

YOUTH AND CHILD CARE WORKER

GROWTH AND EVALUATION TOOL

YCW:	GRADES SUPPORTED:
CAMPUS:	OTHER RESPONSIBILITIES:

The purpose of the Youth and Child Care Worker growth tool is to encourage both formative and summative aspects of professional formation and development. Evaluations at LCS aim to develop the best possible support for students and to collaboratively work toward improvement in professional practice. An effective system of evaluation accomplishes two things: it ensures quality support for students and it promotes professional learning. The system developed for evaluations must have certain characteristics: it must be rigorous, valid, reliable, and defensible, and must be grounded in a research based and accepted definition of good practice (C. Danielson, 2010). Formal evaluations will occur in the first year of a contract and every 36 months after that, or as required.

The LCS YCW evaluation & growth tool is designed to provide clear standards for Youth and Child Care Workers, which describe the common expectation for growth and capacity building. The standards are based on a combination of the [LCS Policy ED100.002 Instructional Guidelines](#), a professional code of ethics with the CYCABC ([Child and Youth Care Association of BC](#)), as well as standards for practice developed by the [North American Child and Youth Care Professionals](#).

PROFESSIONAL GROWTH/RESEARCH GOAL(S)

- During the year of a formal evaluation, in the pre-evaluation phase, the administrative team, counsellor and YCW should agree on 1-2 learning or growth goals that are linked to and develop competency in the [LCS Instructional Guidelines \(ED100.002\)](#) and professional standards linked above.
- The LCS campus administrative team will provide necessary materials or resources for learning. Working toward the goal will form the basis of observations, feedback and dialogue during the evaluation process.
- YCWs should reflect on their own practice and/or seek input from colleagues in formulating goals. Prior to the formal evaluation process, the campus administrative team will collaborate with the YCW to establish the focus of the evaluation and feedback.

GOAL(S):
Please download and complete the [LCS Evaluation Goal Setting Process](#). This is used as part of the initial conversation with your campus admin team to direct the observation focus and feedback. Link the goal setting process back into your growth tool.

RESOURCES REQUIRED:

SCHEDULE AND EXPECTATIONS IN THE PROCESS

- During the pre-evaluation phase, the administrative team and YCW should agree on when the observations will be made and what the focus will be. Alternatively, the YCW could video the interaction and share it only for the purpose of the evaluation.
- YCWs must provide a general schedule of (acknowledging that, by nature, these schedules are fluid) their assignment.
- YCW and the administrative team will work together to plan 3-4 interactions to observe, participate in, or reflect on together. Depending on the goal of the YCW, it may be appropriate to observe or participate, but may also be more suitable to reflect together after the interaction with students or families.
- The administrative team may use additional documents and staff feedback as evidence of professional growth.
- Formative conversations are woven into the process (2-3 over the year) as well as a final cumulative conversation that includes an invitation for the YCW to write 1-2 paragraphs to identify areas of strength and goals for the following year (may include follow up support items from the admin team to support further learning).

INTERACTION #1

Date	Topic/Focus	Goal/Focus	
			<input type="checkbox"/> Observation <input type="checkbox"/> Participation <input type="checkbox"/> Reflection
SUMMARY/DEBRIEF NOTES			

INTERACTION #2

Date	Topic/Focus	Goal/Focus	
			<input type="checkbox"/> Observation <input type="checkbox"/> Participation <input type="checkbox"/> Reflection
SUMMARY/DEBRIEF NOTES			

INTERACTION #3 *interaction #4 as necessary

Date	Topic/Focus	Goal/Focus	
			<input type="checkbox"/> Observation <input type="checkbox"/> Participation <input type="checkbox"/> Reflection
SUMMARY/DEBRIEF NOTES			

DOMAINS

- 1. Building a community of faith and care
- 2. Supporting and responding to student conflict and distress
- 3. Equipping students
- 4. Working with families, colleagues, and community resources
- 5. Commitment to professional learning

PROFICIENCY SCALE

NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY
YCW does not yet demonstrate a clear understanding of the domain or standard and requires additional coaching, mentorship and support.	YCW demonstrates some evidence of a growing capacity in the domain or standard. YCW may require additional growth or consistency to meet the standard at a proficient level.	YCW articulates and demonstrates capacity in the domain or standard with reasonable consistency and intentionality. There is an impact on improving students' experience of and engagement with community.	YCW consistently articulates and demonstrates expertise, models highly effective practices for students and colleagues. There is evidence of high impact on students' experiences of and engagement with community. Also, evidence that the YCW is a highly reflective, professional, and learning practitioner.

INSTRUCTIONAL GUIDELINES STANDARDS

- A satisfactory evaluation process at LCS will result in evidence of developing or proficiency in all the following domains.
- In domains where there is not clear enough evidence of proficiency the YCW and administrator will establish clear professional development growth goals and clear timelines of when the YCW is expected to demonstrate proficiency. This may require a separate letter of expectation and/or performance review or probationary process.
- YCWs may provide portfolios or other documented evidence of proficiency in each category.

Domain #1: Building A Community of Faith And Care

<ul style="list-style-type: none">• Actively invite students to engage with the <u>LCS Learner Attributes</u> in their learning and growth.• Build relationships and establish rapport.• Interact with students to reflect genuine care and understanding their backgrounds, strengths and interests.• Be aware of LCS values and their implication for practice, drawing students into a faith filled community built on God’s love and compassion.• Engage students with Christ-like discernment as they navigate relationships and community.• Employ strategies that respect, encourage, and maintain safety and care for all students.• Recognize, respect, and advocate for the rights of the child, youth, and family.• Recognize and assess one’s own needs and feelings and keep them in perspective, being self aware of their own ‘triggers.’• Model an active faith through words and actions.• Model appropriate interpersonal boundaries.• Maintain and model your own physical and emotional well-being.• Demonstrates application and knowledge of the legal responsibility for reporting child abuse and neglect.• Demonstrates application and knowledge of the meaning of informed consent and its application to youth/child care work at LCS.• Actively promote respect for cultural diversity.• Model belief in every student’s potential to improve in their learning and holistic development (socially, emotionally, physically, intellectually, spiritually, ethically).• Demonstrate evidence that the YCW is a leader and an ambassador of faith at the school and in the wider community.
EVIDENCE
REQUIRED GROWTH GOALS

Domain #2: Supporting and responding to student needs

<ul style="list-style-type: none">● Recognize the importance of understanding behaviour as a meaningful attempt to have needs met; all behaviour is communication.● Acknowledge and honor a child’s personal autonomy.● Adjust for the diversity of age, culture, background, experience, and developmental ability on verbal and non-verbal communication.● Use inclusive practices that support both the strengths and stretches or needs of every student.● Demonstrate a variety of effective verbal and non-verbal communications skills including:<ul style="list-style-type: none">○ Use of silence and wait time○ Nonverbal communication○ Active listening○ Empathy and reflection of feelings○ Asking invitational questions○ Paraphrasing and summarizing to confirm understanding○ Use of emotion coaching and validation○ Awareness and avoidance of communication roadblocks● Set appropriate boundaries and limits on student behavior, using clear and respectful communication.● Verbally and non-verbally de-escalate crisis situations in a manner that protects dignity and integrity.● Offer students healthy alternative ways to express needs and feelings.● Assess strengths and needs for students referred for support.● Encourage child/youth in personal assessment and goal setting.● Select appropriate goals, plans, and activities that support student growth targets.● Demonstrate ability to support students in resolving conflict with peers.● Arrange spaces, equipment, and activities in the environment to promote participation and prosocial behaviour, and to meet program goals.
EVIDENCE
REQUIRED GROWTH GOALS

Domain #3: Equipping Students

<ul style="list-style-type: none">• Provide proactive support for students navigating social and emotional challenges.• Encourage, foster, and model prosocial behaviour.• Identify and facilitate individualized programs for students that proactively meets their needs.• Encourage resilience by providing opportunities for students to step outside of their comfort zone through a scaffolded approach.• Develop resiliency, tolerance, and tools to work through tasks and activities that can cause perfectionism, flight, free, fight, or fawn response.• Recognize the importance of observing the ongoing growth of the child, youth or family and apply new approaches where needed.• Identify and address inequities related to race, ethnicity, nationality, age, gender, sexual orientation, marital status, religion, mental or physical capacity/ability, citizenship status, political views, socioeconomic status, and the intersectionality of these and other sociocultural identities.• Foster self-determination and personal agency.• Utilize individual connections or groups for student skill development.• Support clear, consistent, cohesive boundaries.• Encourage students to implement effective problem solving and conflict resolution skills.• Encourage student development in identifying and regulating emotions; help co-regulate with students and teach self regulation tools and strategies.
EVIDENCE
REQUIRED GROWTH GOALS

Domain #4: Working with Families, Colleagues, and Community Resources

<ul style="list-style-type: none">• Use a team approach to connect families with community supports• Recognize the value of collaboration and partner with families in creating a plan of support for their child. .• Know services available to families in the Fraser Valley and surrounding areas, and utilize appropriate services/strategies offered by external services• Respect the privacy of students and hold in confidence information obtained in the course of professional service.• Partner with families in goal setting and facilitating developmental supports and interventions.• Encourage children and youth’s participation within family and community, and facilitate the development of social networks• Support effective, respectful communication and engagement within and across systems (e.g., mental health, child welfare, juvenile justice, social services, education, etc.)• Build rapport and trust with colleagues as a part of a community supporting students together.• Model flexibility and inclusiveness in working with colleagues and other agencies.• Engage in school-based data collection, tracking, monitoring and implement effective practices• Support parents to develop skills and attitudes which will help them to experience positive and healthy relationships with their child(ren).
EVIDENCE
REQUIRED GROWTH GOALS

Domain #5: Commitment to Professional Learning

Indicators/descriptors
<ul style="list-style-type: none">• Take responsibility for identifying, developing, and fully utilizing knowledge and skills for professional practice.• Develop knowledge and skills necessary for engaging children, youth, and families, including trauma-informed, developmentally appropriate, and culturally responsive practices.• Obtain training, education, supervision, and/or experience in key areas to support your practice.• Maintain an on-going approach to learning and staying up to date with information, tools, resources, and organizations.• Connect regularly with school counsellor to review caseload and receive guidance and support.• Connect regularly with classroom teachers, learning support teachers, administration, and the director of LSS as needed.• Maintain a posture of self reflection and growth mindset in considering your own strengths, limitations, biases, and effectiveness.• Be aware of and sensitive to the profound social responsibility involved in our work due to the fact that we touch deeply the lives of those we serve.• Be aware of and promote the faith driven, moral, and legal standards of our work such as our ‘duty of care.’• Engage in personal and spiritual self-care as well as professional mentorship to seek advice and support.• Aware of current and emergent trends in society, services, and in child and youth care• Maintain professionalism in the workplace (attendance, punctuality, use of sick time, etc)• Participate in mentorship of new members of the team• Maintain records and document practices and procedures for the benefit of the whole team and potential new members to the team.
EVIDENCE
REQUIRED GROWTH GOALS

REFERENCES

Stephen L. Benton, Best Practices in the Evaluation of Teaching (2018) <https://files.eric.ed.gov/fulltext/ED588352.pdf>

Five Areas of Christian Practice (2021), <https://practicing.faith/what-does-practicing-faith-mean/>

Charlotte Danielson, Evaluations That Help YCWs Learn (2011) http://www.ascd.org/publications/educational_leadership/dec10/vol68/num04/Evaluations-That-Help-YCWs%20Learn.aspx

Grant Wiggins, How Good Is Good Enough? (2014) http://www.ascd.org/publications/educational_leadership/dec13/vol71/num04/How-Good-Is-Good-Enough.aspx