

Planned Parenthood Sexuality Educator Professional Development Competency Checklist

Name _____ Date _____

I. Administrative Skills

	Skill	Always	Frequently	Sometimes	Not at all
A	I set goals				
B	I work toward goals				
C	I meet deadlines				
D	I use time management skills				
E	I complete reports accurately				
F	I use computers proficiently				
Definition of Terms:					
<ul style="list-style-type: none"> • Time Management: The ability to organize and prioritize one's schedule and to use work time effectively. 					
Development Plan					

II. Community Outreach

	Skill	Always	Frequently	Sometimes	Not at all
A	I understand and make use of community needs for program development				
B	I spend the expected number of hours doing community presentations				
C	I have collaborative relationships with key community stakeholders				
D	I market programs and services				
E	I pursue sources of revenue				
F	I understand and appropriately use community resources				
Definition of Terms:					
<ul style="list-style-type: none"> • Community Stakeholders: These are the people that the educator needs to know, connect with and form a collaborative relationship in order to do her/his job well. Examples of these people are: other related community agency personnel, school personnel, community leaders, funders and clinic staff. • Marketing: Marketing refers to the educators work around providing information to stakeholders and the community at large about our programs and clinical services. This could be in the form of information letters, information booths, brochures, etc. • Community Resources: These are services and agencies that enhance and support the work that the educator does in the community. These may include other agencies providing youth services, appropriate therapists, program supporters, etc. 					
Development Plan					

III. Content

	Skill	Always	Frequently	Sometimes	Not at all
A	I demonstrate understanding of core content areas				
B	I demonstrate interest in seeking new information				
Definition of Terms:					
<ul style="list-style-type: none"> Core Content Areas include: Birth Control, Anatomy & Physiology, STIs, HIV/AIDS, Gender, Sexual Orientation, Pregnancy Options 					
Development Plan					

IV. Cultural Awareness/Competency

	Skill	Always	Frequently	Sometimes	Not at all
A	I understand and manage my personal biases at work				
B	I seek to learn more about diverse populations and integrate new understandings into my work				
C	I actively engage in understanding the role of power and privilege				
Definition of Terms:					
<ul style="list-style-type: none"> Bias: An inclination of temperament or outlook, esp.: a personal and sometimes unreasoned judgment Diverse Populations: Differences based on race, culture, religion or socio-economic class, groups that are marginalized, including persons with disabilities. Power & Privilege: Benefits and advantages a group and individuals within that group hold or are perceived to hold. 					
Development Plan					

V. Department Involvement

	Skill	Always	Frequently	Sometimes	Not at all
A	I take responsibility for the success of the department				
B	I am involved and engaged in department meetings				
C	I volunteer for special projects and leadership opportunities				
Definition of Terms:					
<ul style="list-style-type: none"> Takes the initiative: Strives to find solutions to department problems, generates ideas for new initiatives, has the big picture. Special Projects: May include developing curricula, helping with the development or writing of manuals/brochures/marketing materials, finding funding, assisting in the planning and implementation of new initiatives such as conferences, courses, or workshops. 					
Development Plan					

VI. Lesson Planning

	Skill	Always	Frequently	Sometimes	Not at all
A	I understand and apply the components of UbD to lesson planning				
B	I judge and modify alignment among the UbD <i>Three Stages</i>				
C	I understand and apply the <i>Six Facets of Understanding</i> to the development of questions and creation of assessments and activities				
D	I understand learning styles and designs or choose activities to accommodate individual styles				
E	I understand the scope and sequence for key topics and develop lessons and units with these in mind				
<p>Definition of Terms:</p> <ul style="list-style-type: none"> • Understanding by Design (UbD): A ‘backward’ model of designing lesson and unit plans (Wiggins & McTighe). • Three Stages: The three stages of lesson design include: 1) Desired Outcomes, 2) Assessment and 3) Activities and Experiences. • Alignment: Alignment ensures that the goals set in Stage 1 provide the framework for what is assessed in Stage 2 and taught in Stage 3. • Six Facets of Understanding: A model for thinking through the scope and degree of understanding one needs to fully appreciate a topic. Facets of Understanding include: Explanation, Interpretation, Application, Perspective, Empathy and Self Knowledge. The 6 Facets can be used to generate inquiry, assess and design activities. • Learning Styles: Students have varying learning styles and these need to be understood and addressed for effective teaching to occur. • Scope and Sequence: Scope and Sequence pertains to the parameters set for each topic within the discipline. What do we need to teach an audience and how far do we need to go in terms of in depth analysis and discussion. 					
Development Plan					

VII. Presentation Skills

	Skill	Always	Frequently	Sometimes	Not at all
A	I use group facilitation skills				
B	I use platform skills				
C	I understand the importance and utility of asking questions and use questions when teaching				
D	I respond to questions and follow the Values Question Protocol				
E	I practice self-evaluation and make appropriate adjustments				
F	I demonstrate good classroom management techniques				

Definition of Terms:

- **Group process theory and techniques:** Includes developmental stages of groups, how groups work together, typical roles of group members, group dynamics, etc.
- **Group facilitation skills:** Educator can engage and motivate, knows group needs and is able to prioritize them, is welcoming and non-judgmental, is able to create a safe space for group members, maintains his/her role as facilitator (including active and ongoing self-assessment of facilitator role), monitors and enforces ground rules, is able to provide a vision for the group, is able to plan and set goals for the group.
- **Platform Skills:** Platform skills include proper use of voice (i.e. ability to project, volume, pace, and tone) and body movements (i.e. eye contact hand gestures, posture, and facial expressions). Educator keeps his/her audience connected and actively participating. Educator is able to connect with a variety of audiences.
- **Responding to Questions:** As questions are a central part of many education presentations, educator can identify different types of questions (values, personal, slang terminology), discern underlying concerns, and provide information appropriate to the group.
- **Values Question Protocol:** A structured way to respond to questions, particularly those that relate to values.
- **Self-Evaluation:** Educator has the ability to reflect upon his/her presentation, and make any needed changes for the future
- **Classroom Management Techniques:** The skills involved in creating a classroom environment that supports student learning, creates safety, sets and maintains boundaries and rewards positive involvement and participation.

Development Plan**VIII. Group Facilitation**

	Skill	Always	Frequently	Sometimes	Not at all
A	I have a thorough understanding of group process, theory and techniques				
B	I am effective at maintaining the group.				
C	I consistently use active listening skills				
D	I am effective at maintaining a clear role as the facilitator				
F	I am an effective co-facilitator				

Definition of Terms:

- **Group process theory and techniques:** Includes developmental stages of groups; how groups work together; typical roles of group members; emotional climate; power, authority and influence; communication patterns; decision-making, etc.
- **Active listening skills:** Attending to verbal (and non-verbal) aspects of communication without judging or evaluating, including: Restating—saying in slightly different words what participant has said to clarify meaning; and Clarifying—grasping the essence of a message at feeling and thinking levels; Summarizing—pulling together important aspects of an interaction or session
- **Group maintenance:** Educator is welcoming, non-judgmental, able to create a safe space for group members, monitors and enforces ground rules, knows group needs and is able to prioritize them, is able to provide a vision for the group, to plan and set goals for the group

- **Co-facilitation skills:** Relates effectively with a co-leader, shares responsibility, communicates effectively before, during, and following group sessions
- **Role Definition:** Maintains his/her role as facilitator (including active and ongoing self-assessment of facilitator role)

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IX. Youth Development Program Skills

	Skill	Always	Frequently	Sometimes	Not at all
A	I effectively assess the needs of program participants				
B	I use effective communication skills with program participants				
C	I use a client centered approach				
D	I am aware of my scope of practice				
E	I exhibit a thorough understanding of and consistent application of relevant theoretical approaches to youth development work.				
F	I am aware of and respect personal and professional boundaries.				
G	I display genuineness, unconditional positive regard and empathy for program participants.				

Definition of Terms:

- **Assessment skills:** The ability to assess client needs using one or more assessment tools, including verbal and written assessment of emotional, physical, academic and family status.
- **Clients' Needs:** Needs for social, medical, mental health, educational and/or other support services
- **Client-centered approach:** The ability to assess and address the needs of youth in ways that reflect the individual's unique needs and strengths; works with clients to develop and work toward realistic goals
- **Communication skills:** The ability to communicate effectively, using a model such as OARS* consistently and intentionally (*Open ended questions, Affirmations, Reflective Listening, Summarizing)
- **Personal and Professional Boundaries:** The ability to understand and control the power differential between the professional and the client (resulting from the professional's position and knowledge about the client's personal life and circumstances) in order to provide a safe connection to meet a client's needs; the ability to set appropriate limits with and for clients in terms of communication, relationship and behavior.
- **Scope of Practice:** Awareness and understanding of one's skills and abilities; knowledge of and adherence to applicable laws/regulations/policies (including mandated reporting, confidentiality, etc.; ability to maintain accurate records of interactions with clients
- **Theory-based approach:** The ability to incorporate a youth development approach and relevant theoretical models when developing lesson plans, group plans and/or interventions (Developmental Assets; Social Learning, Transtheoretical Model of change/Stages of Change Model)

- **Youth Development:** Youth development is the process through which adolescents actively seek, and are assisted, to meet their basic needs and build their individual assets or competencies. (*A Matter of Time*, Carnegie Council on Adolescent Development, 1992) The underlying philosophy of youth development is holistic, preventive and positive, focusing on the development of assets and competencies in youth as the best means for fostering health and well-being and for avoiding negative choices and outcomes.

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X. Peer Education Program Skills

	Skill	Always	Frequently	Sometimes	Not at all
A	I use appropriate recruitment skills.				
B	I understand and utilize effective training processes				
C	I schedule the expected number of presentations for my peer educators				
D	I provide the necessary support to peer educators				
E	I understand and use effective theater techniques in training and/or peer education programs				
F	I maintain a high quality program				

Definition of Terms:

- **Recruitment:** Drawing and selecting young people who represent the community in which they will work and who demonstrate the enthusiasm to build the skills needed to be effective peer educators. Teen Councils should ideally consist of 10-15 members.
- **Training:** Using knowledge of scope and sequence, lesson planning and learning styles to structure a year long training schedule and trainings that provide peer educators with the information and skills they need to deliver useful, unbiased, accurate sexuality information to groups and individuals. Using group process, group facilitation and co-facilitation (where applicable) skills to foster a functioning peer education group.
- **Presentations:** Classroom or community presentations or family nights. Collaborating with peer educators to create effective presentations.
- **Support:** Providing feedback to peer educators on their presentation skills. Maintaining regular communication with peer educators through letters, emails, phone calls and individual conversations. Communicating with peer educators' parents in ways that foster support for the program.
- **Theatre:** Playback theatre developed by Augusto Boal and/or other interactive theatre techniques.
- **High Quality Program:** One in which there is a consistent curiosity for new information and techniques, passion for peer education, attention to detail, innovation and flexible, creative response to community, group and individual needs.

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