

SAYD Advocacy and Policy Assessment (Level 2) Advocating for School-Age and Youth Project

SAYD Competencies	<u>API</u> : Ensures that the rights of SAY are promoted and upheld.
Original Gateways SAYD Benchmarks	2-4I1, 2-4I2, 2-4I3, 2-4I4, 5I3
IPTS	3E, 3F, 3N, 5G, 5K
NAA	1, 2, 5, 7, 17
COA	3.01, 3.02, 4.04, 5.04, 5.05, 5.07, 10.01, 13.01
ACT Now	16.2, 20.4, 21.2, 28.1, 28.2

Assessment Guidelines

This assessment requires the development of a supportive vision for school-age and youth programming. Imagine that you are applying for a job as a new director for a school-age and youth program. You have been asked to develop a vision statement that provides an overview of how you will actively address biases and “isms” that influence school-age and youth, as well as your vision for creating a program that empowers children. In one to two pages, outline your responses to the prompts below:

- How you will work to create a supportive environment within your program, addressing acts of bias and aggression amongst peers.
- Strategies you will use to create a vision of practice that serves to empower school-age and youth.
- Your vision for supporting school-age youth, staff, and families in addressing adultism, ageism, and the fear of young people.

Assessment Rubric (pulled from SAYD Master Rubrics)

SAYD Advocacy & Policy Assessment (Level 2): Advocating for School-Age and Youth Project Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD API: Ensures that the rights of SAY are promoted and upheld.</p> <p>SAYD: 2-4I1, 2-4I2, 2-4I3, 2-4I4, 5I3</p> <p>NAA: 1, 2, 5, 7, 17</p> <p>IPTS: 3E, 3F, 3N, 5G, 5K</p> <p>COA: 3.01, 3.02, 4.04, 5.04, 5.05, 5.07, 10.01, 13.01</p> <p>ACT Now: 16.2, 20.4, 21.2, 28.1, 28.2</p>	<p>Recognizes school-age and youth rights as a set of philosophies intended to enhance civil rights for young people, challenging oppression that accompanies adultism, ageism, and fear of young people</p> <p>Constructively challenges comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion, and understands that a non-response condones the actions.</p> <p>Employs practices and develops a culturally sensitive vision of practice to support school-age and youth empowerment</p> <p>Uses research and policy to support rights.</p>	<p>Recognizes school-age and youth rights as a set of philosophies intended to enhance civil rights for young people, challenging oppression that accompanies adultism, ageism, and fear of young people</p> <p>Constructively challenges comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion, and understands that a non-response condones the actions.</p> <p>Employs practices and develops a culturally sensitive vision of practice to support school-age and youth empowerment.</p>	<p>Recognizes the importance of school-age and youth rights.</p> <p>Identifies comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion, and understands that a non-response condones the actions.</p> <p>Identifies components of a culturally sensitive vision of practice to support school-age and youth empowerment</p>	<p>Fails to recognize the importance of school-age and youth rights.</p> <p>Engages in comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion, and understands that a non-response condones the actions.</p> <p>Identifies components of a culturally sensitive vision of practice to support school-age and youth empowerment</p>	

Level 2—Yellow