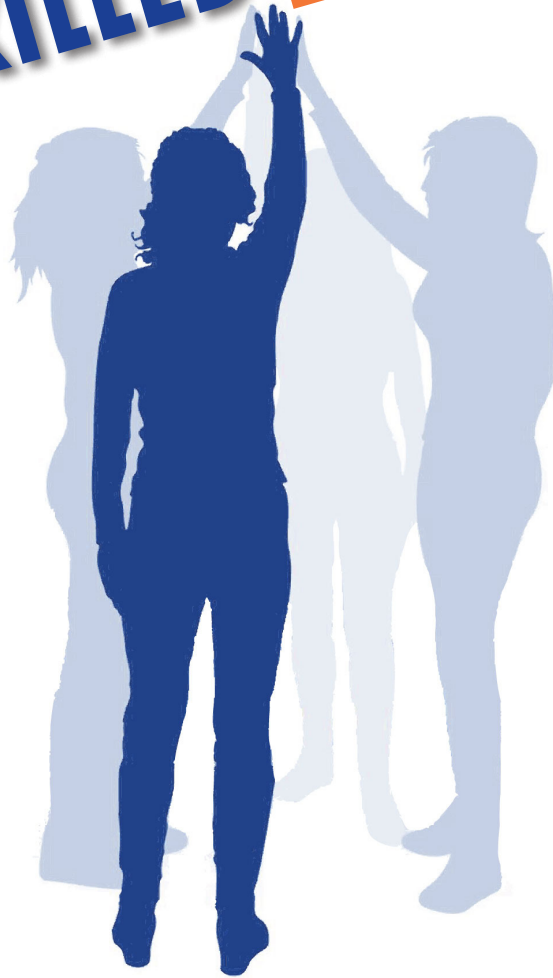


STRONG SKILLED DIRECTORS STAFF



GUIDE TO USING THE CORE COMPETENCIES

Youth Work Professionals and Supervisors

Department of Youth and Community Development

www.nyc.gov/dycd

The Department of Youth and Community Development (DYCD) supports New York City youth and their families by funding a wide range of high-quality youth and community development programs, including:

- Beacon Community Centers
- Corporate Internships for Youth
- Literacy programs for adults, adolescents and families
- Out-of-School Time Initiative
- Runaway and Homeless Youth Outreach
- Summer Youth Employment Program
- Youth Workforce Development

DYCD is committed to building and expanding on partnerships that generate innovative and practical programs for youth, their families and communities.



National Institute on Out- of -School Time

www.niost.org

The National Institute on Out- of-School Time (NIOST) mission is to ensure that all children, youth, and families have access to high quality programs, activities, and opportunities during non-school hours. We believe that these experiences are essential to the healthy development of children and youth, who can then become effective and capable members of society.

Our work bridges the worlds of research and practice. We provide evaluations, consultation, and training to create innovative and effective solutions to out-of-school time needs on a local, state, regional and national basis.

Content developed by Marta Gredler, Ellen Gannett and Jan Gallagher

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at the Wellesley Centers for Women, Wellesley College, Boston, MA

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NYC Department of Youth and Community

Development

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Queens Community House

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SCO/Family Dynamics

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Woodside on the Move

Workforce Professionals Training Institute

York College, City University of New York

Youth Development Institute

STRONG DIRECTORS, SKILLED STAFF

USER GUIDE TO CORE COMPETENCIES FOR YOUTH WORK PROFESSIONALS AND CORE COMPETENCIES FOR SUPERVISORS OF YOUTH WORK PROFESSIONALS

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INTRODUCTION

Funded by The Wallace Foundation, the New York City Department of Youth and Community Development (DYCD) collaborated with the National Institute on Out-of-School Time (NIOS) to develop the Core Competencies for Youth Work Professionals, the Core Competencies for Supervisors of Youth Work Professionals, and this user guide.

WHY CORE COMPETENCIES?

We want our OST programs to be of the highest possible quality. We are preparing youth to succeed in school, careers, and life. In Figure 1, below, this goal—positive youth outcomes—is shown on the right. It is the end result of a series of steps. Core knowledge and research from years of experience and study inform everything we do. Supervisors use this core knowledge to train staff. Together, the supervisors and staff who work directly with children promote high quality programming and positive relationships with the youth they serve. The end result: positive youth outcomes including academic, social, and emotional growth.

Figure 1. Achieving Positive Youth Outcomes



What do youth need from the professionals who work with them? They need caring relationships with adults they can trust. They need clear limits, high expectations, and healthy challenges. They need to be accepted for who they are. They need adults to support them in taking positive risks and avoiding negative ones. In short, they need you to be the very best you can be.

The Core Competencies for Youth Work Professionals and the Core Competencies for Supervisors of Youth Work Professionals can help you meet that goal. In active partnership, supervisors and youth work professionals can use the assessments and tools in this user guide to strengthen core competencies, one goal and one level at a time.

METHODOLOGY

This guide is based on both established research and direct input from the field. A list of the literature that informed the development of the Core Competencies and this guide can be found in the endnotes and Appendix K.

Recent research on youth development and the role of youth workers has pointed us toward the training needs of staff and supervisors. In order to gather input from the field, phone interviews were conducted with key New York City program directors who have successfully integrated the NYC DYCD Core Competencies for Youth Work Professionals and Core Competencies for Supervisors of

Youth Work Professionals into their supervisory, administrative and professional development systems. The information from these interviews greatly informed this guide.

Once drafted, the guide then underwent field review through surveys and focus groups. Finally, feedback from this process was incorporated into this guide so that it now is grounded in research and practice, reflecting the variety of ways the core competencies are being used by programs.

GUIDING PRINCIPLES

All of the core competencies are based on the following principles for effective youth services:

- Embracing positive child and youth development principles and practices:
 - building on youth strengths rather than focusing on youth deficits
 - setting and maintaining high expectations
 - fostering positive relationships with peers and adults
 - providing age-appropriate and challenging programming
 - engaging participants as partners, not just as consumers of services
 - promoting positive identity formation
 - helping young people to fully develop their potential
- Respecting and valuing the cultures and traditions of participants, families, and communities
- Treating all participants and staff equally, regardless of race, religion, sex, gender identity, national origin, age, or disability
- Appreciating the range of abilities and diverse needs of children and youth
- Understanding the mission, policies, and practices of the program

HOW TO USE THIS GUIDE

These core competencies are designed to improve the capacity of youth-serving organizations and staff to serve participants more effectively. A diverse group of direct service providers, intermediaries, and researchers of out-of-school time (OST) programs in New York City articulated these standards of competence for youth work professionals and their supervisors.

“It’s not like I’m saying, ‘This is the skill set / think is important to youth workers.’ It’s ‘This is what is accepted in the field.’”

—Susan Matloff-Nieves,
Queens Community House

The competencies are practical guidelines that apply to staff at all levels. They focus on knowledge and skills that can be learned, rather than on individual characteristics or attitudes. They relate specifically to youth work, not to general abilities such as communication and technology skills. They provide a tool to guide the professional development of youth work professionals and supervisors. They are not designed to serve as a barrier to entry into the field.

This user guide is designed to help supervisors build better programs by integrating both sets of core competencies into everyday practice.

The main body of this user guide is divided into two sections, one for youth work professionals and one for supervisors.

Supervisors should begin with the section for youth work professionals. For themselves, they should do the youth worker self-assessment before going on to the supervisor self-assessment. For their staff, they must be prepared to work with each supervisee to create a professional development plan using the results of the youth work professional self-assessment.

The youth worker self-assessment will help you evaluate the core knowledge and skills you need to deliver programs that foster positive youth development. After the self-assessment, in the supervisor section, you will find ideas for making a professional development plan. You and your supervisor can use these tools to plan how you can gain competency in the areas where you need development.

This guide includes a core competency self-assessment tool for supervisors. It was written for middle managers who directly supervise employees who, in turn, work directly with children and youth. The self-assessment will help you evaluate your competency in the core knowledge and skills necessary to support the professional growth of youth workers and to improve program quality.

Other parts of the supervisor section detail the essential elements of effective supervision. The best practices in this guide can inform job descriptions, hiring and coaching practices, and professional development.

The appendices in this guide offer a variety of tools to help youth work professionals and supervisors with the central goal of self-assessment: continual improvement in our ability to make a difference in the lives of children.

YOUTH WORK PROFESSIONALS

Core Competencies for Youth Work Professionals

- ★ Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program
- ★ Ability to comply with applicable safety and emergency requirements
- ★ Ability to promote an inclusive, welcoming, and respectful environment that embraces diversity
- ★ Ability to foster academic and non-academic skills and broaden participant horizons
- ★ Ability to effectively implement curricula and program activities
- ★ Ability to promote responsible and healthy decision-making among all participants
- ★ Ability to develop leadership, team-building and self-advocacy skills among participants
- ★ Ability to behave professionally

OVERVIEW

The core competencies are arranged in a logical order, starting with the most basic: knowledge of youth development principles and ability to comply with safety requirements. However, all of the competencies are critical. They include the basic skills and knowledge you need to promote positive youth development. The process for completing a self-assessment is the same for youth work professionals and supervisors.

This explanation uses a question from the youth work professional assessment as an example. Supervisors can apply these instructions to their own self-assessment tool.

Each self-assessment consists of several charts. Each chart focuses on one core competency. For example, the first chart in the youth worker self-assessment focuses on core competency 1:

Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program.

In the chart for each core competency are several questions or “indicators.” For example, indicator b under core competency 1 is:

Offers maximum choice and voice and responds to priorities articulated by participants.

For each of these indicators, choose a rating of 1, 2, 3, or 4. Begin by asking yourself: “Am I at level 4 in this indicator?” Level 4 means that you have the necessary knowledge about offering maximum choice and voice. You consistently use that knowledge to demonstrate highly developed skills in this area.

If you are yet not at level 4, go back to level 1. If you meet the criteria of level 1, try level 2. If you meet level 2, try level 3. Whenever you don't currently meet the criteria for the next level, stop. Put a check mark in the column for the highest level you reach.

Note: In each core competency chart, some questions apply to staff who work with children of all ages. A few questions apply only to staff who work with older youth. If you work only with children under 12, don't answer the questions related to work with middle and high school youth. Go through the same process for each indicator in this core competency chart. When you finish with one core competency, complete the "Total" line at the end. Add up the number of check marks you put in column 1 and write that number in the last row. Add up the number of check marks you put in column 2, and so on.

Explanation of core competency indicator ratings:

RATING	1	2	3	4
WHAT EACH RATING MEANS	You have a beginning awareness of the concept of choice and voice and of being responsive to participants' priorities	You have some knowledge of what it means to offer voice and choice. You have a few basic skills in building choice into the program and being responsive to participants' priorities	You have gained deeper understanding of why offering voice and choice is important and how it supports youth development. You are beginning to use these skills in your work	You understand very well why offering choice and voice matter. You consistently build program activities around participants' priorities

Before you go on to the next core competency and the next chart, transfer the numbers you've just written to the summary table that appears after all the core competency charts. You'll use this summary table to see where you're strongest and where you can improve. You and your supervisor can build a professional development plan to help you with areas of need. There are many resources available to assist you with your ongoing learning and professional development.

YOUTH WORK PROFESSIONAL CORE COMPETENCIES SELF-ASSESSMENT

Core Competency 1 Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program	Indicate your rating of each indicator with a check mark (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Interacts positively with participants, individually and in groups, using strength-based approaches; respectful communication; and affirmative techniques, such as developing trust, listening, and engaging with participants				
B. Offers maximum choice and voice and responds to priorities articulated by participants				
C. Recognizes the necessity for program evaluation to determine whether goals and participant outcomes are being achieved; participates in data collection as required				
D. Demonstrates basic knowledge of developmental milestones concerning the physical, emotional, cognitive, and social development of children and youth				
E. Meets requirements of government licensing and other relevant authorities such as New York State School-Age Child Care (SACC) regulations relating to staff training, supervision, and qualifications, and Department of Education requirements relating to school-based afterschool programs				
F. Understands and can articulate the program mission				
Additional indicators for those working with middle and high school youth:				
G. Recognizes and understands current youth cultures such as use of new technologies, vocabulary, clothing, and music				
H. Demonstrates awareness of the centrality of identity formation among adolescents, encouraging expression of identity and managing related tensions				
TOTAL ✓s in each column				

Core Competency 2 Ability to comply with applicable safety and emergency requirements	Indicate your rating of each indicator with a check mark (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Knows and can comply with safety and health requirements of licensing and other relevant authorities, including safety and first aid procedures				
B. Can recognize and report unsafe conditions and inadequate safety procedures; Is aware of program’s policies with regard to risk management, such as the number of chaperones required for group outings, emergency procedures, record keeping, and record retention				
C. Complies with prescribed agency procedures, such as monitoring the whereabouts of participants, including their arrival and departure				
D. Reports concerns about issues such as child abuse, domestic violence, and bullying; demonstrates ability to fulfill responsibilities as a mandated reporter of child abuse and neglect				
Additional indicator for those working with middle and high school youth: E. Reports concerns about issues such as gang activity, dating violence, sexual abuse, substance abuse, and mental health issues				
TOTAL ✓s in each column				
Core Competency 3 Ability to promote an inclusive, welcoming, and respectful environment that embraces diversity	Indicate your rating of each indicator with a check mark (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Actively engages children and youth and fosters positive relationships (a) with the participants and (b) between participants and their peers				
B. Makes children and youth feel physically and emotionally safe and part of the group, for example, fostering an inclusive environment; addressing bullying and teasing; effectively managing groups, including disruptive behavior and conflict; and maintaining a sense of order				

C. Identifies and responds to factors that give rise to feelings of exclusion among children and youth such as being perceived as “different” because of culture, language, race/ethnicity; physical, emotional or cognitive disability; atypical behavior or appearance	1	2	3	4
D. Demonstrates appreciation for and sensitivity to the diverse languages, cultures, traditions, family structures, and perspectives of others, for example, by providing opportunities for participants to appreciate and celebrate the cultures and traditions of others				
E. Demonstrates knowledge of own culture and traditions/biases; promotes inclusiveness by challenging unexamined assumptions and stereotypes				
F. Interacts constructively with colleagues, participants, families, school personnel, and others to support participants’ learning and to defuse conflict				
Additional indicator for those working with middle and high school youth: G. Addresses issues of special concern to adolescents, such as sexual identity and orientation				
TOTAL ✓s in each column				
Core Competency 4 Ability to foster academic and non-academic skills and broaden participant horizons	Indicate your rating of each indicator with a check mark (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Demonstrates sufficient knowledge of subjects relating to job responsibilities. Level of knowledge required will depend upon the ages of the participants and nature of the activities. Key topics are likely to include English language arts, mathematics, social studies, or science				
B. Fosters an effective learning environment for all participants, for example, by ensuring that participants are able to study individually or in small groups without disruption				
C. Helps children and youth develop learning skills by exploring their ideas and challenging their thinking, for example, by encouraging them to be questioning, helping them develop good study skills, and promoting problem-solving approaches				
D. Uses formal and informal activities to stimulate curiosity and enhance learning				

E. Engages participants in project-based activities and group discussions and introduces them to cultural, educational, and technological resources to help them explore opportunities that will enrich their lives	1	2	3	4
Additional indicator for those working with middle and high school youth: F. Helps adolescents to value education and appreciate the importance of high school graduation and pursuing advanced training or post-secondary education				
TOTAL ✓s in each column				
Core Competency 5 Ability to effectively implement curricula and program activities	Indicate your rating of each indicator with a check mark (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Demonstrates relevant knowledge, skills, experience, and ability to access relevant resources to implement curricula and oversee activities				
B. Prepares lesson plans that engage participants				
C. Manages structured and unstructured activities in accordance with the principles of positive reinforcement. For example, fosters good behavior using techniques based on encouragement, praise, and other incentives				
D. Routinely assesses progress towards goals and adjusts activities as necessary				
TOTAL ✓s in each column				
Core Competency 6 Ability to promote responsible and healthy decision making among all participants	Indicate your rating of each indicator with a check mark (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Can convey with competence and sensitivity the key elements of healthy and safe living and precautions and procedures for staying safe, in accordance with program policy, for example, the importance of a healthy diet, regular exercise, dental hygiene, and avoidance of risk behaviors				
B. Promotes awareness of special health issues affecting participants and their communities such as obesity, diabetes, and HIV/AIDS				

C. Fosters responsible decision making by helping children and youth understand the implications of their personal choices. For younger children, examples might include not talking to strangers; not playing with fire/matches; proper road safety/street conduct; and knowing your own address, phone number, and parental/guardian contact information	1	2	3	4
D. Understands and responds to the needs of participants to develop positive identities and feelings of self-efficacy				
Additional indicators for those working with middle and high school youth: E. Highlights the risks of smoking, alcohol, drugs, sexual activity, and involvement in gangs and criminal behaviors				
F. Responds appropriately if there are indications that participants are experiencing dating violence as victims or as perpetrators				
TOTAL ✓s in each column				
Core Competency 7 Ability to develop leadership, team-building, and self-advocacy skills among participants	Indicate your rating of each indicator with a check mark (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Provides opportunities for children and youth to participate in decision making about program activities and lead team projects				
B. Fosters decision-making and problem-solving skills				
C. Highlights topics and issues relevant to the interests of participants and their families and communities; teaches self-advocacy				
D. Encourages participants to take responsibility for the content and process of group work, learn from each other, and demonstrate increased leadership				
E. Develops participants' capacity for self-reflection, communication, empathy, and tolerance of diverse opinions and cultures				
TOTAL ✓s in each column				

Competency 8 Ability to behave professionally	Indicate your rating of each indicator with a check mark (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Sets and maintains appropriate and culturally sensitive physical, emotional, and sexual boundaries in interactions with program participants and staff				
B. Maintains confidentiality, keeping with applicable laws and agency policy				
C. Strives for professional growth by demonstrating interest and willingness to pursue available training and professional development				
D. Gives and receives constructive feedback and continuously reflects on own performance				
E. Recognizes own strengths and limitations and seeks assistance from supervisors when needed				
F. Models key elements of affirmative relationships, including responsiveness; respectfulness; sensitivity to needs and different work and learning styles; and willingness to listen, share, be supportive, and collaborate				
G. Connects participants to local community resources where appropriate, for example, helps a participant obtain a library card.				
H. Recognizes cases where direct assistance is inappropriate and reports concerns to a supervisor or other senior staff, for example, when sudden behavior changes are observed or a participant discloses information about a family crisis				
TOTAL ✓s in each column				

Self-Assessment Summary

Transfer totals from bottom line of each core competency into the corresponding row below. Then pick the three core competencies where you have many check marks in columns 1 or 2. Put a star in the last column of those three rows. Those are your priority areas for improvement.

Competency	- 1 - Beginning understanding	- 2 - Basic knowledge and occasionally demonstrates skills	- 3 - Deeper knowledge and mostly demonstrates skills	- 4 - Consistently demonstrates high level of knowledge and skills	Area for improvement
Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program					
Ability to comply with applicable safety and emergency requirements					
Ability to promote an inclusive, welcoming, and respectful environment that embraces diversity					
Ability to foster academic and non-academic skills and broaden participant horizons					
Ability to effectively implement curricula and program activities					
Ability to promote responsible and healthy decision making among all participants					
Ability to develop leadership, team-building, and self-advocacy skills among participants					
Ability to behave professionally					

GAINING COMPETENCE AS A YOUTH WORK PROFESSIONAL

There are almost as many pathways to youth work as there are youth work professionals. Maybe you attended the program in which you are now working. You could be a college student who found a fulfilling part-time job. You may have a specific talent to share with kids, such as music, visual arts, technology, or sports. You may be pursuing a position in education, social work, or human services, or you could be uncertain about future career possibilities. Maybe you took this job simply because you're passionate about working with youth.

“If we see that maybe three or four staff have the same challenge in running their activity, then what are the core competencies we can use to create a plan to address it?”

—Kimberley Cambridge, Harlem RBI

No matter what your motivation, prior experience, or ability, you probably didn't walk in with all of the knowledge and skills you need. Savvy supervisors hire staff that has some basic competencies and a heart for working with youth. Then they help you develop the skills you need using a combination of professional development tools including workshops, peer support, supervision, mentoring, and on-the-job experience.

Your part in professional development is to be an *active and continuous learner*. Learning how to connect with youth and motivate their growth is an ongoing process.

Here are specific steps you and your supervisor can take together.

1. **Assess your competencies.** Complete the self-assessment of Core Competencies for Youth Work Professionals.
2. **Identify professional development goals.** Review the self-assessment summary table with your supervisor. Identify your areas of strength and the areas that need further development. Set personal goals for professional growth. Your supervisor may be able to add to your self-assessment using the results from observations, performance evaluations, or your own previous comments and questions. The Professional Growth Plan in Appendix A can help you clarify your goals.
3. **Develop a plan including strategies to meet each goal.** The OST Youth Worker Professional Development Plan, Appendix B, can help.
4. **Identify the resources you need to meet your goals.** Some resources are listed in the plan in Appendix B. You can work with your supervisor to set up opportunities for you to observe other youth workers, participate in a training session, connect to a peer mentor, or consult on a specific issue. Websites like www.afterschoolpathfinder.org can help you find the right training opportunities.
5. **Identify your responsibilities.** You should take responsibility for your own learning. If you and your supervisor think you should take a class or workshop, it's your job to register. Whatever professional development approach you take, set aside time to reflect on what you have learned and, most importantly, think about how to incorporate it into your own practice.

6. **Identify your supervisor's responsibilities.** Your supervisor may offer to take responsibility for covering any costs involved. He or she will likely want to support you in incorporating your new knowledge in your practice.
7. **Set a timeline for carrying out your plan.** The timeline should include your next meeting with your supervisor to check your progress.
8. **Sign and date the professional development plan.**

Getting the Most from Your Professional Development

According to the Partnership for Afterschool Education, to get the most out of training opportunities, you should:

- Be ready to learn and to spend your time and energy on improving your practice
- Be willing to adapt your practice to what you learn
- Be able to work independently
- Do your own research to learn more about the field
- Learn where to find additional resources so you can continue learning after the workshop
- Bring your own knowledge and experience to the session¹

Whether you engage in training sessions or undertake other kinds of professional development such as coaching or observation, you can learn more if you:

- **Seek peer support.** There is no better way to cement mastery of a new skill than to share it with others. In talking with peers, you will get and give feedback about ways to implement strategies you learn. You will also broaden your network so you know where to turn in the future for more assistance and new ideas. Look for opportunities to share with and learn from others in staff and agency meetings, city networks, classes, and conferences.
- **Integrate your new skills into your practice.** Set goals for implementing the knowledge and skills you gain from workshops, supervisor feedback, and peer support. Your supervisor can help you create an action plan, identifying what strategies to use when. For example, you and your supervisor might think through how to add more youth voice and choice into program activities.

supervisors of YOUTH WORK PROFESSIONALS

The self-assessment provided in this section is intended for supervisors—middle managers who are neither in executive management positions nor in front-line work directly with children and youth. You should begin this section after you have reviewed the section for youth work professionals and completed the youth worker self-assessment.

Core Competencies Youth Work Professionals

- ★ Adopts a systematic approach to ensure that all staff consistently embrace positive child and youth development practices
- ★ Ability to ensure a safe, inclusive, welcoming and respectful program environment
- ★ Ability to manage program staff and promote professional growth and development
- ★ Ability to implement and develop the program to achieve desired outcomes
- ★ Ability to create and manage systems for effective program operation
- ★ Ability to build and sustain collaborative relationships with multiple stakeholders
- ★ Ability to lead and manage change
- ★ Ability to advocate on behalf of the program, its participants and staff

OVERVIEW

As you know, as an OST supervisor, the success of your program depends on you and on the youth work professionals you supervise. The self-assessment for supervisors will help you evaluate your competency in the core knowledge and skills necessary to support the professional growth of youth workers and to improve program quality.

The section contains both core information—the *what*—and best practices—the *how*. In this section you will find an overview of the basic principles of adult learning and of cultural competence. This knowledge will help you create the conditions under which your staff can learn to change. The section also includes practical strategies for hiring and staff orientation. Writing job descriptions and asking interview questions that underscore your expectations can help you select the right candidates, knowing what strengths they bring and what support they need. New-staff orientation can lay the foundation for staff success. Next come the essential elements of supervision, with tools for each step in the process. One of the key practices in your toolbox, coaching and mentoring, gets special attention.

The last part of this section describes ways to create an organizational climate that facilitates staff leadership. These include holding effective staff meetings and ensuring that everyone shares the same expectations for program quality.

SUPERVISORS OF YOUTH WORK PROFESSIONALS CORE COMPETENCIES SELF-ASSESSMENT

Core Competency 1 Adopts a systematic approach to ensure that all staff consistently embrace positive child and youth development practices	Indicate your rating of each indicator with a (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Demonstrates knowledge of and effectively communicates the principles and practices of positive child and youth development to staff under his/her supervision				
B. Models best practices and helps staff effectively implement positive child and youth development approaches				
C. Provides regular supervision and feedback to ensure that staff adhere to positive child and youth development principles and adopt best practices				
D. Intervenes where staff are not complying with child and youth development standards				
TOTAL ✓s in each column				
Core Competency 2 Ability to ensure a safe, inclusive, welcoming, and respectful program environment	Indicate your rating of each indicator with a (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Ensures physical safety: understands licensing, safety and reporting requirements; recognizes and reports unsafe conditions and procedures and takes steps to restore safety, as necessary; understands and communicates to staff relevant organizational policies, including risk management; creates and distributes up-to-date written guidelines; provides appropriate training and supervision				
B. Promotes inclusive and welcoming environment: fosters positive relationships by teaching and modeling behaviors that make staff and participants feel physically and emotionally safe and welcome; recognizes and responds to signs that staff or participants feel excluded; addresses bullying and teasing, disruptive behavior, and conflict; maintains a sense of order				

C. Combats bias and discrimination: encourages staff to foster respect for diversity by examining their assumptions and stereotypes and those of participants; helps staff create lessons/activities that cultivate bonding between and among staff and participants	1	2	3	4
D. Recognizes possible issues facing program participants and staff: is alert to, and teaches staff to be alert to, signs of problems such as dating violence, gang activity, sexual abuse, substance abuse, and mental health issues; addresses, and teaches staff to address, any behaviors that exclude some participants through discussions with appropriate stakeholders				
TOTAL ✓s in each column				
Core Competency 3 Ability to manage program staff and promote professional growth and development	Indicate your rating of each indicator with a (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Effectively communicates, verbally and in writing, the job expectations and how they are linked to program goals; provides orientation for new staff				
B. Is accessible and provides on-going support and direction to help staff successfully carry out their responsibilities, including their participation in program decision making				
C. Observes staff performance; conducts regular, standardized assessments; provides constructive feedback; and creates a structure for staff self-assessment and reflection relating to core competencies and job performance				
D. Uses every opportunity to teach staff to use formal and informal feedback to improve performance, promote professional development, and raise program quality				
E. Continuously challenges and supports staff to innovate and raise standards				
F. Teaches staff to be proactive in addressing issues to prevent problems from escalating				
G. Models appropriate behavior with staff and participants				
H. Helps staff develop goals for professional growth (including college education) and implement a plan to achieve these goals				
I. Seeks resources such as trainings and workshops that promote professional growth of supervisors and other staff				
TOTAL ✓s in each column				

Core Competency 4 Ability to implement and develop the program to achieve desired outcomes	Indicate your rating of each indicator with a (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Articulates program goals and organizational mission and guides staff in designing intentional, sequenced, structured activities (including project-based activities linked by themes) that contribute to achievement of desired outcomes				
B. Requires staff to submit activity plans for review and provides constructive feedback				
C. Helps staff implement curricula with fidelity				
D. Creates mechanisms to ensure feedback from youth is regularly collected and incorporated into program design				
E. Promotes project-based activities that encourage participants to be questioning, help develop good study skills, and promote problem-solving approaches through a range of instructional methods				
F. Continuously challenges and supports staff to innovate and raise standards				
TOTAL ✓s in each column				
Core Competency 5 Ability to create and manage systems for effective program operation	Indicate your rating of each indicator with a (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Maintains up-to-date manuals reflecting agency policies, site rules and regulations, and funder requirements				
B. Implements strategic fiscal management including appropriate allocation of funds, a balanced budget, and budget modifications where necessary				
C. Maintains personnel and participant files that are complete and up to date				

D. Establishes data collection systems, ensures timely data entry, and uses data to manage and develop the program	1	2	3	4
E. Develops and maintains effective systems for communication among multiple stakeholders				
F. Assesses staffing needs, develops job descriptions, and hires appropriate staff				
TOTAL ✓s in each column				
Core Competency 6 Ability to build and sustain collaborative relationships with multiple stakeholders	Indicate your rating of each indicator with a (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Identifies internal (e.g. other units within the organization) and external (e.g. schools, social services agencies) stakeholder institutions to enhance program effectiveness				
B. Interacts constructively with individual stakeholders, such as staff, participants, families, and school personnel, to achieve program goals				
C. Establishes systems and protocols for ongoing communication, including dissemination of relevant information and receipt of formal and informal feedback				
D. Negotiates to secure resources for the program and its participants—e.g., work opportunities, health services, space—while offering partners reciprocal benefits				
TOTAL ✓s in each column				
Core Competency 7 Ability to lead and manage change	Indicate your rating of each indicator with a (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Builds trusting relationships to motivate staff and foster team spirit and shared values				
B. Regularly reviews internal data and keeps abreast of emerging research to promote evidence-based planning and decision making				

C. Cultivates an environment that promotes discussion of new ideas for program development based on internal and external data	1	2	3	4
D. Articulates a clear vision for the program and its future				
E. Anticipates and plans for change and responds effectively to a changing environment including changes in personnel, participant needs, and funder demands and priorities				
TOTAL ✓s in each column				
Core Competency 8 Ability to advocate on behalf of the program and its participants and staff	Indicate your rating of each indicator with a (✓) in column 1, 2, 3, or 4			
	1 Beginning understanding	2 Basic knowledge and occasionally demonstrates skills	3 Deeper knowledge and mostly demonstrates skills	4 Consistently demonstrates high level of knowledge and skills
A. Understands and can articulate funding and other critical issues affecting the program and its participants				
B. Identifies and can communicate, orally and in writing, with key players, including elected representatives, at local, state, and national levels				
C. Advocates on behalf of individual participants and their families with local government departments and regulatory agencies				
D. Participates with others to advance the fields of child, youth, and community development including attending conferences				
E. Advocates on behalf of junior staff with senior organizational leaders				
TOTAL ✓s in each column				

Self-Assessment Summary

Transfer totals from bottom line of each core competency into the corresponding row below. Then pick the three core competencies where you have many check marks in columns 1 or 2. Put a star in the last column of those three rows. Those are your priority areas for improvement.

COMPETENCY	- 1 - Beginning understanding	- 2 - Basic knowledge and occasionally demonstrates skills	- 3 - Deeper knowledge and mostly demonstrates skills	- 4 - Consistently demonstrates high level of knowledge and skills	Area for improvement
Adopts a systematic approach to ensure that all staff consistently embrace positive child and youth development practices					
Ability to ensure a safe, inclusive, welcoming, and respectful program environment					
Ability to manage program staff and promote professional growth and development					
Ability to implement and develop the program to achieve desired outcomes					
Ability to create and manage systems for effective program operation					
Ability to build and sustain collaborative relationships with multiple stakeholders					
Ability to lead and manage change					
Ability to advocate on behalf of the program and its participants and staff					

BEST PRACTICES FOR SUPPORTING THE GROWTH OF YOUTH WORK PROFESSIONALS

BASIC PRINCIPLES OF ADULT LEARNING

Have you ever attended a workshop where you spent the better part of two hours staring at a PowerPoint presentation? Or maybe you had to listen to an expert who talked nonstop and then asked for questions in the last ten minutes. Or the presenter demonstrated how she teaches an art activity but gave you no time to practice leading the activity. How much did you remember of what you “learned”? How much of it made its way into your program practice? What would have made the training more effective?

Malcolm Knowles, Boston University faculty member and former program organizer for the YMCA, identified five ways that adults learn differently than children:

“Tell me, and I will
forget. Show me, and I
may remember. Involve
me, and I will
understand.”

—Confucius, circa 450 BCE

- (1.) Adult learners are **self-directed**.
- (2.) Adult learners have **accumulated experience** that increasingly becomes a resource for learning.
- (3.) Adults’ **readiness to learn** is related to their changing roles and responsibilities.
- (4.) Adult learners are more interested in **applying their new knowledge to solve problems** than in learning a new subject.
- (5.) Adult learners’ **motivation to learn is internal** rather than external.ⁱⁱ

Adult learners are motivated by wanting to be competent. They want to choose what, where, how, and when they learn. Your role is to create systems and supports that allow staff to have ownership of their development.

Keeping these principles in mind, here are some tips for fostering the professional growth of youth work professionals:

- **Address supervisees’ diverse needs.** Use strategies tailored to each individual’s role, experience, knowledge, skills, and learning style.
- **Set challenging but achievable goals.** You can support youth work professionals to reach the next level in their practice by encouraging them to build on their strengths and target specific areas for development.
- **Encourage supervisees to take responsibility for their own learning.** With your help, youth workers can identify their learning needs, set goals, choose professional development events, implement new strategies, and reflect on and evaluate results.

- **Give supervisees opportunities to learn by doing.** Hands-on, interactive professional development offerings allow staff to use their experience and strengths to construct new knowledge. Help your supervisees find professional development events offered by trainers who are expert not only in the content area and but also in adult learning principles.
- **Facilitate small-group work.** Set up groups within your staff to address specific problems or to carry out projects. When group members contribute their own knowledge, skill, experience, and approach, the whole group gains in capacity to forge a successful solution.

CULTURAL COMPETENCE

The youth we serve and the staff members who serve them speak many languages and come from many different regions. Connecting with each and every young participant and staff member requires *cultural competence*. According to *Child Trends*, cultural competence is:

*the ability to work and respond in a manner that acknowledges and respects individuals' culturally based beliefs, attitudes, behaviors, and customs. Cultural competence is a skill that practitioners can develop at both individual and organizational levels in order to work effectively with children, adolescents, and parents from diverse racial, ethnic, sexual, religious, and socio-economic backgrounds. . . . Cultural competence is defined by actions and altered behaviors that accompany respectful understanding.*ⁱⁱⁱ

Successful supervisors are reflective and inclusive. They continually work to deepen their understanding of their own and others' culturally conditioned behaviors. They always seek to interact respectfully with others.

Here are ways you can foster a welcoming and culturally competent environment:

- In program delivery and professional development, acknowledge a diversity of learning styles while addressing challenging dynamics of power and privilege.
- Make sure program and professional development content acknowledge the contributions and perspectives of *all* groups.
- Critically examine learning materials to see that they represent diverse points of view and are not biased.
- Acknowledge a variety of perspectives and examine issues through a variety of lenses.
- Facilitate opportunities for staff and youth to learn from one another.

**“Consider things from
[another person’s]
point of view...Climb
into his skin and walk
around in it.”**

—Atticus Finch, in Harper Lee’s *To Kill a Mockingbird*

EFFECTIVE PRACTICES IN STAFF SUPERVISION AND DEVELOPMENT

Hiring

Hiring a diverse staff team with complementary skills starts with a good job description. Use the Core Competencies for Youth Work Professionals as a basis. In the job description, identify the top five qualifications, skills, or competencies a job candidate *must* have and the top five the candidate *should* have. Harlem RBI Teamworks has shared sample job descriptions (Appendices D and E) that demonstrate how to incorporate competencies into the job responsibilities and qualifications.

When you specify expectations and qualifications at the outset, potential candidates can determine if this job is right for them. During the interview, you can determine if you also think this candidate is a good fit.

To determine whether a candidate has the competencies outlined in the job description, include the following elements in your hiring process:

1. Screening phone call to determine the candidate's experience and interest in position.
2. Initial interview designed to determine philosophy, behavior management style, motivation, child-centered approach, creativity, compassion, and priorities.
3. Second interview in which you ask the candidate to respond to scenarios and to lead a demo lesson. Include other staff members and youth.
4. References and writing samples.

Harlem RBI shared interview questions that align with many of the core competencies (Appendix F). Other open-ended questions you might ask include:

- Have you ever had an opportunity to.....
- Describe a time that you dealt with....
- As a follow-up: What happened? What would you do differently the next time?

“We started with youth engagement, and we said: ‘Which of these indicators and competencies relates to youth engagement?’ Then we built upon it.”

—Sarah Jonas, Children’s Aid Society

Another approach is to use one or more Core Competencies for Youth Work Professionals, such as “Ability to foster non-academic skills” or “Ability to develop leadership skills among participants.” Ask the applicant to share an example of a time he or she demonstrated that ability. Appendix G gives examples of interview questions that are integrated with the core competencies.

Orienting New Staff

Helping new staff members get off to a good start is essential. Make them feel welcome by taking time to introduce them to others in the program, both staff and participants. Allow time at the first staff meeting for in-depth introductions. Encourage all staff to set up one-on-one meetings with the new staff member.

Have an information packet that you give to all new staff members, including:

- Job description
- Staff program handbook

- Personnel policies
- Staff list
- Calendar of staff meetings and upcoming professional development sessions
- Program marketing materials

Give new staff members a tour. Show them where files, supplies, and equipment are located and where schedules and policies are posted.

Encourage new staff members to keep a notebook in which to write questions. Schedule meetings to answer those questions—one right away, one after a week, and another after 30 days. At that point you can also begin to review the staff member’s strengths and challenges.

Supervising Staff

The New York State Afterschool Network suggests how providers can help to ensure the success of professional development opportunities. First, build into your hiring process the fact that you expect staff to engage in professional development. Then, offer professional development as an integral part of your regular program practice. In addition, help staff find outside professional development opportunities that meet their needs. Once they have engaged in the learning opportunity, coach and mentor them in implementing what they have learned.^{iv}

Charles Smith’s Quality Improvement Study, conducted in Palm Beach County, Florida, determined that two factors contributed to changes in staff performance:

- **Feedback on performance.** Professional development should be explicit, hands-on, and rooted in context. It should support a sequence of increasing expertise and must be aligned with policy and regulation. Generally such professional development is delivered by a site leader over time.
- **Management priorities.** In programs where managers focused on youth-centered practices and values, quality change was more likely to occur.^v

Using a situational leadership approach^{vi}, you can match the amount of direction and support you provide to staff members’ level of preparation to perform their responsibilities. See Appendix H, Supervision: Behaviors and Responses, for detail. As staff members become more engaged and receptive to change, you can move from actively directing staff to being more of a coach.

Here are seven essential elements of effective supervision:

1. **Assessing staff competencies.** See the Self-Assessment of Core Competencies for Youth Work Professionals.
2. **Identifying short- and long-term needs.** The summary table in the Self-Assessment of Core Competencies for Youth Work Professionals section can help with this task.

“I need to be seen. I need to be heard. I need to be safe. I need to belong. When all of my basic needs are met, then I’m ready to learn.”

—Anonymous

3. **Doing weekly check-ins.** An essential part of supervision is feedback on what’s working and what’s not. The supervision template in Appendix I can help you structure the weekly check-in sessions.
4. **Setting observable expectations.** Staff should know what you are looking for. Tell them, for example, five things that you expect to see during homework help.
5. **Conducting weekly observations.** Use a walk-through tool such as TASC’s OST Staff Feedback Instrument, Appendix J, for informal observations. Take time to give everyone feedback.
6. **Co-creating professional development goals and identifying training opportunities.** In addition to the self-assessment summary table, you can use the Professional Growth Plan in Appendix A and the OST Youth Worker Professional Development Plan in Appendix B.
7. **Helping staff identify opportunities for career growth and set goals for advancement.** See Appendix K, Resource Links, and www.afterschoolpathfinder.org.

Coaching and Mentoring

Youth work professionals, like most learners, will try new approaches when they are developmentally ready—that is, when they have enough knowledge and skill, plus enough support, to make it possible for them to take the next step.

That’s where coaching comes in. When you act as a coach, you facilitate readiness to change. To do so, you help staff to:

- Name strengths and challenges
- Frame opportunities for growth
- Develop and integrate new knowledge and skills
- Apply and experiment with new approaches

You start by building a positive relationship with your supervisee and creating a safe environment. You are laying the foundation for authentic and constructive conversations that can tackle tough challenges.

In their efforts to support staff growth, effective coaches adopt a continuous improvement cycle (see Figure 2).

Coaching is an ongoing process of teaching and reinforcing skills. A good coach helps practitioners adapt their new skills and knowledge to fit their own

Figure 2. Continuous Improvement Cycle



styles.^{vii} The coach's toolkit includes reflective listening and collaborative problem-solving techniques.

As a coach, you should regularly observe your supervisee at work. Follow these tips on providing feedback that will empower staff to develop their own solutions to their challenges:

- **Give constructive feedback.**
 - Start with positive comments.
 - Be specific.
 - Ask the staff member what he or she thinks.
 - Spend at least 50 percent of the conversation listening.
 - Brainstorm ideas together.
 - Offer support and resources.

- **Use open-ended inquiry.** Ask questions to help you understand the staff member's point of view. Explore his or her thoughts, feelings, and reasoning. For instance, you might ask:
 - What is our goal?
 - What will it look like when we reach our vision?
 - How is it now?
 - What are the barriers?
 - Which strategies will help us reach our vision?
 - What supports are needed to reach our goal?

- **Use an advocacy approach.** You can influence the staff member's thinking and behavior by suggesting strategies that build on:
 - What has worked in the past
 - Newly gained skills or knowledge
 - The help of other team members who have experience in this area.

Staff Meetings

Staff meetings can serve as many as four primary purposes:

- **Building the team:** Staff learn about and build trust with one another. Regular rituals can create a strong sense of community. For instance, you might bring snacks, celebrate individual and group accomplishments at every meeting, or rotate the responsibility for leading warm-up activities.
- **Sharing information:** Staff receive knowledge from a leader or peer. For example, meeting attendees might review and discuss policy revisions or learn about a new resource.
- **Addressing tasks:** Staff members deal with a specific concrete topic. For instance, they might discuss preparations for an upcoming event or talk about how to address a specific behavior issue

"I actually tried to ban the word 'meeting.' I call it a professional development session."

—Christie Hodgkins, CAMBA

- **Fostering professional development:** Staff learn together to improve their practice. For example, staff members might view a video clip from an observation, rate the activity shown, and then share their assessment with a partner. In a short period of time, staff will benefit from the perspectives of peers and gain confidence in their ability to contribute to program improvement.

Here's how to create a productive environment for staff meetings:

- Distribute an agenda in advance
- Start on time
- Share leadership—let staff members take responsibility for some meeting segments
- Identify next steps and timeline for any action to be completed before the next meeting
- Build in time for reflection and evaluation at the end of the meeting

An effective staff meeting protocol allows you to both model professionalism and encourage staff ownership. Engaging staff in identifying and evaluating strategies makes them more likely to use those strategies in their practice.

Performance Evaluation

An effective performance evaluation process will help you to:

- Align staff work with program priorities and team goals
- Improve the work performance of each staff person

You should evaluate every employee who reports directly to you at least once a year. The steps below, repeated with more detail in Appendix L, Performance Evaluation, provide a template. Appendix L also includes a sample evaluation form. The youth worker core competencies should also help you, along with the professional development planning tools in Appendices A and B.

The process for conducting a performance evaluation (see Appendix L) includes:

1. Jointly establish goals and a professional development plan that are aligned with the core competencies and job description.
2. Assess the areas where the staff member can improve performance. Recommend strategies to address the staff member's challenges.
3. Hold an interim evaluation meeting midway through the year. Give feedback on the employee's job performance and progress toward goals.
4. Have the employee complete a self-assessment before the evaluation meeting.
5. Prepare a performance evaluation form for each employee.
6. Meet with the employee to discuss his or her performance evaluation. The process begins again: You and the employee establish goals and a professional development plan for the coming year, paying particular attention to the areas of growth or challenge identified in the performance evaluation.
7. If an employee receives a rating of "does not meet expectations," meet regularly with the employee to identify strategies and a timeline for improving performance. If the employee's job performance does not improve sufficiently, the employee may be separated from employment.

Following are examples of promising practices that you may want to adopt for your performance evaluations:

- As you try to understand and address staff needs, adjust your own approach to the developmental level of each staff member.
- Implement skill assessments related to specific job responsibilities to determine staff ability. Then place staff in roles that capitalize on their strengths. Provide professional development in areas that need improvement. For example, you might assess staff members' writing and math abilities and then ask those with strong math skills to help with math homework and to defer language arts homework to staff members who are stronger in that area.
- Conduct follow-up staff conferences during the year to clarify expectations.
- Provide opportunities for peer evaluation. The staff can provide feedback on how a peer might deal with a problem. The peer being helped can later report back on his or her progress.
- Have youth evaluate staff.

Facilitating Staff Leadership

When staff “own” their work and the program’s quality goals, they will work toward continuous improvement. To improve staff ownership, morale, and motivation, ask colleagues and supervisees to help you understand your program’s organizational culture. See Appendix N, Ten Dimensions of Organizational Climate, for a self-assessment tool.

Successful strategies to support staff leadership and ownership include:

- Convening whole staff planning retreats.
- Creating a safe climate in which to evaluate quality.
- Introducing and implementing a continuous improvement cycle (Figure 2).
- Engaging staff in your observations, in identifying areas for improvement, and in developing and implementing strategies to strengthen programming. (Appendix N, Comparison Chart: Program Quality Components and Core Competencies, shows how the core competencies correspond to program quality elements.)
- Facilitating staff inquiry groups that examine how program standards and core competencies can work together.
- Supporting staff quality improvement teams.
- Helping staff identify the resources they need.
- Emphasizing the diversity of work styles. See who works best together, and help staff members understand their own and others’ leadership styles.
- Recognizing staff strengths.
- Creating spaces for sharing information, documents, and ideas, such as an online program management system, suggestion box, email address, or shared server.

ⁱ Cited in NYSAN, (n.d.) *Afterschool Professional Development: Resources, Outcomes, and Considerations*. New York, NY: New York State Afterschool Network. Available from www.nysan.org.

ⁱⁱ Smith, M. K. (2002). Malcolm Knowles, informal adult education, self-direction and andragogy. *The Encyclopedia of Informal Education*, www.infed.org/thinkers/et-knowl.htm.

ⁱⁱⁱ Kennedy, E., Bronte-Tinkew, J., & Matthews, G. (2007, February). Enhancing Cultural Competence In Out-Of-School Time Programs: What Is It, And Why Is It Important? *Research-to-Results*. Retrieved from http://www.childtrends.org/Files/Child_Trends-2007_01_31_RB_CultureCompt.pdf.

^{iv} New York State Afterschool Network. (2011). *Afterschool Professional Development: Resources, Outcomes, and Considerations*. Available from www.nysan.org.

^v Smith, C., Akiva, T., Blazeveski, J., Devaney, T., & Pelle, L. (2008). *Final Report on the Palm Beach Quality Improvement System Pilot: Model Implementation and Program Quality Improvement in 38 After-school Programs*. David P. Weikart Center for Youth Program Quality,

http://www.cypq.org/sites/cypq.org/files/publications/CYPQ%20Palm%20Beach%20Report%20Final_o.pdf

^{vi} Ballas, T., & Novak, C. (2010). *Targeted Leadership: Building a Team That Works*. New Albany, OH: School-age Notes.

^{vii} Metz, R., Brandy, A. T., & Burkhauser, M. (2009, February). What's Important for Out-of-School Time Programs? *Research-to-Results*. Retrieved from www.childtrends.org/.../Child_Trends-2009_02_11_RB_StaffSelection.pdf.

Professional Growth Plan¹

State the goal: _____

Strategies to meet the goal: _____

Resources needed to meet the goal: _____

Staff member's responsibilities: _____

Supervisor's responsibilities: _____

Timeline for meeting the goal: _____

Date, time and location of next meeting to review progress and set new goals:

Signed and dated by staff member and supervisor

(Supervisor's signature)

(Employee's signature)

(date)

(date)

¹Adapted from *Strategic Problem Solving* by Cathy Heenan

School Year: _____

Date: _____

Section 1: Youth Worker Professional Development Strategies					
	Professional Development Strategy (check off all that apply)				
DYCD Core Competencies for Youth Workers	Orientation	Centralized Training	Site-Based Training	Off-Site Training (list provider)	Coaching & Supervision
1. Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program					
2. Ability to comply with applicable safety and emergency requirements.					
3. Ability to promote an inclusive, welcoming, and respectful environment that embraces diversity.					
4. Ability to foster academic and non-academic skills and broaden participant horizons.					
5. Ability to effectively implement curricula and program activities.					
6. Ability to promote responsible and healthy decision-making among all participants.					
7. Ability to develop leadership, team-building and self-advocacy skills among participants.					
8. Ability to behave professionally.					

Section 2: Youth Worker Professional Development Training Calendar			
	<i>**For each type of training below, indicate name of event, date and core competencies covered</i>		
	Centralized Training	Site-Based Training	Off-Site Training
			<i>(include name of provider)</i>
September			
October			
November			
December			
January			

Section 2: Youth Worker Professional Development Training Calendar (Continued)			
	<i>**For each type of training below, indicate name of event, date and core competencies covered</i>		
	Centralized Training	Site-Based Training	Off-Site Training
			<i>(include name of provider)</i>
February			
March			
April			
May			
June			
July			
August			

School Year: _____

Date: _____

Section 1: Professional Development Strategies for OST Supervisors				
	Professional Development Strategy (check off all that apply)			
DYCD Core Competencies for OST Supervisors	Centralized Training	Site-Based Training	Off-Site Training (list provider)	Coaching & Supervision
1. Adopts a systematic approach to ensure that all staff consistently embrace positive child and youth development practices.				
2. Ability to ensure a safe, inclusive, welcoming, and respectful program environment.				
3. Ability to manage program staff and promote professional growth and development.				
4. Ability to implement and develop the program to achieve desired outcomes.				
5. Ability to create and manage systems for effective program operation.				
6. Ability build and sustain collaborative relationships with multiple stakeholders.				
7. Ability to lead and manage change.				
8. Ability to advocate on behalf of the program, its participants and staff.				

Section 2: Professional Development Training Calendar for OST Supervisors			
	<i>**For each type of training below, indicate name of event, date and core competencies covered</i>		
	Centralized Training	Site-Based Training	Off-Site Training
			<i>(include name of provider)</i>
September			
October			
November			
December			
January			

Section 2: Professional Development Training Calendar for OST Supervisors (Continued)			
	<i>**For each type of training below, indicate name of event, date and core competencies covered</i>		
	Centralized Training	Site-Based Training	Off-Site Training
			<i>(include name of provider)</i>
February			
March			
April			
May			
June			
July			
August			

Appendix D. Sample Job Description

HARLEM RBI JOB DESCRIPTION

JOB TITLE: Program Coordinator---TeamWorks

REPORTS TO: Director of High School Programs

Use Statement

Job descriptions at Harlem RBI are introduced to potential new staff members during the interview phase. Supervisors use this tool to customize orientation and training for new staff. Within the first week of a staff member's start date, the supervisors use the job description to clarify expectations and help immediate set goals and priorities. The new staff member then uses the job description to design an action plan. The job description and staff member's action plan are revisited and evaluated every 3 months in a discussion between the supervisor and staff member. The action plan and, in rare cases, the job description is amended accordingly. A signed copy of the job description and the job description addendum should be placed in the staff members HR folder.

The **TeamWorks Program Coordinator** is responsible for developing workshops and team meetings to facilitate the development of strong team dynamics, positive self identity, good decision making and the necessary competencies to successfully complete middle school and transition effectively into high school.

Roles and Responsibilities

1. Organizational Commitment

- Understands the essential objectives of the Team Enrichment program and can effectively communicate those objectives to all immediate stakeholders (families, youth, and partners)
- Attends organization wide events (Bids for Kids) and program celebrations (Trophy Night, Exhibition Days) according to Harlem RBI's event attendance policy.
- Fully participates in all staff meetings, program team meetings, retreats, and activities
- Fulfills administrative duties to ensure accountability, organization, and program integrity (Example: submission of items such as expense reports, supply orders, and timesheets)
- Fully participates in HRBI's performance management process annually including creating an action plan towards professional growth. Revisits the action plan quarterly with the Program Director
- Assists with Part Time staff training and orientation in Youth Development, program curriculum, and teaching practices
- Upholds Harlem RBI's Youth Development Principles with youth
- Is a Positive Adult Role Model adhering to appropriate boundaries as outlined in the Harlem RBI Policies for Working with Youth

2. Program Planning

- Designs or revises and documents a minimum of 4 cycle maps (Fall, Winter, Spring, Summer) that align with specified outcomes in the areas of Health and Fitness, Academic Success and Personal Development . Researches and utilizes outside experts to support facilitation of program activities (teaching artists, guest speakers)
- Ensures that cycle maps are saved appropriately to the Z:drive.
- Plans and leads Special Events and Holiday Programming which incorporates educational field trips and related extension activities to reinforce program objectives
- Plans and organizes one youth directed Exhibition Day per program cycle (4 total events)
- Collaborates in the planning and implementation of annual Pep Rally (Trophy and Uniform Night)

3. Program Facilitation

- Work collaboratively with Program leadership and colleagues to implement engaging programming
- Collaborates with Director and other staff to ensure effective supervision of youth during all program hours, including sign-in, snack and study hall
- Serves as the program point person during offsite service learning and/or other activities
- Actively practices Harlem RBI's teaching methods in all sessions:
 - a. Collaborative Learning strategies
 - b. Teambuilding and Experiential Learning

Appendix D. Sample Job Description

c. Project Based Learning methodology

4. Supervision and Training of Learning Coaches

- Assists the Director with recruitment and selection of Learning Coaches
- Provides orientation and training to Learning Coaches in curriculum components with support and direction from the Director
- Assists with Supervision of Learning Coaches to ensure the Harlem RBI's 7 Youth Development Principles are present in all programs and that Learning Coaches have opportunity to grow as youth workers.
- Observes and meets with Learning Coaches to support them in planning and to provide feedback on their facilitation.
- Reports performance concerns to the Director.

5. Youth Recruitment, and Enrollment

- Conducts educational assessment and intake process for all youth and families joining the program
- Facilitates a youth and parent orientation at the start of each program year
- Maintains a minimum of 16 youth per team at all times to ensure program continuity and stability
- Ensures that a minimum of 90% of youth transition to the next program year (from 9th to 10th grade)
- Strives to maintain a minimum of 80% attendance in all TeamWorks activities
- Problem solves with youth whose attendance is sporadic or youth who have dropped out of programs and reports results of the follow up communication to the Director
- Recruits and enrolls new youth to maintain full enrollment and conducts comprehensive assessment and intake process to orient new youth participants

6. Program Reporting and Work Plans

- Develops a monthly work plan setting appropriate deadlines for key responsibilities, assigned tasks and dates for key program events. Review work plan monthly with the Director
- Provides baseball/softball managers with a weekly recap by the appointed deadline.
- Ensures that weekly plans for all sessions are adequately saved to the Z:Drive before sessions with youth

7. Program Data and Evaluation

- Monitors weekly attendance data to ensure attendance goals are met
- Collects, tracks, and documents academic progress on report cards and uses data to support academic goal planning and achievement
- Collects all required program documentation such as report cards, working papers and school schedules
- Administers surveys and/or assists with focus groups, interviews and observations to facilitate comprehensive program evaluation

8. Collaborative Case Management

- Collaborate with TeamWorks/DreamWork staff to host quarterly parent events
- Conducts intake and educational assessment with youth and/or families at the start of each program year and ensures that case notes are updated accordingly in participant folders
- Tracks academic progress and ensures appropriate support to struggling youth, as well as encouragement to youth who are succeeding academically
- Maintains participant files including school advisory documentation and report cards
- As needed, communicates with teachers and administrators of Harlem RBI youth to aid students in attaining educational success
- Attends a minimum of two practices or games a month "in season" (March-August) and a minimum of one practice a month "off season" (October-February).
- Refers youth to social work services as necessary, provides social work staff with relevant information on youth in a timely manner and completes Youth Updates or other requested information
- Communicates regularly with staff and volunteers through weekly recaps, presence at YUM meetings and informal communication as needed to share information and ensure consistency across academic enrichment and baseball/softball programs

9. Youth Advisement

- Ensures youth are aware of the tutoring program and receive tutoring assistance
- Collaborates with relevant program staff to facilitate transition meetings and activities to develop an academic success plan that ensures seamlessness of program supports throughout young person's program participation

10. Youth Management

- Practices positive and pro-active youth management strategies
- Meets with youth one on one or in small groups as necessary to assist with conflict resolution and problem solving as challenges between youth arise
- Adequately documents any injuries or behavioral incidents that occur according to HRBI's Policies for working with youth.

11. Program Administration

- Processes stipends on time
- Reports any technology or facilities related issues to the Director
- Ensures supplies are organized, inventoried and stored for use by all program staff

Skills and Credentials

- Bachelor's Degree
- Minimum of 3 years experience working with high school students in a youth development setting
- Demonstrated success in program development
- Solid knowledge of the key elements of service learning
- Experience and success in motivating youth with towards academic engagement and success
- Excellent organization, planning, facilitation, listening, and presentation skills
- Bilingual in English/Spanish extremely helpful
- Driver's license required
- Interest/experience with baseball or softball is a plus

Hours

School year: 12pm-8pm Summer: 9am – 5pm Weekends as scheduled

I have read the job description and fully understand and agree with its contents:

Program Staff Member

I supported my staff member to create an appropriate Action Plan based on the job description:

Supervisor

NOTE: Please ensure that the job description addendum is included for reference with this job description. A copy of the addendum should be reviewed and signed by both staff member and supervisor. The addendum includes the following information:

- Harlem RBI's Mission and Vision
- Description of the Harlem RBI environment
- Harlem RBI's Youth Development Principles
- Core Expectations of Youth Workers



HARLEM RBI

PLAY • LEARN • GROW

HARLEM RBI JOB DESCRIPTION

JOB TITLE: TeamWorks DreamWorks Program Manager

REPORTS TO: Director of Team Enrichment

The TeamWorks DreamWorks Program Manager is responsible for the leadership and implementation of a high quality youth development program for high school youth in 9th -12th grade in East Harlem.

Roles and Responsibilities

1. **Site Direction**
 - Oversees the administration of high school program to ensure smooth day-to-day operations and positive program culture
 - Promotes an inclusive, welcoming, and respectful environment that embraces diversity
 - Collaborates with Director of Team Enrichment to implement and manage systems for effective program operation
 - Ensures positive discipline procedures are followed as a learning experience for youth
 - Creates and revises program schedules and calendars in collaboration with Director of Team Enrichment and other program managers
 - Coordinate and communicate technology and equipment needs and upkeep at program site
 - Collaborates with the Development Team on joint initiatives such as sponsor visits and events
 - Presents a competent and professional image to potential funders during site visits and meetings
2. **Action Plans and Program Reporting**
 - Develops a yearly action plan based on the job description content with appropriate deadlines and dates set for events. Revisits the action plan quarterly with the Director of Team Enrichment
 - Completes program reports according to the guidelines set by the Director of Team enrichment
 - Holds Program Coordinators accountable for submission of monthly work plans and program reports according to similar guidelines
 - Holds Program Coordinators accountable for monthly attendance at practice/games and the timely submission of weekly recaps to baseball/softball managers
 - Submits program descriptions and highlights to the Development Team for grant reporting
3. **Youth Recruitment and Enrollment**
 - Effectively conducts recruitment and community outreach activities and builds positive relationships with school administrators and community leaders where relevant.
 - Meets all TeamWorks/Dreamworks enrollment goals for teams and maintains a minimum of 80% attendance in program activities
 - Ensures a minimum of 80% of 8th graders transition into TeamWorks
 - Ensures that all families receive an orientation to the program and participate in a full “in take” meeting
 - Oversees maintenance and documentation of participant records, including full entry of participant information in the Department of Youth Development program database and Civicore and easily shared with line staff, administrators and colleagues at all times
 - Ensures that all key staff have current rosters of youth participants that include contact information, grade and team name
 - Designs and leads a recruitment drive and “try out” process for new participants with no previous experience in Harlem RBI programs
 - Keeps the Director of Team Enrichment apprised of challenges meeting goals and troubleshoots effectively if attendance and enrollment falls below goal
4. **Youth Management**

Appendix E. Sample Job Description

- Models positive interactions and relationship building with youth, maintains asset-based approach in working with youth
 - Ensures that the Harlem RBI youth management philosophy of positive discipline
 - Supports Program Coordinators in proactive support of youth
 - Builds relationships with social workers, recognizes when youth need social work services and has “bridge conversations” with youth when making a referral for social work services
5. **Budgets and Fiscal Systems**
- Understands, uses, and encourages others to use key fiscal systems, such as expense reimbursements, purchases, and petty cash
 - Tracks program budgets, makes budget requests, approves purchases
 - Supports Harlem RBI’s fundraising efforts by providing accurate and timely information
6. **Program Operations**
- Identifies needed resources and devises plan to secure resources (including supplies and program sites, if necessary)
 - Ensures that resources are delivered or moved to a program site in a timely manner, are appropriately distributed to staff and are inventoried and stored securely to minimize waste.
 - Creates program schedules and calendars and ensures that all key staff have current documents on a quarterly basis
 - Manages daily operations of the Academic Learning Center to ensure youth engagement and participation in tutoring supports
 - Ensures that alternative programming options are scheduled for youth with program conflicts
7. **Staff Hiring**
- Recruits and hires staff using Harlem RBI’s Staff Selection tools and procedures
 - Makes final acceptance decisions and ensures collection of applications, contracts, and risk documents for HR folders
 - Conducts or supervises reference and background checks
8. **Staff Supervision**
- Supervises and manages staff to ensure all responsibilities as outlined in job descriptions are adequately met
 - Ensures direct reports collaborate, communicate, and resolve conflicts with other staff, and with baseball/softball coaches to support youth development and positive organizational culture
 - Formally reviews and holds review conversations with Program Coordinators according to Harlem RBI’s Performance Management Process, annually
 - Makes probation or termination decisions in conjunction with the Director of Team Enrichment following documentation and communication protocols outlined in the employee handbook
 - Understands and complies with Harlem RBI’s personnel policies and practices – and ensures that team members comply as well
9. **Training and Orientation**
- Provides a full orientation to the organization and to the TeamWorks/Dreamworks program (including Policies for Working with Youth) for all new staff members
 - Develops and implements staff training in Harlem RBI’s youth development principles
 - Trains all staff to use HRBI’s teaching methods in a series of workshops and direct practice sessions in Project Based Learning and Experiential Learning
 - Develops and implements training and collaborative planning sessions in TeamWorks/DreamWorks Program components such as Service Learning projects, Youth Employment Program, Electives and Team Meetings
 - Ensures that training content has been internalized by staff and that all extension work (example: plans for Service Learning projects and electives) is completed on time and reviewed before the program starts.
10. **Professional Development and Coaching**
- Observes youth activities and provides coaching to Program Coordinators at least TWICE per month to ensure staff understand and embody Harlem RBI’s Principles of Youth Development.
 - Personally observes staff where concerns regarding youth/staff interactions have been raised.
 - Collaboratively creates professional development plans and action plans with Program Coordinators
 - Holds Program Coordinators accountable for professional development plans through quarterly check ins

11. **Program Planning and Design**
 - Holds staff accountable for creating cycle maps and documenting lesson plans before the start of each program cycle (September, January, April, July)
 - Collects documented activities and tools created to support curriculum and ensures these plans are easily accessed on the shared drive.
 - Research and develop new programming ideas to engage youth and further program goals
 - Develops and advises youth leadership council (YLC) for high school youth
12. **Program Events and Trips**
 - Oversees design and facilitation of youth events such as quarterly Exhibition Days
 - Oversees design and delivery of culture-building program events such as uniform and trophy nights; participates in events, as appropriate
 - Oversees the planning of TeamWorks/DreamWorks college visits, field trips and holiday programming
13. **Evaluation**
 - Works with the Director of Team Enrichment to ensure implementation of evaluation protocol to measure program outcomes
 - Meets with appropriate staff and organizational leaders to reflect on data and modifies program for increased effectiveness
 - Communicates evaluation results to direct reports and engages staff in program improvement efforts
 - Ensures that that youth attendance is tracked daily and reports on monthly attendance to the Director of Team Enrichment
14. **Team Meetings and Staff Collaboration**
 - Holds Bi-monthly interactive team meetings for teambuilding, communication, planning, accountability and sharing of best practices
 - Attends weekly team meetings with the REAL Kids Leadership team during the summer to share information and problem solve around common challenges
 - Holds weekly team meetings during the summer to share information and problem solve around challenges
 - Holds collaborative planning sessions for full time staff and program assistants before the start of programs and during programs (at least monthly)
 - Works collaboratively with Social Work team to implement high school programming and actively participates in monthly Youth Update Meetings
 - Attends and contributes to monthly program staff meetings (All Staff Meeting, Pro-Team Strategic and Program Manager Huddle)
 - Attends staff events and program activities as directed
15. **Partnerships**
 - Maintains collaborations with established partners including any site relationships to create win-win relationships
 - Builds and sustains collaborative relationships with Multiple stakeholders
 - Researches and develops new partnerships where appropriate
 - Build relationships with families and promote parent involvement

Skills and Credentials

- Bachelor's Degree required, advanced degree in preferred
- 3 years experience as leader, manager, and supervisor with a proven record of success
- 3-5 years experience working with teens
- Ability to uphold, promote, and model youth development principles
- Experience in program planning and development
- Excellent oral and written communication skills, organization skills and attention to detail
- Be a flexible, skilled problem-solver and self-starter
- Knowledge of baseball/softball and team development is helpful
- Bilingual (English/Spanish) helpful

Appendix F. **Sample Interview Questions**

Youth Worker /Supervisor Interview Questions

1. What attracted you to the field of youth work?
2. Tell me about a problem that you've solved in a unique or unusual way. What was the outcome? Were you happy or satisfied with it? Why/Why not?
3. How would you define a good working atmosphere?
4. How would you describe a good working relationship with a supervisor/employee? What qualities do you look for?
5. Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?
6. What would your last supervisor say about you?
7. If asked what would a youth say you needed to improve?
8. To what do you attribute your success as a leader over the years?
9. How do you track goals for the programs you manage?
10. When working with youth how do you measure that your program is meeting performance outcomes?
11. What have you done to stay current with trends in the youth development arena?
12. What kinds of professional development activities have you participated? Please tell us how these activities will support you in this role ?
13. Looking at your entire experience, can you recall a time when you felt most alive, most involved, or most excited about your work?
14. Can you tell me about a time when your mood affected your performance, either negatively or positively?



Appendix F. **Sample Interview Questions**

15. How do you build rapport with individual youth? What steps might you take to connect with a youth who is struggling or lacking in motivation?
16. Describe your concept of how boundaries work when working with youth. Has there ever been a time when this has been difficult for you? How did you resolve this challenge?
17. When you need to remember a task, a deadline, or something important, how do you keep yourself organized?
18. What, if any do you believe will be your biggest challenge in this position?
19. How do you demonstrate that you believe in the potential of your youth?

Interview Questions	Alignment with Core Competencies	
	Youth Work Professional	Supervisor
How would you define a good working atmosphere?	3. Ability to promote an inclusive, welcoming, and respectful environment that embraces diversity.	
Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?	3. Ability to promote an inclusive, welcoming, and respectful environment that embraces diversity.	
If asked what would a youth say you needed to improve?	1. Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program	
How do you track goals for the programs you manage?	1. Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program	4. Ability to implement and develop the program to achieve desired outcomes.
When working with youth how do you measure that your program is meeting performance outcomes?	4. Ability to foster academic and non-academic skills and broaden participant horizons. 5. Ability to effectively implement curricula and program activities.	4. Ability to implement and develop the program to achieve desired outcomes. 5. Ability to create and manage systems for effective program operation.
What have you done to stay current with trends in the youth development arena?	1. Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of program	
In what kinds of professional development activities have you participated? How will these activities support you in this role ?		3. Ability to manage program staff and promote professional growth and development.
Can you tell me about a time when your mood affected your performance, either negatively or positively?	8. Ability to behave professionally.	
Tell me about a conflict you had with a peer, direct report, or supervisor --how did it start and how did it get resolved?		Ability to ensure a safe, inclusive, welcoming, and respectful program environment
What are three things young people need – If hired as Program Coordinator how do you see yourself supporting that?	1. Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program	1. Adopts a systematic approach to ensure that all staff consistently embrace positive child and youth development practices.
How do you build rapport with individual youth? What steps might you take to connect with a youth who is struggling or lacking in motivation?	1. Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program	1. Adopts a systematic approach to ensure that all staff consistently embrace positive child and youth development practices.
Describe your concept of how boundaries work when working with youth. Has there ever been a time when this has been difficult for you? How did you resolve this challenge?	1. Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program	6. Ability to promote responsible and healthy decision-making among all participants

Integrated Core Competencies and Interview Questions

When you need to remember a task, a deadline, or something important, how do you keep yourself organized?	8. Ability to behave professionally.	5. Ability to create and manage systems for effective program operation.
How do you demonstrate that you believe in the potential of your youth?	7. Ability to develop leadership, team-building and self-advocacy skills among participants.	8. Ability to advocate on behalf of the program, its participants and staff

Supervision: Behaviors & Responses

Quadrant 3: Participate

Team Member's Behaviors:

- First time "solo" performing task
- Lacks confidence and experience
- Needs feedback and encouragement
- Let me know if I'm on the right track
- Performance may be slipping — upset about things on or off the job

Supervisor's Response:

- Encourage team member's input
- Listen to the team member's concerns
- Allow team member to make important decisions
- Two-way communication and involvement
- Support appropriate risk-taking by the team member
- Celebrate successes; even small ones
- Explore and consider improvements and adjustments brought forward by team member
- Discuss possibilities and creative solutions

Quadrant 2: Sell

Team Member's Behaviors:

- Anxious or excited
- Interested
- Curious
- Some related knowledge or skill
- Receptive to input
- Engaged
- Enthusiastic

Supervisor's Response:

- Provide task-specific direction on who, what, when, where, how and why
- Take time to explain decisions
- Two-way dialogue
- Explain precise roles
- Allow team member to ask clarifying questions
- Invest time and training in the team member

Quadrant 4: Delegate

Team Member's Behaviors:

- Consistently performs job to a high standard
- Operates autonomously
- Committed to and enjoys assigned task
- Keeps leader informed of progress
- Shares good and bad news
- Looks for ways to improve operations
- Proactive

Supervisor's Response:

- Delegate tasks
- Provide the big picture
- Treat like a partner
- Remove roadblocks so team member can accomplish more
- Share authority with team member
- Support the team member's decisions
- Appreciate the results
- Be available for team member (mentor)
- Inspire and motivate team member to excel

Quadrant 1: Tell

Team Member's Behaviors:

- Intimidated by the job
- Unclear about directions she was given
- Feels like she is spinning her wheels
- Unclear about what's expected of her
- Frequently avoids responsibility or passes the buck
- She hopes a task will just go away
- Doesn't want to do the assigned tasks
- Thinks this job is a waste of time

Supervisor's Response:

- Make the team member's role clear
- Predominately one-way communication (from supervisor to team member)
- Hands-on help and training
- Incremental, step-by-step instruction
- KISS – keep it simple and specific

Note: Typical development shows a progression from Quadrants 1 through 4 but individuals may regress to lower quadrants as situations or responsibilities change.

Employee: _____

Date: _____

1. Professional Development Plan

Current Goals:

Recent Professional Development:

○ Key Learnings?

○ Application in program?

2. Accomplishments since the last check-in:

3. Challenges/Questions:

4. Upcoming Work over the next two weeks:

5. Support needed:

6. Next Steps:



Appendix J.

**OUT OF SCHOOL TIME (OST)
STAFF FEEDBACK INSTRUMENT**
For the Observing & Coaching for Quality Initiative

Staff Member Name: _____

Observed By: _____

Activity Observed: _____

Observation Date: _____ **Number of Youth:** _____

Additional staff present for activity? ___No ___Yes **If yes, how many?** _____

GENERAL COMMENTS:

PROGRAM QUALITY DOMAIN	EVIDENCE/COMMENTS:
Youth Relationships and Engagement <ul style="list-style-type: none"> ▪ Are friendly to each other ▪ Show respect for one another ▪ Show positive affect to staff ▪ Are collaborative ▪ Assist one another ▪ Are on-task ▪ Listen actively and attentively to peers and staff ▪ Contribute opinions, ideas, and/or concerns to discussions ▪ Have opportunities to make meaningful choices ▪ Take leadership responsibility/roles 	

PROGRAM QUALITY DOMAIN	EVIDENCE/COMMENTS:
<p>Staff Relationships</p> <ul style="list-style-type: none"> ▪ Are friendly to each other ▪ Use positive behavior management techniques ▪ Are equitable and inclusive ▪ Show positive affect toward youth ▪ Attentively listen to and/or observe youth ▪ Encourage youth to share their ideas, opinions, and concerns ▪ Engage personally with youth ▪ Guide positive peer interactions 	
<p>Instructional Support</p> <ul style="list-style-type: none"> ▪ Guide positive peer interactions ▪ Communicate goals, purposes, expectations ▪ Verbally recognize youth's efforts and accomplishments ▪ Assist youth without taking control ▪ Ask youth to expand on answers and ideas ▪ Challenge youth to move beyond their current competency level ▪ Plan for/ask youth to work together ▪ Employ two or more teaching strategies 	
<p>Activity Content and Structure</p> <ul style="list-style-type: none"> ▪ Is well organized ▪ Challenges youth intellectually, creatively, and/or physically ▪ Involves the practice/progression of skills ▪ Requires analytic thinking 	

GOALS/ACTION PLAN

SHORT-TERM (WITHIN THE NEXT MONTH):

RESOURCES NEEDED/SHARED:

INTERMEDIATE-TERM (WITHIN THE NEXT SIX MONTHS):

RESOURCES NEEDED/SHARED:

LONG-TERM (WITHIN THE NEXT YEAR):

RESOURCES NEEDED/SHARED:

FOLLOW-UP:

DATE OF NEXT OBSERVATION:

Adult Learning

Smith, M. K. (2002) 'Malcolm Knowles, informal adult education, self-direction and andragogy', *the encyclopedia of informal education*, www.infed.org/thinkers/et-knowl.htm.

Cultural Competence

Imagining the Lives of Others Teaching Tolerance, Perspective: Number 39: Spring 2011
www.teachingtolerance.org

Seven Key Characteristics of a Multicultural Education Curriculum by Paul C. Gorski for *EdChange and the Multicultural Pavilion* <http://www.edchange.org/multicultural>

Messina, S. (1994). A youth leader's guide to building cultural competence. Report. Washington, DC: Advocates for Youth. Four-step model for building the attitudes, knowledge, and skills necessary to reach young people. Focuses on African American, Latino, homosexual, and bisexual teens.

National Youth Development Learning Network. (2006). *Youth Worker News*. Available online at: <http://www.nydic.org/nydic/index.html> This online journal offers regular suggestions for practitioners

Enhancing Cultural Competence In Out-Of-School Time Programs: What Is It, And Why Is It So Important. Child Trends Research-To-Results, February 2007
http://www.childtrends.org/Files//Child_Trends-2007_01_31_RB_CultureCompt.pdf;

Cultural Competencies for Washington State University Extension
<http://ext.wsu.edu/diversity/pdf/CulturalCompetencies.pdf>;

Stages of Multicultural School Transformation by Paul Gorski for EdChange and the *Multicultural Pavilion*, http://www.edchange.org/multicultural/resources/school_transformation.html;

Supervision

Targeted Leadership: Building a Team that Hits the Mark, Tracey Ballas and Christopher Novak

Professional Development

www.afterschoolpathfinder.org

Afterschool Professional Development: Resources, Outcomes, and Considerations New York State Afterschool Network www.nysan.org

Coaching/Mentoring

The Visionary Director – A handbook for Dreaming, Organizing, and Improvising in Your Center, Margie Carter and Deb Curtis

www.MNSMART.org - Find current information and resources related to the development and promotion of Relationship Based Professional Development.

Francis.mcckc.edu - Francis Institute Strengths-Based Coaching

The Heart of Coaching: Using Transformational Coaching to Create a High-Performance Coaching Culture (3rd Edition), Thomas G. Crane

Staff Meetings

Moving Beyond Icebreakers, Teen Empowerment.

Improving Program Quality

Jessica Sheldon and Leigh Hopkins. Supporting Success: Why and How to Improve Quality in After-School Programs. February 2008, The James Irvine Foundation and Public/Private Ventures.

http://www.ppv.org/ppv/youth/youth_publications.asp?section_id=8#pub227.

Additional Examples of Core Competencies

Achieve Boston Core Competency Statements

Core Competencies for the Indiana Youth Development Credential

MOTT Core Competencies for Afterschool Educators

Networks for Youth Development Core Competencies for Youth Work

Purpose

The performance management process is designed: (a) to align the work of employees with the program's priorities and with team goals and (b) to improve the work performance of employees.

Employees will be evaluated by their immediate supervisors, unless the Program Director designates another person to conduct the evaluation. A supervisor's failure to address the job performance problems of his or her staff through the performance evaluation process represents unacceptable performance for which the supervisor will be held accountable.

Supervisors will conduct evaluations of their staff on an annual basis. In conjunction with the performance management process, each employee must establish goals and create a professional development plan. This will assure that an employee's goals are in alignment with the program's goals and it will also assure that employees regularly consider their own professional development.

Supervisors are expected to provide timely feedback to their staff members whose performance is unsatisfactory. An employee who receives a "Does Not Meet Expectations" rating should have been informed of the supervisor's concerns before the performance evaluation meeting and given a reasonable amount of time to address the deficient performance.

The core competencies self assessment should assist employees and supervisors in setting annual goals and creating a professional development plan. In addition, these competencies should help supervisors evaluate their staff.

Steps in the Performance Evaluation Process:

Step 1 – JOINTLY ESTABLISH GOALS AND PROFESSIONAL DEVELOPMENT PLAN. Supervisors will meet individually with each of their employees to jointly establish the employee's goals and professional development plan for the subsequent twelve month period.

During this meeting, the employee and his or her supervisor should review the employee's job description to ensure the employee's goals and professional development plans are in alignment with the job description.

Step 2 – PREPARE DIAGNOSIS AND RECOMMENDATIONS. If at any time, a supervisor finds that an employee needs improvement in his or her job performance or in accomplishing any goal; the supervisor will prepare a written diagnosis of the situation and make recommendations for improvement. The supervisor must share this

Adapted from Performance Evaluation used in the Boston Public Schools Department of Extended Learning Time, Afterschool, and Services.

PERFORMANCE EVALUATION

document with the employee and meet at least monthly with the employee to discuss his or her job performance and determine strategies to address specific challenges.

Step 3 – HOLD INTERIM EVALUATION MEETING. Before the end of January of the evaluation year, supervisors will hold an interim evaluation meeting with each of their employees being evaluated. During this meeting, the supervisor must give oral feedback on (1) the employee's progress in achieving his or her goals and (2) the employee's overall job performance, especially with reference to the employee's job description.

Step 4 – REQUEST SELF-ASSESSMENT. Before the end of the evaluation year, each employee being evaluated will submit a written self-assessment to his or her supervisor. The self-assessment can be a draft Performance Evaluation Form or a written description of the employee's accomplishments with reference to his or her goals, job description, and professional development.

Step 5 – COMPLETE PERFORMANCE EVALUATION FORMS. The supervisor will prepare a Performance Evaluation Form on each employee.

Step 6 – CONDUCT PERFORMANCE EVALUATION MEETING. The supervisor will meet with the employee to discuss his or her Performance Evaluation. The meeting will cover the employee's job performance as compared to his or her goals and job description as well as the employee's professional development.

During this meeting, based on the employee's performance evaluation, the supervisor and employee should establish the employee's goals for the coming year. Similarly, the supervisor and employee should also discuss the employee's professional development plan for the coming year, with particular reference to the areas of growth or challenge identified in the performance evaluation.

Step 7 – FOLLOW UP FOR AN EMPLOYEE WHO RECEIVES A 'DOES NOT MEET EXPECTATIONS' RATING. If a employee receives a "Does Not Meet Expectations" rating on his or her performance evaluation, the supervisor should meet with the employee at least monthly to discuss his or her job performance. These meetings must be held until the employee's job performance meets the supervisor's expectations, or, if the employee's job performance does not improve sufficiently, the employee may be separated from employment.

The Performance Evaluation Form for Managerial Employees is attached.

PERFORMANCE EVALUATION FORM

Name of Employee:

Team:

Position:

Evaluator:

PART I: JOINTLY ESTABLISHED GOALS

Provide a concise description of each of the employee's goals. Indicate with an "X" whether the employee achieved the goal. Provide specific data supporting the appraisal of whether the objective was achieved. (If the employee has more than four goals, please include these goals after the discussion of goal 4.)

GOAL 1:**ACHIEVEMENT OF GOAL:** _____ **YES** _____ **NO****DESCRIPTION OF RESULTS:****GOAL 2:****ACHIEVEMENT OF GOAL:** _____ **YES** _____ **NO****DESCRIPTION OF RESULTS:****GOAL 3:****ACHIEVEMENT OF GOAL:** _____ **YES** _____ **NO****DESCRIPTION OF RESULTS:**

PART II: JOINTLY ESTABLISHED PROFESSIONAL DEVELOPMENT PLAN

The employee’s Professional Development Plan should be noted here and reviewed as to accomplishments during the final evaluation meeting.

Plan:

PART III: JOB PERFORMANCE

The employee’s current job description should be attached as part of this document and reviewed during the initial goal-setting meeting and during the final evaluation meeting.

Performance as compared to the employee’s responsibilities as set forth in his/her job description:

_____ Is **effectively** addressing **ALL** components of the job description.

_____ Is **effectively** addressing **MOST** components of the job description.

_____ Is **effectively** addressing **SOME** components of the job description.

PART IV: OVERALL PERFORMANCE

_____ Meets Expectations

_____ Does Not Meet Expectations

If the employee receives a “Does Not Meet Expectations” rating, his or her supervisor must provide a diagnosis and make recommendations for how the employee must improve his or her performance. This should be done in the following Additional Comments section.

PERFORMANCE EVALUATION

The Additional Comments section should also be used to provide any further comments the supervisor wishes to make.

Additional Comments:

Evaluator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

To be completed by the employee:

_____ I believe this is a fair evaluation

_____ I do not believe this is a fair evaluation

Employee's Signature: _____ Date: _____

(The employee's signature indicates that he or she has seen the evaluation. It does not denote agreement with it.)

An employee may provide a written response to the evaluation in the space provided below and/or in attached pages.

Employee Comments:

Ten Dimensions of Organizational Climate

Seek input about the organizational culture from colleagues and those you supervise to understand ways that you can improve a sense of staff ownership, morale, and motivation.

Dimension	Definition	Rating: Good, Fair, Poor
Collegiality	Extent to which staff are friendly, supportive, and trust one another. Measures of peer cohesion and esprit de corps of the group.	
Professional Growth	The degree of emphasis placed on personal and professional growth.	
Supervisor Support	Measures the presence of facilitative leadership that provides encouragement, support, and clear expectations.	
Clarity	The extent to which policies, procedures, and responsibilities are clearly defined and communicated.	
Reward System	Concerns the degree of fairness and equity in the distribution of pay, fringe benefits, and opportunities for advancement.	
Decision making	Measures the emphasis placed on good planning, efficiency, and getting the job done.	
Goal consensus	The degree to which the staff agree on the goals and objectives of the center.	
Task Orientation	Measures the emphasis placed on good planning, efficiency, and getting the job done.	
Physical Setting	The extent to which the equipment, materials, and spatial arrangement of the center help or hinder staff in carrying out their responsibilities.	
Innovation	Measures the extent to which the center adapts to change and encourages staff to find creative ways to solve problems.	

Bloom, P.J., A. Hentschel, J. Bella, How's the Weather in Your Center? McCormick Center for Early Childhood Leadership at National-Louis University *Director's Link*, Winter 2011. Retrieved from cecl.nl.edu/public/issues/dlw11.pdf

**Comparison Chart
DYCD Youth Programs Program Quality Components* and
Youth Work Professional and Supervisor of Youth Work Professional
Core Competencies**

DYCD Youth Programs Program Quality Components*	Supervisor of Youth Work Professional Core Competencies	Youth Work Professional Core Competencies
Administrative Requirements		
A quality program has well-developed systems to support and enhance programming and services.	5. Ability to create and manage systems for effective program operation.	
Facility and Environment		
A quality program provides a safe, healthy, and nurturing environment for all participants.	2. Ability to ensure a safe, inclusive, welcoming, and respectful program environment	2. Ability to comply with applicable safety and emergency requirements 3. Ability to promote an inclusive, welcoming, and respectful environment that embraces diversity.
Effective Staffing		
A quality program hires and trains staff members who meet the needs of participants.	3. Ability to manage program staff and promote professional growth and development.	8. Ability to behave professionally
Relationships		
A quality program models, develops, nurtures, and maintains positive relationships and interactions among staff and participants.	7. Ability to lead and manage change.	6. Ability to promote responsible and healthy decision-making among all participants
Structures and Partnerships		
A quality program has a coherent vision and plan, and develops and maintains positive relationships with schools, families, and the community.	6. Ability to build and sustain collaborative relationships with multiple stakeholders. 8. Ability to advocate on behalf of the program, its participants and staff	

Quality of Implementation		
A quality program supports the growth and development of all participants.	1. Adopts a systematic approach to ensure that all staff consistently embrace positive child and youth development practices.	1. Knowledge of the principles & practices of child & youth development and ability to use this knowledge to achieve the goals of the program 7. Ability to develop leadership, team-building, and self-advocacy skills among participants
Quality of Program Content		
A quality program provides activities, services, and workshops that align with the goals of the DYCD unit.	4. Ability to implement and develop the program to achieve desired outcomes.	4. Ability to foster academic and non-academic skills and broaden participant horizons 5. Ability to effectively implement curricula and program activities

* As listed in the DYCD Program Quality Monitoring Tool

The Program Quality Monitoring Tool (PQMT) is designed to monitor and assess the quality of DYCD's youth, community development, and workforce programs. The goal of the tool is to increase the transparency of DYCD's expectations for program quality by making explicit the standards for quality and increasing the consistency of DYCD's program monitoring approach across its program. The information collected from the tool allows DYCD to better target areas for program support and technical assistance.

The structure of the tool is designed to allow both DYCD program managers and provider organizations to identify specific components of the program that are exemplary, or where there is room for improvement. This provides opportunities to have discussions that promote continual program improvement among our programs.

Appendix O.

School-Age Lesson Plan Template - *Example*

Activity Title				
Description				
Learning Goals				
Materials				
Space Requirements				
Safety Considerations				
Procedure (describe what to do)				
Staff Needed				
Duration	Ages/ Grade Span	State or Common Core Standards	SACERS	Addtl. Core Learning Areas (Math, Language Arts, Social Sciences, Science, etc.)
Extensions				
Documentation & Reflections				

Template adapted from: The National Institute on Out-of-School Time. 2005. *Links to Learning: A curriculum planning guide for after-school programs*. Nashville: TN: School-Age NOTES and YMCA of the USA. 2001. *YMCA School-age care curriculum framework*. Champaign, IL: National Council of Young Men's Christian Association of the United States of America.

Lesson Planning Template Instructions

This template is a sample to provide guidance to your activity planning for your school-age program. This is only one format. You may decide on another format that better suits your program needs. The following components are important components to consider in your activity planning.

- ✎ **Activity Title** – How will you reference the activity?
- ✎ **Description** – A one to two sentence statement broadly describing the intent of the activity.
- ✎ **Learning Goals** – What do you hope children/youth will gain from participating in the activity?
- ✎ **Materials** – what materials or tools will be needed for children/youth to do the activity?
- ✎ **Space Requirements** – Will the activity occur indoors or out? What kind of table or floor space will be needed to implement the activity?
- ✎ **Safety Considerations** – Are there any specific safety rules that children/youth need to know? Is there any specific safety equipment that needs to be worn (e.g. safety goggles).
- ✎ **Procedure** – Describe step by step instructions about what to do. How the activity will be carried out. What role will the staff play? What will the children do?
- ✎ **Staff Needed** – How many staff will be needed for this activity? What will staff need to know and be able to do? What is the ratio of staff to children for this activity?
- ✎ **Duration** – Over what timeframe will the activity occur?
- ✎ **Age(s)/Grade Span** – What age(s) or grade span will the activity target? This is important to consider when thinking about skills required to do the activity, safety considerations, etc.
- ✎ **Additional Core Learning Areas** – Identify the additional core areas this activity will target.
- ✎ **SACERS** – Quality standards are important in continuously improving our programs. Identify the item or subscale from the School-Age Environment Rating Scale that this activity addresses.
- ✎ **State Standards** – Which standard area does this activity target? Be sure to look closely at the age band for whom you are planning the activity to select the appropriate standard.
- ✎ **Extensions** – What else might you be able to do to deepen the experience of this activity or target it to a different age group or special needs population?
- ✎ **Reflection & Documentation** – What information will you gather to determine what children/youth learned and felt about the activity? What will you do to record the experience (e.g. process and products created by the children, etc.)?

© Template adapted from: The National Institute on Out-of-School Time. 2005. *Links to Learning: A curriculum planning guide for after-school programs*. Nashville: TN: School-Age NOTES and YMCA of the USA. 2001. *YMCA School-age care curriculum framework*. Champaign, IL: National Council of Young Men's Christian Association of the United States of America.