

INDICATORS FOR PRACTICE #2

PROGRAM: _____

Integrate Nutrition and Physical Activity Approaches with Youth Development Principles

The following indicators will help you establish a baseline and determine your progress in this practice area. Rubrics should be completed every two to three months by you as a program director or member of your program’s leadership team, and by site directors, site staff and partners. This will make it possible for you to identify areas in which this practice is especially strong and areas where it can and should be improved. The more input you have in this process, the more reliable the information will be. Keep in mind that the purpose of this tool is to assist you in creating and implementing action plans that will hasten the achievement of your goals and help you measure and manage your progress along the way.

KEY:

1. We haven’t addressed this yet, or are just beginning to work in this area.
2. We’ve done some work in this area, but have a long way to go.
3. We’ve made significant progress and are doing reasonably well.
4. We’ve achieved a high level of success in this area.
5. We’re clearly outstanding in this area, and everyone would agree.

Date Completed:

A _____

B _____

C _____

D _____

E _____

F _____

| | INDICATORS | 1 | 2 | 3 | 4 | 5 |
|--|---|----------|----------|----------|----------|----------|
| Staff Knowledge, Attitudes and Skills | | | | | | |
| 1 | Our staff understands the principles and practices of youth development. | | | | | |
| 2 | Our staff understands that how they approach their work is as important as the activities they provide. | | | | | |
| 3 | Our staff creates and maintains a physically safe environment for all staff and students. | | | | | |
| 4 | Our staff creates and maintains an emotionally safe environment for all staff and students. | | | | | |
| 5 | Our staff demonstrates respect for differences in the physical and cognitive abilities, appearances and skills of students. | | | | | |
| 6 | Our staff demonstrates respect for diversity in abilities, skill levels and interests of students. | | | | | |
| 7 | Our staff develops a sense of belonging and self-confidence as well as knowledge and skill building among students. | | | | | |
| 8 | Our staff holds high, equitable and developmentally appropriate expectations for all students in our program. | | | | | |

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| | INDICATORS | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| | <i>Student Knowledge, Attitudes and Skills</i> | | | | | |
| 9 | Students feel supported by and connected with our staff. | | | | | |
| 10 | Students are confident that they can openly discuss their concerns or anxieties with our staff. | | | | | |
| 11 | Students participate in the planning, development and debriefing of a variety of activities that reflect their interests. | | | | | |
| 12 | Students engage in a variety of experiential learning experiences that allow them to internalize and master new and life-long skills. | | | | | |
| 13 | Students are respectful of each other, regardless of differences in physical and cognitive abilities, appearance and skills. | | | | | |
| 14 | Students engage in a variety of small group, large group and individual activities. | | | | | |
| 15 | Students are enthusiastic and excited about learning new things and acquiring new skills in the areas of nutrition and physical activity. | | | | | |
| 16 | Students are increasingly knowledgeable about the importance of developing and maintaining healthy habits. | | | | | |
| 17 | All students have the opportunity to participate in activities, regardless of their gender, age, physical size or abilities. | | | | | |
| 18 | Students have regular opportunities to assess what is working and what could be improved in the physical activity and nutrition education activities in which they are participating. | | | | | |
| 19 | Students are given opportunities to lead a variety of activities. | | | | | |