

Family/Community Representative Observation Form

COUNCIL
for
PROFESSIONAL
RECOGNITION



Name of Family/Community Representative _____

Name of Candidate _____

Candidate's Installation and Region _____

Program _____

Program Type:

☐ Child Development ☐ Youth

Date(s) of Observation _____

Directions: Please complete the following observation form before you complete the candidate's request for assessment. Consult the guidelines for recording the observation and completing this form located in the Family/Community Guide.

During your observation of the candidate, look for examples of what the candidate is doing in each functional area. When you answer each underlined question, describe as many examples as you can. Use this form to record all your observations—even if you visit multiple times. Feel free to use additional paper if you need more writing space.

Family/Community Representative _____

Signature

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

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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?

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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?

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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?

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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?

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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?

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

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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?

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 three most relevant comments 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.

Comments

- ☐ Unable to Answer