San Francisco's Afterschool for All

Core Competencies for Afterschool Staff

Toolkit

Produced by
San Francisco Department of Children, Youth & Their Families
and
the 2009-10 SF Afterschool for All Program Quality Work Group

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San Francisco's Afterschool for All
Core Competencies for Afterschool Staff

Core competencies are the abilities of staff to apply specific knowledge and skills to their professional practice that are likely to produce positive participant outcomes.

Core competencies can be used to:
- Encourage employers to recruit, hire and promote staff based on mastery of competencies which will increase the field's professionalization efforts and development of career ladders
- Align workforce development, professional development and technical assistance efforts around a central set of competencies

Ultimately, all of the above actions will result in improving the quality of afterschool programs and therefore the positive outcomes for youth participants.

In fall 2009, the San Francisco Afterschool for All (AFA) Advisory Council created a workgroup to identify core competencies of afterschool staff and supervisors as part of its overall efforts to increase collaboration and efficiently utilize resources to enhance afterschool program quality. That group developed two sets of core competencies – one for afterschool staff and one for afterschool supervisors – which were approved by the AFA Advisory Council and other key stakeholders in May 2010.

This toolkit
The resources in this toolkit were developed by the 2009-10 AFA Program Quality Workgroup. Each resource provides an example of how San Francisco's core competencies can be integrated into the processes, policies, and appurtenances of afterschool. They are designed to help afterschool line staff and supervisors reflect on their own practice, plan and track their professional development, and demonstrate their understanding and achievement of the San Francisco core competencies. There are also resources included that are designed to support supervisors and administrators to use the competencies in their work with staff. The resources in the toolkit, as are the competencies, are intended to be guides that can be adapted to the particular situation of individual programs.

About Afterschool for All
The San Francisco Afterschool for All effort aims to create a citywide afterschool system that addresses challenges and fosters collaboration so that the goal of providing "afterschool for all" elementary and middle school children is realized. Guiding the Afterschool for All Initiative is the Afterschool for All Advisory Council, composed of representatives of the school district, city departments, community-based organizations, faith-based organizations, funders and parents. In fall 2009, the Afterschool for All Advisory Council created a workgroup to identify core competencies of afterschool staff as part of its overall efforts to increase collaboration and efficiently utilize resources to enhance afterschool program quality.

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San Francisco's Core Competencies for Afterschool Staff and Supervisors
These are the 21 core competencies for line staff and 15 competencies for supervisors that were developed by the 2009-2010 Afterschool for All Program Quality Workgroup.

Résumé
These are sample résumés for a line staffer and supervisor that demonstrate how the San Francisco core competencies can be integrated into a résumé.

Interview questions
This is a set of interview questions that ask candidates to describe how their skills and knowledge meet the expectations of the San Francisco core competencies.

Core Competency Self-Assessment Tool
This tool is designed to help line staff and supervisors reflect on their own development of the San Francisco core competencies. This tool can be used to assess where afterschool professionals are in relation to the core competencies and where they need to work on enhance skills and abilities. Keeping track of your growing skills and knowledge can help both in current afterschool positions and for thinking about any other future career moves.

Professional Development Assessment Tool
This form can be used to assess staff performance on the core competencies. The form uses a 360 approach including self, supervisor and staff assessment on all core competency areas. Some organizations may choose to only include the self and supervisors' ratings. This tool can be used by supervisors as an initial assessment for their team in order to develop individual professional development plan as well as determine what training or development is needed as a team.

Individual Development Plan
This resource can help staff and supervisors to jointly consider how staff are meeting the San Francisco core competencies and to work out and plan together professional development opportunities that will help meet needed competencies. It includes areas to articulate overall professional development goals, work-life balance goals, and team member feedback.

Performance review
This is a template that a supervisor can use to review staff performance generally while also looking at how well the San Francisco core competencies are being met.

Professional Development Tracking Tool – *e-link and instructions for use*
This electronic portfolio allows afterschool professionals to record their skills and knowledge. Documents, such as résumés, self-assessments, and other resources from this toolkit can be uploaded and stored. There is also space to keep track of training attended and future professional goals. It is an "open source" resource, which means that items and documents can be changed. Document templates can be downloaded from the account and then adapted to individual needs.

Core Competencies for Afterschool Staff

Need for Identifying Core Competencies

Core competencies are the abilities of staff to apply specific knowledge and skills to their professional practice that are likely to produce positive participant outcomes. Several communities have adopted a set of core competencies for afterschool staff to:

- Encourage employers to recruit, hire and promote staff based on mastery of competencies which will increase the field's professionalization efforts and development of career ladders
- Align workforce development, professional development and technical assistance efforts around a central set of competencies

Ultimately, all of the above actions will result in improving the quality of afterschool programs and therefore the positive outcomes for youth participants.

The San Francisco Afterschool for All effort aims to create a citywide afterschool system that addresses challenges and fosters collaboration so that the goal of providing "afterschool for all" elementary and middle school children is realized. Guiding the Afterschool for All Initiative is the Afterschool for All Advisory Council, composed of representatives of the school district, city departments, community-based organizations, faith-based organizations, funders and parents. (For more information about the SF Afterschool for All effort, go to www.DCYF.org.) In fall 2009, the Afterschool for All Advisory Council created a workgroup to identify core competencies of afterschool staff as part of its overall efforts to increase collaboration and efficiently utilize resources to enhance afterschool program quality.

Methodology

These core competencies build on existing national and local research on core competencies for afterschool staff. They document borrows heavily from the Charles Stewart Mott Foundation's *Core Competencies for Afterschool Educators* 2009 working document, including indicators of core competencies and their accompanying observable behaviors. *Any language in italics is from a source other than the Mott Foundation document.* The core competencies were aligned to the sections of the California After-school Program Quality Self-Assessment (QSA) tool (for more information on this tool go to www.afterschoolnetwork.org/qsatool), which the San Francisco Afterschool for All Advisory Council has endorsed as a framework for citywide quality standards. Many local afterschool stakeholders contributed to the development of this document, including the 2009-10 Afterschool for All Program Quality Work Group, SF Department of Children, Youth and Their Families, Youth Worker Collective, and the 2008-09 Afterschool for All Workforce Development Workgroup. For a complete list of people and organizations involved, please see the *Acknowledgements* section at the end of this document.

Core Competencies

This document outlines two sets of core competencies – one for afterschool line staff and one for afterschool supervisors. These competencies and this tool kit, featuring sample job descriptions, resumes, interview questions, development plans that imbed the core competencies can be downloaded at **http://sfafterschoolforall.blogspot.com**.

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Core Competencies for Afterschool Line Staff

The competencies with an asterisk (*) have been recommended as baseline competencies.
The other competencies are recommended for staff who have mastered the baseline
competencies.

Policy and Procedures
1) **Ensures for the health and safety of participants***
2) **Follows safety and emergency procedures***
3) **Maintains accurate program records and follows reporting procedures***

Program Goals and Content
4) **Deliberately designs and conducts activities that are focused on program goals***
5) **Supports a program environment that is learner-centered***
6) ***Ability to connect and relate to youth****
7) **Promotes a sense of physical and emotional safety***
8) **Supports positive relationships between *staff* and program participants***
9) **Supports positive relationships between participants***
10) **Conducts activities that expand the participants' knowledge and understanding of their own immediate community and the larger global community**
11) **Promotes the meaningful engagement and leadership of the participants**
12) **Incorporates activities to promote physical health**
13) **Incorporates academic content and skill development that contributes to participants' school success and helps address the achievement gap**
14) **Ability to implement project-based learning**

Professionalism
15) **Demonstrates positive work and team ethic***
16) **Adequately informs, shares information, and collaborates with important adults***
17) **Advocates for the participants' needs, providing referral information when appropriate***
18) **Respects and honors cultural and human diversity***
19) **Strives for self-improvement**
20) **Communicates effectively with other staff, *stakeholders, and parents***
21) ***Ability to effectively support English learners***

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Core Competencies for Afterschool Supervisors

The competencies with an asterisk (*) have been recommended as baseline competencies. The other competencies are recommended for staff who have mastered the baseline competencies.

Policy and Procedures

1s) **Maintains accurate program records and follows reporting procedures***
2s) ***Ability to establish and implement effective administrative policies and procedures, as appropriate****
3s) ***Ability to establish and implement effective financial policies and procedures, as appropriate ****

Staff Support and Program Management

4s) **Ability to successfully manage program staff***
5s) **Ability to recruit high-quality staff and volunteers***
6s) **Ability to engage, and support afterschool staff in implementing program activities to achieve program goals***
7s) ***Ability to connect and relate to youth***
8s) **Strives for self-improvement**
9s) **Ability to promote the professional growth and development of program staff**

Community and Collaboration

10s) **Advocates for the participants' needs, providing referral information when appropriate***
11s) **Ability to support long-term sustainability through collaborative relationships and fundraising***
12s) **Has a working knowledge of and abilities to use resources within the broader community**

Program Design and Improvement

13s) **Ability to design program activities that support program goals and incorporate needs and interests of program participants, their families and the broader community***
14s) **Ability to articulate within the organization and to external stakeholders the program's mission and goals, and how program activities align to them.**
15s) **Ability to gather and review data *and conduct evaluations* for timely program improvement**

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Core Competencies for Afterschool Line Staff

Below the competencies are listed with examples of indicators of staff meeting those competencies. The last row in each table also indicates which element of the California After-school Program Quality Self-Assessment (QSA) tool relates to the competency. (For more information on the QSA tool go to www.afterschoolnetwork.org/qsatool.) The competencies with "BASELINE" have been recommended as baseline competencies. The other competencies are recommended for staff who have mastered the baseline competencies.

Policy and Procedures

Competency 1:	**Ensures for the health and safety of participants** **BASELINE**
Example Indicators:	• Prepares the program space to be free of foreseeable hazards • Intervenes when potentially unsafe situations occur • Can perform basic first aid • Is aware of participants' health and medical needs as appropriate, and adjusts activities as needed
Reflects QSA:	Element 5: Program Environment, Climate, and Safety *(Note: 2008/09 AFA Workforce Workgroup prioritized this related competency, "Identify potential risk factors and takes measures to reduce those risks.")*

Competency 2:	**Follows safety and emergency procedures** **BASELINE**
Example Indicators:	• Can summarize legal responsibilities for reporting requirements for reporting child abuse or when a person may do harm to him or herself or another • Understands when it is appropriate to inform and involve supervisor • Can implement key aspects of site safety plan • Knows health and safety procedures and can share them with other staff, youth, and families
Reflects QSA:	Element 5: Program Environment, Climate, and Safety

Competency 3:	**Maintains accurate program records and follows reporting procedures** **BASELINE**
Example Indicators:	• Keeps accurate program attendance • Follows procedure for reporting incidents, as required by the program policies (e.g., accidents, criminal activity, serious violation of program rules, etc.)
Reflects QSA:	Element 2: Program Administration and Finance

Program Goals and Content

Competency 4:	**Deliberately designs and conducts activities that are focused on program goals** **BASELINE**
Example Indicators:	• Articulates program goals and how individual activities support them • Develops lesson plans that state the purpose of the activity as it relates to program goals • Designs and/or adopts existing materials appropriate for background and experience of participants
Reflects QSA:	Element 1: Program Design and Assessment

Competency 5:	Supports a program environment that is learner-centered **BASELINE**
Example Indicators:	• Conducts age-appropriate activities and recognizes when an activity is inappropriate and makes necessary adjustments • Conducts activities that are motivating, challenging and engaging • Conducts activities that allow participants to explore their personal interests and learn about their everyday world • Conducts activities that are "hands-on" and project-based • Conducts activities that promote inquiry • Assists participants in the use of technology to demonstrate their knowledge and express their points of view • Accepts mistakes as opportunities for new learning • Engages participants in assessing their own growth and programs • Celebrates the accomplishments of individuals and the larger group • *Assesses participants' progress towards intentional learning objectives*
Reflects QSA:	Element 6: Youth Development

Competency 6:	*Ability to connect and relate to youth* **BASELINE**
Example Indicators:	• *Demonstrates a sincere desire to work with children and youth (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Is comfortable with participants and knows who needs extra attention or support (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Presents self in a way that feels approachable to youth (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Uses knowledge of youth culture to connect with youth in an appropriate way (NOTE: This indicator comes from Kansas and Missouri Core Competencies)*
Reflects QSA:	Element 5: Program Environment, Climate, and Safety and Element 6: Youth Development *(Note: This competency was developed by the 2009-10 AFA Program Quality Workgroup)*

Competency 7:	Promotes a sense of physical and emotional safety **BASELINE**
Example Indicators:	• Promotes positive behavior and discourages inappropriate behavior that can affect the feeling of safety • Enforces program rules fairly and consistently • Teaches and models conflict resolution techniques • *Ability to use good classroom management techniques (NOTE: This bullet comes from AFA Program Quality Workgroup feedback)* • *Intervenes promptly, appropriately and effectively when bullying or teasing happens. (NOTE: This indicator comes from AFA Program Quality Workgroup feedback).*
Reflects QSA:	Element 6: Youth Development

Competency 8:	Supports positive relationships between staff and program participants **BASELINE**
Example Indicators:	• Demonstrates knowledge of what is going on in participants' lives, neighborhoods and schools. • Gives full attention to participants when they are speaking. • When an individual participant is having a problem, staff pay attention and try to assist. • *Communicates high expectations for youth and supports youth as they strive for excellence (NOTE: This indicator was drawn from the QSA language)* • *Articulates and maintains appropriate boundaries (such as roles, responsibilities, relationships and confidentiality) with youth (NOTE: This bullet was prioritized as a competency by the 2008/09 AFA Workforce Workgroup)* • *Works effectively with high-needs populations (NOTE: This bullet comes from AFA Program Quality Workgroup feedback)* • *Deals with challenging behavior and to discipline effectively when needed in an age-appropriate manner (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Respects appropriate boundaries and confidentiality. (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 6: Youth Development and Element 5: Program Environment, Climate, and Safety

Competency 9:	Supports positive relationships between participants **BASELINE**
Example Indicators:	• Teaches participants conflict resolution and negotiation strategies and gives opportunities to practice these skills • Incorporates team-building activities • Has knowledge and skills for designing an environment that promotes co-operative learning
Reflects QSA:	Element 6: Youth Development *(Note: the 2008/09 AFA Workforce Workgroup prioritized this related competency, "Demonstrates basic principles of group work and facilitation, cooperative learning, conflict resolution and behavior management"*

Competency 10:	Conducts activities that expand the participants' knowledge and understanding of their own immediate community and the larger global community
Example Indicators:	• Uses community resources to expand participants' knowledge and understanding of their home and larger community • Provides opportunities for participants to interact with community leaders • Encourages community members to share their knowledge and talents with program participants • Provides opportunities for participants in activities to contribute positively to their immediate and/or larger global community
Reflects QSA:	Element 6: Youth Development

Competency 11:	Promotes the meaningful engagement and leadership of the participants
Example Indicators:	- Uses strong facilitation skills to encourage everyone's participation - Engages participants in decision-making and leadership opportunities - Engages participants in opportunities to provide service to others and improve the community *Assigns youth program jobs and responsibilities, such as menu planning and language arts activity development. (NOTE: This indicator comes from AFA Program Quality Workgroup feedback).* *Designs activities that involve youth and gives them opportunities to develop competence and learn independent living skills. (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 6: Youth Development

Competency 12:	Incorporates activities to promote physical health
Example Indicators:	- Promotes an attitude and environment that embraces wellness - Incorporates moderate to vigorous physical activity *(e.g. sports, games, and exercise)* - Conducts activities to expand knowledge and understanding of good nutrition and healthy behavior - Conducts activities that promote healthy choices and the avoidance of risky behaviors - Participates in physical activities to model an active lifestyle for youth participants *Emphasizes character-building components of physical activities (i.e. playing by the rules, treating opponents with respect, learning from mistakes)* *Conducts physical activities that are physically and emotionally safe* *Provides healthy and nutritious snacks that meet participants' dietary needs* *Encourages youth to drink water* *Models healthy eating habits by consuming healthy food and drinks during program hours and encourages youth to do the same* *(Note: Indicators in italics come from QSA language)*
Reflects QSA:	Element 9: Nutrition and Physical Activity

Competency 13:	Incorporates academic content and skill development that contributes to participants' school success and helps address the achievement gap
Example Indicators:	- Communicates with schools to identify the materials and activities that program staff can offer to complement what happens during the school day - Communicates with schools to share information regarding the learning and social needs of participants, effective strategies, and updates regarding participants' progress - Conducts academic activities that are linked to topics in the curriculum frameworks - Demonstrates awareness of local and state curriculum frameworks - Conducts academic activities that incorporate a variety of age-appropriate instructional strategies to help youth build and master key academic skills and content - Conducts activities that promote effective organizational and study skills - Provides support to help participants effectively complete their schoolwork - Assists participants in the use of the Internet as a research tool - Assists participants in the use of technology to demonstrate their knowledge - Communicates frequently with administrators and faculty to ensure alignment of program activities to the school's learning goals and curricula - Uses information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates) - Works with youth who need intensive academic support individually or in small groups *Incorporates state content standards (NOTE: This bullet comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 4: Alignment and Linkages with the School Day Element 6: Youth Development

Competency 14:	Ability to design and deliver project-based learning
Example Indicators:	- There is scope and sequence to activities - There is a culminating event - Activities promote mastery of in a skill area - Core skills are practiced and developed - Activities promote critical thinking and self-reflection
Reflects QSA:	Element 6: Youth Development *(Note: This competency was developed by the 2009-10 AFA Program Quality Workgroup to reflect current developments in practice)*

Professionalism

Competency 15:	Demonstrates positive work and team ethic **BASELINE**
Example Indicators:	• Has experience and interest in working with youth • Has knowledge and skill in the program's content areas • Supports colleagues and shares in staff duties • Is punctual and dependable • Participates in required meetings • Dresses appropriately • Respects physical program space, equipment and supplies • Works collaboratively with peers, shares program-related information and shares in collective tasks • Takes initiative to correct immediate problems • gives and receives constructive feedback
Reflects QSA:	*(Note: 2008/09 AFA Workforce Workgroup prioritized this related competency, "Shows concern about the wellbeing of others, interest in feelings and experiences of others, support of the self-esteem of others, enjoyment of being with youth.")*

Competency 16:	Adequately informs, shares information, and collaborates with important adults *and participants* **BASELINE**
Example Indicators:	• Communicates to important adults *(i.e. parents, caregivers, school and program staff)* about individual participant's strengths, successes, and achievements • Understands and applies guidelines of confidentiality regarding knowledge of participants. • Looks for opportunities for involving families in activities • Fosters good relations between afterschool and school staff through positive interactions (exchanging welcomes, greeting by name, stopping to chat, etc.) • *Communicates information about the program, staff, and how the program can support children's social and academic growth* • *Encourages parents and caregivers to visit the program to participate in activities, or share their thoughts about the program through informal or formal conversations or other means of communication* • *Learns the names of all parents and caregivers and greets them personally Supports and empowers parents and caregivers to play an active role in supporting their children's education* *(Note: Indicators in italics come from QSA language)*
Reflects QSA:	Element 8: Family Involvement

Competency 17:	Advocates for the participants' needs, providing referral information when appropriate **BASELINE**
Example Indicators:	• Utilizes good judgment in making decisions when a supervisor needs to be involved in referrals to program participants or their families.
Reflects QSA:	Element 3: Community Partnerships and Collaboration

Competency 18:	**Respects and honors cultural and human diversity.** **BASELINE**
Example Indicators:	• Promotes acceptance of and respect for diversity among participants (cultural, religious, gender, appearance, etc.) • Affirms and respects each participant's culture, religion, home language and family values in all verbal and non-verbal exchanges • Uses materials that reflect the language, art, music, stories, and games from various cultural traditions • Provides opportunities for youth to explore, share, and celebrate their heritage and culture with others • Intervenes to explicitly address negative stereotyping and discriminatory statements or practices when they occur • Makes reasonable accommodations to serve youth with learning differences, such as breaking activities into smaller parts, working in smaller groups, and providing extra time to complete tasks • *Can describe own biases* • *Can describe interaction between own cultural values and the cultural values of others* • *Can describe own limitations in understanding and responding to cultural and human differences and seeks assistance when needed* • *Accesses and critically evaluates resources that advance cultural understandings and appreciation of human diversity* *(Note: Indicators in italics come from Association for Child and Youth Care Practice language)*
Reflects QSA:	Element 10: Ability to Promote Diversity, Access, Equity, and Inclusion *(Note: 2008/09 AFA Workforce Workgroup prioritized this related competency, "Acts as a role model for the principles of inclusion and tolerance.")*

Competency 19:	**Strives for self-improvement**
Example Indicators:	• Regularly attends professional workshops, trainings, and conferences to increase competency • Reflects on and evaluates own performance to identify needs for professional growth • Works to apply new learning to everyday work practices • Is open to new ideas and learning opportunities • Is actively expanding personal knowledge and educational opportunities • Ability to use the Internet as a research tool to access field knowledge and locate appropriate resources • *Identifies barriers to own professional success and ability to access help (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 7: Staff Professional Development

Competency 20:	**Communicates effectively with other staff, *stakeholders, parents and participants***
Example Indicators:	• Protects and appreciates the need for confidentiality when appropriate • Participates in program, staff and team meetings • Ability to use email to communicate with program staff and stakeholders
Reflects QSA:	Element 7: Staff Professional Development

Competency 21:	*Ability to effectively support English learners*
Example Indicators:	*Promotes language development by integrating opportunities to speak, listen, read, and write into all activities in a way that supports English language learners* *Provides opportunities for English language learners to indentify with and use their home language* *Plans for and includes both verbal and non-verbal demonstrations of skills with children and youth who may be English language learners using a variety of methods* *Responds to English language learners' behavior with understanding of their possible meanings, e.g. tries to comfort children and find causes for and solutions to their problems* *Responds to English language learners' attempts at language by extending their words without correcting them (e.g. if the child says "doggy," say "Yes, the little black dog is wagging his tail")* *Designs curriculum consistent with current theories of language use and acquisition, including English as a second language* *Provides or links youth and their families to outside resources (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 10: Effectively Supporting English Learners *(Note: This competency was added from Minnesota Core Competencies language.)*

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Core Competencies for Afterschool Supervisors

Below the competencies are listed with examples of indicators of staff meeting those competencies. The last row in each table also indicates which element of the Quality Self Assessment (QSA) tool relates to the competency. The competencies with "BASELINE" have been recommended as baseline competencies. The other competencies are recommended for staff who have mastered the baseline competencies.

In addition to the baseline competencies detailed below, supervisors should meet all of the competencies listed under "line staff."

Policy and Procedures

Competency: 1s	Maintains accurate program records and follows reporting procedures **BASELINE**
Example Indicators:	- Keeps accurate program attendance - Follows procedure for reporting incidents, as required by the program policies (e.g., accidents, criminal activity, serious violation of program rules, etc.)
Reflects QSA:	Element 2: Program Administration and Finance

Competency: 2s	*Ability to establish and implement effective administrative policies and procedures, as appropriate* **BASELINE**
Example Indicators:	*Recruits, hires and supports staff according to well defined policies and practices that support program goals* *Has a working knowledge of the program's funding sources an associated reporting requirements* *Conforms activities to funder-mandated content standards and hours of operations* *Submits required attendance, evaluation, and expenditure reports accurately and on time* *Can address and change systematic problems as they arise.(NOTE: This indicator comes from AFA Program Quality Workgroup feedback).*
Reflects QSA:	Element 2: Program Administration and Finance *(Note: This was added from QSA language.)*

Competency: 3s	*Ability to establish and implement effective financial policies and procedures, as appropriate* **BASELINE**
Example Indicators:	*Produces and manages annual budgets for program or projects that assure that resources are allocated to meet goals and objectives* *Accesses resources in a timely way and are able to allocate resources to meet program needs* *Continuously monitors expenditures and cash flow and takes immediate action to address potential problems* *Actively pursues new sources of funding and in-kind resources to enhance program sustainability* *Completes relevant paperwork related to in-kind resources, such as SFUSD snack forms, Summer Lunch Program paperwork, in-kind donation receipts, etc.(NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* *Can address and change systematic problems as they arise.(NOTE: This indicator*

	comes from AFA Program Quality Workgroup feedback).
Reflects QSA:	Element 2: Program Administration and Finance *(Note: This was added from QSA language.)*

Staff Support and Program Management

Competency: 4s	**Ability to successfully manage program staff** **BASELINE**
Example Indicators:	• Clearly communicates verbally and in writing the job expectations for frontline staff and how they are linked to the program's goals • Provides staff with on-going support and direction to assist them in successfully completing their job responsibilities • Creates a positive environment in which the professional development of staff is supported, staff is acknowledged for successes, and feedback is positively delivered and received • Regularly observes staff in action and shares feedback in a constructive and respectful manner • Utilizes a standardized performance review process that includes assessment of individual staff members, shares formal performance review assessments with individual staff members, incorporates staff member's self-assessment using the same standards or matrix, and identifies areas for development and how this will be accomplished • *Effectively addresses disciplinary issues (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Oversees and encourages training and other capacity-building efforts (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 7: Staff Recruitment and Professional Development

Competency: 5s	**Ability to recruit high-quality staff and volunteers** **BASELINE**
Example Indicators:	• Recruits and hires staff based on their experience and interest in working with youth and their knowledge and skill in the program's content areas • Strives to recruit a diverse group of staff who reflect the racial, ethnic, linguistic, gender, family, and community characteristics of participants • Fully orients new staff into the program, including to policies and procedures that affect youth safety or that are required by funders
Reflects QSA:	Element 7: Staff Recruitment and Professional Development

Competency: 6s	**Ability to engage, and support afterschool staff in implementing program activities to achieve program goals** **BASELINE**
Example Indicators:	• Provides staff with needed materials, supplies and preparation time • Communicates high expectations for staff and program participants • Provides coaching and mentorship to staff, as appropriate • Leads effective meetings and trainings on select content that models the approach and specific activities and practices staff are expected to use with program participants
Reflects QSA:	Element 7: Staff Recruitment and Professional Development

Competency: 7s	*Ability to connect and relate to youth* **BASELINE**
Example Indicators:	• *Is familiar with participants and is aware of who needs extra attention or support (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Presents self in a way that feels approachable to youth (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Demonstrates knowledge of general trends in participants' lives, neighborhoods and schools (NOTE: This indicator comes from Mott Foundation Core Competencies)* • *Gives full attention to participants when they are addressing the supervisor (NOTE: This indicator comes from Mott Foundation Core Competencies)* • *Uses knowledge of youth culture to connect with youth in an appropriate way (NOTE: This indicator comes from Kansas and Missouri Core Competencies)*
Reflects QSA:	Element 5: Program Environment and Safety *(Note: This competency was developed by the 2009-10 AFA Program Quality Workgroup)*

Competency: 8s	**Strives for self-improvement**
Example Indicators:	• Regularly attends professional workshops, trainings, and conferences to increase competency • Reflects on and evaluates own performance to identify needs for professional growth • Works to apply new learning to everyday work practices • Is open to new ideas and learning opportunities • Is actively expanding personal knowledge and educational opportunities • Ability to use the Internet as a research tool to access field knowledge and locate appropriate resources • *Identifies barriers to own professional success and ability to access help (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 7: Staff Recruitment and Professional Development *(Note: This competency was added from the "staff" section)*

Competency: 9s	**Ability to promote the professional growth and development of program staff**
Example Indicators:	• Works together with afterschool staff to develop individual and group learning goals related to the core competencies, and a professional development plan to achieve these goals • Implements the professional development plan and supports the learning goals that will advance the skills of all staff • Provides useful informal and formal feedback to staff related to professional development goals and activities • Continually seeks opportunities and resources that allow self and staff to meet personal and professional growth goals • Works with staff to assess the effectiveness of professional development activities and how they might be improved
Reflects QSA:	Element 7: Staff Recruitment and Professional Development

Community and Collaboration

Competency: 10s	**Advocates for the participants' needs, providing referral information when appropriate** **BASELINE**
Example Indicators:	• Can name key organizations in the community where participants can be referred for special needs (depression, substance abuse, etc.) or know who to go to for help
Reflects QSA:	Element 3: Community Partnerships and Collaboration

Competency: 11s	**Ability to support long-term sustainability through collaborative relationships and fundraising** **BASELINE**
Example Indicators:	• Collaborates with partners to meet the goals of the program, such as fundraising, administrative support, inclusion of children with special needs or disabilities, and expanding activity options for youth and families • Effectively recruits, engages, and supports community partnerships • Provides regular, genuine opportunities for collaborative partners to provide feedback about the program • Establishes policies and procedures that allow for the effective engagement of partners
Reflects QSA:	Element 3: Community Partnerships and Collaboration

Competency:12s	**Has a working knowledge of and abilities to use resources within the broader community**
Example Indicators:	• Finds the resources to expand the array of opportunities within the program • Enlists the involvement of multiple stakeholders (e.g., parents, community leaders, school leaders, etc.) in program design, implementation and evaluation
Reflects QSA:	Element 3: Community Partnerships and Collaboration

Program Design and Improvement

Competency: 13s	**Ability to design program activities that support program goals and incorporate needs and interests of program participants, their families and the broader community** **BASELINE**
Example Indicators:	• Articulates the link between specific activities and program goals • Articulates a clear scope and sequence of activities that will contribute to the achievement of program goals • Regularly gathers information and feedback from program participants and other stakeholders as to their needs and interests • Can readily demonstrate ways in which the needs and interests of key stakeholders have been incorporated
Reflects QSA:	Element 1: Program Design and Assessment

Competency: 14s	Ability to articulate within the organization and to external stakeholders the program's mission and goals, and how program activities align to them.
Example Indicators:	- Demonstrates awareness of program mission and goals - Communicates program goals and mission and cites examples of how program activities align to them formally and informally with senior management and line-staff, as well as parents, teachers and other stakeholders
Reflects QSA:	Element 1: Program Design and Assessment

Competency: 15s	Ability to gather and review data *and conduct evaluations* for timely program improvement
Example Indicators:	- Uses tools to assess the effectiveness of program activities and program impact - Uses program data to guide staff and others in program improvement - Leads regular staff meetings to review program progress, needs and issues
Reflects QSA:	Element 1: Program Design and Assessment

Acknowledgements

This document resulted from the work of many afterschool stakeholders.

After School Line Staff Sample Resume

After School Line Staff Person's Name
4321 First Street, Anytown, State 54321 • 987.654.3210 • name@google.com

Profile
Highly skilled after school professional with 3 years experience working with youth ages 6-13 in San Francisco After School programs. Excellent communication skills, with an exceptional ability to establish and maintain rapport with youth and their families as well as other program staff. Team player with a strong interest in helping youth develop their potential and succeed in school.

Education
California State University, San Francisco
- 3 years of course work; graduation anticipated 2011

Other Professional Development: AFA-TAC Leadership Learning Circle, 2009-2010; Earned professional development certificates / credits for workshops related to after school core competencies.

Skills
Youth Development: Knowledge of basic principles of youth development; ability to implement learner-centered program activities; implemented a 4-part leadership/mentor group for program participants; (*and other examples that illustrate competencies in youth development)*

Policy and Procedures: Conducted annual orientation sessions to ensure youth and program staff are aware of and follow safety and emergency procedures; submitted timely reports and kept accurate records of program attendance.

Program Design and Assessment: Worked with project team to design, implement and evaluate activities focused on goals of "Big City" After School Program; helped to integrate the "Playworks" curriculum into the afterschool program activities. Maintained written program plans that documented subjects covered, the curriculum and activities used, materials needed, specialized strategies and accommodation provided, and individual or program goals addressed.

Collaboration/Communication: Worked as part of a team to co lead quality afterschool activities for children ages 6 to 13. Maintained open communication with students' school day teachers, other school staff and parents.

Leveraging Community Resources: Reached out to community members to bring additional resources to "Big City" programs including: (supply and equipment donations, program volunteer, training and information on important topics)

Promoting Diversity, Access and Inclusion: Implemented the 'Second Steps" curriculum, a character development program for 3rd and 4th graders, participated in the team responsible for the 'Circle of Friends" curriculum promoting friendships among all children. Helped create and implemented individualized inclusion plans for youth with disabilities.

Languages: Bi-lingual English/Spanish (fluent both in written and spoken language)

Work Experience

2010
Name of Current Employer, Location
Position Title
- Lorem ipsum dolor sit amet consectetur adiLorem ipsum dolor sit ame
- Ut enim ad minim veniam, quis nostrud exerc dolor in reprehend amet dolor in ipsum dolor sit amet dolor in sit amet consectetur elit adipiscing

2009
Name of Current Employer, Location
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- Ut enim ad minim veniam, quis nostrud exerc dolor in reprehend amet dolor in ipsum dolor sit amet dolor in sit amet consectetur elit adipiscing

2008
Name of Current Employer, Location
Position Title
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- Ut enim ad minim veniam, quis nostrud exerc dolor in reprehend amet dolor in ipsum dolor sit amet dolor in sit amet consectetur elit adipiscing

Activities
2010
Volunteer Activity, Leadership Role

2009
Membership in Professional Association, Leadership Role

2008
Membership in Professional Association, Leadership Role

References
Available upon request

After School Line Staff Sample Resume

After School Line Staff Person's Name

Profile

After School Program Coordinator, with three years experience at program serving over 250 children, ages 6-13. Implemented innovative program and staff development activities, including a partnership with *New Day for Learning* and mental health and inclusion consultation services during the 2009-2010 year. Expanded school day program into a summer program for neighborhood program, utilizing funds from Department of Children Youth and Their Families as well as ExCEL summer program funds.

Education

California State University, San Francisco
B.A. 2008

Skills

Administration and Operations
Developed procedural manual for staff reporting requirements, developed and provided oversight for program budget, continuously monitoring expenditures and cash flow.

Staff Supervision and Support
Recruited, hired and supervised staff of 20. Developed and implemented standardized performance review process which was utilized to provide continuous staff development based on staff needs. Provided thorough orientation to newly recruited staff and annual orientation to all staff on program goals and any changes in policies or procedures.

Collaboration with Community
Developed award-winning model parent involvement program recognized by *New Day for Learning*. Participated in Mental Health and Inclusion Consultation Project, bringing in community partners to assist program staff in learning effective ways of supporting youth with behavior and other issues.

Program Design and Improvement
Conducted annual surveys of parents, youth and staff to measure satisfaction with program goals and activities. Attended annual BOOST conference to explore new options for program delivery.

Work Experience

2010
Name of Current Employer, Location
Position Title
- Lorem ipsum dolor sit amet consectetur adiLorem ipsum dolor sit ame
- Ut enim ad minim veniam, quis nostrud exerc dolor in reprehend amet dolor in ipsum dolor sit amet dolor in sit amet consectetur elit adipiscing

2008
Name of Employer, Location
Position Title
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2007
Name of Employer, Location
Position Title
- Lorem ipsum dolor sit amet consectetur adiLorem ipsum dolor sit ame
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Activities

2008
Volunteer Activity, Leadership Role

2007
Membership in Professional Association, Leadership Role

2006
Membership in Professional Association, Leadership Role

References
Available upon request

Interview Questions for Afterschool Line Staff

- *Thank you for your interest in this position and in our organization. Introduce panel.*
- *Interview will last about _____ minutes/hours*
- *At the end we'll ask you if you have any questions of us.*

Interview Questions

Personal Vision/Mission
1) Please tell the panel why you are interested in this position.

2) What is your personal mission statement and how does it relate to the mission of this organization?

General Work Questions
3) Please tell us about your work experience with after school programs. What was one major success you had? What was one major challenge that you had and how did you deal with it?

4) What three words would your supervisor use to describe you as a worker and why?

5) Now apply the same question to the students/children/teens with whom you have worked.

6) Please provide an example of how you simultaneously deal with multiple program responsibilities. (Or, how do you prioritize multiple ….)

Youth Development & Program Questions *(Competencies included in the questions)*
7) What are some essential elements of quality youth development programs and why are they important?

8) For this next question, we have a scenario to which we would like you to apply some youth development principles. First we'll read the scenario and then we'll ask you questions. Feel free to ask for clarification.

   Scenario: You are the lead staff (4 total) for 12 middle school students on a weekend camping trip. The goal of the trip is to give youth the opportunity to learn new outdoor skills and to become more aware of their bodies. Your destination is _____ and you, your staff, and the youth will get to the site by public transportation and then hike 2 miles to the actual camp site. Other staff from your organization will drop off the heavy equipment and food, but it is the responsibility of your staff and the youth to set up the campsite, including tents, food preparation, plan activities, and so on.

   What are several key youth development factors to consider in this scenario?

   Example for interviewers: Safety is a key principle so you would want the interviewee to address how s/he would you arrange for the safety and supervision of the youth? What factors would s/he consider and why?
   Competency 1: Ensures for the health and safety of participants
   Competency 2: Follows safety and emergency procedures
   Competency 6: Promotes a sense of physical and emotional safety
   Competency 11: Incorporates activities to promote physical health.

9) How do you ensure that diversity (of all kinds) is integrated into programming? Feel free to share an example. *(Competency 17: Respects and honors cultural and human diversity; Competency 20: Ability to effectively support English learners)*

10) What is your approach to discipline and behavior management? *(Competency 5: Supports a program environment that is learner- centered; Competency 6: Promotes a sense of physical and emotional safety; Competency 7: Supports positive relationships between adults and program participants; Competency 8: Supports positive relationships between participants)*

11) How would you go about developing an enrichment program for the following grades: K-5; 6-8; 9-10, 11-12? (For example: With whom would you talk in order to plan/ develop the program? How would you find out about best practices? What resources would you need? Who would you hire?) *(Competency 12: Incorporates academic content …; Competency 13: Ability to design and deliver project-based learning)*

12) How would you integrate academic standards into an enrichment activity? Please give examples. (*Competency 12: Incorporates academic content and skill development …)*

13) Please describe a recent project-based learning curriculum that you implemented at an after school program. *(Competency 5: Supports a program environment that is learner- centered; Competency 13: Ability to design and deliver project-based learning)*

14) How do you envision the community and afterschool program working together? Please give specific examples and explain why they are important. *(Competency 9: Conducts activities that expand the participants' knowledge and understanding of their own immediate community …)*

15) What strategies would you use to involve parents in your program(s)? *(Competency 9: Conducts activities that expand the participants' knowledge and understanding of their own immediate community …)*

16) What kinds of professional development activities have you participated in to increase your skills and knowledge?

17) In this last question, we'll read a scenario and ask you to talk about how you would handle it using what you know about youth development.
> Scenario: You are a front-line leader for an afterschool program and you and about 12 youth are planning a community carnival. In the middle of a planning committee meeting your supervisor enters the room to listen. One of the youth is talking about making publicity posters for the neighborhood when your supervisor interrupts and says directly to you, "Now I told you that you have only $20 for publicity so you'd better make sure you stay within your budget. Last time you went over your budget and it was a real problem." S/he then leaves the room. Which youth development principles apply here? What would you do and what would you say to the youth in the room? What other actions, if any, would you take?
> *Competency7: Supports positive relationships between adults and program participants*
> *Competency 10: Promotes the meaningful engagement and leadership of the participants*

Summary

18) Can you tell us why you are uniquely suited to this position?

19) Do you have any questions you would like to ask of us?

Interview Questions for Afterschool Supervisors

- *Thank you for your interest in this position and in our organization. Introduce panel.*
- *Interview will last about _____ minutes/hours*
- *At the end we'll ask you if you have any questions of us.*

Interview Questions

Personal Vision/Mission

1) Please tell the panel why you are interested in this position.

2) What is your personal mission statement and how does it relate to the mission of this organization?

Supervisory/Management Experience

3) Tell us about your experience(s) supervising/managing after school programs. What part of the job did you enjoy the most? The least?

4) How would you characterize your management style? How would your staff characterize your management style? (Competency 4S: Ability to successfully manage program staff; Competency 6S: Ability to engage and support afterschool staff in implementing program activities to achieve program goals).

5) Tell us about a major success you have had as a supervisor/manager. To what supervisory skills do you attribute this success?

6) Tell us about a major challenge you have had as a supervisor/ manager, and how you dealt with it. In retrospect, what would you do differently? (Competency 7S: Strives for self-improvement; other competencies based upon the interviewee's response)

7) Please provide an example of how you simultaneously deal with multiple program responsibilities. (Or, how do you prioritize multiple ….)

   Policies

8) Please tell the panel about your experience in developing administrative policies and procedures for afterschool programs. (Competency 1S: Maintains accurate program records and follows reporting procedures; Competency 2S: Ability to establish and implement effective administrative policies and procedures).

9) Please provide an example of a project for which you were fiscally responsible and include the budget amount, fiscal management strategies, and any corrective action needed during the duration of the project. (Competency 3S: Ability to establish and implement effective financial policies and procedures)

   Staffing and Staff Development

10) What qualities do you think are most important to have in program staff? (Competency 5S: Ability to recruit high quality staff and volunteers; Competency 6S: Ability to engage and support afterschool staff in implementing program activities to achieve program goals)

11) Staff development is important for the delivery of quality programs. How would you ensure that staff members are trained in all facets of their jobs? How would you ensure staff has time and resources to complete staff development activities? (Competency 4S: Ability to successfully manage program staff;

Competency 5S: Ability to recruit high quality staff and volunteers; Competency 6S: Ability to engage and support afterschool staff in implementing program activities to achieve program goals

12) What is your overall approach to discipline and behavior management? How do you model this approach for staff? (Competency 4S: Ability to successfully manage program staff; Competency 5S: Ability to recruit high quality staff and volunteers; Competency 6S: Ability to engage and support afterschool staff in implementing program activities to achieve program goals)

13) How have you dealt with or would you deal with underperforming staff members? Do you have any specific examples?

Community and Collaboration:

14) The next question is a scenario to which we would like you to apply some youth development principles. First we'll read the scenario and then we'll ask you questions. Feel free to ask for clarification.

> Scenario: Over the past 3 months, you have noticed an increasing number of times when school events occurred that affected the afterschool programs but no one from the school told you or your staff. For example, last week there was a newly added teacher professional development day so school was in session for only ½ day; the week before, the 3rd and 4th graders returned late from a field trip so did not attend the afterschool program. The communication between the program and the school needs to be improved.
>
> What steps would you take to improve this communication? (Competency 10S: Ability to support long-term sustainability through collaborative relationships and fundraising; Competency 11S: How a working knowledge of and abilities to use resources within the broader community)

15) Describe one of the communities in which you have worked. What were the demographics? What resources were available (e.g. markets, transportation, health clinic, safe places for children). How did you determine community needs and key stakeholders? How did you address the specific community/ family/youth needs? (Competency 11S: How a working knowledge of and abilities to use resources within the broader community; Competency 12S: Ability to design program activities that support programs goals and incorporate needs and interests of program participants, their families and the broader community).

16) Describe your experience developing and/or working with collaborations. Be sure to highlight the process, the intended outcomes and impacts of this work. How did the children and youth benefit from the collaborative work? (Competency 10S: Ability to support long-term sustainability through collaborative relationships and fundraising.

17) Did this collaborative work involve any fundraising? If so, please tell us about it. If no, please tell us about your experience with fundraising. (Competency 10S: Ability to support long-term sustainability through collaborative relationships and fundraising; Competency 11S: How a working knowledge of and abilities to use resources within the broader community)

Programs:

18) How would you work with your staff to ensure that the afterschool programs/activities are culturally relevant and diverse? (Competency 12S: Ability to design program activities that support program goals and incorporate needs and interest of program participants, their families and the broader community)

19) Please give us an example of a program you designed that clearly linked program goals to activities and then to participant outcomes. (Competency 12S: Ability to design program activities that support program goals and incorporate needs and interest of program participants, their families and the broader

community; Competency 13S: Ability to articulate within the organization and to external stakeholders the program's mission and goals, and how program activities align to them; Competency 14S: Ability to gather and review data for timely program improvement).

Summary

20) Can you tell us why you are uniquely suited to this position?

21) Do you have any questions you would like to ask of us?

San Francisco's Afterschool for All
Core Competencies for Afterschool Staff: Self-Assessment Tool

What are Core Competencies?
Core competencies are the abilities of staff to apply specific knowledge and skills to their professional practice that are likely to produce positive participant outcomes. Several communities have adopted a set of core competencies for afterschool staff to:

Need for Identifying Core Competencies
- Help afterschool workers name the skills they develop and identify skills they can work toward developing
- Encourage employers to recruit, hire and promote staff based on mastery of competencies which will increase the field's professionalization efforts and development of career ladders
- Align workforce development, professional development and technical assistance efforts around a central set of competencies

Ultimately, all of the above actions will result in improving the quality of afterschool programs and therefore the positive outcomes for youth participants.

Why Core Competencies?
Not only will core competencies help you in your current afterschool position to do the best possible job working with children and youth, many of the skills and knowledge outlined below are transferable to careers in many other fields. Mastering the competencies and learning how to discuss how you use them in your everyday practice will help you to make your next upward career move, either in the field of afterschool or whatever you choose to do next.

What San Francisco Afterschool for All?
The San Francisco Afterschool for All effort aims to create a citywide afterschool system that addresses challenges and fosters collaboration so that the goal of providing "afterschool for all" elementary and middle school children is realized. Guiding the Afterschool for All Initiative is the Afterschool for All Advisory Council, composed of representatives of the school district, city departments, community-based organizations, faith-based organizations, funders and parents. In fall 2009, the Afterschool for All Advisory Council created a workgroup to identify core competencies of afterschool staff as part of its overall efforts to increase collaboration and efficiently utilize resources to enhance afterschool program quality.

Assess yourself

This tool is designed to help you reflect on your own development of the identified core competencies.

Go through the grid below and ask yourself how well you meet each of the competencies. Mark a 😃 if you feel that you meet the competency and can explain why it is important. Circle the indicators that you have exhibited and/or write in examples of other ways you have demonstrated your mastery of the competency. Mark a 🙂 if you have met some of the indicators of the competency but still need to work on fully developing your skills and ability to master the competency. Circle the indicators you have met and/or write in other examples. Mark a 😐 if you have not met the indictors or do not understand why the competency is important. Use the comment section to fill in any thoughts, questions or ideas you have about meeting that competency, or any training or professional development topics you think you could benefit from.

Please use this tool to reflect on your own development and to think about how to enhance your skills and abilities. Keeping track of your growing skills and knowledge should help you both in your current afterschool position and for thinking about any other future career moves.

This tool includes:
- Competencies for line staff
- Competencies for supervisors

Core Competencies for Afterschool Line Staff

Below the competencies are listed with examples of indicators of staff meeting those competencies. The competencies with "BASELINE" have been recommended as baseline competencies. The other competencies are recommended for staff who have mastered the baseline competencies.

Policy and Procedures

Competency 1:	Ensures for the health and safety of participants **BASELINE**	😃	🙂	😐	Comments
Example Indicators:	• Prepares the program space to be free of foreseeable hazards • Intervenes when potentially unsafe situations occur • Can perform basic first aid • Is aware of participants' health and medical needs as appropriate, and adjusts activities as needed				
Other indicators?	• • •				

Competency 2:	Follows safety and emergency procedures **BASELINE**	😄	🙂	😐	Comments
Example Indicators:	• Can summarize legal responsibilities for reporting requirements for reporting child abuse or when a person may do harm to him or herself or another • Understands when it is appropriate to inform and involve supervisor • Can implement key aspects of site safety plan • Knows health and safety procedures and can share them with other staff, youth, and families				
Other indicators?	• • •				

Competency 3:	Maintains accurate program records and follows reporting procedures **BASELINE**	😄	🙂	😐	Comments
Example Indicators:	• Keeps accurate program attendance • Follows procedure for reporting incidents, as required by the program policies (e.g., accidents, criminal activity, serious violation of program rules, etc.)				
Other indicators?	• • •				

Program Goals and Content

Competency 4:	Deliberately designs and conducts activities that are focused on program goals **BASELINE**	😄	🙂	😳	Comments
Example Indicators:	• Articulates program goals and how individual activities support them • Develops lesson plans that state the purpose of the activity as it relates to program goals • Designs and/or adopts existing materials appropriate for background and experience of participants				
Other indicators?	• • •				

Competency 5:	Supports a program environment that is learner-centered **BASELINE**	😄	🙂	😐	Comments
Example Indicators:	• Conducts age-appropriate activities and recognizes when an activity is inappropriate and makes necessary adjustments • Conducts activities that are motivating, challenging and engaging • Conducts activities that allow participants to explore their personal interests and learn about their everyday world • Conducts activities that are "hands-on" and project-based • Conducts activities that promote inquiry • Assists participants in the use of technology to demonstrate their knowledge and express their points of view • Accepts mistakes as opportunities for new learning • Engages participants in assessing their own growth and programs • Celebrates the accomplishments of individuals and the larger group • Assesses participants' progress towards intentional learning objectives				
Other indicators?	• • •				

Competency 6:	Ability to connect and relate to youth **BASELINE**	😃	🙂	😐	Comments
Example Indicators:	• Demonstrates a sincere desire to work with children and youth • Is comfortable with participants and knows who needs extra attention or support • Presents self in a way that feels approachable to youth • Uses knowledge of youth culture to connect with youth in an appropriate way				
Other indicators?	• • •				

Competency 7:	Promotes a sense of physical and emotional safety **BASELINE**	😃	🙂	😐	Comments
Example Indicators:	• Promotes positive behavior and discourages inappropriate behavior that can affect the feeling of safety • Enforces program rules fairly and consistently • Teaches and models conflict resolution techniques • Ability to use good classroom management techniques • Intervenes promptly, appropriately and effectively when bullying or teasing happens.				

Other indicators?	•				
	•				
	•				

Competency 8:	**Supports positive relationships between staff and program participants** **BASELINE**	😁	🙂	😳	Comments
Example Indicators:	• Demonstrates knowledge of what is going on in participants' lives, neighborhoods and schools. • Gives full attention to participants when they are speaking. • When an individual participant is having a problem, staff pay attention and try to assist. • Communicates high expectations for youth and supports youth as they strive for excellence • Articulates and maintains appropriate boundaries (such as roles, responsibilities, relationships and confidentiality) with youth • Works effectively with high-needs populations • Deals with challenging behavior and to discipline effectively when needed in an age-appropriate manner • Respects appropriate boundaries and confidentiality.				
Other indicators?	• • •				

Competency 9:	Supports positive relationships between participants **BASELINE**	😁	🙂	😐	Comments
Example Indicators:	• Teaches participants conflict resolution and negotiation strategies and gives opportunities to practice these skills • Incorporates team-building activities • Has knowledge and skills for designing an environment that promotes co-operative learning				
Other indicators?	• • •				

Competency 10:	Conducts activities that expand the participants' knowledge and understanding of their own immediate community and the larger global community	😁	🙂	😐	Comments
Example Indicators:	• Uses community resources to expand participants' knowledge and understanding of their home and larger community • Provides opportunities for participants to interact with community leaders • Encourages community members to share their knowledge and talents with program participants • Provides opportunities for participants in activities to contribute positively to their immediate and/or larger global community				
Other indicators?	• • •				

Competency 11:	Promotes the meaningful engagement and leadership of the participants	😄	🙂	😳	Comments
Example Indicators:	- Uses strong facilitation skills to encourage everyone's participation - Engages participants in decision-making and leadership opportunities - Engages participants in opportunities to provide service to others and improve the community - Assigns youth program jobs and responsibilities, such as menu planning and language arts activity development. - Designs activities that involve youth and gives them opportunities to develop competence and learn independent living skills.				
Other indicators?					

Competency 12:	Incorporates activities to promote physical health	😃	🙂	😐	Comments
Example Indicators:	• Promotes an attitude and environment that embraces wellness • Incorporates moderate to vigorous physical activity (e.g. sports, games, and exercise) • Conducts activities to expand knowledge and understanding of good nutrition and healthy behavior • Conducts activities that promote healthy choices and the avoidance of risky behaviors • Participates in physical activities to model an active lifestyle for youth participants • Emphasizes character-building components of physical activities (i.e. playing by the rules, treating opponents with respect, learning from mistakes) • Conducts physical activities that are physically and emotionally safe • Provides healthy and nutritious snacks that meet participants' dietary needs • Encourages youth to drink water • Models healthy eating habits by consuming healthy food and drinks during program hours and encourages youth to do the same				
Other indicators?	• • •				

Competency 13:	Incorporates academic content and skill development that contributes to participants' school success and helps address the achievement gap	😃	🙂	😨	Comments
Example Indicators:	• Communicates with schools to identify the materials and activities that program staff can offer to complement what happens during the school day • Communicates with schools to share information regarding the learning and social needs of participants, effective strategies, and updates regarding participants' progress • Conducts academic activities that are linked to topics in the curriculum frameworks • Demonstrates awareness of local and state curriculum frameworks • Conducts academic activities that incorporate a variety of age-appropriate instructional strategies to help youth build and master key academic skills and content • Conducts activities that promote effective organizational and study skills • Provides support to help participants effectively complete their schoolwork • Assists participants in the use of the Internet as a research tool • Assists participants in the use of technology to demonstrate their knowledge • Communicates frequently with administrators and faculty to ensure alignment of program activities to the school's learning goals and curricula • Uses information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates) • Works with youth who need intensive academic support individually or in small groups • Incorporates state content standards				
Other indicators?	• • •				

Competency 14:	Ability to design and deliver project-based learning	😆	🙂	😐	Comments
Example Indicators:	• There is scope and sequence to activities • There is a culminating event • Activities promote mastery of in a skill area • Core skills are practiced and developed • Activities promote critical thinking and self-reflection				
Other indicators?	• •				

Professionalism

Competency 15:	Demonstrates positive work and team ethic **BASELINE**	😆	🙂	😐	Comments
Example Indicators:	• Has experience and interest in working with youth • Has knowledge and skill in the program's content areas • Supports colleagues and shares in staff duties • Is punctual and dependable • Participates in required meetings • Dresses appropriately • Respects physical program space, equipment and supplies • Works collaboratively with peers, shares program-related information and shares in collective tasks • Takes initiative to correct immediate problems • gives and receives constructive feedback				
Other indicators?	• • •				

Competency 16:	Adequately informs, shares information, and collaborates with important adults and participants **BASELINE**	😄	🙂	😲	Comments
Example Indicators:	• Communicates to **important adults** (i.e. parents, caregivers, school and program staff) about individual participant's strengths, successes, and achievements • Understands and applies guidelines of confidentiality regarding knowledge of participants. • Looks for opportunities for involving families in activities • Fosters good relations between afterschool and school staff through positive interactions (exchanging welcomes, greeting by name, stopping to chat, etc.) • Communicates information about the program, staff, and how the program can support children's social and academic growth • Encourages parents and caregivers to visit the program to participate in activities, or share their thoughts about the program through informal or formal conversations or other means of communication • Learns the names of all parents and caregivers and greets them personally Supports and empowers parents and caregivers to play an active role in supporting their children's education				
Other indicators?	• • •				

Competency 17:	Advocates for the participants' needs, providing referral information when appropriate BASELINE				Comments
Example Indicators:	• Utilizes good judgment in making decisions when a supervisor needs to be involved in referrals to program participants or their families.				
Other indicators?	• •				

Competency 18:	Respects and honors cultural and human diversity. BASELINE				Comments
Example Indicators:	• Promotes acceptance of and respect for diversity among participants (cultural, religious, gender, appearance, etc.) • Affirms and respects each participant's culture, religion, home language and family values in all verbal and non-verbal exchanges • Uses materials that reflect the language, art, music, stories, and games from various cultural traditions • Provides opportunities for youth to explore, share, and celebrate their heritage and culture with others • Intervenes to explicitly address negative stereotyping and discriminatory statements or practices when they occur • Makes reasonable accommodations to serve youth with learning differences, such as breaking activities into smaller parts, working in smaller groups, and providing extra time to complete tasks • Can describe own biases and interaction between own cultural values and the cultural values of others • Can describe own limitations in understanding and responding to cultural and human differences and seeks assistance when needed • Accesses and critically evaluates resources that advance cultural understandings and appreciation of human diversity				
Other indicators?	• •				

Competency 19:	Strives for self-improvement	😄	🙂	😐	Comments
Example Indicators:	• Regularly attends professional workshops, trainings, and conferences to increase competency • Reflects on and evaluates own performance to identify needs for professional growth • Works to apply new learning to everyday work practices • Is open to new ideas and learning opportunities • Is actively expanding personal knowledge and educational opportunities • Ability to use the Internet as a research tool to access field knowledge and locate appropriate resources • Identifies barriers to own professional success and ability to access help				
Other indicators?	• • •				

Competency 20:	Communicates effectively with other staff, stakeholders, parents and participants	😄	🙂	😐	Comments
Example Indicators:	• Protects and appreciates the need for confidentiality when appropriate • Participates in program, staff and team meetings • Ability to use email to communicate with program staff and stakeholders				
Other indicators?	• • •				

Competency 21:	Ability to effectively support English learners	😄	🙂	😐	Comments
Example Indicators:	• Promotes language development by integrating opportunities to speak, listen, read, and write into all activities in a way that supports English language learners • Provides opportunities for English language learners to indentify with and use their home language • Plans for and includes both verbal and non-verbal demonstrations of skills with children and youth who may be English language learners using a variety of methods • Responds to English language learners' behavior with understanding of their possible meanings, e.g. tries to comfort children and find causes for and solutions to their problems • Responds to English language learners' attempts at language by extending their words without correcting them (e.g. if the child says "doggy," say "Yes, the little black dog is wagging his tail") • Designs curriculum consistent with current theories of language use and acquisition, including English as a second language • Provides or links youth and their families to outside resources				
Other indicators?	• • •				

Core Competencies for Afterschool Supervisors

Below the competencies are listed with examples of indicators of staff meeting those competencies. The last row in each table also indicates which element of the Quality Self Assessment (QSA) tool relates to the competency. The competencies with "BASELINE" have been recommended as baseline competencies. The other competencies are recommended for staff who have mastered the baseline competencies.

In addition to the baseline competencies detailed below, supervisors should meet all of the competencies listed under "line staff."

Policy and Procedures

Competency: 1s	Maintains accurate program records and follows reporting procedures **BASELINE**	😄	🙂	😐	Comments
Example Indicators:	• Keeps accurate program attendance • Follows procedure for reporting incidents, as required by the program policies (e.g., accidents, criminal activity, serious violation of program rules, etc.)				
Other indicators?	• • •				

Competency: 2s	Ability to establish and implement effective administrative policies and procedures, as appropriate **BASELINE**	😆	🙂	😳	Comments
Example Indicators:	• Recruits, hires and supports staff according to well defined policies and practices that support program goals • Has a working knowledge of the program's funding sources an associated reporting requirements • Conforms activities to funder-mandated content standards and hours of operations • Submits required attendance, evaluation, and expenditure reports accurately and on time				
Other indicators?	• •				

Competency: 3s	Ability to establish and implement effective financial policies and procedures, as appropriate **BASELINE**	😆	🙂	😳	Comments
Example Indicators:	• Produces and manages annual budgets for program or projects that assure that resources are allocated to meet goals and objectives • Accesses resources in a timely way and are able to allocate resources to meet program needs • Continuously monitors expenditures and cash flow and takes immediate action to address potential problems • Actively pursues new sources of funding and in-kind resources to enhance program sustainability • **Completes relevant paperwork related to in-kind resources, such as SFUSD snack forms, Summer Lunch Program paperwork, in-kind donation receipts, etc.** • Can address and change systematic problems as they arise.				
Other indicators?	• • •				

Staff Support and Program Management

Competency: 4s	Ability to successfully manage program staff **BASELINE**	😁	🙂	🙄	Comments
Example Indicators:	• Clearly communicates verbally and in writing the job expectations for frontline staff and how they are linked to the program's goals • Provides staff with on-going support and direction to assist them in successfully completing their job responsibilities • Creates a positive environment in which the professional development of staff is supported, staff is acknowledged for successes, and feedback is positively delivered and received • Regularly observes staff in action and shares feedback in a constructive and respectful manner • Utilizes a standardized performance review process that includes assessment of individual staff members, shares formal performance review assessments with individual staff members, incorporates staff member's self-assessment using the same standards or matrix, and identifies areas for development and how this will be accomplished • Effectively addresses disciplinary issues • Oversees and encourages training and other capacity-building efforts				
Other indicators?	• • •				

Competency: 5s	Ability to recruit high-quality staff and volunteers **BASELINE**	😄	🙂	😐	Comments
Example Indicators:	• Recruits and hires staff based on their experience and interest in working with youth and their knowledge and skill in the program's content areas • Strives to recruit a diverse group of staff who reflect the racial, ethnic, linguistic, gender, family, and community characteristics of participants • Fully orients new staff into the program, including to policies and procedures that affect youth safety or that are required by funders				
Other indicators?	• • •				

Competency: 6s	Ability to engage, and support afterschool staff in implementing program activities to achieve program goals **BASELINE**	😄	🙂	😐	Comments
Example Indicators:	• Provides staff with needed materials, supplies and preparation time • Communicates high expectations for staff and program participants • Provides coaching and mentorship to staff, as appropriate • Leads effective meetings and trainings on select content that models the approach and specific activities and practices staff are expected to use with program participants				
Other indicators?					

Competency: 7s	Ability to connect and relate to youth **BASELINE**	😄	🙂	😐	Comments
Example Indicators:	• Is familiar with participants and is aware of who needs extra attention or support • Presents self in a way that feels approachable to youth • Demonstrates knowledge of general trends in participants' lives, neighborhoods and schools • Gives full attention to participants when they are addressing the supervisor • Uses knowledge of youth culture to connect with youth in an appropriate way				
Other indicators?	• •				

Competency: 8s	Strives for self-improvement	😄	🙂	😐	Comments
Example Indicators:	• Regularly attends professional workshops, trainings, and conferences to increase competency • Reflects on and evaluates own performance to identify needs for professional growth • Works to apply new learning to everyday work practices • Is open to new ideas and learning opportunities • Is actively expanding personal knowledge and educational opportunities • Ability to use the Internet as a research tool to access field knowledge and locate appropriate resources • Identifies barriers to own professional success and ability to access help				
Other indicators?	• •				

Competency: 9s	Ability to promote the professional growth and development of program staff	😁	🙂	😳	Comments
Example Indicators:	• Works together with afterschool staff to develop individual and group learning goals related to the core competencies, and a professional development plan to achieve these goals • Implements the professional development plan and supports the learning goals that will advance the skills of all staff • Provides useful informal and formal feedback to staff related to professional development goals and activities • Continually seeks opportunities and resources that allow self and staff to meet personal and professional growth goals • Works with staff to assess the effectiveness of professional development activities and how they might be improved				
Other indicators?	• • •				

Community and Collaboration

Competency: 10s	Advocates for the participants' needs, providing referral information when appropriate **BASELINE**	😆	🙂	😐	Comments
Example Indicators:	• Can name key organizations in the community where participants can be referred for special needs (depression, substance abuse, etc.) or know who to go to for help				
Other indicators?	• • •				

Competency: 11s	Ability to support long-term sustainability through collaborative relationships and fundraising **BASELINE**	😆	🙂	😐	Comments
Example Indicators:	• Collaborates with partners to meet the goals of the program, such as fundraising, administrative support, inclusion of children with special needs or disabilities, and expanding activity options for youth and families • Effectively recruits, engages, and supports community partnerships • Provides regular, genuine opportunities for collaborative partners to provide feedback about the program • Establishes policies and procedures that allow for the effective engagement of partners				

Other indicators?	• • •				
Competency:12s	**Has a working knowledge of and abilities to use resources within the broader community**	😃	🙂	😳	**Comments**
Example Indicators:	• Finds the resources to expand the array of opportunities within the program • Enlists the involvement of multiple stakeholders (e.g., parents, community leaders, school leaders, etc.) in program design, implementation and evaluation				
Other indicators?	• •				

Program Design and Improvement

Competency: 13s	Ability to design program activities that support program goals and incorporate needs and interests of program participants, their families and the broader community **BASELINE**	😁	🙂	🙄	Comments
Example Indicators:	• Articulates the link between specific activities and program goals • Articulates a clear scope and sequence of activities that will contribute to the achievement of program goals • Regularly gathers information and feedback from program participants and other stakeholders as to their needs and interests • Can readily demonstrate ways in which the needs and interests of key stakeholders have been incorporated				
Other indicators?	• • •				

Competency: 14s	Ability to articulate within the organization and to external stakeholders the program's mission and goals, and how program activities align to them.	😄	🙂	😐	Comments
Example Indicators:	• Demonstrates awareness of program mission and goals • Communicates program goals and mission and cites examples of how program activities align to them formally and informally with senior management and line-staff, as well as parents, teachers and other stakeholders				
Other indicators?	• • •				

Competency: 15s	Ability to gather and review data *and conduct evaluations* for timely program improvement	😄	🙂	😐	Comments
Example Indicators:	• Uses tools to assess the effectiveness of program activities and program impact • Uses program data to guide staff and others in program improvement • Leads regular staff meetings to review program progress, needs and issues				
Other indicators?	• • •				

Sample Professional Development Assessment Tool

Professional Development Assessment Tool					
<u>Core Competencies for Afterschool Staff:</u>					
<u>Overview:</u> This simple form can be used to assess line staff performance with respect to the core competencies. The form uses a 360 approach including self, supervisor and staff assessment on all core competency areas. Some organizations may choose to only include the self and supervisors ratings. This tool can be used by supervisors as an initial assessment for their team in order to develop individual professional development plan as well as determine what training or development is needed as a team.					
The competencies with an asterisk (*) have been recommended as baseline competencies. The other competencies are recommended for staff who have mastered the baseline competencies.					
Rating Scale: Exceeds Expectation (4), Meets Expectations (3), Needs Improvement (2), Unsatisfactory (1)					
Policy and Procedures	Self	Supervisor	Staff	Total	PD Recommendation
1s) Maintains accurate program records and follows reporting procedures*					
2s) Ability to establish and implement effective administrative policies and procedures, as appropriate*					
3s) Ability to establish and implement effective financial policies and procedures, as appropriate *					
Staff Support and Program Management	Self	Supervisor	Staff	Total	PD Recommendation
4s) Ability to successfully manage program staff*					
5s) Ability to recruit high-quality staff and volunteers*					
6s) Ability to engage, and support afterschool staff in implementing program activities to achieve program goals*					
7s) Ability to connect and relate to youth					

	Self	Supervis or	Staff	Tota l	PD Recommendati on
8s) Strives for self-improvement					
9s) Ability to promote the professional growth and development of program staff					
Community and Collaboration	Self	Supervis or	Staff	Tota l	PD Recommendati on
10s) Advocates for the participants' needs, providing referral information when appropriate*					
11s) Ability to support long-term sustainability through collaborative relationships and fundraising*					
12s) Has a working knowledge of and abilities to use resources within the broader community					
Program Design and Improvement	Self	Supervis or	Staff	Tota l	PD Recommendati on
13s) Ability to design program activities that support program goals and incorporate needs and interests of program participants, their families and the broader community*					
14s) Ability to articulate within the organization and to external stakeholders the program's mission and goals, and how program activities align to them.					
15s) Ability to gather and review data and conduct evaluations for timely program improvement					

Individual Development Plan

		Process
Team Member:		
Position:		• Team Member first sends a draft with responses to Manager.
Primary Manager:		• Manager includes input, synthesizing and incorporating team member's feedback.
Review Period:		
Date:		• IDP is presented by the Manager as part of a discussion about the Team Member's professional development. Feedback is welcomed in both directions, and is relevant, constructive, and actionable.

Section 1: Description of Responsibilities and Projects

Rating Categories	General Definition
ROLE MODEL FOR EXCELLENCE (RME)	• Team member who "lives the values", and makes a point of mentoring others; a role-model within the organization. • Work quality and timeliness EXCEEDS ALL requirements for the job, and the employee regularly takes initiative to take on additional responsibility • Employee demonstrates exceptional knowledge of their role and content expertise and is recognized within the organization as a thought leader
EXCEEDS EXPECTATIONS (EE)	• Projects are completed on time, and quality and quantity of work and initiative EXCEEDS MOST requirements • Often takes initiative to go above and beyond set expectations
MEETS EXPECTATIONS (ME)	• Competent, knowledgeable individual who consistently meets core requirements of the position • Each job or project the employee tackles is done in a timely and accurate manner • Rarely takes initiative to go above and beyond minimum expectations

IMPROVEMENT NEEDED (I)	• Demonstrates adequate performance in most areas, but needs improvement in one or more aspects critical to the position; the quality and quantity of work and initiative MEETS SOME requirements • Rarely takes initiative to go above and beyond minimum expectations
UNSATISFACTORY (U)	• Performs responsibilities in an unsatisfactory manner; the quality and quantity of work and initiative DOES NOT MEET requirements for the job. • Goals are consistently unmet or quality of output is unacceptable. • Immediate and corrective action is required.

SECTION 2: Core Competencies				
Core Skills: Policy and Procedures	Self Assessment	Supervisor Assessment	Trainings	Goals
Competency 1: Ensures for the health and safety of participants **BASELINE** • Prepares the program space to be free of foreseeable hazards • Intervenes when potentially unsafe situations occur • Can perform basic first aid • Is aware of participants' health and medical needs as appropriate, and adjusts activities as needed				
Competency 2: Follows safety and emergency procedures **BASELINE** • Can summarize legal responsibilities for reporting requirements for reporting child abuse or when a person may do harm to him or herself or another • Understands when it is appropriate to inform and involve supervisor • Can implement key aspects of site safety plan • Knows health and safety procedures and can share them with other staff, youth, and families		.		
Competency 3: Maintains accurate program records and follows reporting procedures **BASELINE** • Keeps accurate program attendance • Follows procedure for reporting incidents, as required by the program policies (e.g., accidents, criminal activity, serious violation of program rules, etc.)				

Core Copetencies: Program Goals and Content				
Competency 4: Deliberately designs and conducts activities that are focused on program goals BASELINE • Articulates program goals and how individual activities support them • Develops lesson plans that state the purpose of the activity as it relates to program goals • Designs and/or adopts existing materials appropriate for background and experience of participants				

Section 5: Values Story (Optional)

Describes an example of a time when the team member exemplified the organization's values, going above and beyond their responsibilities and goals.

Section 6: Overall Professional Development Goals

•

Professional development and training opportunities
Action Plan items, as needed, to address growth opportunities
Personal Development Path within Organization

Section 7: Work-Life Balance
• *Action steps, as needed, to promote healthy work-life balance*

Section 8: Team Member (Upward) Feedback
Comments regarding Manager • Strengths • Weaknesses • Recommended changes • Other
Comments regarding Organization • Strengths • Weaknesses • Recommended changes • Other
Other comments

OVERALL RATING (provided by Manager): _____

Agreed and Acknowledged: Agreed and Acknowledged:

By: _____   By: _____
    (Manager signature)   (Team Member signature)
Name: _____   Name: _____
Date: _____   Date: _____

[ORGANIZATION'S TITLE]
PERSONNEL REVIEW
AFTERSCHOOL STAFF

Name of Employee: _____   **Date:** _____

Job Title: _____   **Evaluator:** _____

Review Purpose: ❑ Probationary   ❑ Annual Review   ❑ Exit   ❑Other: _____

Part I: Core Competencies

Rate yourself on each of the tasks in the following three competency categories: **policy and procedures, program goals and contents,** and **professionalism**. Then, evaluate your overall performance in each area and write any additional comments/tasks. **Bolded** tasks are recommended baseline competencies.

Policy and Procedures

• **Ensures for the health and safety of participants**	❑ Sometimes	❑ Usually	❑ Always
• **Follows safety and emergency procedures**	❑ Sometimes	❑ Usually	❑ Always
• **Maintains accurate program records and follows reporting procedures**	❑ Sometimes	❑ Usually	❑ Always

Unsatisfactory Work	Improvement Needed	Meets Expectations	Exceeds Expectation	Exceptional Work
☐	☐	☐	☐	☐

Comments on your performance:

Program Goals and Content

• **Deliberately designs and conducts activities that are focused on program goals**	❑ Sometimes	❑ Usually	❑ Always
• **Supports a program environment that is Learner-centered**	❑ Sometimes	❑ Usually	❑ Always
• **Promotes a sense of physical and emotional safety**	❑ Sometimes	❑ Usually	❑ Always
• **Supports positive relationships between adults and program participants**	❑ Sometimes	❑ Usually	❑ Always
• **Supports positive relationships between participants**	❑ Sometimes	❑ Usually	❑ Always
• Conducts activities that expand the participants' knowledge and understanding of their own immediate community and the larger global community	❑ Sometimes	❑ Usually	❑ Always

- Promotes the meaningful engagement and leadership of the participants   ❑ Sometimes   ❑ Usually   ❑ Always
- Incorporates activities to promote physical health   ❑ Sometimes   ❑ Usually   ❑ Always
- Incorporates academic content and skill development that contributes to participants' school success and helps address the achievement gap   ❑ Sometimes   ❑ Usually   ❑ Always
- Ability to implement project-based learning   ❑ Sometimes   ❑ Usually   ❑ Always

Unsatisfactory Work	Improvement Needed	Meets Expectations	Exceeds Expectation	Exceptional Work
☐	☐	☐	☐	☐

Comments on your performance:

Professionalism
- **Demonstrates positive work ethics**   ❑ Sometimes   ❑ Usually   ❑ Always
- **Adequately informs, shares information, and collaborates with appropriate adults**   ❑ Sometimes   ❑ Usually   ❑ Always
- **Advocates for participants' needs, providing referral information when appropriate**   ❑ Sometimes   ❑ Usually   ❑ Always
- **Respects and honors cultural and human diversity**   ❑ Sometimes   ❑ Usually   ❑ Always
- Strives for self-improvement   ❑ Sometimes   ❑ Usually   ❑ Always
- Communicates effectively with other staff, as well as those outside of the program   ❑ Sometimes   ❑ Usually   ❑ Always
- Ability to effectively support English Language Learners   ❑ Sometimes   ❑ Usually   ❑ Always

Unsatisfactory Work	Improvement Needed	Meets Expectations	Exceeds Expectation	Exceptional Work
☐	☐	☐	☐	☐

Comments on your performance:

Part II: Overall Self Evaluation (discuss together in performance review)

Rate yourself on your overall performance this year.

Unsatisfactory Work	Improvement Needed	Meets Expectations	Exceeds Expectation	Exceptional Work
☐	☐	☐	☐	☐

Where did you excel MOST in your job this year?

What were the biggest obstacles/problems faced by the employee in the last year?

What positive things should the employee continue in the next year?

Where do you MOST need to improve in order to perform your job better next year?

What does the employee hope to learn in the next year?

Is there ANYTHING ELSE about your performance this year that you'd like to comment on, that you feel like was not captured in the self-evaluation above?

Part III: Goal Setting of Exit Interview (to be completed together)

Together, review how both supervisor and employee have rated the employee in different areas. Also, review the open-ended question where employee and supervisor identify areas for improvement. Write **three goals** for the employee to focus on for the next contract period.

<div align="center">OR</div>

If the employee <u>will not</u> be returning, conduct an **exit interview** by discussing the following questions and documenting your conversation below:
1. What has been most valuable about your experience at the organization and how have you seen yourself grow?
2. How would you like to see the organization grow?
3. How would you like to stay connected to the organization?

Electronic Professional Development Tracking Tool

This electronic professional development tracking tool is designed to help the San Francisco community of afterschool professionals reflect, improve and develop their skills. It is designed as an "open source" resource, meaning items and documents can be changed. Please copy documents from the account, but DO NOT make changes in the following account. Changes you make will impact everyone's ability to use the documents in the future. Feel free to make changes in your own version! Thanks!

1. Login to *San Francisco Afterschool Professionals Google Doc.*
   - Go to Google Docs home page (from *www.google.com*)
   - Login: **sf.afterschool.professionals**
   - Passwords: **sf.afterschool1234**
   - Security Question: Who works with San Francisco youth?
   - Answer: sf.afterschool.professionals

2. Use **Help Folder** documents if you need guidance using this resource.
3. Cut and paste templates for your own use.

4. To attach relevant documents to your personal Google Docs account:
   a. Upload new document into Google Docs.
   b. Copy URL of uploaded document.
   c. Go to document (for example: Professional Development Tracking Tool), click in the section where you wish to link, and then click the link button on the tool bar.
   d. Paste the URL. Under "Link Display" in the "Text" box type the name of the link. Consider including the date here to help you track your achievements over time.
   e. Click the Insert button.
   f. Save page.
   g. If you are sharing your document with other people, be sure to share all documents you link as well as the main page. Otherwise, they won't be able to see the documents when they click on the links.