

# Job Description, Standards of Performance & Performance Evaluation for the Children's Choice School-Age Care Associate Site Program Director

Name: \_\_\_\_\_

Date of Hire: \_\_\_\_\_

Hours Worked: \_\_\_\_\_

Date of this Evaluation Meeting: \_\_\_\_\_

- 6 month
- 1 Year
- 18 month
- \_\_\_\_\_ Annual

Date of Follow-Up Meeting: \_\_\_\_\_

Date of Next Evaluation: \_\_\_\_\_

## Checklist:

- \_\_\_\_\_ Evaluation Signed & Dated
- \_\_\_\_\_ Feedback from Staff
- \_\_\_\_\_ Goals Submitted
- \_\_\_\_\_ Points Tallied

## Comments:

Pay Adjustment Implications: \_\_\_\_\_

Effective Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

# Associate Director Qualification Levels

## **A (Accreditation)**

- Is at least 18 years of age and has completed at least (**Please identify which**):
  - Bachelor's Degree in a related field
  - Bachelor's Degree in an unrelated field
    - **AND** three months of experience
    - **AND** six credit hours
      - child and youth development (3)
      - other areas related to SAC programming (3)
  - AA degree or two years of college in a related field
    - **AND** six months experience
    - **AND** six credit hours
      - child and youth development (3)
      - other areas related to sac programming (3)
  - AA degree or two years of college in an unrelated field or equivalent certification
    - **AND** one year experience
    - **AND** six credit hours
      - child and youth development (3)
      - other areas related to sac programming (3)

## **B:**

- Is at least 18 years of age and has completed at least (**Please identify which**):
  - Bachelor's Degree in a related field
  - Bachelor's Degree in an unrelated field **AND**
    - three months of experience
    - OR**
    - six credit hours
      - child and youth development (3)
      - other areas related to SAC programming (3)
  - AA degree or two years of college in a related field **AND**
    - six months experience
    - OR**
    - six credit hours
      - child and youth development (3)
      - other areas related to sac programming (3)
  - AA degree or two years of college in an unrelated field or equivalent certification **AND**
    - one year experience
    - OR**
    - six credit hours
      - child and youth development (3)
      - other areas related to sac programming (3)

## **C (Licensing):**

- Is at least 18 years of age and has completed at least (**Please identify which**):
  - Bachelor's Degree in a related field
  - Bachelor's Degree in an unrelated field
    - **AND** 1 year of experience
  - AA degree or 2 years of college
    - **AND** 2 years of experience working with school-age children
  - High School diploma or GED
    - **AND** 3 years of experience working with school-age children

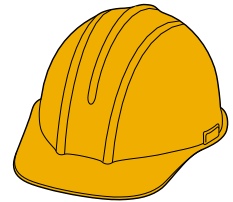
**Documentation:**    Attached    On File

## I. General Function:

The After School Associate Site Director is responsible for learning and assisting in the general administration and operations of an individual SAC program site, according to the Children's Choice mission, philosophy and standard of quality. This position is reserved for those who are working toward the position of Program Site Director. Under the supervision of a Site Director, they will act as the model caregiver, mentor the afterschool staff, communicate with families, build relationships with the school staff and faculty, and assist in the orchestration of all program activities. Associate Site Directors will sit on the Assessing and Recognizing School-Age Care Quality (ARQ) Accreditation Teams (parents, faculty, staff, and children who evaluate the program according to national accreditation standards of quality). Associate Site Directors will be the first members of the staff to be dispatched to other sites in staffing emergencies. Associate Site Directors will accept and perform the responsibilities of a Site Director at **any** Children's Choice site in the absence of the regular Site Director for as long as is deemed necessary. They will efficiently complete other tasks as delegated by the Site Director(s).

## II. Standards of Performance:

### 1. ***ENSURES the health, safety, and nutrition of children and youth in the program.***



#### **Level One (Required Field: Safety): 10 Points**

- Knows and follows state health and safety requirements.
- Knows the location of first aid kit, fire extinguishers, fire alarms, and other emergency equipment.
- Ensures equipment for active play is safe.
- Ensures there are no observable safety hazards (glass, sharp metal, etc.) in the program space via fixing them, removing them, or completing a work order to have them fixed.
- Ensures children are protected from safety hazards such as the following: caustic or toxic art & cleaning materials, medications, hot liquids, and overexposure to heat or cold.
- Obtains and maintains CPR and First Aid certification.
- Uses Indoor and Outdoor Safety Checklists in spring, autumn, and summer and files in the licensing book.
- Ensures program maintains a 10:1 child to adult ratio and never exceeds 15:1 child to adult ratio.
- Follows systems that are in place to protect children from harm, especially as they move from one place to another; ensures most convenient and safest routes are used by all children in the program.
- Ensures children are carefully supervised and are in direct view at all times, unless using the restroom.
- Notifies other caregivers of own location at all times and knows where all other staff are and what they are doing.
- Knows the location of all children in their area of supervision and can monitor safety.
- Is aware of any unknown persons in area of supervision.
- Notices when children arrive, when they leave, and with whom they leave.
- ❖ Knows and follows safety procedures:
  - check in and check out
  - PM no-show
  - missing child procedures if a child in our care becomes missing.
  - field trip risk management
  - medication dispensing
  - emergency procedures including completion of accident reports.

#### *Kid Points:*

- Follows all rules set by the school & CC community to reinforce the validity of the rules; acts as a role model.

- Focuses on behavior and consistently enforces the rules and expectations set by the school and the CC community and address misbehavior.
- Sets developmentally appropriate limits for children.
- Sets and maintains appropriate limits for behavior to prevent children from hurting each other verbally or physically.
- Establishes clear boundaries and expectations, rules and consequences collaboratively with children.

*Family Points:*

- Ensures all families consistently follow check-in and check-out procedures.
- Is able to explain all pertinent policies and procedures to families.

*Environment Points:*

- Ensures floors and walls of activity area are kept clean and dry (corners too).
- Ensures tables and floors of snack area are kept clean.
- Ensures outside sports equipment is used properly and it is returned to the program (balls are not left outside, jump ropes are not tied to equipment or children, etc.)

*Professionalism Points:*

- Sets a good example and high expectations for staff by modeling risk management.
- Is familiar with the information about philosophies and policies in the staff and family guidelines.

\_\_\_\_\_ # Criteria Met / 32 Total = \_\_\_\_\_ x 10

Staff
Score
Average:

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Level Two (Required Field: Health & Nutrition): 10 Points**

- Ensures adequate supplies are available for hand washing for staff and children.
- Washes hands frequently, especially after using the restroom and before preparing food.
- Ensures food preparation area, microwave, serving containers and utensils, AND snack area tablecloths are kept clean and sanitary.
- Responds appropriately to children's basic needs; allows children to meet their physical needs in a relaxed way, not having to wait for the group in order to use the restroom, eat snack, get a drink, etc.
- Ensures drinking water is available at all times.
- Ensures snack is available when children arrive to the program.
- Follows snack calendar and can prepare a healthy snack. If juice is served, only 100% juice, only 2% milk may be served, and a choice of two food group items, maximizing items from the grain, fruit, and vegetable groups and minimizing sweets and fats.
- Ensures fresh produce or breads are served for snack while they are still fresh.
- Refrain from using food as a reward or bribe or withholding or restricting food as a punishment.
- Ensure that ill children are separated in order to prevent the spread of communicable diseases.
- Ensure children apply sunscreen when they will be exposed to the sun.

*Kid Points:*

- Responds appropriately to individual needs of children.

*Family Points:*

- Works with families to meet the needs of their children.
- Ensures that families are kept well-informed about children's well-being by maintaining ongoing communication and routine sharing of information through informal conversations and telephone calls.

*Professionalism Points:*

- Documents and files child accidents according to the emergency procedures.
- Receives training for setting up space and designing activities to support program goals and promoting safety, health, and nutrition of children.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 16 Total = \_\_\_\_\_ x 10

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Level Three: 10 Points**

- Takes initiative to meet state health and safety requirements.
- Ensures no indoor and/or outdoor program space(es) exceeds a 15:1 child: adult ratio at any time.
- Ensures group sizes do not exceed 24 children except during low movement/low risk activities such as watching a performance or participating in a program-wide meeting or assembly.
- Position self to see the maximum amount of children in the program while interacting with children, staff, or families.
- Closely supervises activities that are potentially harmful.
- Lead groups of children when in transition; children do not run ahead.
- Focuses attention on the behavior of the children and address behaviors that pose a risk to their safety.
- Discusses, formally and/or informally, safe behaviors and habits with children.
- Ensure playground equipment is consistently used in the appropriate way in which it was designed to be used.
- Approaches any unknown persons in area of supervision.
- Knows and utilizes the plan to provide adequate staff coverage in emergencies.
- ❖ Ensure children wash their hands each time:
  - before eating and/or preparing food.
  - after picking up trash.
  - after playing outside.
  - after touching animals.
  - after using the restroom.
- Discusses, formally or informally, good health habits with children.
- Knows and is responsive to the individual health needs of children.
- Focuses attention on the behavior of children so as to notice when their health may be in question.
- Suggests and plans new snack items to enhance the health of children.

*Kid Points:*

- Reminds children to think about the consequences of their decisions.
- Helps children understand the impact of their decisions.

*Family Points:*

- Shares important information to support the well-being and development of children.

*Environment Points:*

- Uses good judgment and keeps in mind safety and behavior management issues while setting up program space.

*Professionalism Points:*

- Conducts or assists in conducting and documents monthly fire drills.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 25 Total = \_\_\_\_\_ x 10

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Level Four: 10 Points**

- Takes initiative to ensure indoor &/or outdoor program space exceeds state health and safety codes.
- Knows where all children are and what they are doing: keeps clip system accurate at all times while gate keeping.
- Plans ahead for strategies to lessen risk during higher risk activities.
- Supervises children appropriately according to children’s ages and abilities.
- ❖ Varies ratios according to children’s ages and abilities by:
  - for groups of children ages 6 and older, keeps ratio between 8:1 and 15:1.
  - for groups that include children younger than the age of 6, keeps ratio between 6:1 and 10:1.
  - ensures staff ratios and group sizes are smaller when children are learning a new or difficult skill or during activities with higher risk levels.
  - increases staff coverage in an activity area based on an increase in the number of children in that activity area and/or an increase in the risk level of the activity.
- ❖ Knows and/or reminds children of parent’s expectations concerning:
  - active play restrictions.
  - weather restrictions for outdoor play.
  - clothing restrictions for out door play.
- Plans activities that protect and enhance the safety of the children and their families.
- Supplements menus with items that respect cultural and health food limitations and restrictions of individual children.
- Plans activities that protect and enhance the health and nutrition of the children and their families.
- Children prepare healthy snack items with you.

*Kid Points:*

- ❖ Under your supervision, the behavior of the children indicate the following standards of behavior are being upheld consistently:
  - game pieces/art materials/science equipment, etc. are kept off the floor
  - slow walking inside
  - supplies and equipment being used with care and respect.

*Family Points:*

- Provides parenting information about health care, sports, cultural activities, and community service activities for families.

*Environment Points:*

- Uses and maintains materials to aid children in relieving stress, handling and expressing feelings, and/or calming down (e.g., feeling books, stress balls, journals, fine motor manipulatives, etc.) in an area where they can be alone.

*Professionalism Points:*

- Receives training in how to respond appropriately to socially sensitive issues such as smoking, drugs, tattoos, body piercing, sexuality, dating, cults, religion, ghost or horror stories, divorce, and their own personal lives.

\_\_\_\_\_ # Criteria Met / 21 Total = \_\_\_\_\_ x 10

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

Staff
Score
Average:

**Points Earned** \_\_\_\_\_

**Level Five: 10 Points**

- Notifies and discusses safety concerns affecting the community with families.
- Arranges for presentations to protect and enhance the safety of children in the program (eg., fire safety, bike safety, CPR/First Aid trainers, etc.).

- Arranges for field trips to protect and enhance the safety of children in the program (eg., fire department, police station, etc.).
- ❖ Arranges, to protect and enhance the health and nutrition of children in the program, for:
  - presentations (eg., medical professionals, fitness experts, nutritionists, etc.).
  - field trips (eg., doctor's office, dentist's office, gyms, health food store, etc.).
- Notifies and discusses health concerns affecting the community with families.
- Children wash hands without being asked by you.
- Children stay behind you while in transition without being reminded.

*Kid Points:*

- Helps children reflect on the type of community Children's Choice should be and how their actions impact that community.
- Requests, and provides other staff with information from available assessments of a child's special needs.
- Implements activities and interactions recommended by professional special educators to help children meet identified goals.

<b>Staff</b>
<b>Score</b>
<b>Average:</b>

\_\_\_\_\_ # **Criteria Met / 11 Total** = \_\_\_\_\_ x 10

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Child Questionnaire

SITE DIRECTOR: Please survey 10 random children of different genders, races, and ages. Please use tally marks in the spaces provided.

### Level One (Required Field)

**Do you think \_\_\_\_\_ likes you?**

never: \_\_\_\_\_ once in a while: \_\_\_\_\_ most of the time: \_\_\_\_\_ always: \_\_\_\_\_

**Does \_\_\_\_\_ listen to you?**

never: \_\_\_\_\_ once in a while: \_\_\_\_\_ most of the time: \_\_\_\_\_ always: \_\_\_\_\_

**Totals:** never: \_\_\_\_\_ once in a while: \_\_\_\_\_ most of the time: \_\_\_\_\_ always: \_\_\_\_\_  
 multiply  $\times$  -2  $\times$  -1  $\times$  1  $\times$  2  
 add \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ =

**TOTAL / 40**

### Level Two

**If you have a problem, will \_\_\_\_\_ help you?**

never: \_\_\_\_\_ once in a while: \_\_\_\_\_ most of the time: \_\_\_\_\_ always: \_\_\_\_\_

**Is \_\_\_\_\_ fair to everyone?**

never: \_\_\_\_\_ once in a while: \_\_\_\_\_ most of the time: \_\_\_\_\_ always: \_\_\_\_\_

**Totals:** never: \_\_\_\_\_ once in a while: \_\_\_\_\_ most of the time: \_\_\_\_\_ always: \_\_\_\_\_  
 multiply  $\times$  -2  $\times$  -1  $\times$  1  $\times$  2  
 add \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ =

**TOTAL / 40**

### Level Three

**Does \_\_\_\_\_ treat you your age?**

never: \_\_\_\_\_ once in a while: \_\_\_\_\_ most of the time: \_\_\_\_\_ always: \_\_\_\_\_

**Totals:** never: \_\_\_\_\_ once in a while: \_\_\_\_\_ most of the time: \_\_\_\_\_ always: \_\_\_\_\_  
 multiply  $\times$  -2  $\times$  -1  $\times$  1  $\times$  2  
 add \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ =

**TOTAL / 20**

### Level Four

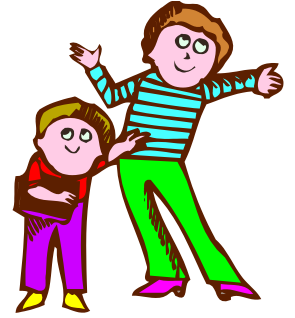
**Does \_\_\_\_\_ listen to what you want to do and help make it happen? For example, does \_\_\_\_\_ ask you what activities you want to do and then bring materials?**

**Totals:** never: \_\_\_\_\_ once in a while: \_\_\_\_\_ most of the time: \_\_\_\_\_ always: \_\_\_\_\_  
 multiply  $\times$  -2  $\times$  -1  $\times$  1  $\times$  2  
 add \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ =

**TOTAL / 20**

**What would you say about \_\_\_\_\_ to kids that don't know him/her?**

**2. BUILDS AND MAINTAINS positive, supportive, caring relationships with and among the children in the program. IMPLEMENTS appropriate behavior management with the goal of self-discipline is practiced in the program.**



**Level One (Required Field): 25 Points**

- Projects a tone of welcome in voice and gestures.
- Knows and uses children's names daily and acknowledges them by name when they arrive and when they depart.
- Seems cheerful rather than bored, tired, or distant.
- Is kind and fair to all children.
- Comforts hurt, upset, and/or disappointed children.
- Responds appropriately when children show affection.
- Pays attention and tries to help children when they have a problem and/or when asked.
- Responds to children in a warm, supportive manner (relaxed and cheerful, with frequent smiles)
- Shows appreciation and encouragement of children's efforts and accomplishments.
- Responds to each child with acceptance regardless of age, gender, socioeconomic status, race, ethnicity, ability, religion, or family background.
- Includes all children in play regardless of gender, race, disability, etc.
- Talks with each child daily and engages in many 1:1 conversations with individual children.
- Is actively engaged in activities and/or conversations with children.
- Sits with children at snack.
- Helps children with homework.
- Focus on behavior and consistently enforces the rules and expectations set by the school and the CC community and address misbehavior.
- Follows all rules set by the school & CC community to reinforce the validity of the rules; acts as a role model (eating in the snack area, quiet voices inside, walking inside, etc.)
- Uses positive techniques to guide children's behavior, treating children fairly and respectfully.
- Intervenes when negative peer interactions occur (that are not resolved constructively by children).
- Provides privacy for conversations with individual children about behavior issues; allows children to "save face."
- Uses non-punitive behavior management strategies (attention given for positive behaviors, redirection, and privileges stated).
- Refrains from shaming, yelling, embarrassing, "calling out" individuals in front of the group, or using group punishment.
- Avoids harsh disciplinary actions such as hitting, restraining, or putting hands on any child in anger.
- Sets developmentally appropriate limits for children.
- Gives children many chances to choose what, how, and with whom they will do activities.
- Says yes to reasonable requests.
- Models the use of Standard English.
- Children choose to interact with you.

***Health & Safety Points:***

- Notices when children arrive, when they leave, and with whom they leave.
- Responds appropriately to children's basic needs; allows children to meet their physical needs in a relaxed way, not having to wait for the group in order to use the restroom, eat snack, get a drink, etc.

- Refrains from using food as a reward or bribe or withholding or restricting food as a punishment.

*Curriculum Points:*

- Ensures your activities are available as children arrive and begins them on time.
- Leads a *variety* of activities weekly; some spontaneous some planned; some passive some active, so that a variety of children are included.
- ❖ Participates in children's spontaneous:
  - outdoor/gym activities.
  - music activities.
  - dramatic play.
  - art activities.
- Children can *expect* certain planned activities with you regularly.
- Plans and runs an enrichment club on a weekly basis.
- Plans activities that are fun.
- Encourages children to participate in activities.
- Collaborates with children on rules and expectations before beginning an activity.
- Allows individual children to move through activities at their own pace.
- Reads to or with children.

*Family Points:*

- Works together with families to make arrivals and departures between home and care go smoothly.
- Lets parents know exactly where their children are and helps them gather their children and belongings in a timely manner.
- Talks about confidential matters in private.
- Attends family events.

*Environment Points:*

- Ensures children can easily access and put away materials that are appropriate for self-directed play by themselves and arrange these materials and equipment to suit their activities.
- Always gives children the option of outdoor play for as long as they choose, precluding times of extreme weather/environmental conditions (e.g., lightening, air quality concerns, darkness, etc.), parental request, and times of required group time (e.g., clean-up, round-up, etc.) by taking children outdoors when they ask or show the need for outdoor play with a minimal amount of waiting.

*Professionalism Points:*

- Wears clothing that is appropriate for children and for the indoor/outdoor activities with children.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 51 Total = \_\_\_\_\_ x 21

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_  
+

**Kid Survey Points** \_\_\_\_\_ / 10 = \_\_\_\_\_

**Total=** \_\_\_\_\_

**Level Two: 25 Points**

- Is aware how tone and demeanor convey respect to children.
- Has relationships with children that are characterized by mutual respect.
- Has a genuine liking for each child in the program.
- Is consistent in attitudes, behaviors, and decisions.
- Responds to the range of children's feelings and temperaments.
- Responds appropriately to individual needs of children
- Shows sympathy and understanding.
- Can name a number of children and their outside interests.

- Issues warnings before transitions (clean up, round up, leaving for or from field trips, snack being put away, etc.) to allow children time to adjust and prepare.
- Listens actively, attentively, and patiently to children when they speak; avoids intruding or interrupting.
- Takes children's comments seriously.
- Listens eagerly to events in children's lives.
- Conversations with children include social conversation and information sharing and are characterized by turn-taking.
- Encourages all children to participate in conversations/discussion.
- Talks to children about ideas related to their play and help elaborate and extend the activity (i.e., adds information, asks questions, and encourages children to explore further)
- Encourages conversation and good table manners during snack time.
- Communicates high expectations for behavior; expects children to make good choices, encourages them to do well, assumes they desire to do well, and gives them the benefit of doubt.
- Give attention to children when they cooperate, share, and care for materials or join activities; uses positive reinforcement of desirable behaviors.
- Sets and maintains appropriate limits for behavior to prevent children from hurting each other verbally or physically.
- Establish clear boundaries and expectations, rules and consequences collaboratively with children.
- Remains calm and patient when dealing with an upset or angry child.
- Accepts a child's desire to be alone.
- Does not force children to explain or apologize for their behavior or feelings.
- Validates a child's right to feel the way they feel.
- Understands that children express feelings and handle problems differently.
- Discusses differences and work out solutions with children when problems occur.
- Has faith in children to accomplish tasks and do the "right thing."
- Helps children develop appropriate social behavior with their peers and talk through social conflicts.
- Models and intentionally teaches children to respect others attitudes and beliefs.
- Teaches children to cooperate and work together.
- Helps children think through problems themselves rather than offering answers.
- Encourages children to accept and take personal responsibility for age-appropriate tasks.
- Use phrases like "Knowing you, I'm sure you'll do fine," "I can see you put a lot of effort into that," "You can figure it out," "I have faith in you," and "Don't worry, we all make mistakes."
- Refrains from saying things like "Let me do that for you," "Better get some help," "If you can't do it right, don't do it at all," "You can do better," "That looks too difficult for you," and "Don't touch it, you'll break it."
- Recognizes the range of children's abilities.
- Encourages children to complete developmentally appropriate tasks on their own.
- Share skills and resources to help all children gain information and solve problems.
- Knows and shows appreciation for the special interests, talents, abilities, cultures, and languages of the children in the program.
- Encourages children to achieve and develop their unique talents.

- Take great care to avoid isolating special-needs children in segregated areas or removing them from the regular program environment so often so as to disrupt community and undermine their feeling of belonging to the group.
- Discuss child-related information, concerns, and behavior management away from children
- Children are learning to value honesty and act accordingly with you.

*Health & Safety Points:*

- Lead groups of children when in transition; children do not run ahead.
- Focuses attention on the behavior of the children and address behaviors that pose a risk to their safety.
- Discusses, formally and/or informally, safe behaviors and habits with children.
- Discusses, formally or informally, good health habits with children.
- Knows and is responsive to the individual health needs of children.
- Focuses attention on the behavior of children so as to notice when their health may be in question.

*Curriculum Points:*

- Encourages conversation and good table manners during snack time.
- ❖ Participates in spontaneous
  - science activities with children.
  - math activities with children.
  - word games with children that require verbally describing or explaining objects, views, and/or phenomena.
- Plans activities that are aligned with the styles, abilities, and interests of children in the program.
- Asks the children to share their ideas for planning so that activities will reflect children's interests
- Encourages children to share control/responsibility for activity.
- Children participate in your planned activities.

*Family Points:*

- Accepts and respects each family's definition of family composition, ethnicity, culture, roles, and relationships.
- Works with families to meet the needs of their children.
- Contributes to family events.

*Environment Points:*

- Facilitates community participation during program clean up times by engaging children in the process (setting group goals, playing music, indicating areas that need attention, etc.) and modeling appropriate behavior (limiting conversations, working efficiently, etc.)
- Ensures children are responsible for cleaning up their own messes before moving on to another activity or going home.
- Ensures children do not waste, misuse, or destroy CC supplies and equipment.

*Professionalism Points:*

- Receives training in fair and consistent disciplinary steps and behavior management and discipline techniques that teach children self-guidance and discipline, which achieve positive outcomes in areas of problem solving and interacting with others, *and* guide behavior in an appropriate manner.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 63 Total = \_\_\_\_\_ x 21

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_  
 +  
**Kid Survey Points** \_\_\_\_\_ / 10 = \_\_\_\_\_  
**Total=** \_\_\_\_\_

### **Level Three: 25 Points**

- Appropriately uses a sense of humor.
- Is extremely fair in decisions.
- Avoids showing favoritism among children.
- Gives sincere compliments regularly.
- Relates to the children's cultural style and primary language.
- Ensures there is a designated space for children to be alone and that it is used appropriately.
- Helps children become focused and engaged.
- Plans and changes activities according to the children's interests.
- Responds with understanding and inclusion to the range of diverse children, varying the approaches used to facilitate learning and development.
- Pursues children's ideas and questions in a thoughtful way.
- Verbally expands on ideas presented by children (i.e., add information, asks questions, and encourages children to explore further).
- Encourages autonomous behavior in children.
- Helps children without taking control (facilitates); gives clear, helpful directions and encouragement so that children can proceed on their own.
- Asks questions to guide children through problem solving and decision-making and helps them build these skills.
- Show how complex skills can be broken up into smaller steps; offers suggestions when children cannot think of the next step.
- Ask children open-ended questions that require longer, more complex answers and thought and encourage children to verbally elaborate on their ideas.
- Shows children how to find answers to questions.
- Helps children find ways to pursue their own interests.
- Encourage children's initiative and leadership skills; ensures children have an opportunity for leadership and teamwork.
- Provides useful roles for children in the program.
- Helps children express and articulate feelings in appropriate ways and empathize with others – interpersonal competence.
- Teaches children how to communicate effectively to get what they want/need.
- Reminds children to think about the consequences of their decisions.
- Helps children understand the impact of their decisions.
- Gives children the vocabulary and strategies to use and encourages them to resolve their own conflicts.
- Step in to a conflict only if needed to discuss the issues and work out a solution.
- Handles conflict in a way that minimizes disruption and/or feelings of fear and anxiety.
- Administers logical consequences for undesirable behaviors that reinforce desirable behaviors.
- Holds children responsible for their poor choices and encourages them to help make things right.
- Provides logical opportunities for children to earn back revoked privileges in an appropriate time frame.
- Intentionally fosters a strong sense of community responsibility and caring in the program.
- Encourages acceptance and understanding of differences (e.g., discourages derogatory remarks and helps children understand and empathize with hurt feelings due to prejudiced comments).
- Encourages children to work in cooperative groups.
- Involves other children in communication with children with special needs.

- Children show respect for you.
- Children can anticipate your consequences for breaking rules.

*Health & Safety Points:*

- Supervises children appropriately according to children's ages and abilities.
- ❖ Knows and/or reminds children of parent's expectations concerning
  - active play restrictions.
  - weather restrictions for outdoor play.
  - clothing restrictions for outdoor play.
- Supplements menus with items that respect cultural and health food limitations and restrictions of individual children.

*Curriculum Points:*

- Uses snack time as an opportunity for discussion and learning.
- Plans activities that provide opportunities for kids and staff to enhance relationships.
- ❖ Plans curriculum that includes
  - activities designed for/by older school-agers.
  - activities that reflect the diverse interests, languages, and cultures of families and children served and the broad diversity of human experience.
  - team-building activities for children.
- Engages children in structured time for reflection on how the activity went, what didn't go well, what they learned, and on next steps.
- Encourages children to develop and extend activities that interest them.
- Ask the children to share their ideas for planning so that activities will reflect children's interests
- Facilitates activity planning by the children in the program.
- Children participate in spontaneous activities that you lead or initiate.
- Children frequently seek you out to read to them.

*Family Points:*

- Shares important information with families to support the well-being and development of their children.
- Communicates and collaborates with all families on shared goals they have for child's development.
- Involve parents in activities their children show interest in.

*School & Community Points:*

- Understands and considers that a child's ability to perform well and learn is affected by what happens outside and inside the classroom setting.
- Attends school events.
- Promotes bonding to the school so children care about their school.

*Environment Points:*

- Keeps table washing supplies available and accessible in the snack area to enable children to clean up their own spills and messes.
- Keeps brooms and/or mops available for use by children to clean up their own messes.
- Displays children's art and other work in an aesthetically pleasing way, reflecting children's interests.

*Professionalism Points:*

- Receives training for focusing on the needs and interests of children, speaking and listening to children in a manner that respects individuals and creating and supporting emotionally safe environments.

- Documents funny things kids do and say a "memoir" of their work.

\_\_\_\_\_ # Criteria Met / 63 Total = \_\_\_\_\_ x 23

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

Staff
Score
Average:

Points Earned \_\_\_\_\_

+

Kid Survey Points \_\_\_\_\_ / 10 = \_\_\_\_\_

**Total=** \_\_\_\_\_

**Level Four: 25 Points**

- Encourages honesty and accountability through trust and fairness.
- Has realistic expectations of development for children at their ages – expectations for growth and decision-making.
- Empowers children to be informed and to make responsible choices.
- Helps kids express feelings through appropriate outlets: suggestion boxes, town meetings, etc.
- Employs democratic methods; regularly collaborates, appropriately negotiates, and enjoys meaningful debate with children on issues such as consequences, schedules, boundaries, etc.
- Assesses and adapts methods based on a child's emotions before handling problems.
- Uses mediation, negotiation, reasoning, and redirection to help children examine choices.
- Encourages more experienced children to teach others new games and skills.
- Serves as a "sounding board" and extends children's problem-solving abilities.
- Incorporates individualized goals for children into free play and planned activities.
- Integrates individualization into activities and routines to accommodate children with special needs.
- Helps children develop cultural competence, knowledge of and comfort with people of different cultural, racial, or ethnic backgrounds.
- Fosters student independence through environmental modification, appropriate activities and teaching strategies, particularly for those with special needs.
- Initiates and encourages group discussions.
- Teaches conflict resolution and peaceful living skills.
- Makes frequent efforts to promote peer interactions that are intentionally planned and facilitated during group and free times.
- Makes frequent efforts to include children with special needs in appropriate peer interactions throughout the day.
- Children consistently engage you and ask consult you for help and/or advice.
- Children cooperate and work together *with* you.
- Children demonstrate and appropriately use a sense of humor with you.
- Children demonstrate autonomous behavior around you.
- Under your supervision, the behavior of the children indicate the following standards of behavior are being upheld consistently:
  - quiet voices inside, extremely quiet voices in the quiet area
  - game pieces/art materials/science equipment, etc. are kept off the floor
  - slow walking inside
  - supplies and equipment being used with care and respect.

*Health & Safety Points:*

- Children initiate discussions about good health habits with you.
- Children initiate discussions about safe behaviors and habits with you.
- Children stay behind you while in transition without being reminded.

*Curriculum Points:*

- Varies approach and uses verbal, non-verbal responses, pictures, visual aids, etc. in a way that helps children learn.
- Facilitates the creation of new games and activities by the children.
- Discuss books children are reading with them.
- Prepares in advance and considers the children’s interests to enhance the value of field trips.

*Family Points:*

- Families treat you as an influence in their children’s lives.
- Families treat you as a partner in the education and guidance of their children.
- Provides parenting information about health care, sports, cultural activities, and community service activities for families.
- Provides families with information about promoting learning opportunities at home.

*School & Community Points:*

- Works with school counselor and teachers frequently on shared goals for child development.

*Environment Points:*

- Enlists the help of children to clean and organize interest areas.
- Uses and maintains materials to aid children in relieving stress, handling and expressing feelings, and/or calming down (e.g., feeling books, stress balls, journals, fine motor manipulatives, etc.) in an area where they can be alone.
- Uses a variety of books and printed materials in the children’s primary or home language, including sign language.
- Adds new materials to extend choices periodically in response to children’s interests.
- Initiates ways for children to personalize the program space with their work and interests.

*Professionalism Points:*

- Documents the goals and behavior of children in the program through formal charting.
- Helps children document Kids’ Council meetings and/ or their own activity planning.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 45 Total = \_\_\_\_\_ x 23

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

+

**Kid Survey Points** \_\_\_\_\_ / 10 = \_\_\_\_\_

**Total=** \_\_\_\_\_

**Level Five: 25 Points**

- Helps children reflect on the type of community Children’s Choice should be and how their actions impact that community.
- Ask children developmentally appropriate questions and actively listens to their answers.
- Encourages and motivates children to do well and to become responsible, attentive, and actively engaged in learning.
- Requests, and provides other staff with information from available assessments of a child’s special needs.
  
- Implements activities and interactions recommended by professional special educators to help children meet identified goals.
- Initiates and encourages journal writing.
- Encourages children to support each other and celebrate each other’s successes.

- Facilitates children’s expressions of their beliefs and acting on their convictions.
- Helps children understand they have control over “things that happen to them.”
- Helps children begin to manage life’s frustrations and challenges in positive ways for themselves and others – personal power.
- There is evidence of “cultural competency” in your relationships within the program, an ongoing philosophy, process, and practice that builds the capacity of the program and individuals to understand, accept, value, and honor the unique contributions of ALL people.

*Curriculum Points:*

- Submits a curriculum that shows how it supports the goals we have for children and how it incorporates their interests.
- Implements activities recommended by professional special educators to help children meet identified goals.
- Assists children in designing and planning activities and enrichment clubs and submitting detailed lesson plans.
- Plans activities that build community among the children and staff in the program.
- Extends children’s interests and introduces new concepts (recycling, water conservation, community building).
- Encourages children to reflect on their own family traditions and heritages (talk or learn about where they came from, discusses their families’ values, and traditional beliefs).

*Family Points:*

- ❖ Shares or provides parenting information that:
  - emphasizes the families’ need for clear rules, consequences, and monitoring the child’s whereabouts.
  - encourages the child to spend most evenings and weekends at home with family in predictable, enjoyable routines.
  - promotes a family life characterized by high levels of love and support.
- Provides frequent opportunities for families to participate in the community through public service projects, field trips, etc.

*School & Community Points:*

- Sits on IEP teams of children in our program.

*Environment Points:*

- Facilitates the creation and personalization by children of their own private space with self-selected materials.

*Professionalism Points:*

- Assists children in documenting their own experiences and goals for personal growth.

<b>Staff</b>
<b>Score</b>
<b>Average:</b>

\_\_\_\_\_ # Criteria Met / 24 Total = \_\_\_\_\_ x 25

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3. BUILDS AND MAINTAINS positive, supportive, caring, and mentoring relationships with the staff of the program and organization..**



**Level One (Required Field): 15 Points**

- Shows genuine caring for all staff.
- Respects the authority and competence of Site Director.
- Consistently acts as a model of positivism, cooperation and helpfulness.
- Models responsible behavior – adult role model.
- Models flexibility about roles
- Considered a “team player.”
- Is energetic, enthusiastic, and/or upbeat.
- Fosters a sense of fun, caring and enjoyment and a commitment to hard work in the job environment.
- Shows caring and consideration for other staff members in matters of punctuality and attendance so as to cause no inconvenience to co-workers.
- Does fair share of setting up and maintaining the model environment.
- Is generous with time and assistance towards other staff members.
- Is generous with time and assistance towards other Site Directors and willingly pitches in and helps other sites when needed.
- Welcomes new and substitute staff with warmth and support designed to make them comfortable and successful.
- Attends all regularly scheduled staff meetings with a positive and productive attitude.
- Attends interviews of applicants.

*Kids Points:*

- Seems cheerful rather than bored, tired, or distant.
- Follows all rules set by the school & CC community to reinforce the validity of the rules; acts as a role model.
- Focus on behavior and consistently enforces the rules and expectations set by the school and the CC community and address misbehavior.

*Curriculum Points:*

- Maintains a daily and weekly routine that seems familiar to adults and children yet flexible, providing stability without being rigid.
- Ensures your activities are available as children arrive and begins them on time.
- Leads a variety of activities weekly; some spontaneous some planned; some passive some active.

*Environment Points:*

- Maintains the storage space for equipment, materials, and personal possessions of staff and keeps it clean and organized.
- Restock interest areas when necessary and possible.
- Ensures areas do not become too crowded for appropriate program activities.
- Always gives children the option of outdoor play for as long as they choose, precluding times of extreme weather/environmental conditions (e.g., lightening, air quality concerns, darkness, etc.), parental request, and times of required group time (e.g., clean-up, round-up, etc.) by taking children outdoors when they ask or show the need for outdoor play with a minimal amount of waiting.

*Professionalism Points:*

- Demonstrates a philosophical alignment with the program goals and desired results.

- ❖ Sets a good example and high expectations for staff by modeling:
  - positive attitude
  - punctuality
  - reliability and a hard work ethic
  - commitment to what is best for the children, site, and organization.
- Wears clothing that is appropriate for the indoor/outdoor activities with children.
- Lets supervisor(s) know as soon as possible when they will be late or absent and arranges for alternate coverage.
- Communicates with other staff effectively to ensure the program flows smoothly.
- Willingly and readily fills in at other sites in staffing emergencies as requested by Site Director.
- Cooperates and is a "team-player" with other Site Directors.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 35 Total = \_\_\_\_\_ x 15

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Level Two: 15 Points**

- Is aware of how tone and demeanor conveys respect to colleagues.
  - Relationships with staff are characterized by mutual respect.
  - Consistently shows loyalty and respect for the Site Director.
  - Models positive adult interaction through cooperation and caring.
  - Models positive adult relationships and positive values by:
- 
- Fosters a strong sense of community among the staff at the site.
  - Communicates needs in a way that promotes cooperation.
  - Shares concerns about the staff and the program with the staff and Site Director in a constructive way.
  - Takes an active role in problem-solving.
  - Discusses differences and works toward fair solutions, when problems occur.
  - Manages tense situations in a way that shows respect for other staff members; is assertive, but not aggressive.
  - Shares duties and responsibilities fairly with other staff to ensure program and problems are handled smoothly.
  - Provides appropriate level of guidance and support to other staff.
  - Personally refers potential employees to apply for a position.
  - Participates in the interview process.
  - Participates during staff meetings.
  - Sits on ARQ team and attends all meetings.
  - Attends design team meetings for summer curriculum planning.

*Kids Points:*

- Is consistent in attitudes, behaviors, and decisions.
- Issues warnings before transitions (clean up, round up, leaving for or from field trips, snack being put away, etc.) to allow children time to adjust and prepare.
- Sets and maintains appropriate limits for behavior to prevent children from hurting each other verbally or physically.
- Establish clear boundaries and expectations, rules and consequences collaboratively with children.
- Focus on behavior and consistently enforces the rules and expectations set by the school and the CC community and addresses misbehavior.
- Follows all rules set by the school & CC community to reinforce the validity of the rules; acts as a role model.

*Curriculum Points:*

- When it is necessary to move in a group, ensures the transition is smooth.
- Contributes curriculum to summer design team.

*Environment Points:*

- Facilitates community participation during program clean up times by engaging children in the process (setting group goals, playing music, indicating areas that need attention, etc.) and modeling appropriate behavior (limiting conversations, working efficiently, etc.)
- Allows for time to clean-up after teacher-led activities.
- Ensures children are responsible for cleaning up their own messes before moving on to another activity or going home.

*Professionalism Points:*

- Attends all staff meetings, staff trainings, design team meetings, 1:1 supervision meetings, ASQ meetings, and as an example of a positive attitude and hard work ethic.
- Arrives at work ready to play.
- Encourages other staff to attend CC trainings.
- Completes peer evaluations of staff and returns to Site Director in a timely manner.
- Completes evaluation of Site Director and collects those from other staff and turns them in to Catherine in a timely manner as directed by Site Director.
- Attends site staff meetings with the goal of facilitating positive communication and growth, and timely accomplishment of tasks.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 35 Total = \_\_\_\_\_ x 15

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Level Three: 15 Points**

- All staff think that you are nice to be around, and have a positive and productive attitude.
- Fosters loyalty and respect among staff for the Site Director.
- Respects the feedback from staff and Site Director by acting on and/or addressing it.
- Respects the authority and competence of other staff members.
- Consults with other staff members for their input and advice in professional matters.
- Staff are comfortable coming to you with problems or requests for advice or assistance.
- Models positive adult interaction through effective communication.
- Is consistently positive, cooperative, and helpful at home site and among other sites.
- Notices and responds supportively to non-verbal cues and gestures.
- Checks in with all staff members and stays in touch throughout the day.
- Brings issues out into the open to keep them from getting worse.
- Sits in with Site Director to meet with individual staff members to give and receive feedback as requested.
- Contributes productively at staff meetings.
- Actively participates in the ARQ process.
- Is proactive in recruitment of new staff two months before the fall and summer sessions begin.
- Screens applications for potential employees.
- Assists in scheduling interviews.

*Kids Points:*

- Avoids showing favoritism among children.
- Encourages autonomous behavior in children.

- Administers logical consequences for undesirable behaviors that reinforce desirable behaviors.
- Holds children responsible for their poor choices and encourages them to help make things right.
- Provides logical opportunities for children to earn back revoked privileges in an appropriate time frame.
- Intentionally fosters a strong sense of community responsibility and caring in the program.
- Children can anticipate your consequences for breaking rules.

*Curriculum Points:*

- Contributes significantly to summer curriculum planning as part of the design team.

*Environment Points:*

- Keeps table washing supplies available and accessible in the snack area to enable children to clean up their own spills and messes.
- Keeps brooms and/or mops available for use by children to clean up their own messes.
- Takes proactive measures to prevent the misuse and destruction of CC supplies and equipment (taping game boxes, laminating game pieces, reinforcing books, etc.)

*Professionalism Points:*

- Assists Site Director in conducting on-site orientation(s) for new employees.
- Provides and receives continuous supervision and feedback to and from other staff through formal and informal conversations.
- Requests help and guidance from peers and supervisor, when needed.
- Shares information and strategies learned at training events with team.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 32 Total = \_\_\_\_\_ x 15

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Level Four: 15 Points**

- Shows genuine leadership skills, so that staff members will willingly follow.
  - Staff respect your authority and competence.
  - Provide other staff members with appropriate levels of guidance and support to make their job experiences positive.
  - Follows up and supports other staff members in meeting professional goals.
  - Promotes positive interaction among staff by organizing social events.
  - Works with Site Director to find ways to increase job satisfaction and decrease staff turnover by: \_\_\_\_\_
- 
- Makes efforts to recruit a diverse staff in terms of soul-searcher, gatekeeper, and activity freak skills.
  - Promotes positive interaction among staff by encouraging group attendance at meetings.
  - Assists Site Director in planning staff meetings.
  - Encourages participation during staff meetings by asking questions, listening actively, and refraining from "fire-hosing."
  - Promotes positive interaction among staff by encouraging group attendance at trainings.
  - Actively participates in trainings.
  - Assists Site Director in planning ARQ meetings.
  - Takes a leadership role in the summer curriculum planning design team.

*Environment Points:*

- Ensures program space is set up in an aesthetically pleasing, functional way, complete with signage and all appropriate materials.
- Maintains and updates the bulletin boards frequently.

*Professionalism Points:*

- Encourages other staff to share information and strategies learned at training events with team.
- Encourages other staff to apply and implement lessons from trainings, seminars, and coursework at site.
- Sits in on monthly 1:1 supervision meetings with staff.
- Includes staff-development activities in staff meetings.
- Includes planned opportunities for staff to share new professional ideas and materials at staff meetings.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 21 Total = \_\_\_\_\_ x 15

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Five: 15 Points**

- Staff show loyalty to and admiration for you.
- There is evidence in relationships with other staff of "cultural competency" in the program, an ongoing philosophy, process, and practice that builds the capacity of the program and individuals to understand, accept, value, and honor the unique contributions of ALL people. Explain: \_\_\_\_\_

- Acts as the "Lead Learner", sharing big picture issues, community issues, hot topics in the field of school-age care, and personal advocacy efforts on behalf of children and the profession with the staff.
- Assists Site Director in leading staff meetings.
- Promotes positive interaction among staff by organizing team-building exercises.
- Makes efforts to recruit a diverse staff in terms of ethnicity and gender. How? \_\_\_\_\_
- Promotes positive interaction among staff by encouraging group attendance at local conferences.
- Takes a leadership role in the ARQ process.

*Kids Points:*

- Helps children reflect on the type of community Children's Choice should be and how their actions impact that community.
- Requests, and provides other staff with information from available assessments of a child's special needs.

*Curriculum Points:*

- Develops learning tools/guides to be used for specific activities/clubs/field trips.
- Plans activities that build community among the children and staff in the program.

*Environment Points:*

- Ensures environment is consistently set up as the "model," utilizing tablecloths, centerpieces, tents, carpets, signs, etc.
- Initiates the improvement of the aesthetics and maintenance of the program space.

*Professionalism Points:*

- Provides staff with a listing of workshops, seminars, and other staff development opportunities that are offered by local trainers, community colleges, churches, and community organizations and encourages staff to attend.

Staff
Score
Average:

- Develops tools and strategies for staff and other Site Directors to implement lessons from trainings and national conferences.

\_\_\_\_\_ # Criteria Met / 16 Total = \_\_\_\_\_ x 15

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**4. CONTRIBUTES TO, PLANS, MAINTAINS, AND IMPLEMENTS a comprehensive, intentional, and developmentally**

appropriate daily schedule and curriculum through successful collaboration with children, staff, and community.



**Level One (Required Field): 10 Points**

- Serves snack family style.
- Maintains a daily and weekly routine that seems familiar to adults and children yet flexible, providing stability without being rigid.
- Ensures your activities are available as children arrive and begins them on time.
- Leads a variety of activities weekly; some spontaneous some planned; some passive some active.
- ❖ Participates in children’s spontaneous
  - outdoor/gym activities.
  - music activities.
  - dramatic play.
  - art activities.
- Children can expect certain planned activities with you regularly.
- Plans and runs an enrichment club on a weekly basis.
- Plans activities that are fun.
- Displays non-biased approach to activities (e.g., girls are encouraged to participate in carpentry; boys are encouraged to participate in cooking).
- Plans activities are well suited to the age range of the children in the program.
- Encourages children to participate in activities.
- Collaborates with children on rules and expectations before beginning an activity.
- Allows individual children to move through activities at their own pace.
- Children do not perceive your curriculum as more school.
- Plans activities that intentionally encourage teamwork and sportsmanship.
- Helps children find books or reading material.
- Reads to or with children.
- Facilitates children’s engagement in reading by using differing intonations/facial expressions, asking listeners questions, etc.
- Suggests writing as part of other non-literacy activities.
- Talks about science in a positive way.
- Submits activity ideas in writing, including a list of supplies needed, to Site Director on or before deadline.
- Participates in summer design team.

*School & Community Points:*

- Plans field trips to local businesses and community friendly places.

*Environment Points:*

- Rearranges the space, when needed and appropriate, to accommodate a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating and socializing, to go on at the same time without much disruption.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 28 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Two: 10 Points**

- Encourages conversation and good table manners during snack time.
- Rarely asks children to move in groups or wait in lines.
- When it is necessary to move in a group, ensures the transition is smooth.
- Includes novelty in planned curriculum: activities that are new to the children in the program.
- ❖ Participates in spontaneous
  - science activities with children.
  - math activities with children.
  - word games with children that require verbally describing or explaining objects, views, and/or phenomena.
- Helps children sound out words, figure out meaning from context, and encourages when they are stuck.
- Encourages children to use reading and writing in practical situations (e.g., read instructions, letters, making signs).
- ❖ Plans activities that
  - reflect and support the program's mission.
  - are aligned with the styles, abilities, and interests of children in the program.
  - provide opportunities for individual, small group, and large group activities.
  - provide opportunities for children to learn new skills.
- ❖ Plans and provides intentional programming opportunities for:
  - active, physical play.
  - movement instruction as part of either individual or group activity, such as aerobics, martial arts, dance, yoga, etc.
  - creative arts.
  - dramatic play.
  - quiet activities.
  - socializing.
  - water play.
  - children to develop life skills such as cooking, earning and spending money, problem solving, etc.
  - hands on math games or projects that utilize math.
  - children to participate in activities or games that increase their knowledge of science.
- Uses outdoor space to explore science and nature.
- Fosters, through intentional curriculum planning, multicultural awareness, appreciation, and celebration through the arts and other "content" areas.
- Asks the children to share their ideas for planning so that activities will reflect children's interests
- Encourages children to share control/responsibility for activity.
- Plans for enough materials and space to implement planned activities when they are scheduled.

- Plans ahead to have children or parents to bring in needed items.
- Ensures supplies needed for scheduled activities are available on the scheduled day.
- Brings in diverse adult role models to participate in the program.
- Contributes curriculum to summer design team.
- Children participate in your planned activities.

*Kids Points:*

- Talks to children about ideas related to their play and help elaborate and extend the activity (i.e., adds information, asks questions, and encourages children to explore further)
- Establish clear boundaries and expectations, rules and consequences collaboratively with children.
- Models and intentionally teaches children to respect others attitudes and beliefs.
- Recognizes the range of children’s abilities.
- Encourages children to complete developmentally appropriate tasks on their own.
- Knows and shows appreciation for the special interests, talents, abilities, cultures, and languages of the children in the program.

*Family Points:*

- Personally requests family members to give input, visit, and/or volunteer time and/or resources.

*School & Community Points:*

- Plans activities to help children get to know the larger community.
- Uses community public facilities such as libraries, parks, and community centers for the expansion of program offerings.
- Utilizes the list of community resources for field trips, presentations, etc.
- Plans curriculum that includes ways for children to get to know and be involved in the larger community.
- Invites members of the community into the school to make presentations or share skills/knowledge through supervised activities.
- Invites community members to share their special talents and expertise with children in the program.

*Environment Points:*

- Allows for time to clean-up after teacher-led activities.
- Uses materials that promote program’s mission.
- Uses materials that are developmentally appropriate for the age range of children in the program.

*Professionalism Points:*

- Receives training for setting up space and designing activities to support program goals and promoting safety, health, and nutrition of children.
- Submits monthly curriculum before or on the due date, with documentation of staff planning and child planning, descriptions of new games, enrichment or activity ideas.

<b>Staff</b>
<b>Score</b>
<b>Average:</b>

\_\_\_\_\_ # Criteria Met / 52 Total = \_\_\_\_\_ x 10

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Level Three: 10 Points**

- Implements curriculum in a manner that is consistent with the philosophy of Children’s Choice.
- Submits a curriculum that shows how it supports the goals we have for children and how it incorporates their interests.
- Uses snack time as an opportunity for discussion and learning.

- ❖ Plans activities/ curricula that:
  - are self-selected, engaging, and intrinsically motivating.
  - promote basic skills **and** higher level thinking.
  - provide opportunities for kids and staff to enhance relationships.
  - includes activities designed for/by older school-agers.
  - provides opportunities for completing long-term projects.
  - are open-ended, requiring children to use creativity and draw upon own ideas to participate.
  - includes opportunities to be creative; very few activities require following an example; individual and free choice are encouraged.
  - includes activities that challenge children creatively
  - includes activities that challenge children physically.
  - includes activities that are cognitively challenging, and stimulate thinking.
  - includes enriching *and* educational activities.
  - includes activities that reflect the diverse interests, languages, and cultures of families and children served and the broad diversity of human experience.
  - provides opportunities for children to participate in activities or games that allow them to participate in discussions/observe presentations or programs on science topics.
  - provides opportunities for dramatic play and developing drama/theatre productions as part of either individual or group activity.
- Models reading comprehension strategies (makes personal connections, predictions, asks questions, summarize, consider differing meanings).
- Helps children to write their own stories, poems, or newspaper.
  
- Encourages children to use math / reasoning skills in daily activities and practical situations (e.g., help prepare right amount of snack, measuring recipes, recording scores for games).
- Encourages children to use science in practical, everyday situations.
- Carefully plans field trips and special activities to stimulate interest in science, nature, and the environment.
- Plans activities and/or participates in spontaneous opportunities that encourage discussions or provide information about other countries, important events, and/or people in American or world history (age-appropriate discussion of similarities and differences in American geography, culture/form of government, forms of dance).
- Includes music as part of either individual or group activities, such as listening to / appreciating music, singing, instrument instruction, dancing, etc.
- Uses pictures, stories, or trips to enrich dramatic play ideas.
- Helps spark children's interest/curiosity throughout activities.
- Uses developmentally appropriate equipment to facilitate children's success in given activities.
- Engages children in structured time for reflection on how the activity went, what didn't go well, what they learned, and on next steps.
- Encourages children to develop and extend activities that interest them.
- Facilitates activity planning by the children in the program.
  
- Ask the children to share their ideas for planning so that activities will reflect children's interests
- Plans team-building activities for children on at least a monthly basis.
- Contributes significantly to summer curriculum planning as part of the design team.

- Children participate in spontaneous activities that you lead or initiate.
- Children participate in your activities regardless of stereo-typical gender bias (e.g., girls participate in carpentry; boys participate in cooking).
- Children frequently seek you out to read to them.

*Kids Points:*

- Helps children become focused and engaged.
- Plans and changes activities according to the children's interests.
- Responds with understanding and inclusion to the range of diverse children, varying the approaches used to facilitate learning and development.
- Show how complex skills can be broken up into smaller steps; offers suggestions when children cannot think of the next step.
- Helps children find ways to pursue their own interests.
- Encourage children's initiative and leadership skills; ensures children have an opportunity for leadership and teamwork.
- Provides useful roles for children in the program.
- Intentionally fosters a strong sense of community responsibility and caring in the program.
- Encourages children to work in cooperative groups.

*Family Points:*

- Involve parents in activities their children show interest in.

*School & Community Points:*

- Promotes bonding to the school so children care about their school.
- ❖ Provides regular opportunities, through intentional programming, for:
  - children experiencing caring neighbors
  - involvement by children in the community to show them the community values and appreciates them
  - children and families providing service to others, so the child and family serve the community.
- Offers community-service options, especially for older children.

*Professionalism Points:*

- Submits monthly curriculum before or on the due date as a detailed lesson plan with descriptions of each activity idea, approach(es) to learning, goals for skill development, and a plan for reflection with the children of how the activity went.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 52 Total = \_\_\_\_\_ x 10

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Level Four: 10 Points**

- ❖ Plans activities and/or curricula that:
  - appropriately challenge children's abilities.
  - reflect school standards.
  - are different from school-day activities, but complement in-school activities.
  - require analytic thinking.
  - are part of an ongoing project, theme, or curricular unit.
  - includes opportunities to engage children in writing and elicits writing topics.
  - includes offering examples to illustrate writing styles or techniques and/or shares your own writing.
  - provides opportunities for children to participate in activities or games that require science skills such as experiments, testing hypotheses, doing field research such as gathering pond samples.
  - encourages children to participate in group discussions or debate.

- provides opportunities for children and families to broaden their cultural awareness (i.e., storytellers and musicians from different cultures, celebrations of holidays, preparation of food from different cultures)
- provides opportunities for use of recreational and cultural community resources.
- Varies approach and uses verbal, non-verbal responses, pictures, visual aids, etc. in a way that helps children learn.
- Facilitates the creation of new games and activities by the children.
- Discuss books children are reading with them.
- Encourages children to review and edit their own writing.
- Encourages children to explain how they solved a problem by using math.
- Plans activities and/or participates in spontaneous opportunities to facilitate children's exploration of ideas of democracy, equality, justice, and civic responsibility (create/simulate communities, establish rules with their peers, explore social justice issues, democratic decision-making process, etc.)
- Prepares in advance and considers the children's interests to enhance the value of field trips.
- Involves children, parents, school staff, and community members in planning activities.

*Health & Safety Points:*

- ❖ Plans activities that
  - protect and enhance the safety of the children and their families.
  - protect and enhance the health and nutrition of the children and their families.

*Kids Points:*

- Encourages more experienced children to teach others new games and skills.
- Incorporates individualized goals for children into free play and planned activities.
- Integrates individualization into activities and routines to accommodate children with special needs.
- Helps children develop cultural competence, knowledge of and comfort with people of different cultural, racial, or ethnic backgrounds.
- Fosters student independence through appropriate activities and teaching strategies, particularly for those with special needs.
- Initiates and encourages group discussions.
- Makes frequent efforts to promote peer interactions that are intentionally planned and facilitated during group and free times.

*Family Points:*

- Knows what parents do for a living and uses this resource for programming.
- Encourages and arranges parent involvement through volunteering time and expertise to the program.
- Provides frequent opportunities for families to interact with each other.

*School & Community Points:*

- Builds opportunities for children and families to be involved in the community into intentional programming.
- Develops a list of community resources, which staff members use to expand program offerings.
- Builds new community contacts for programming application and shares with the rest of the organization.
- Carefully plans field trips to take advantage of community resources and events.
- Initiates community projects.

*Environment Points:*

- Adds new materials to extend choices periodically in response to children's interests.
- Initiates ways for children to personalize the program space with their work and interests.

*Professionalism Points:*

- Keeps written lesson plans are kept in planning file on site that can be used by staff in the future.
- Submits, as part of curriculum planning, summaries of experiences for future reference.
- Helps children document Kids' Council meetings and/ or their own activity planning.

\_\_\_\_\_ # Criteria Met / 41 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Staff
Score
Average:

Points Earned \_\_\_\_\_

**Level Five: 10 Points**

- Develops learning tools/guides to be used for specific activities/clubs/field trips.
- Submits a curriculum that shows how it supports the goals we have for individual children and how it incorporates their interests.
- Implements activities recommended by professional special educators to help children meet identified goals
- There is observable evidence that your activities are clearly connected to school-day learning.
- Encourages children to share their writing with peers.
- Encourages children to solve math problems in cooperative groups.
- Encourages children to explain how they solved a problem by using math.
- Assists children in designing and planning activities and enrichment clubs and submitting detailed lesson plans.
- Plans activities that build community among the children and staff in the program.
- Extends children's interest and introduce new concepts (recycling, water conservation, community building).
- Encourages children to reflect on their own family traditions and heritages (talk or learn about where they came from, discusses their families' values, and traditional beliefs).
- Encourages and provides opportunities for children to speak, present, or perform in front of peers or other audiences.
- Provides middle school initiative programming for the school, and other extra-curricular activities such as student council, planning communities, etc..

*Health & Safety Points:*

- Arranges for presentations to protect and enhance the safety of children in the program (eg., fire safety, bike safety, CPR/First Aid trainers, etc.).
- Arranges for field trips to protect and enhance the safety of children in the program (eg., fire department, police station, etc.).
- Arranges for presentations to protect and enhance the health and nutrition of children in the program (eg., medical professionals, fitness experts, nutritionists, etc.).
- Arranges for field trips to protect and enhance the health and nutrition of children in the program (eg., doctor's office, dentist's office, gyms, health food store, etc.).

*Kid Points:*

- Implements activities and interactions recommended by professional special educators to help children meet identified goals.
- Initiates and encourages journal writing.

*Family Points:*

- Provides frequent opportunities for families to participate in the community through public service projects, field trips, etc.

*School & Community Points:*

- Asks community churches, civic clubs, and social service agencies for volunteers, funding, and community service opportunities for children.
- Helps the program "adopt" a part of the community to beautify.

*Environment Points:*

- Uses a variety of linguistically, culturally, and age-appropriate materials for independent and small group use that are readily available, accessible, and in good repair.
- Uses a variety of multi-cultural materials to reflect the diversity of people.
- Initiates landscaping projects, gardening, etc.

*Professionalism Points:*

- Keeps record of activity planning in a way, which can easily be developed into professional written materials or used by future staff as program planning tools.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 26 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_

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**5. BUILDS, LEADS & MAINTAINS a positive, supportive, caring relationship with the families of the children in the program.**

**Level One (Required Field): 10 Points**

- Makes daily positive contact with family members
- Greets family members daily.
- Knows names of most parents/guardians.
- Uses arrival and/or departure as information sharing time to relate warmly to parents and families.
- Treats family members with respect.
- Makes families feel welcome and comfortable.
- Ensures all families consistently follow check-in and check-out procedures.
- Works together with families to make arrivals and departures between home and care go smoothly.
- Lets parents know exactly where their children are and helps them gather their children and belongings in a timely manner.
- Talks about confidential matters in private.
- Informs families about family orientations.
- Attends family events.
- Maintains display of staff pictures & bios & updates.



*Health & Safety Points:*

- Notices when children arrive, when they leave, and with whom they leave.
- ❖ Knows and follows procedures:
  - check-in and check-out.
  - PM no-show.
  - missing child procedures if a child in our care becomes missing.

*Professionalism Points:*

- Projects a tone of welcome in voice and gestures.
- Knows and uses children's names daily and acknowledges them by name when they arrive and when they depart.
- Seems cheerful rather than bored, tired, or distant.
- Models the use of Standard English.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 21 Total = \_\_\_\_\_ x 10

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Level Two: 10 Points**

- Is aware how tone and demeanor conveys respect to families.
- Knows names of all parents/guardians.
- Families know who you are by face and name.
- Talks to at least five parents a day.
- Views and treats families as the primary influence in their children's lives.
- Accepts and respects each family's definition of family composition, ethnicity, culture, roles, and relationships.
- Works with families to meet the needs of their children.
- Discusses parent concerns in a cooperative and positive way.
- Ensures that families are kept well-informed about children's well-being by maintaining ongoing communication and routine sharing of information through, parent conferences; informal conversations; telephone calls; family events; progress reports; workshops; family journals; e-mail messages; etc.
- Is able to explain all pertinent policies and procedures to families.
- Personally requests family members to give input, visit, and/or volunteer time and/or resources.
- Contributes to family events.

*Health & Safety Points:*

- Ensure that ill children are separated in order to prevent the spread of communicable diseases.
- Ensure children apply sunscreen when they will be exposed to the sun.

*Kids Points:*

- Has a genuine liking for each child in the program.
- Discuss child-related information, concerns, and behavior management away from children

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 16 Total = \_\_\_\_\_ x 10

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Level Three: 10 Points**

- Greet family members by name when they arrive and/or depart.
- Knows parents as individuals, their occupations, their hobbies, etc.
- Families initiate conversation with you.
- Views and treats families as equal partners in the education and guidance of their children.
- Shares important information to support the well-being and development of children.
- Makes every attempt to communicate with families in their own language concerning their child's growth and development.
- Communicates and collaborates with all families on shared goals they have for child's development.
- Involve parents in activities their children show interest in.

- Keeps families well-informed about the program (program policies, practices, schedule) by maintaining ongoing communication and routine sharing of information through signs; informal conversations; orientation sessions; newsletters; photos; information sheets; family events; workshops; e-mail messages; etc.
- Provides families with opportunities to give input concerning policy and program development and to participate in other decision-making roles.
- Personally asks parents to sit on the ASQ team.
- Shares information with families about community events.
- Plans family events.

*Health & Safety Points:*

- Knows and is responsive to the individual health needs of children.

*Family Points:*

- Avoids showing favoritism among children.
- Relates to the children's cultural style and primary language.

\_\_\_\_\_ # Criteria Met / 16 Total = \_\_\_\_\_ x 10

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

Staff
Score
Average:

**Points Earned** \_\_\_\_\_

**Level Four: 10 Points**

- Knows much personal information about all families (like an extended family).
- Families treat you as an influence in their children's lives.
- Families treat you as a partner in the education and guidance of their children.
- Knows what parents do for a living and uses this resource for programming.
- Encourages and arranges parent involvement through volunteering time and expertise to the program.
- Provides parenting information about health care, sports, cultural activities, and community service activities for families.
- Provides families with information about promoting learning opportunities at home.
- Provides frequent opportunities for families to interact with each other.

*Health & Safety Points:*

- ❖ Knows and/or reminds children of parent's expectations concerning
  - active play restrictions.
  - weather restrictions for outdoor play.
  - clothing restrictions for out door play.
- Plans activities that protect and enhance the safety of the children and their families.
- Supplements menus with items that respect cultural and health food limitations and restrictions of individual children.
- Plans activities that protect and enhance the health and nutrition of the children and their families.

\_\_\_\_\_ # Criteria Met / 14 Total = \_\_\_\_\_ x 10

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

Staff
Score
Average:

**Points Earned** \_\_\_\_\_

**Level Five: 10 Points**

- Families consult with you for expertise in child development.
- ❖ Shares parenting information that:
  - emphasizes the families' need for clear rules, consequences, and monitoring the child's whereabouts.
  - encourages the child to spend most evenings and weekends at home with family in predictable, enjoyable routines.
  - promotes a family life characterized by high levels of love and support.

- Provides frequent opportunities for families to participate in the community through public service projects, field trips, etc.

*Health & Safety Points:*

- Notifies and discusses safety concerns affecting the community with families.
- Notifies and discusses health concerns affecting the community with families.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 7 Total = \_\_\_\_\_ x 10

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_

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**6. *BUILDS, LEADS & MAINTAINS a positive, supportive, caring relationship with the host school staff and faculty, and the greater community.***

**Level One (Required Field): 5 Points**



- Treats school staff and faculty with respect.
- Has positive interactions with school staff and faculty.
- Seeks out ways to help the custodial staff care for the site.
- Makes daily positive contact with the custodian.
- Makes daily positive contact with the cafeteria manager.
- Makes positive contact with the secretary/clerk.
- Makes positive contact with the principal.
- Returns school property and environment in as good or better condition than it was found.
- Plans field trips to local businesses and community friendly places.

*Health & Safety Points:*

- Ensures there are no observable safety hazards (glass, sharp metal, etc.) in the program space via fixing them, removing them, or completing a work order to have them fixed.
- Is aware of any unknown persons in area of supervision.
- Ensure that ill children are separated in order to prevent the spread of communicable diseases.

*Kids Points:*

- Helps children with homework.
- Follows all rules set by the school & CC community to reinforce the validity of the rules; acts as a role model.
- Focus on behavior and consistently enforces the rules and expectations set by the school and the CC community and addresses misbehavior.

*Environment Points:*

- Maintains the storage space for equipment, materials, and personal possessions of staff and keeps it clean and organized.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 16 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Two: 5 Points**

- Is aware how tone and demeanor convey respect to school staff and faculty.
- Respects and cooperates with school faculty, modeling positive adult relationships.
- Collaboratively maintains an agreement & expectations for cleaning schedule with custodians.
- Works with school officials to care for school property and environment.
- Arranges for exclusive use of shared space (e.g., library, computer room, gym, etc.)
- Plans activities to help children get to know the larger community.
- Uses community public facilities such as libraries, parks, and community centers for the expansion of program offerings.
- Utilizes the list of community resources for field trips, presentations, etc.
- Plans curriculum that includes ways for children to get to know and be involved in the larger community.
- Invites members of the community into the school to make presentations or share skills/knowledge through supervised activities.
- Invites community members to share their special talents and expertise with children in the program.

*Health & Safety Points:*

- Ensure playground equipment is consistently used in the appropriate way in which it was designed to be used.
- Approaches any unknown persons in area of supervision.

*Curriculum Points:*

- Fosters, through intentional curriculum planning, multicultural awareness, appreciation, and celebration through the arts and other "content" areas.
- Brings in diverse adult role models to participate in the program.

\_\_\_\_\_ # Criteria Met / 15 Total = \_\_\_\_\_ x 5

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

Staff
Score
Average:

**Points Earned** \_\_\_\_\_

**Level Three: 5 Points**

- Knows staff and faculty names and treats them as individuals.
- Understands and considers that a child's ability to perform well and learn is affected by what happens outside and inside the classroom setting.
- Makes positive daily contact with the secretary/clerk.
- Makes positive daily contact with the principal.
- Works with the school to encourage and facilitate the process of innovation and to prevent or solve problems.
- Personally recruits faculty, especially those with children in the program, to sit on the ASQ team.
- Attends regular meetings with the principal, Site Director, Mike, and Catherine or Leann once a month.
- Attends school open houses and meet your teacher days as a CC representative, meets families, and registers new children.
- Is active in the school community.
- Attends school events.
- Promotes bonding to the school so children care about their school.
- Provides the principal information to go into the school newsletter
- ❖ Provides regular opportunities, through intentional programming, for the following (1 point each):
  - children experiencing caring neighbors
  - involvement by children in the community to show them the community values and appreciates them
  - children and families providing service to others, so the child and family serve the community.

- Holds children to standards of behavior when out in the community, that reflect positively on the organization as a whole.
- Offers community-service options, especially for older children.

*Kids Points:*

- Encourage acceptance and understanding of differences (e.g., discourage derogatory remarks and help children understand and empathize with hurt feelings due to prejudiced comments).

*Curriculum Points:*

- Plans curriculum that includes activities that reflect the diverse interests, languages, and cultures of families and children served and the broad diversity of human experience.
- Carefully plans field trips and special activities to stimulate interest in science, nature, and the environment.
- Plans activities and/or participates in spontaneous opportunities that encourage discussions or provide information about other countries, important events, and/or people in American or world history (age-appropriate discussion of similarities and differences in American geography, culture/form of government, forms of dance).

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 21 Total = \_\_\_\_\_ x 5

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Level Four: 5 Points**

- Treats the staff and faculty of the school as partners of the program.
- Demonstrates respect for the importance of both school and out of school time in the development of children.
- Works with school counselor and teachers frequently on shared goals for child development.
- Works with the school to identify common goals and desired results, work toward a broad curriculum approach, and share and address challenges and problems.
- Reminds designated faculty representatives are of ASQ meeting times and places.
- Attends school faculty/design team/PTA meetings.
- Assists school and partners of the school in setting up and/or running special events.
- Advocates for quality school-age care in the community.
- Builds opportunities for children and families to be involved in the community into intentional programming.
- Develops a list of community resources, which staff members use to expand program offerings.
- Collaborates with community centers/nursing homes/businesses on shared goals, such as public service projects and work force development.
- Builds new community contacts for programming application and shares with the rest of the organization.
- Carefully plans field trips to take advantage of community resources and events.
- Initiates community projects.
- Raises funds for community events with children and families.
- Establishes relationships with local colleges and universities that provide student volunteers and a wealth of faculty expertise.

*Health & Safety Points:*

- Notifies and discusses safety concerns affecting the community with families.
- Notifies and discusses health concerns affecting the community with families.

*Kids Points:*

- Helps children develop cultural competence, knowledge of and comfort with people of different cultural, racial, or ethnic backgrounds.

*Curriculum Points:*

- ❖ Plans activities that
  - reflect school standards.
  - are different from school-day activities, but complement in-school activities.
  - provides opportunities for children and families to broaden their cultural awareness (i.e., storytellers and musicians from different cultures, celebrations of holidays, preparation of food from different cultures)
  - provides opportunities for use of recreational and cultural community resources.
- Plans activities and/or participates in spontaneous opportunities to facilitate children’s exploration of ideas of democracy, equality, justice, and civic responsibility (create/simulate communities, establish rules with their peers, explore social justice issues, democratic decision-making process, etc.)
- Prepares in advance and considers the children’s interests to enhance the value of field trips.
- Involves children, parents, school staff, and community members in planning activities.

*Professionalism Points:*

- Recruits volunteer human resources.
- Finds alternate sources of funding to obtain supplies.
- Solicits donations of goods and services appropriate for program development.

\_\_\_\_\_ # Criteria Met / 29 Total = \_\_\_\_\_ x 5

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

Staff
Score
Average:

**Points Earned** \_\_\_\_\_

**Level Five: 5 Points**

- Shares academic performance goals and SAC goals with school faculty and collaboratively develop action plans for program improvement and design enrichment opportunities.
- Sits on IEP teams of children in our program.
- Provide opportunities for school to participate in public service and Children’s Choice projects.
- Collaborates on school projects (family fun nights, fund raisers, PTA projects, etc.) and shared goals.
- Hosts school pride/school appreciation events and activities.
- The program “adopts” a part of the school to beautify.
- Recruits members from the community and community-based organizations to sit on the ARQ team.
- Creates, contributes to, and/or maintains a library of current community and national resources for staff to use, including books, videotapes, and training materials.
- Asks community churches, civic clubs, and social service agencies for volunteers, funding, and community service opportunities for children.
- Encourages community businesses to provide release time for employees who volunteer their special expertise and donate supplies and equipment.
- Applies for available sources of community and national funding.
- Volunteers on a community involvement committee related to school-age care such as: NMSACA, NMAEYC, NMCCA.

- Assesses resources within the community by seeking support from and building relationships with local businesses and institutions.
- Identifies what data needs to be collected and how it needs to be collected and if necessary works with external evaluators to assess the program.
- Shares data with board, school staff, and other stakeholders and utilizes it to improve program quality.
- Uses data to document the impact of quality afterschool programming to make the case for the program's importance with the school community and political leaders.
- Helps the program "adopts" a part of the community to beautify.

*Curriculum Points:*

- There is observable evidence that your activities are clearly connected to school-day learning.
- Provides middle school initiative programming for the school, and other extra-curricular activities such as student council, planning communities, etc..

*Environment Points:*

- Initiates landscaping projects, gardening, etc.

*Professionalism Points:*

- Provides staff with a listing of workshops, seminars, and other staff development opportunities that are offered by local trainers, community colleges, churches, and community organizations and encourages staff to attend.
- Finds alternate sources of funding to offer programs, and offer program scholarships.
- Attends community building meetings appropriate for school-age care professionals.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 23 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**7. *ENSURES facilities, environment, equipment, & supplies are kept clean, tidy, and in good working order, are regulated efficiently and responsibly used, and meet the needs of children.***

**Level One (Required Field): 5 Points**

- Informs director of needed everyday and/or bulk supplies in advance : cleaning and hand washing supplies, toilet paper, paper towels, napkins, plates, cups, art supplies, sports equipment, outdoor equipment, first-aid supplies, office supplies, program forms (accident reports, calendars, science and math worksheets, time sheets, etc.)
- Maintains the storage space for equipment, materials, and personal possessions of staff and keeps it clean and organized.
- Ensures floors and walls of activity area are kept clean and dry (corners too).



- Ensures tables and floors of snack area are kept clean.
- Ensures food is limited to one area of the activity space.
- Ensures spaces reserved for dry, non-messy activities are kept clean and dry.
- Ensures messy play takes place in areas that are easy to clean.
  
- Ensures children can easily access and put away materials that are appropriate for self-directed play by themselves and arrange these materials and equipment to suit their activities.
- Restock interest areas when necessary and possible.
- Rearranges the space, when needed and appropriate, to accommodate a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating and socializing, to go on at the same time without much disruption.
- Ensures areas do not become too crowded for appropriate program activities.
- Always gives children the option of outdoor play for as long as they choose, precluding times of extreme weather/environmental conditions (e.g., lightening, air quality concerns, darkness, etc.), parental request, and times of required group time (e.g., clean-up, round-up, etc.) by taking children outdoors when they ask or show the need for outdoor play with a minimal amount of waiting.

*Health & Safety Points:*

- Meets all points in Health & Safety Level 1.
- Meets all points in Health & Safety Level 2.

*Staff Points:*

- Does fair share of setting up and maintaining the model environment.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 15 Total = \_\_\_\_\_ x 5

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Level Two: 5 Points**

- Ensures distinct areas are used for their designated purpose.
- Maintains tidiness of a space for children to put works in progress.
- Ensures furnishings are used appropriately, kept clean and well maintained.
- Facilitates community participation during program clean up times by engaging children in the process (setting group goals, playing music, indicating areas that need attention, etc.) and modeling appropriate behavior (limiting conversations, working efficiently, etc.)
- Allows for time to clean-up after teacher-led activities.
- Ensures children are responsible for cleaning up their own messes before moving on to another activity or going home.
- Ensures children's belongings are kept off the floor.
- Keeps, as much as is in one's control, heat, ventilation, noise level, and light in the indoor space comfortable.
- Ensures noise level, nearby activities, interruptions, or other distractions do not impede or distract children from focus on homework.
- Takes proper care not to waste Children's Choice resources.
- Ensures children do not waste, misuse, or destroy CC supplies and equipment.
- Ensures outside sports equipment is used properly and it is returned to the program (balls are not left outside, jump ropes are not tied to equipment or children, etc.)

- ❖ Uses, keeps readily available, accessible, and in good repair, materials that:
  - promote program’s mission.
  - are developmentally appropriate for the age range of children in the program.
  - vary linguistically, culturally, and in age-appropriateness.
  - include both recreational and educational uses.
  - are for outdoors (playground balls, footballs, Frisbees, jump ropes, parachute, etc.)
- Uses bubble making solution and tools outside.
- Uses sand toys, shovels, buckets, and sifters for use outside.
- Uses blankets, books, or other such materials to provide quiet experiences outside.
- Encourages children to construct observable make-believe places and forts, indoors and outdoors, for dramatic play.

*Curriculum Points:*

- Uses outdoor space to explore science and nature.
- Plans for enough materials and space to implement planned activities when they are scheduled.

*School & Community Points:*

- Arranges for exclusive use of shared space (e.g., library, computer room, gym, etc.)

*Professionalism Points:*

- Receives training for setting up space and designing activities to support program goals and promoting safety, health, and nutrition of children.

\_\_\_\_\_ # **Criteria Met / 25 Total** = \_\_\_\_\_ x 5

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

<b>Staff</b>
<b>Score</b>
<b>Average:</b>

**Points Earned** \_\_\_\_\_

**Level Three: 5 Points**

- Uses good judgment and keeps in mind safety and behavior management issues while setting up program space.
- Keeps table washing supplies available and accessible in the snack area to enable children to clean up their own spills and messes.
- Keeps brooms and/or mops available for use by children to clean up their own messes.
- Takes proactive measures to prevent the misuse and destruction of CC supplies and equipment (taping game boxes, laminating game pieces, reinforcing books, etc.)
- Plays music and/or provides pleasing acoustics.
- Displays children’s art and other work in an aesthetically pleasing way, reflecting children’s interests.
- Uses images of children, their friends, their family members, and staff in creating décor for the program.
- ❖ Uses, keeps readily available, accessible, and in good repair, materials that:
  - include portable gross motor equipment and fine motor or construction materials.
  - include a variety of dramatic play materials.
  - include a variety of games, puzzles, and books for various age and skill levels that are readily available, accessible, and in good repair.
  - are needed to complete homework assignments (pencils, sharpeners, dictionary, lined paper, etc.) that are readily available, accessible, and in good repair.

*Kids Points:*

- Ensures there is a designated space for children to be alone and that it used appropriately.

\_\_\_\_\_ # Criteria Met / 13 Total = \_\_\_\_\_ x 5

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

Staff
Score
Average:

**Points Earned**\_\_\_\_\_

**Level Four: 5 Points**

- Ensures program space is set up in an aesthetically pleasing, functional way, complete with signage and all appropriate materials.
- Enlists the help of children to clean and organize interest areas.
- ❖ Uses and keeps readily available, accessible, and in good repair, materials that:
  - include math or reasoning games and activities.
  - include science and nature materials.
  - aid children in relieving stress, handling and expressing feelings, and/or calming down (e.g., feeling books, stress balls, journals, fine motor manipulatives, etc.) in an area where they can be alone.
- Uses a variety of books and printed materials in the children’s primary or home language, including sign language.
- Adds new materials to extend choices periodically in response to children’s interests.
- Initiates ways for children to personalize the program space with their work and interests.
- Maintains and updates the bulletin boards frequently.

*Kids Points:*

- Fosters student independence through environmental modification, appropriate activities and teaching strategies, particularly for those with special needs.

\_\_\_\_\_ # Criteria Met / 10 Total = \_\_\_\_\_ x 5

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

Staff
Score
Average:

**Points Earned**\_\_\_\_\_

**Level Five: 5 Points**

- Ensures environment is consistently set up as the “model,” utilizing tablecloths, centerpieces, tents, carpets, signs, etc.
- Initiates the improvement of the aesthetics and maintenance of the program space.
- Provides opportunities for and encourages the children to actively care for, maintain, and improve the indoor and outdoor program space.
- Facilitates the creation and personalization by children of their own private space with self-selected materials.
- ❖ Uses and keeps readily available, accessible, and in good repair, materials that:
  - display anti-bias and non-sexist messages, that depict diverse people engaged in non-stereotypical roles.
  - include a variety of linguistically, culturally, and age-appropriate materials for independent and small group use that are readily available, accessible, and in good repair.
  - include a variety of multi-cultural materials to reflect the diversity of people.
- Initiates landscaping projects, gardening, etc.

*School & Community Points:*

- The program "adopts" a part of the school to beautify.
- Helps the program "adopts" a part of the community to beautify.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 10 Total = \_\_\_\_\_ x 5

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_

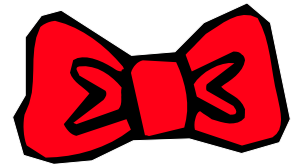
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**8. DEMONSTRATES professionalism: is proactive in own professional development, holds self accountable for performance standards and follows through on professional goals. MAINTAINS accurate records, essential for control, assessment and reporting of program activities and progress.**



**Level One (Required Field): 20 Points**

- Is at least 21 years of age.
- Has completed at least (Please identify which ONE):
  - Bachelor's Degree in a related field
  - Bachelor's Degree in an unrelated field AND 1 year of experience
  - AA degree or 2 years of college AND 2 years of experience working with school-age children
  - High School diploma or GED AND 3 years of experience working with school-age children
- Demonstrates a philosophical alignment with the program goals and desired results.
- Goals include working toward advancement in the field and/or the organization.
- ❖ Sets a good example and high expectations for staff by modeling:
  - positive attitude
  - punctuality
  - reliability and a hard work ethic
  - risk management
  - sense of community
  - commitment to what is best for the children, site, and organization.
- Is familiar with the information about philosophies and policies in the staff and family guidelines.
- Wears clothing that is appropriate for children and for the indoor/outdoor activities with children.
- Lets supervisor(s) know as soon as possible when they will be late or absent and arranges for alternate coverage.
- Ensures children's registration materials are completed in full before accepting them and turning them in to the office.
- Ensures children are signed in and out by an authorized adult.
- Records daily attendance and staff member totals on attendance sheets when doing check-in.
- Records any changes made to the snack calendar.
- Ensures daily snack count summary is accurate.
- Documents and files child accidents according to the emergency procedures.

- Limits conversations among staff about personal matters to before the children arrive or are brief.
- Communicates with other staff effectively to ensure the program flows smoothly.
- Willingly and readily fills in at other sites in staffing emergencies as requested by Site Director.
- Cooperates and is a "team-player" with other Site Directors.
- Meets with Site Director to give and receive feedback and share concerns at least once a month or as requested by Site Director.
- Completes a self-evaluation every 6 months from date of hire (every 12 months after 2 years) in a timely manner and provides copies for peer evaluations.
- Maintains current CPR and First Aid certifications.
- Attends all mandatory trainings.
- Receives and documents at least 24 hours of training annually.
- Logs training on site and turns in documentation to the main office.
- Provides appropriate receipts and records for all expenses.

*Health & Safety Points:*

- Knows and follows state health and safety requirements.
- Obtains and maintains CPR and First Aid certification.
- Follows emergency procedures and complete accident reports.
- Follows systems that are in place to protect children from harm, especially as they move from one place to another; ensures most convenient and safest routes are used by all children in the program.

*Kids Points:*

- Seems cheerful rather than bored, tired, or distant.
- Is kind and fair to all children.
- Is actively engaged in activities and/or conversations with children.
- Follows all rules set by the school & CC community to reinforce the validity of the rules; acts as a role model.
- Models the use of Standard English.

*Staff Points:*

- Respects the authority and competence of Site Director.
- Consistently acts as a model of positivism, cooperation and helpfulness.
- Models flexibility about roles; considered a "team player."
- Shows caring and consideration for other staff members in matters of punctuality and attendance so as to cause no inconvenience to co-workers.
- Does fair share of setting up and maintaining the model environment.
- Attends all regularly scheduled staff meetings with a positive and productive attitude.

*Curriculum Points:*

- Leads a variety of activities weekly; some spontaneous some planned; some passive some active.
- Plans and runs an enrichment club on a weekly basis.
- Submits activity ideas in writing, including a list of supplies needed, to Site Director on or before deadline.

*Family Points:*

- Treats family members with respect.
- Talks about confidential matters in private.

*School & Community Points:*

- Treats school staff and faculty with respect.

*Environment Points:*

- Informs director of needed everyday and/or bulk supplies in advance : cleaning and hand washing supplies, toilet paper, paper towels, napkins, plates, cups, art supplies, sports equipment, outdoor equipment, first-aid supplies, office supplies, program forms (accident reports, calendars, science and math worksheets, time sheets, etc.)

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 52 Total = \_\_\_\_\_ x 20

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Level Two: 20 Points**

- Has completed at least (Please identify which ONE):
  - Bachelor's Degree in a related field **AND**
    - six months experience
    - OR**
    - six credit hours
      - child and youth development (3)
      - other areas related to sac programming (3)
  - Bachelor's Degree in an unrelated field **AND**
    - one year experience
    - OR**
    - nine credit hours
      - child and youth development (3)
      - other areas related to sac programming (6)
  - AA degree or 2 years of college in a related field or equivalent certification **AND**
    - eighteen months experience
    - OR**
    - nine credit hours
      - child and youth development (3)
      - other areas related to sac programming (6)
- Assists in maintaining an up-to-date state license.
- Adheres to the *School-Age Care Code of Ethics* that makes positive development of children their highest priority.
- Is available to work all program hours.
- Attends all staff meetings, staff trainings, design team meetings, 1:1 supervision meetings, ASQ meetings, and as an example of a positive attitude and hard work ethic.
- Arrives at work ready to play.
- Attends CC trainings with the goal of learning new skills.
- Attends all trainings suggested by Site Director to address professional development needs.
- ❖ Receives training for
  - setting up space and designing activities to support program goals and promoting safety, health, and nutrition of children.
  - fair and consistent disciplinary steps and behavior management and discipline techniques that teach children self-guidance and discipline, which achieve positive outcomes in areas of problem solving and interacting with others, and guide behavior in an appropriate manner.
- Encourages other staff to attend CC trainings.
- Submits monthly curriculum before or on the due date, with documentation of staff planning and child planning, descriptions of new games, enrichment or activity ideas.
- Contributes to monthly CC newsletter.
- Works toward advancement in the field and/or the organization by following through on goals with Site Director.

- Develops goals that are testable and measurable
- Completes peer evaluations of staff and returns to Site Director in a timely manner.
- Completes evaluation of Site Director and collects those from other staff and turns them in to Catherine in a timely manner as directed by Site Director.
- Attends site staff meetings with the goal of facilitating positive communication and growth, and timely accomplishment of tasks.

*Kids Points:*

- Is aware how tone and demeanor convey respect to children.
- Remains calm and patient when dealing with an upset or angry child.
- Models and intentionally teaches children to respect others attitudes and beliefs.
- Discuss child-related information, concerns, and behavior management away from children

*Staff Points:*

- Is aware of how tone and demeanor conveys respect to colleagues.
- Consistently shows loyalty and respect for the Site Director.
- Manages tense situations in a way that shows respect for other staff members; is assertive, but not aggressive.
- Share duties and responsibilities fairly with other staff to ensure program and problems are handled smoothly.

*Family Points:*

- Is aware how tone and demeanor conveys respect to families.
- Ensures that families are kept well-informed about children's well-being by maintaining ongoing communication and routine sharing of information through, parent conferences; informal conversations; telephone calls; family events; progress reports; workshops; family journals; e-mail messages; etc.
- Is able to explain all pertinent policies and procedures to families.

*School & Community Points:*

- Is aware how tone and demeanor convey respect to school staff and faculty.

*Environment Points:*

- Takes proper care not to waste Children's Choice resources.
- Ensures children do not waste, misuse, or destroy CC supplies and equipment.
- Ensures outside sports equipment is used properly and it is returned to the program (balls are not left outside, jump ropes are not tied to equipment or children, etc.)

<b>Staff</b>
<b>Score</b>
<b>Average:</b>

\_\_\_\_\_ # Criteria Met / 33 Total = \_\_\_\_\_ x 20

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

### **Level Three: 20 Points**

- Has completed at least (Please identify which ONE):
  - Bachelor's Degree in a related field **AND** six months experience **AND** six credit hours
    - child and youth development (3)
    - other areas related to sac programming (3)
  - Bachelor's Degree in an unrelated field **AND** one year experience **AND** nine credit hours
    - child and youth development (3)
    - other areas related to sac programming (6)
  - AA degree or 2 years of college in a related field or equivalent certification **AND** eighteen months experience **AND** nine credit hours
    - child and youth development (3)
    - other areas related to sac programming (6)
- Uses time in the program efficiently.
- Accepts and completes delegated tasks efficiently.
- Assists in obtaining and/or maintaining national accreditation.
- Assists or conducts and documents monthly fire drills.
- Professionally organizes and maintains licensing book so that required items are easy to find.
- Follows purchasing procedures: uses tax-exempt forms.
- Asks for the lowest possible group rate when booking field trips.
- Pays the least we can for what we need by using coupons, buying generic items, avoiding pre-processed and individually packaged items, etc.
- Assists Site Director in conducting on-site orientation(s) for new employees.
- Provides and receives continuous supervision and feedback to and from other staff through formal and informal conversations.
- Requests help and guidance from peers and supervisor, when needed.
- Voices concerns about policies and philosophies at appropriate times and venues.
- Comes to supervision meetings ready to initiate conversation about goal progress and professional development.
- Develops goals that address the short-term and the long-term.
- Develops goals that reflect internal and external development of professional skills.
- Receives and documents more than 24 hours of training annually.
- Specifically seeks out trainings that address professional development needs.
- Receives training for focusing on the needs and interests of children, speaking and listening to children in a manner that respects individuals, and creating and supporting emotionally safe environments.
- Shares information and strategies learned at training events with team.
- Applies and implements lessons from trainings, seminars, and coursework at site.
- Assists in production of monthly newsletter.
- Submits monthly curriculum before or on the due date as a detailed lesson plan with descriptions of each activity idea, approach(es) to learning, goals for skill development, and a plan for reflection with the children of how the activity went.
- Documents funny things kids do and say a "memoir" of their work.

#### *Health & Safety Points:*

- Takes initiative to meet state health and safety requirements.
- Knows and utilizes the plan to provide adequate staff coverage in emergencies.

*Kids Points:*

- Avoids showing favoritism among children.

*Staff Points:*

- Respects the authority and competence of other staff members.
- Consults with other staff members for their input and advice in professional matters.
- Staff are comfortable coming to you with problems or requests for advice or assistance.
- Sits in with Site Director to meet with individual staff members to give and receive feedback as requested.

*Curriculum Points:*

- Implements curriculum in a manner that is consistent with the philosophy of Children’s Choice.
- Submits a curriculum that shows how it supports the goals we have for children and how it incorporates their interests.

*Family Points:*

- Keeps families well-informed about the program (program policies, practices, schedule) by maintaining ongoing communication and routine sharing of information through signs; informal conversations; orientation sessions; newsletters; photos; information sheets; family events; workshops; e-mail messages; etc.

*School & Community Points:*

- Works with the school to encourage and facilitate the process of innovation and to prevent or solve problems.
- Personally recruits faculty, especially those with children in the program, to sit on the ASQ team.
- Attends regular meetings with the principal, Site Director, Mike, and Catherine or Leann once a month.

*Environment Points:*

- Takes proactive measures to prevent the misuse and destruction of CC supplies and equipment (taping game boxes, laminating game pieces, reinforcing books, etc.)

\_\_\_\_\_ # Criteria Met / 38 Total = \_\_\_\_\_ x 20

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

<b>Staff</b>
<b>Score</b>
<b>Average:</b>

**Points Earned**\_\_\_\_\_

**Level Four: 20 Points**

- Fulfills role and responsibilities of Site Director in the absence of the Site Director.
- Creates professional development goals / plans and follows through on goals, reflecting on them and working on them between evaluation periods and periods between supervision meetings with guidance of the Site Director.
- Assesses personal training needs in core competency areas and attends professional development workshops, institutes, seminars, or courses to address those needs.
- Receives training in how to respond appropriately to socially sensitive issues such as smoking, drugs, tattoos, body piercing, sexuality, dating, cults, religion, ghost or horror stories, divorce, and their own personal lives.
- Takes college coursework related to SAC programming or child development.
- Encourages other staff to share information and strategies learned at training events with team.
- Encourages other staff to apply and implement lessons from trainings, seminars, and coursework at site.

- Sits in on monthly 1:1 supervision meetings with staff.
- Includes staff-development activities in staff meetings.
- Includes planned opportunities for staff to share new professional ideas and materials at staff meetings.
- Produces monthly newsletter.
- Keeps written lesson plans are kept in planning file on site that can be used by staff in the future.
- Submits, as part of curriculum planning, summaries of experiences for future reference.
- Documents the goals and behavior of children in the program through formal charting.
- Helps children document Kids' Council meetings and/ or their own activity planning.
- Finds new ways to cut unnecessary funding with the goal of efficient use of resources.
- Recruits volunteer human resources.
- Finds alternate sources of funding to obtain supplies.
- Solicits donations of goods and services appropriate for program development.

*Health & Safety Points:*

- Takes initiative to ensure indoor &/or outdoor program space exceeds state health and safety codes.
- Knows where all children are and what they are doing: keeps clip system accurate at all times while gate keeping.

*Kids Points:*

- Incorporates individualized goals for children into free play and planned activities.
- Integrates individualization into activities and routines to accommodate children with special needs.

*Staff Points:*

- Shows genuine leadership skills, so that staff members will willingly follow.
- Staff respect your authority and competence.
- Respects the feedback from staff and Site Director by acting on and/or addressing it.
- Actively participates in trainings.
- Takes a leadership role in the summer curriculum planning design team.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 28 Total = \_\_\_\_\_ x 20

**Rounded to nearest 10<sup>th</sup> (ex. 2.3) =**

**Points Earned** \_\_\_\_\_

**Level Five: 20 Points**

- When acting as Site Director, ensures program does not drop far below the 10:1 ratio: does not overstaff, encourages staff to "clock-out" when the ratios drop, and/or utilizes staff time by delegating important tasks to utilize human resources efficiently: such as site cleaning/maintenance, making copies, getting materials ready for the next day, etc.
- Fully internalizes the critically reflective and future/change focused nature of professional development.
- Attends local child care conferences, meetings, and events.
- Provides staff with a listing of workshops, seminars, and other staff development opportunities that are offered by local trainers, community colleges, churches, and community organizations and encourages staff to attend.
- Develops tools and strategies for staff and other Site Directors to implement lessons from trainings and national conferences.

- Assists in professionally documenting a sophisticated system of staff supervision and participative staff development, an on-going log of communication about the progress of goals and development.
- Makes a professional library containing current materials on a variety of school-age care subjects available to staff.
- Develops training modules based on information from research and/or other trainings events.
- Develops training modules to be used with our staff and presented at local and national conferences.
- Facilitates the use of Teaching Strategies modules for self-guided training of employees that require extra training.
- Finds alternate sources of funding to offer programs, and offer program scholarships.
- Contributes to and maintains a system of charting on staff/family/individual goals for children in our program, including anecdotal record taking & goal setting strategies.
- Assists children in documenting their own experiences and goals for personal growth.
- Keeps record of activity planning in a way, which can easily be developed into professional written materials or used by future staff as program planning tools.
- Produces a monthly newsletter that is above standard: created mostly by kids, creative & interesting, features child artwork, photographs used, professional in appearance.
- Attends community building meetings appropriate for school-age care professionals.

*Staff Points:*

- Staff show loyalty to and admiration for you.
- Acts as the "Lead Learner", sharing big picture issues, community issues, hot topics in the field of school-age care, and personal advocacy efforts on behalf of children and the profession with the staff.
- Assists Site Director in leading staff meetings.
- Takes a leadership role in the ARQ process.

*Curriculum Points:*

- Develops learning tools/guides to be used for specific activities/clubs/field trips.
- Submits a curriculum that shows how it supports the goals we have for individual children and how it incorporates their interests.

*Family Points:*

- Families consult with you for expertise in child development.

*School & Community Points:*

- Creates, contributes to, and/or maintains a library of current community and national resources for staff to use, including books, videotapes, and training materials.
- Asks community churches, civic clubs, and social service agencies for volunteers, funding, and community service opportunities for children.
- Encourages community businesses to provide release time for employees who volunteer their special expertise and donate supplies and equipment.
- Applies for available sources of community and national funding.
- Volunteers on a community involvement committee related to school-age care such as: NMSACA, NMAEYC, NMCCA.
- Assesses resources within the community by seeking support from and building relationships with local businesses and institutions.
- Identifies what data needs to be collected and how it needs to be collected and if necessary works with external evaluators to assess the program.

- Shares data with board, school staff, and other stakeholders and utilizes it to improve program quality.
- Uses data to document the impact of quality afterschool programming to make the case for the program's importance with the school community and political leaders.

*Environment Points:*

- Ensures environment is consistently set up as the "model," utilizing tablecloths, centerpieces, tents, carpets, signs, etc.

Staff
Score
Average:

\_\_\_\_\_ # Criteria Met / 33 Total = \_\_\_\_\_ x 20

Rounded to nearest 10<sup>th</sup> (ex. 2.3) =

Points Earned \_\_\_\_\_

**Comments:** \_\_\_\_\_

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***9. The Gestalt: This page is used for feedback on the big picture. Employee attitude, professionalism, verbal and written communication, etc.***

**10. Personal Goals: In the space provided below or using additional space, please outline your personal goals for the positive development of the program and your job. How do you want the program or your job to change? What are your priorities? Where do you see yourself in 3-5 years?**

# Goals

With the End in Mind, Specific, Testable, and Observable: Personal goals for the positive development of the program and your job. How do you want the program or your job to change? What are your priorities? Where do you see yourself in 3-5 years?

Long-Term: Desired Result End in Mind	Specific Goal: I will do . . .	Testable: How, how many, how often, how it will be observed.	Completed by: Timeline

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SUMMARY**

Staff
Average

- 1. Health, Safety, & Nutrition**  
 a. Level 1 (10 Points Required) \_\_\_\_\_ Points  
 b. Level 2 (10 Points Required) \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

Staff
Average

- 2. Relationships With & Among Children**  
 a. Level 1 (25 Points Required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

Staff
Average

- 3. Relationships With Staff**  
 a. Level 1 (15 Points Required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

Staff
Average

- 4. Curriculum**  
 a. Level 1 (10 Points Required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

Staff
Average

- 5. Family Relationships**  
 a. Level 1 (10 Points Required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

Staff
Average

- 6. Host & Community**  
 a. Level 1 (5 Points required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

Staff
Average

- 7. Environment & Equipment**  
 a. Level 1 (5 Points Required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

Staff
Average

- 8. Professionalism**  
 a. Level 1 (20 Points Required) \_\_\_\_\_ Points  
 b. Level 2 \_\_\_\_\_ Points  
 c. Level 3 \_\_\_\_\_ Points  
 d. Level 4 \_\_\_\_\_ Points  
 e. Level 5 \_\_\_\_\_ Points

Subtotal \_\_\_\_\_

**EVALUATION TOTAL** \_\_\_\_\_

- 9. Training Acknowledgement and Appreciation**  
 a. CC Training Module Hours exceeding 24 this year + \_\_\_\_\_  
 b. SAC-related Course Credits (in last year) + \_\_\_\_\_  
 c. Non-CC SAC-related Training hours (in last year) + \_\_\_\_\_  
 d. # of New Strategies Derived From Trainings that are Documented and Applied (in last year) X 2 + \_\_\_\_\_ = \_\_\_\_\_

**TOTAL POINTS EARNED** \_\_\_\_\_