

## Self-Assessment: Using An Outreach Assessment Report



An Outreach Assessment Report is more than just a summary of scores—it is a powerful tool that can be used for self-assessment, to spark meaningful conversations, and support ongoing growth in a classroom. The questions below are designed to help dig deeper into the feedback, celebrate strengths, and identify areas for growth. Take time to consider current practices and use this completed document as you head into the reflection step of the self-study process.

**Preparation:** Refer to the School-Age Program Quality Assessment with Supplemental Scales (SAPQA) when completing the questions. It may also be helpful to have the NC Additional Notes available.

### Tips:

- Go through the report from start to finish before completing this self-assessment form.
- When answering questions, describe current practices. Remember this is not about a “right answer,” but rather a way to build understanding about what occurs each day.

The first section is about focusing on the big picture. Not all items will be within your control or reflect your program's philosophy. Recognizing these factors helps ensure that efforts are focused on practice that can make the biggest difference. Use this section to note anything outside your control before beginning to think about practices within your control.

*E.g., space limitations or program-wide policies.*

**\*\*Please note that NCRLAP supports programs making decisions based on what is good for the program, children, and families they serve.**

Group Leader Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Focus on Strengths

Highlighting what is working well allows group leaders and administrators to celebrate successes, reinforce effective practices, and build confidence. These strengths provide a strong foundation to build upon and can inspire creative ideas for improving other areas.

Strengths are identified in your assessment report in the green box. First, look for items that scored 5 or higher, indicating that developmentally appropriate practices are in place in these areas. Second, identify specific indicators that earned credit with a green box and check mark.

**Directions:** For this section identify at least 1 item in each scale is considered a strength and identify current practices that should be maintained for these specific items to remain a strength.

## Domain 1: Safe Environment Strengths

| Scale                     | Item | Current practices: |
|---------------------------|------|--------------------|
| Emotional Safety          |      |                    |
| Healthy Environment       |      |                    |
| Emergency Preparedness    |      |                    |
| Accommodating Environment |      |                    |
| Nourishment               |      |                    |

## Domain 2: Supportive Environment Strengths

| Scale                | Item | Current practices to maintain: |
|----------------------|------|--------------------------------|
| Warm Welcome         |      |                                |
| Session Flow         |      |                                |
| Active Engagement    |      |                                |
| Skill Building       |      |                                |
| Encouragement        |      |                                |
| Child-Centered Space |      |                                |

## Domain 3: Interaction Strengths

| Scale                   | Item | Current practices to maintain: |
|-------------------------|------|--------------------------------|
| Managing Feelings       |      |                                |
| Belonging               |      |                                |
| School-Age Leadership   |      |                                |
| Interaction with Adults |      |                                |

## Domain 4: Engagement Strengths

| Scale               | Item | Current practices to maintain: |
|---------------------|------|--------------------------------|
| School-Age Planning |      |                                |
| School-Age Choice   |      |                                |

| Scale          | Item | Current practices to maintain: |
|----------------|------|--------------------------------|
| Reflection     |      |                                |
| Responsibility |      |                                |

## Domain 5: Supplemental Scales Strengths

| Scale              | Item | Current practices to maintain: |
|--------------------|------|--------------------------------|
| Activity Structure |      |                                |
| Homework Help      |      |                                |
| Recreation Time    |      |                                |
| Transitions        |      |                                |

| Scale     | Item | Current practices to maintain: |
|-----------|------|--------------------------------|
| Departure |      |                                |

## Domain Comparison Chart

The Domain Comparison Chart found on page 1 of the report is a helpful visual tool that shows how each domain scored in relation to others. Listing them in order, below, from highest to lowest may serve as a useful guide as you move into the next section of this document.

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Remember, recognizing current strengths helps build a solid foundation for growth. Continue to celebrate and build on these effective practices as you begin to identify areas for growth.

# Opportunities for Growth



Identifying areas for growth is not about focusing on what is wrong—it is about uncovering opportunities to enhance the overall classroom experience. With a few intentional changes, these insights can strengthen teaching practices, improve the environment, and support children’s development over time.

Areas for growth are noted in the assessment report in a light red box. Use this section of the self-assessment document to review the report and highlight areas to focus on for future improvement. Looking at the information about the observed schedule, do you see areas that could be adjusted to allow for improvement.

**Helpful Hint:** Topics such as the amount of time spent on different types of daily events, the types of activities offered, and/or communication may be reflected in various domains, scales, or items. Using the schedule on page 1 of the report think about time frames that may need to be adjusted.

**Directions:** For this process, select up to five scales and items noted as areas for growth, and write down what was mentioned in the report.

| Scale | Report Notes | How to incorporate positive practices: |
|-------|--------------|----------------------------------------|
|       |              |                                        |
|       |              |                                        |
|       |              |                                        |
|       |              |                                        |
|       |              |                                        |

# Putting it All Together

Take time to think through the following as you prepare to head into the reflection step of the self-study process:

- 1) How can areas that were identified in the strengths section be used as a model for improvement in other areas?

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- 2) Identify items or indicators where a small change could likely have a big impact?

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- 3) What challenges or barriers may be contributing to specific items and/or indicators scoring lower?

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- 4) Are there any topics where you would like to gain more understanding?

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Visit our website [ncrlap.org](http://ncrlap.org) for additional resources and free training opportunities.