

Concentration: School Age Care
Critical Work Function: H. Support Children’s Success in Learning.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p>H1 Develop and maintain collaborative partnerships with children and their learning partners</p>	<ul style="list-style-type: none"> • Information is exchanged with learning partners regarding children’s development on a regular basis. • All required authorizations are obtained prior to releasing confidential information of children. • Communications are properly documented in accordance with the organization’s policies and procedures. • School(s) and community organizations participate in events for families that are relevant to children’s educational success. • Identify and implement ways to engage families in their children’s learning. • Written agreements between after-school programs and learning partners are developed and followed. • Individual, family and community cultures are honored and respected. 	<ul style="list-style-type: none"> • Knowledge of key school personnel, their roles and school dynamics and cultures. • Knowledge of schools and community organizations and their policies and procedures. • Knowledge of legal requirements regarding the release of children’s confidential information. • Knowledge of how to plan community events. • Knowledge of family support principles and practices, children’s home culture and methods for honoring family culture. • Knowledge of procedures and prototypes for developing written agreements and the ability to implement them. • Ability to access and implement culturally relevant anti-bias practices. • Knowledge of the cultures that are represented in the program. • Knowledge of the impact of family culture on education. 	<ul style="list-style-type: none"> • Identifies conflicts, moderates discussion, demonstrates composure, analyzes group dynamics and detects underlying issues. • Follows rules/policies/procedures, volunteers for special assignments, works with minimal supervision, pays attention to detail, demonstrates optimism and initiative and monitors performance standards. • Responds appropriately to others, willingly helps and takes active interest in others, establishes rapport, modifies behavior to environment, and shows understanding and empathy for others. • Completes forms, summarizes/paraphrases information and creates original documents.

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H2 Design and implement activities that reinforce key learning concepts for the development of the whole child	<ul style="list-style-type: none"> • Individual needs of the children in the program are accurately identified. • Goals and outcomes for children are accurately identified and established with families, program staff, school personnel, and other learning partners. • Individual Education Plan (I.E.P.) and behavior plans are gathered to incorporate in school-age care curriculum planning. • Access is provided to developmentally and culturally relevant anti-bias educational tools and materials. • Developmentally appropriate activities identifying learning concepts for each daily activity are properly planned. • Information from learning partners is gathered, exchanged and incorporated into school-age care curriculum. • School goals and objectives are obtained to implement activities that support the development of the whole child. 	<ul style="list-style-type: none"> • Knowledge of state’s current academic standards, benchmarks and outcome based learning. • Knowledge of developmentally appropriate practices, effective guidance, and how to implement activities that support the whole child. • Knowledge of experiential education and learning styles as they relate to children. • Knowledge of goal writing techniques and practices. • Knowledge of cultural norms and asset based developmental theories or models. • Knowledge of Individual Education Plan (I.E.P.) and behavior plans and ability to incorporate them in school-age care curriculum planning. • Knowledge of confidentiality rules and regulations. • Knowledge of how to select and use developmentally and culturally relevant anti-bias educational tools and materials. • Knowledge of how to develop and implement curriculum that connects to the teacher/school community and school goals. 	<ul style="list-style-type: none"> • Demonstrates creative thinking process while problem solving, applies creative solutions to new situations and formulates new ideas, plans and approaches. • Models proper performance and attitudes, understands material being taught, conducts task-specific training, and provides constructive feedback and reinforcement. • Understands the learning process, interprets and applies new knowledge and experience, analyzes application of learning tools, investigates new learning techniques and manipulates learning tools. • Recognizes job tasks, delegates responsibilities, assesses individual knowledge and skills, and monitors performance. • Identifies relevant details, facts, specifications and qualifies, analyzes, interprets and summarizes information.

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<p>H3 Implement systems for program accountability regarding involvement in children's learning</p>	<ul style="list-style-type: none"> • Systems are developed to obtain and exchange information on children's current progress with family, program staff, and other learning partners. • Children's learning is accurately observed, documented and evaluated. • Decision making processes are accurately identified. • Tracking forms, lesson plans, etc. are developed or adopted and are regularly and consistently filed or displayed in accordance with applicable regulations and organization's policies. • Program results and systems are accurately and effectively communicated to internal staff, policymakers, educators, and families. • A continuous quality assurance system is used. • Logs, forms, and documents are updated regularly. 	<ul style="list-style-type: none"> • Knowledge of communication methods between systems. • Knowledge of observation techniques and measures of children's progress. • Knowledge of observation and documentation tools, strategies and protocols and educational system terminology. • Knowledge of program results and regulatory agencies and accrediting organizations' accountability requirements. • Knowledge of processes for developing mission, purpose, values around supporting children's learning. • Knowledge of regulations, policies and procedures for developing tracking forms and lesson plans. • Knowledge of continuous quality assurance concepts. • Knowledge of basic record keeping practices. 	<ul style="list-style-type: none"> • Selects/obtains information relevant to the task, analyzes data, integrates multiple items of data and contrasts conflicting data. • Understand continuous improvement process, suggests system modifications and improvements, and determines system components to be modified or improved. • Recognizes accuracy of information, provides accurate communication, interprets information and prepares basic summaries and reports. • Understands system organization and hierarchy, follows processes and procedures and recognizes system strengths/limitations.

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H4 Advocate for the role of school-age care in children’s learning	<ul style="list-style-type: none"> • The National School-age Care Alliance (NSACA) and other school-age care quality standards are effectively articulated to policymakers, educators and families. • Membership in professional organizations and training opportunities actively sought. • School-age care issues and local, state, national initiatives are effectively articulated to families, policymakers and educators. • Effective collaboration with community organizations is developed and relevant resources to support children’s success in learning are utilized. • Current research and trend information are collected and exchanged with appropriate parties. • The need for adequate funding and policies that support the role of school age care are effectively communicated to families and policymakers. • The role of other learning partners in supporting children’s educational success is effectively articulated. 	<ul style="list-style-type: none"> • Knowledge of NSACA and other school- age care quality standards. • Knowledge of legislative process and of policymakers, community organizations and resources, educators and families and how to access them. • Knowledge of pertinent school-age care issues and local, state, and national initiatives. • Knowledge of professional organizations and training opportunities. • Knowledge of how to locate and interpret current research and trend information on school-age care • Knowledge of funding and policies that affect school-age care issues. 	<ul style="list-style-type: none"> • Encourages others to adopt new concepts, leads by example, displays enthusiasm/positive attitudes, develops minority/majority views, maximizes strengths/minimizes limitations and consolidates varied viewpoints and positions. • Demonstrates creative thinking process while problem solving, utilizes brainstorming techniques, applies creative solutions to new situations and formulates new ideas, plans and approaches. • Applies rules and principles to situation, analyzes situation, considers risks and implications, compiles multiple view points and generates and evaluates alternative solutions. • Demonstrates honesty and trustworthiness, accepts responsibility for own behavior, analyzes personal/societal implications of decisions, responsibly challenges unethical practices and decisions, and formulates ethical course of action. • Applies rules/principles to process/procedure, uses logic to draw conclusions and examines information/data for relevance and accuracy. • Communicates appropriate verbal/nonverbal messages, actively participates in discussion, present complex ideas, analyzes responses, and poses critical questions.

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<p>H5 Implement systems that promote individual, family, and cultural identity as the foundation of children’s learning and development.</p>	<ul style="list-style-type: none"> • Cultural, family and individual diversity are integrated into the planning and implementation of curriculum activities. • Activities are planned which specifically address cultural, familial, and individual identity in a positive and respectful manner. • Activities planned recognize and integrate the possible differences and similarities between different cultural, familial, and personal backgrounds of the children and their learning styles. • Forms and documents used recognize the variation in family structures across different cultures. • Design and decoration of the center emphasizes a variety of cultures and reflects the program’s cultures and families. • Children’s toys, games, and materials represent a diverse variety of cultures and families. • Training opportunities in the area of cultural competency are actively sought. • The cultural context of staff communication, behavior, and identity is recognized and taken into account when relating to children and families of children. 	<ul style="list-style-type: none"> • Knowledge of cultural competence concepts. • Knowledge of where to locate information regarding available trainings. • Knowledge of own cultural, familial, and individual identity and the ability to recognize the cultural context of communication. • Knowledge of how to include cultural considerations when planning activities. • Knowledge of how to recognize the various cultures, economic bases, and family structures of the children in their program. • Knowledge of the full breadth of different learning styles. • Knowledge of how adults and children are addressed in cultures other than their own. • Knowledge of where to find or how to access information about art, games, traditions, holidays, environments, and daily life of other cultures. 	<ul style="list-style-type: none"> • Understands and appropriately refers complaints, analyzes possible causes/reasons, generates/evaluates solutions and devises and/or implements plan of action. • Identifies own skills/abilities, defends own beliefs/viewpoints, accepts constructive criticism and responsibility for own behavior, and understands own impact on others. • Analyzes customer needs, relates to customer fears/concerns, obtains additional resources to meet customer needs and makes exceptional effort on behalf of customer. • Responds appropriately to others, willingly helps and takes active interest in others, modifies behavior to environment, works to identify and remove social barriers, and encourages cooperation and negotiation. • Understand legal aspects of discrimination, respects rights of others, recognizes the value of diversity, encourages/supports individuality, and responsibly challenges discriminatory practices/procedures.

Template B

Key Activity 1: Sociability, Writing, Negotiation, Responsibility

Key Activity 2: Knows/learns, Helping others, Reading, Creative thinking, Management of human resources

Key Activity 3: Improving system performance, Acquiring information, Understanding the organizational system, Interpreting information

Key Activity 4: Exhibiting leadership, Speaking, Decision making, Integrity, Creative thinking, Reasoning

Key Activity 5: Working with diversity, Sociability, Problem solving, Customer service, Self-worth