

Name of Family/Commun	ity Representative
Name of Candidate	
	nd Region
Program Type:	
☐ Child Development	☐ Youth
Date(s) of Observation	
-	ete the following observation form before you complete the candidate's Request he guidelines for recording the observation and completing this form located in the
area. When you answer ea	f the candidate, look for examples of what the candidate is doing in each functional ach underlined question, describe as many examples as you can. Use this form to ns—even if you visit multiple times. Feel free to use additional paper if you need
Family/Community Repre-	sentative
	Signature



### **FUNCTIONAL AREA 1: SAFE**

How does the candidate provide a safe environment for youth both indoors and outdoors?

Describe what you see.	



### **FUNCTIONAL AREA 2: HEALTHY**

How does the candidate promote good health and nutrition? How does the candidate provide an environment that helps prevent illness?

Describe what you see.	



#### **FUNCTIONAL AREA 3: OUT-OF-SCHOOL ENVIRONMENTS**

How does the candidate use space, relationships, materials, and routines as resources for constructing an interesting and enjoyable environment that encourages play, exploration and learning?

Describe what you see.		



### **FUNCTIONAL AREA 4: PHYSICAL**

How does the candidate provide a variety of equipment, activities, and opportunities to promote the physical development of youth?

Describe what you see.		



### **FUNCTIONAL AREA 5: COGNITIVE**

How does the candidate provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of youth?

Describe what you see.		



### **FUNCTIONAL AREA 6: COMMUNICATION**

How does the candidate communicate with youth and provide opportunities and support for youth to understand, acquire, and use verbal and non-verbal means of communicating thoughts and feelings?

Describe what you see.	



### **FUNCTIONAL AREA 7: CREATIVE**

How does the candidate provide opportunities that stimulate youth to play with sound, rhythm, language, materials, space, and ideas in individual ways and to express their creative abilities?

Describe what you see.	



### **FUNCTIONAL AREA 8: SELF**

How does the candidate promote physical development and provide emotional security for each youth, helping them to know, accept, and take pride in themselves and to develop a sense of independence?

Describe what you see.		



### **FUNCTIONAL AREA 9: SOCIAL**

How does the candidate help youth feel accepted in the group, help youth to learn to communicate and get along with others, and encourage feelings of empathy and mutual respect among youth, peers, and adults?

Describe what you see.		



### **FUNCTIONAL AREA 10: GUIDANCE**

How does the candidate provide a supportive environment in which youth can learn and practice appropriate and acceptable behaviors as individuals and as a group?

Describe what you see.		



### **FUNCTIONAL AREA 11: FAMILIES**

How does the candidate maintain an open, friendly, and cooperative relationship with each family? How does the candidate encourage their involvement in the program and support the youth's relationship with their family?

Describe what you see.		



#### **FUNCTIONAL AREA 12: PROGRAM MANAGEMENT**

Is the candidate a manager who uses all available resources to ensure an effective operation? Is the candidate a competent organizer, planner, record keeper, and communicator?

С	Describe what you see.	
This functional area may not be directly observable in the daily program routine. Checkmarks next to indicators or comments may be made based upon interviewing the candidate or thorough knowledge of the candidate's work from sources other than observation, such as the professional portfolio. Record one or two most relevant comments in this functional area.		
	Participates in program observations and assessments.	
	Maintains up-to-date records on youth's growth, health, interests, behavior, and progress.	
	Asks families for information about their youth's interests, behavior, and progress.	
	Uses a broad collection of effective teaching/learning strategies, tools, and accommodations.	
	Appreciates and uses strengths of other team members.	
	Involves youth in planning and evaluating the program.	
	Reviews program policies before starting a new task.	
	Participates in regular staff meetings to plan and evaluate the program.	
(	Comments	
	Unable to Answer	



#### **FUNCTIONAL AREA 13: PROFESSIONALISM**

Does the candidate make decisions based on knowledge of child and youth development theories, promote quality in out-of-school programs, and take advantage of opportunities to improve competence, both for professional growth and for the benefit of youth and families?

D	escribe what you see.
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or o	s functional area may not be directly observable in the daily program routine. Checkmarks next to indicators comments may be made based upon interviewing the candidate or thorough knowledge of the candidate's rk from sources other than observation, such as the professional portfolio. Record three most relevant nments in this functional area.
	Continues to gain knowledge of physical, cognitive, language, emotional, and social development as a basis for planning program goals.
	Continually assesses own performance and seeks opportunities to improve skills.
	Keeps all personal information about youth and families confidential.
	Works with other professionals and families to develop effective strategies to communicate to decision makers the needs of youth and families.
	Keeps up to date on program and legal reporting requirements for staff members and seeks information on child abuse and neglect.
	Takes opportunities for professional and personal development by joining appropriate professional organizations, attending meetings/workshops/courses, and conferences.
	Recognizes that fatigue, low morale, and lack of work satisfaction decreases effectiveness and finds ways to meet their needs and maintain energy and enthusiasm.
С	comments
	Unable to Answer