business operations.

- ___ **Completes management tasks according to a schedule**
- ___ **Develops a contract with families so that responsibility of the program and of the families is clearly defined**
- ___ **Administers program, budget, and personnel appropriate to staff position**
- ___ **Gives input to supervisors regarding policies, procedures, and long-term program planning**
- ___ **Guides staff roles and responsibilities using a staff handbook**

Potential Interview Questions

Skill Area 1: Professionalism

Please describe how you demonstrate professionalism in your work.

How is your work of value – to children, families, and the community?

Skill Area 3: Safety

Do you take children on field trips? If so, what practices do you employ to keep children safe while on a field trip?

Skill Area 7: Out of School Environments

How do you advocate for positive spaces for children?

Skill Area 12: Social

How are children taught to positively resolve conflicts?

Skill Area 13: Families

How do you serve as a resource to families?

Skill Area 14: Operational Management

How do you engage children, parents, and families in developing your program?

How would you describe a responsive, high-quality program?

How are program policies demonstrated in daily program?

What else would you like to add that speaks to the value, purpose, and process of your work?