

## SAYD Curriculum or Program Design Assessment (Levels 2-5) Individual Lesson and Program Planning, Implementation, and Reflection

<b>SAYD Competencies</b>	<p><u>CPD1</u>: Supports program mission, values and objectives in program design and delivery for SAY,</p> <p><u>CPD2</u>: Identifies, selects, reviews and classifies a variety of established materials, strategies, technologies, and processes designed to meet the developmental needs of SAY,</p> <p><u>CPD3</u>: Recognizes and describes teaching and learning paradigms and professional and ethical boundaries when supporting the development and learning of SAY,</p> <p><u>CPD4</u>: Identifies and develops environments and interactions that support the healthy development and learning of SAY,</p> <p><u>CPD5</u>: Implements strategies that that support SAY identify development and positive roles and interactions with others,</p> <p><u>CPD6</u>: Identifies and describes group work knowledge and skills to build cohesive programs and strong participation, for SAY,</p> <p><u>CPD7</u>: Identifies and promotes program models and practices in which school-age and youth engagement is central to practice.</p> <p><u>CPD8</u>: Incorporates SAY choices, preference and developmental needs in activity and resources choices and implementation,</p> <p><u>CPD9</u>: Identifies a variety of stakeholders and communication and planning skills to support program planning and improvement,</p> <p><u>CPD10</u>: Collaboratively evaluates standards, best practice, teaching and learning paradigms, activities, processes, and programs to continually improve program quality for SAY,</p> <p><u>CPD11</u>: Creates and uses methods, resources and strategies to match school-age and youth preferred styles, developmental, cultural and linguistic levels, and information to be addressed,</p> <p><u>CPD12</u>: Plans, creates, and adapts interactions and structured learning opportunities to support SAY learning styles, skill building, and learning and development,</p> <p><u>CPD13</u>: Implements &amp; models group work knowledge and skills to build cohesive programs and strong participation with SAY,</p> <p><u>CPD14</u>: Implements and develops evidence-based approaches, program models, and self-development practices to support SAY in making decisions and pursuing goals,</p> <p><u>CPD15</u>: Incorporates and evaluates standards, technologies, and programs to continually improve program quality for SAY,</p> <p><u>CPD16</u>: Evaluates and adapts methods, experiential learning opportunities and strategies to support SAY preferred styles and developmental, cultural and linguistic and ability levels,</p> <p><u>CPD17</u>: Cultivates collaborative learning communities based on shared leadership and supportive of SAY identity, empowerment, and social competence.</p>
<b>Original Gateways SAYD Benchmarks</b>	2-4A7, 2-4A8, 2-4A9, 2-4A10, 2-4A11, 2-4A12, 2-4A14, 2-4A16, 2-418, 2-4A28, 2-4B28, 2-4B33, 2-4B35, 2-4B38, 2-4B42, 2-4B44, 2-4B46, 2-4B47, 2-4B49, 2-4B51, 2-4D1, 2-4D2, 2-4D3, 2-4D5, 2-4D6, 2-4D7, 2-4D8, 2-4D9, 2-4D10, 2-4D11, 2-4D15, 2-4D16, 2-4D17, 2-4D18, 2-4D19, 2-4D20, 2-4D21, 2-4D22, 2-4D23, 2-4D24, 2-4D25, 2-4D26, 2-4D27, 2-4D28, 2-4D29, 2-4D30, 2-4D31, 2-4D32, 2-4D33, 2-4D34, 2-4D35, 2-4D36, 2-4D37, 2-4D38, 2-4D40, 2-4F28, 5A4, 5A9, 5A10, 5A15, 5A16, 5A18, 5A21, 5A33, 5B35, 5A37, 5B8, 5B16, 5B33, 5B34, 5B37, 5B39, 5B49, 5B51, 5B58, 5D1, 5D3, 5D4, 5D21, 5D22, 5D23, 5D24, 5D25, 5D26, 5D27, 5D28, 5D29, 5D30, 5D31, 5D32, 5D33, 5D34, 5D35, 5D36, 5D37, 5D38, 5D39, 5D40, 5D41, 5D42, 5D43, 5D44, 5D45, 5D46, 5D47, 5D48, 5D49, 5D50, 5D51, 5D52, 5D53
<b>IPTS</b>	1A, 1C, 1F, 1G, 1H, 1L, 1M, 2A, 2B, 2E, 2G, 2H, 2I, 3A, 3C, 3D, 3F, 3G, 3H, 3J, 3K, 3L, 3M, 3N, 4A, 4C, 4D, 4E, 4I, 4J, 4K, 4L, 4M, 4N, 4P, 4Q, 4S, 5A, 5B, 5C, 5D, 5G, 5H, 5J, 5K, 5L, 5M, 5N, 5O, 5R, 6B, 6C, 6F, 6G, 6H, 6I, 6K, 7G, 7J, 9A, 9D, 9E, 9F, 9L, 9S, 10A, 10B, 10C, 10D, 11A, 11C, 11G, 11H, 11K, 11M, 11Q
<b>NAA</b>	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22, 25, 28, 29, 35, 36
<b>COA</b>	1.02, 3.01-3.04, 4.01-4.04, 4.06, 5.01-5.08, 6.01-6.06, 7.01-7.04, 9.01, 9.02, 10.02, 10.03, 11.02, 12.01, 12.03, 13.03, 13.07
<b>ACT Now</b>	1.1, 1.3, 1.5, 2.1, 2.3, 2.4, 3.2, 5.4, 7.1-7.3, 8.3-8.6, 9.1-9.4, 10.3, 11.1, 15.1-15.4, 16.3, 16.4, 18.1-18.6, 19.1, 20.1-20.4, 21.1, 21.2, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5, 26.1-26.3, 27.1-27.4, 28.1, 28.2, 29.1-29.3, 30.1, 30.2

## Assessment Guidelines

In this assessment, you will be developing and implementing a lesson plan and engaging environment for a group of school-age youth. The purpose of this assessment is to determine your competencies in this area of planning strategies and environments based on appropriate standards and guidelines for school-age youth. Your overall goal is to create an engaging environment and lesson that supports the unique development and learning needs children between the ages of 5 and 16.

Successful completion of this Assessment requires that it be completed with a group of children with whom you are familiar. If you do not have a school-age classroom where you have ongoing contact, please make arrangements to meet with a teacher to both plan for your assessment and learn more about the children you will be working with. When you meet with the cooperating teacher, be sure to ask about relevant assessment data and information about the learners in the classroom, which would be beneficial in terms of your environmental design, lesson planning, and implementation.

### **Part I: Pre-Planning Reflection:**

Prior to planning your environment and lesson, it is important to consider state and national standards that will inform your planning. As well, you need to consider the unique learners you will be working with, as well as the evidence that supports effective curricular practices. Finally, it is also essential to consider mandates and requirements, including building, program, and curricular factors, that must be adhered to in your planning. Consider each of these, and develop a 1-2-page reflection that responds to:

- The overall strategies goals, objectives, and outcomes of the program you are developing your activity and environment within
- SAY centered approaches and standards of practice as represented in established models and programs
- The standards and learning paradigms that inform your lesson planning and environmental design, including a rationale
- How you will collaborate with colleagues in development and implementing the lesson plan and environment design
- Stakeholders, including youth, who would serve as beneficial partners in developing and implementing the curriculum

In addition, consider what you have learned about SAY development and learning. In three to four paragraphs, describe why each of the following factors are essential components of lesson planning and environmental design:

- The provision of unstructured time, play, and engaging activities
- Appropriate teaching and learning activities and situations that engage, support positive interaction, and are individually, developmentally, and culturally appropriate
- Guidelines in terms of professional and ethical boundaries
- How space can be arranged to support choice, unique strengths, creative expression, critical thought, decision-making, conflict resolution, and the attainment of achievable goals

### **Part II: Lesson Plan Development:**

You will be required to develop an instructional lesson plan on an approved content topic for the age group you are working with. Your lesson plan must include: What strategies will you use to communicate your overall goals to key stakeholders?

#### A. Overview

- What strategies will you use to collaboratively plan activities with key stakeholders, inclusion school-age youth?
- How will you ensure that activities support the unique development and learning needs of each child?

- What knowledge do you have about the children’s unique developmental patterns, including cultural, linguistic and ability diversity?
- Attending and group facilitation skills that will support helpful group behavior and the development of trust
- How you will ensure the environment and less are inviting to SAY, including supportive actions and evidence-based approaches that will be incorporated

#### B. Preparation/Materials

- Provide an overview that includes:
  - All materials and preparation needed to carry out the described activities with attention to the following:
    - Ensuring resources are non-biased and supportive of multisensory needs
    - How SAY will be supported in their development of safety and supervision needs
    - Strategies you will use to ensure a positive social and emotional climate

#### C. Lesson Introduction

- How will you introduce to students the purpose of the lesson to motivate them to participate in the activities and cognitively engage with the content?
- How will you connect your lesson content to previous knowledge, goals, and interests?

#### D. Procedure

- Outline a step-by-step plan for explicit instruction, active application, and transitions within the lesson. Formative assessments (checks for understanding) should be obvious throughout as well.

#### E. Closure

- How will you summarize the learning from this lesson?
- How will you encourage students to use this knowledge?
- How will you connect this content to future content, student goals, and interests?

#### F. Program Development Presentation

Beyond lesson planning it is essential to think about the needs of the SAY program. Imagine you are a director in a school-age and youth program. Your goal is to support your staff and the overall program in the developmental and implementation of quality practices that are responsive and supportive of SAY needs. With this in mind, you decide to create an engaging presentation that informs your staff of the importance of nurturing, responsive environments that support school-age and youth skill development and their sense of positive identity. Include the following in your presentation:

- The importance of state, local, and federal standards?
- Policies and practices that are responsive to individual and programmatic needs?
- The role of technology as an appropriate and responsive tool within your program?
- Appropriate programming and instruction adaptation strategies that are responsive to the developmental strengths and needs of each child in the program
- How to create an environment and curriculum that ensures SAY are empowered, engage in successful group behavior, respond appropriately to conflict, and are thriving members of a cohesive classroom community.
- Appropriate models and programs that are responsive to the development of conflict resolution, medication, and healthy group working skills.

Consider what you have learned about the overall curriculum practices in the classroom and the policy that informs them. Based on what you have learned in terms of lesson implementation, are there any recommendations you would make? Why or why not?

**Assessment Rubric (pulled from SAYD Master Rubrics)**

<b>SAYD Curriculum or Program Design Assessment (Levels 2-5): Individual Lesson and Program Planning, Implementation, and Reflection Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<p><b><u>SAYD CPD1:</u></b> Supports program mission, values and objectives in program design and delivery for SAY.</p> <p><b>SAYD:</b> 2-4D15</p> <p><b>NAA:</b> n/a</p> <p><b>IPTS:</b> 6F</p> <p><b>COA:</b> 1.02</p> <p><b>ACT Now:</b> 7.1-7.3, 9.2, 9.3</p>	<p>Evaluates delivery of programs per strategic goals, objectives, and outcomes of the organization.</p> <p>Provides synthesis based on program goals.</p>	<p>Evaluates delivery of programs per strategic goals, objectives, and outcomes of the organization.</p>	<p>Evaluates delivery of programs.</p>	<p>Evaluates delivery of programs inefficiently or based on inaccurate criteria.</p>	
<p><b><u>SAYD CPD2:</u></b> Identifies, selects, reviews and classifies a variety of established materials, strategies, technologies, and processes designed to meet the developmental needs of SAY.</p> <p><b>SAYD:</b> 2-4A7, 2-4B35, 2-4B47</p> <p><b>NAA:</b> 4, 14, 15, 28</p> <p><b>IPTS:</b> 1F, 1G, 4C, 4L, 4P, 6C</p> <p><b>COA:</b> 3.02, 5.05, 5.06</p> <p><b>ACT Now:</b> 23.1-23.426.1-26.3, 29.1-29.3</p>	<p>Identifies and selects materials (including social topics), strategies, technologies, and processes that are relevant and designed to meet the developmental needs of school-age and youth.</p> <p>Selects relevant materials and resources designed for school-age and youth to explore roles and life skills.</p> <p>Outlines strategies for obtaining materials and resources.</p>	<p>Identifies and selects materials (including social topics), strategies, technologies, and processes that are relevant and designed to meet the developmental needs of school-age and youth.</p> <p>Selects relevant materials and resources designed for school-age and youth to explore roles and life skills.</p>	<p>Identifies and selects materials designed to meet the developmental needs of school-age and youth.</p> <p>Selects materials and resources designed for school-age and youth to explore roles and life skills.</p>	<p>Identifies and selects materials that lack responsiveness to developmental needs of school-age and youth.</p> <p>Selects materials and resources that lack responsiveness to school-age and youth to explore roles and life skills.</p>	
<p><b><u>SAYD CPD3:</u></b> Recognizes and describes</p>	<p>Articulates the value of unstructured time, play, and</p>	<p>Articulates the value of unstructured time, play, and</p>	<p>Articulates the value of unstructured time, play, or</p>	<p>Provides an inaccurate description of the value of</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>teaching and learning paradigms and professional and ethical boundaries when supporting the development and learning of SAY.</p> <p><b>SAYD:</b> 2-4A8, 2-4A11, 2-4D22, 2-4D24, 2-4D27</p> <p><b>NAA:</b> 1, 2, 9, 10, 11, 12, 13, 14, 29</p> <p><b>IPTS:</b> 1A, 1G, 2B, 5A, 5M, 6G, 11C, 11K</p> <p><b>COA:</b> 3.01-3.03, 4.02, 5.01-5.04, 5.07, 5.08, 6.01-6.06, 7.01-7.04, 12.01, 12.03</p> <p><b>ACT Now:</b> 23.1-23.4, 24.1-24.10, 26.1-26.3</p>	<p>activities in the development of school-age and youth.</p> <p>Describes and explores relevant teaching and learning paradigms, procedures and documentation for different activities.</p> <p>Determines and practices professional and ethical boundaries/protocols when interacting with people of all ages.</p> <p>Support others in adopting appropriate teaching and learning paradigms and professional and ethical boundaries.</p>	<p>activities in the development of school-age and youth.</p> <p>Describes and explores relevant teaching and learning paradigms, procedures and documentation for different activities.</p> <p>Determines and practices professional and ethical boundaries/protocols when interacting with people of all ages.</p>	<p>activities in the development of school-age and youth.</p> <p>Describes and explores teaching and learning paradigms, procedures or documentation for different activities.</p> <p>Determines and practices professional and ethical boundaries/protocols when interacting with SAY.</p>	<p>unstructured time, play, or activities in the development of school-age and youth.</p> <p>Provides an inaccurate description and application of teaching and learning paradigms, procedures or documentation for different activities.</p> <p>Engages in inappropriate professional and ethical boundaries/protocols when interacting with SAY.</p>	
<p><b>SAYD CPD4:</b> Identifies and develops environments and interactions that support the healthy development and learning of SAY.</p> <p><b>SAYD:</b> 2-4B28, 2-4B42, 2-4B44, 2-4B51, 2-4D16, 2-4D17, 2-4D18, 2-4D19, 2-4D20, 2-4D21, 5B37</p> <p><b>NAA:</b> 13, 4, 10, 12, 14, 28</p> <p><b>IPTS:</b> 1A, 2B, 2G, 3F, 3L, 4E, 4I, 4K, 4M, 5G, 5K, 5M, 5R, 10D, 11A</p> <p><b>COA:</b> 3.01, 3.02, 3.04, 4.02, 4.04, 4.06, 5.02- 5.04, 5.07</p> <p><b>ACT Now:</b> 15.2, 23.1-23.4, 24.1-24.10, 26.1-26.3, 27.1, 27.4, 29.1-29.3</p>	<p>Reviews and respects a range of learning situations, engagement strategies, personal interactions, and approaches to learning relevant to development and learning and varied needs, abilities, and capacities of school-age and youth.</p> <p>Articulates ways to organize space, plan for choice, and implement programs that support SAY in engaging in creative expression, critical thought, decision-making, appropriate conflict resolution, the development of achievable</p>	<p>Reviews and respects a range of learning situations, engagement strategies, personal interactions, and approaches to learning relevant to development and learning and varied needs, abilities, and capacities of school-age and youth.</p> <p>Articulates ways to organize space, plan for choice, and implement programs that support SAY in engaging in creative expression, critical thought, decision-making, appropriate conflict resolution, the development of achievable</p>	<p>Identifies a range of learning situations, engagement strategies, personal interactions, and approaches to learning relevant to development and learning and varied needs, abilities, and capacities of school-age and youth.</p> <p>Articulates ways to organize space, plan for choice, or implement programs that support SAY in engaging in creative expression, critical thought, decision-making, appropriate conflict resolution, the development of achievable</p>	<p>Identifies non-supportive learning situations, engagement strategies, personal interactions, and approaches.</p> <p>Describes inappropriate strategies for organizing space, planning for choice, and implementing programs.</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	<p>goals and identifying, exploring, and displaying physical, cognitive, social, emotional, spiritual, and artistic strengths.</p> <p>Provides a research-based rationale for interactions and environments.</p>	<p>goals and identifying, exploring, and displaying physical, cognitive, social, emotional, spiritual, and artistic strengths.</p>	<p>goals and identifying, exploring, and displaying physical, cognitive, social, emotional, spiritual, and artistic strengths.</p>		
<p><b>SAYD CPD5:</b> Implements strategies that support SAY identify development and positive roles and interactions with others.</p> <p><b>SAYD:</b> 2-4D23, 2-4D25, 2-4D26, 2-4D29</p> <p><b>NAA:</b> 1, 2, 5, 9, 10, 11, 12, 13, 29</p> <p><b>IPTS:</b> 1A, 2B, 5A, 5B, 5M, 11C, 11K</p> <p><b>COA:</b> 3.01, 3.02, 4.01, 4.02, 4.04, 4.06, 5.01, 5.02, 5.04, 5.07, 5.08, 6.01-6.06, 7.01, 7.04, 9.01, 9.02, 12.01, 12.03</p> <p><b>ACT Now:</b> 1.1, 1.5, 2.1, 2.3, 2.4, 3.2, 10.3, 23.1-23.4, 25.1-25.5, 26.1-26.3, 27.1, 27.3</p>	<p>Develops varied activities and programs within a safe, supportive, developmentally appropriate environment to enable choice and voice, the development of specific skills, encouragement of physical, creative, social, and/or cognitive stimulation.</p> <p>Supports roles and relationships with and between school-age and youth that are determined by age, developmental level, type of program/activity, and policies/procedures of the organization.</p> <p>Models roles of individuals that help groups perform tasks and manage group process, while minimizing roles that hinder group accomplishments.</p> <p>Provides a research-based rationale for strategies identified.</p>	<p>Develops varied activities and programs within a safe, supportive, developmentally appropriate environment to enable choice and voice, the development of specific skills, encouragement of physical, creative, social, and/or cognitive stimulation.</p> <p>Supports roles and relationships with and between school-age and youth that are determined by age, developmental level, type of program/activity, and policies/procedures of the organization.</p> <p>Models roles of individuals that help groups perform tasks and manage group process, while minimizing roles that hinder group accomplishments.</p>	<p>Develops varied activities and programs within a safe, supportive, developmentally appropriate environment.</p> <p>Supports roles and relationships with and between school-age and youth.</p> <p>Models roles of individuals.</p>	<p>Develops activities and programs within that do not reflect safety or developmental appropriateness.</p> <p>Engages in behaviors and interactions that undermine role development and positive relationships.</p> <p>Models inaccurate, biased roles of individuals.</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>SAYD CPD6:</b> Identifies and describes group work knowledge and professional skills needed to build cohesive programs and strong participation for SAY.</p> <p><b>SAYD:</b> 2-4D28, 2-4D31, 2-4D32, 2-4D33, 2-4D36</p> <p><b>NAA:</b> 4, 5</p> <p><b>IPTS:</b> 1A, 3G, 5A, 5B, 5J, 5K, 10B</p> <p><b>COA:</b> 3.01, 3.03, 4.01, 4.02, 4.04, 4.06</p> <p><b>ACT Now:</b> 11.1, 18.1-18.6, 20.1-20.4, 21.1, 21.2, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5</p>	<p>Supports healthy and sustainable communities through developmentally appropriate activities, experiences, self-reflection, appropriate facilitation strategies, and attention to group dynamics and group norms.</p> <p>Assesses one’s personal facilitation strengths and challenges, and develops a plan for furthering one’s facilitation skills.</p> <p>Provides a research-based rationale for strategies identified.</p>	<p>Supports healthy and sustainable communities through developmentally appropriate activities, experiences, self-reflection, appropriate facilitation strategies, and attention to group dynamics and group norms.</p> <p>Assesses one’s personal facilitation strengths and challenges, and develops a plan for furthering one’s facilitation skills.</p>	<p>Identifies strategies supportive of healthy and sustainable communities through developmentally appropriate activities, experiences, self-reflection, appropriate facilitation strategies, and attention to group dynamics and group norms.</p> <p>Assesses one’s personal facilitation strengths and challenges.</p>	<p>Identifies strategies that are not supportive of healthy and sustainable communities through developmentally appropriate activities, experiences, self-reflection, appropriate facilitation strategies, and attention to group dynamics and group norms.</p> <p>Assesses one’s personal facilitation strengths.</p>	
<p><b>SAYD CPD7:</b> Identifies and promotes program models and practices in which school-age and youth engagement is central to practice.</p> <p><b>SAYD:</b> 2-4A9, 2-4D8, 2-4D10, 2-4D37, 2-4D38, 2-4D40, 5A9</p> <p><b>NAA:</b> 4, 12, 14, 15, 28</p> <p><b>IPTS:</b> 1A, 1F, 1G, 1H, 4K, 4L, 4P</p> <p><b>COA:</b> 3.03, 5.03, 5.05, 5.06</p> <p><b>ACT Now:</b> 20.1, 20.2, 21.1, 22.1-22.4, 24.1-24.10, 26.1-26.3, 27.1-27.4</p>	<p>Collaboratively develops SAY-centered approaches to explore topics of interest, investigate significant questions, complete purposeful projects, attain individual and group goals, support community cohesiveness, and solve relevant problems to experience growth.</p> <p>Chooses resources, materials strategies, and technologies that support the developmental, individual, and social needs of SAY and are consistent with the mission of the organization based on established criteria and</p>	<p>Collaboratively develops SAY-centered approaches to explore topics of interest, investigate significant questions, complete purposeful projects, attain individual and group goals, support community cohesiveness, and solve relevant problems to experience growth.</p> <p>Chooses resources, materials strategies, and technologies that support the developmental, individual, and social needs of SAY and are consistent with the mission of the organization based on established criteria and</p>	<p>Develops SAY-centered approaches to explore topics of interest, investigate significant questions, complete purposeful projects, attain individual and group goals, support community cohesiveness, and solve relevant problems to experience growth.</p> <p>Chooses resources, materials strategies, and technologies that are safe.</p>	<p>Develops SAY-centered approaches that undermine SAY’s ability to explore topics of interest, investigate significant questions, complete purposeful projects, attain individual and group goals, support community cohesiveness, and solve relevant problems to experience growth.</p> <p>Chooses inappropriate and/or unsafe resources, materials strategies, and technologies.</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	<p>identified goals.</p> <p>Uses research to support models and practices identified.</p>	<p>identified goals.</p>			
<p><b>SAYD CPD8:</b> Incorporates SAY choices, preference and developmental needs into activity and resources choices and implementation.</p> <p><b>SAYD:</b> 2-4A14, 2-4A28, 2-4B38, 2-4B46, 2-4B49, 5B51</p> <p><b>NAA:</b> 2, 3, 12, 13, 14, 15, 24, 28</p> <p><b>IPTS:</b> 1H, 2A, 2E, 3A, 3L, 4C, 4L, 4N, 4P, 4S, 7G, 9F</p> <p><b>COA:</b> 3.02, 3.04, 5.03, 5.05-5.07, 10.03, 13.07</p> <p><b>ACT Now:</b> 1.3, 5.4, 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1., 21.2, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1- 25.5, 27.1-27.4, 29.1-29.3</p>	<p>Collaborates with school-age and youth to determine activities, social topics, and resources that are engaging, challenging, relevant, and supportive of multiple means of representation.</p> <p>Selects activities and ways of approaching activities, responsibilities, and discussions based on age and developmental levels.</p> <p>Provides enrichment opportunities for school-age and youth who have been identified as gifted and talented in a given area.</p> <p>Supports others in incorporating SAY choices, preference and developmental needs into activity and resources choices and implementation.</p>	<p>Collaborates with school-age and youth to determine activities, social topics, and resources that are engaging, challenging, relevant, and supportive of multiple means of representation.</p> <p>Selects activities and ways of approaching activities, responsibilities, and discussions based on age and developmental levels.</p> <p>Provides enrichment opportunities for school-age and youth who have been identified as gifted and talented in a given area.</p>	<p>Determines activities, social topics, and resources that are engaging, challenging, relevant, and supportive of multiple means of representation.</p> <p>Selects activities and ways of approaching activities, responsibilities, and discussions.</p> <p>Provides enrichment opportunities for school-age and youth.</p>	<p>Determines activities, social topics, and resources that are not engaging, challenging, relevant, and supportive of multiple means of representation.</p> <p>Selects inappropriate activities and ways of approaching activities, responsibilities, and discussions.</p>	



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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>SAYD CPD9:</b> Identifies a variety of stakeholders and communication and planning skills to support program planning and improvement.</p> <p><b>SAYD:</b> 2-4D5, 2-4D6, 2-4D7, 2-4D9, 2-4D11</p> <p><b>NAA:</b> 8, 25, 28, 36</p> <p><b>IPTS:</b> 4P, 9A, 9E, 9L</p> <p><b>COA:</b> 4.02, 5.05, 10.02, 13.03</p> <p><b>ACT Now:</b> 8.3-8.6, 9.1-9.4, 18.2-18.5, 20.1, 20.2, 21.1, 27.1-27.4, 28.1, 28.2, 30.1</p>	<p>Identifies and utilizes the contributions of a variety of stakeholders, including school-age and youth, who have unique perspectives to provide to curriculum, program planning, and program improvement.</p> <p>Describes verbal, written, and technological communication skills and meeting planning strategies necessary to mobilize stakeholders for program planning.</p> <p>Demonstrates evidence of appropriate communication skills and meeting planning strategies.</p>	<p>Identifies and utilizes the contributions of a variety of stakeholders, including school-age and youth, who have unique perspectives to provide to curriculum, program planning, and program improvement.</p> <p>Describes verbal, written, and technological communication skills and meeting planning strategies necessary to mobilize stakeholders for program planning.</p>	<p>Identifies the contributions of a variety of stakeholders, including school-age and youth, who have unique perspectives to provide to curriculum, program planning, and program improvement.</p> <p>Describes verbal, written, or technological communication skills and meeting planning strategies necessary to mobilize stakeholders for program planning.</p>	<p>Identifies the contributions of individuals who are not SAY stakeholders.</p> <p>Describes verbal, written, or technological communication skills and meeting unlikely to mobilize stakeholders for program planning.</p>	
<p><b>SAYD CPD10:</b> Collaboratively evaluates standards, best practice, teaching and learning paradigms, activities, processes, and programs to continually improve program quality for SAY.</p> <p><b>SAYD:</b> 2-4A10, 2-4A16, 2-418, 2-4D1, 2-4D2, 2-4D3, 5A10, 5A16, 5A18</p> <p><b>NAA:</b> 1, 3, 13, 14, 28</p> <p><b>IPTS:</b> 1A, 2E, 4A, 4D, 4J, 4L, 5D, 5I, 6F, 10G</p> <p><b>COA:</b> 1.02, 3.03, 4.02, 5.01, 5.03, 5.04, 5.05</p>	<p>Compares and contracts the array of standards and teaching and learning paradigms available to professionals in the school-age and youth field, including governmental standards, those created by professional associations, and those recognized by accrediting bodies</p> <p>Engages in sharing and development opportunities with colleagues to continually renew familiarity with a variety of best practices when working with school-age and</p>	<p>Compares and contracts the array of standards and teaching and learning paradigms available to professionals in the school-age and youth field, including governmental standards, those created by professional associations, and those recognized by accrediting bodies</p> <p>Engages in sharing and development opportunities with colleagues to continually renew familiarity with a variety of best practices when working with school-age and</p>	<p>Identifies standards and teaching and learning paradigms available to professionals in the school-age and youth field, including governmental standards, those created by professional associations, and those recognized by accrediting bodies</p> <p>Engages in sharing or development opportunities with colleagues to continually renew familiarity with a variety of best practices when working with school-age and youth.</p>	<p>Identifies inappropriate standards and teaching and learning paradigms.</p> <p>Engages in sharing or development opportunities with colleagues.</p> <p>Sequences and modifies activities, processes, and programs in a way that is not respectful to or reflective of SAY needs.</p>	

**SAYD Curriculum or Program Design Assessment (Levels 2-5): Individual Lesson and Program Planning, Implementation, and Reflection Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>ACT Now:</b> 7.1-7.3, 9.1-9.4, 15.1-15.4, 23.1-23.4, 24.1-24.10, 25.3, 25.4, 26.1-26.3, 27.1-27.4, 29.1-29.3</p>	<p>youth. Sequences and modifies activities, processes, and programs based on age and developmental levels of school-age and youth.</p> <p>Uses research to support evaluation and application.</p>	<p>youth. Sequences and modifies activities, processes, and programs based on age and developmental levels of school-age and youth.</p>	<p>Sequences and modifies activities, processes, and programs.</p>		
<p><b>SAYD CPD11:</b> Creates and uses methods, resources and strategies to match school-age and youth preferred styles, developmental, cultural and linguistic levels, and information to be addressed.</p> <p><b>SAYD:</b> 2-4A9, 2-4A12, 5B49, 5D21, 5D23, 5D24, 5D26, 5D27, 5D29, 5D30, 5D31, 5D32</p> <p><b>NAA:</b> 2, 5, 12, 13, 14, 16, 28</p> <p><b>IPTS:</b> 1A, 1G, 2I, 3F, 3J, 3K, 3L, 4Q, 5G, 5O, 6B, 6C, 6K, 7J</p> <p><b>COA:</b> 3.03, 3.04, 4.04, 5.01, 5.03, 5.04, 11.02</p> <p><b>ACT Now:</b> 15.2, 23.1-23.4, 24.1-24.10, 26.1-26.3</p>	<p>Collaboratively creates strategies, activities and programs for use with school-age and youth that are compatible with individual development, cultural, linguistic and ability needs and based on paradigms of teaching and learning.</p> <p>Utilizes developmentally, culturally, and linguistically appropriate scaffolding and evidence-based program planning tools, methods, and strategies to support SAY in exploring life skills, enhancing communication and conflict resolution skills, and to facilitate learning.</p> <p>Arranges for non-biased resources and multisensory approaches to expand experiences and choices in creative expression.</p> <p>Identifies strategies to support families in program</p>	<p>Collaboratively creates strategies, activities and programs for use with school-age and youth that are compatible with individual development, cultural, linguistic and ability needs and based on paradigms of teaching and learning.</p> <p>Utilizes developmentally, culturally, and linguistically appropriate scaffolding and evidence-based program planning tools, methods, and strategies to support SAY in exploring life skills, enhancing communication and conflict resolution skills, and to facilitate learning.</p> <p>Arranges for non-biased resources and multisensory approaches to expand experiences and choices in creative expression.</p>	<p>Creates strategies, activities and programs for use with school-age and youth that are compatible with individual development, cultural, linguistic and ability needs and based on paradigms of teaching and learning.</p> <p>Utilizes scaffolding and evidence-based program planning tools, methods, and strategies to support SAY in exploring life skills, enhancing communication and conflict resolution skills, and to facilitate learning.</p> <p>Arranges for resources and multisensory approaches to expand experiences and choices in creative expression.</p>	<p>Creates strategies, activities and programs for use with school-age and youth.</p> <p>Utilizes inappropriate scaffolding and evidence-based program planning tools, methods, and strategies to support SAY in exploring life skills, enhancing communication and conflict resolution skills, and to facilitate learning.</p> <p>Arranges for resources and multisensory approaches that undermine healthy SAY development.</p>	

**SAYD Curriculum or Program Design Assessment (Levels 2-5): Individual Lesson and Program Planning, Implementation, and Reflection Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	knowledge.				
<p><b>SAYD CPD 12:</b> Plans, creates, and adapts interactions and structured learning opportunities to support SAY learning styles, skill building, and learning and development.</p> <p><b>SAYD:</b> 5A21, 5A33, 5B35, 5D33, 5D34, 5D35, 5D36, 5D37, 5D38, 5D39</p> <p><b>NAA:</b> 2, 4, 14, 19, 21, 22, 28, 36</p> <p><b>IPTS:</b> 1M, 2A, 2G, 2H, 2I, 3D, 3G, 3H, 3L, 3M, 3N, 4D, 4L, 4M, 4P, 6G, 6H, 6I, 10A, 11Q</p> <p><b>COA:</b> 3.02- 3.04, 4.01, 4.02, 5.01, 5.03, 5.05, 12.01, 12.03, 13.07</p> <p><b>ACT Now:</b> 1.1, 1.3, 1.5, 2.1, 2.3, 2.4, 3.2, 5.4, 10.3, 22.1-22.4, 23.1-23.4, 24.1- 24.10, 25.1-25.5, 26.1-26.3, 27.1-27.4</p>	<p>Provides regular, structured opportunities with peers and adults for school-age and youth to build skills and develop relevant, meaningful personal plans and exchange ideas and think critically about a variety of developmentally appropriate topics that young people identify as important to them.</p> <p>Develops a holistic framework to connect safety and supervision needs, environments, schedules, and programs with contextual programming needs and the developmental needs of school-age and youth to include physical, cognitive, social, emotional, and spiritual domains as well as skill-building.</p> <p>Adapts daily responses activities, services, supports, and opportunities for school-age and youth in correspondence with learning styles, individual and group needs, role development, goal setting feedback, and competencies.</p> <p>Uses research and evidence to support planning and creation.</p>	<p>Provides regular, structured opportunities with peers and adults for school-age and youth to build skills and develop relevant, meaningful personal plans and exchange ideas and think critically about a variety of developmentally appropriate topics that young people identify as important to them.</p> <p>Develops a holistic framework to connect safety and supervision needs, environments, schedules, and programs with contextual programming needs and the developmental needs of school-age and youth to include physical, cognitive, social, emotional, and spiritual domains as well as skill-building.</p> <p>Adapts daily responses activities, services, supports, and opportunities for school-age and youth in correspondence with learning styles, individual and group needs, role development, goal setting feedback, and competencies.</p>	<p>Provides opportunities with peers and adults for school-age and youth to build skills and develop personal plans and exchange ideas.</p> <p>Connects safety and supervision needs, environments, schedules, and programs with contextual programming needs and the developmental needs of school-age and youth.</p> <p>Adapts daily responses activities, services, supports, and opportunities for school-age and youth.</p>		

**SAYD Curriculum or Program Design Assessment (Levels 2-5): Individual Lesson and Program Planning, Implementation, and Reflection Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>SAYD CPD 13:</b> Implements &amp; models group work knowledge and skills to build cohesive programs and strong participation with SAY.</p> <p><b>SAYD:</b> 2-4B33, 2-4D30, 2-4D34, 2-4D35, 5B58</p> <p><b>NAA:</b> 2, 3, 4, 5, 13</p> <p><b>IPTS:</b> 1A, 2E, 2H, 5A, 5B, 5C, 5K</p> <p><b>COA:</b> 3.01, 3.03, 4.01, 4.02, 4.04, 4.06, 5.03, 5.07</p> <p><b>ACT Now:</b> 20.1-20.4, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5</p>	<p>Facilitates experiences within a positive social and emotional climate to explore a variety of decision-making strategies (e.g. consensus, democratic, autocratic) and appropriate situations to use the strategy.</p> <p>Practices a variety appropriate attending skills and group facilitation skills such as role modeling helpful group behavior, active listening, using explicit communication/directions, building trust by following through on commitments, monitoring use of humor to be inclusive and supportive.</p> <p>Provides opportunities for school-age and youth to engage in self-reflection using an array of techniques (e.g. story writing, art activities, show and tell, and journaling).</p> <p>Uses research and evidence to provide rationale for program practices supporting group work.</p>	<p>Facilitates experiences within a positive social and emotional climate to explore a variety of decision-making strategies (e.g. consensus, democratic, autocratic) and appropriate situations to use the strategy.</p> <p>Practices a variety appropriate attending skills and group facilitation skills such as role modeling helpful group behavior, active listening, using explicit communication/directions, building trust by following through on commitments, monitoring use of humor to be inclusive and supportive.</p> <p>Provides opportunities for school-age and youth to engage in self-reflection using an array of techniques (e.g. story writing, art activities, show and tell, and journaling).</p>	<p>Facilitates experiences to explore a variety of decision-making strategies (e.g. consensus, democratic, autocratic) and appropriate situations to use the strategy.</p> <p>Practices attending skills and group facilitation skills such as role modeling helpful group behavior, active listening, using explicit communication/directions, building trust.</p> <p>Provides opportunities for school-age and youth to engage in self-reflection.</p>	<p>Facilitates experiences that undermine decision-making strategies.</p> <p>Uses attending skills and group facilitation skills that undermine active listening, using explicit communication/directions, and building trust.</p> <p>Provides opportunities that undermine SAY self-reflection.</p>	

**SAYD Curriculum or Program Design Assessment (Levels 2-5): Individual Lesson and Program Planning, Implementation, and Reflection Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>SAYD CPD14:</b> Implements and develops evidence-based approaches, program models, and self-development practices to support SAY in making decisions and pursuing goals.</p> <p><b>SAYD:</b> 5B8, 5D49, 5D50, 5D51, 5D52, 5D53</p> <p><b>NAA:</b> 1, 3, 8, 14, 17</p> <p><b>IPTS:</b> 1A, 3C, 3F, 4N, 5A, 5D, 5L, 9D, 9S, 11M</p> <p><b>COA:</b> 3.01-3.04, 5.02, 5.05, 5.07, 6.01</p> <p><b>ACT Now:</b> 18.1, 18.4, 19.1, 22.1-22.4, 24.1-24.10, 25.1-25.5, 30.2</p>	<p>Develops and/or implements supportive actions and evidence-based approaches, including experiential methods, to strengthen or modify practices so they are inviting to school-age and youth.</p> <p>Investigates models for incorporating school-age and youth voices in program planning and ongoing decisions (e.g. youth councils, dedicated seats on the board, project teams).</p> <p>Develops and enhances growth opportunities for staff and SAY to improve leadership skills, and engages in a reciprocal process of encouraging and supporting people in the pursuit of goals shared by the members of the group, organization, or community.</p> <p>Uses research to support rationale for practices supporting SAY decisions and pursuing goals.</p>	<p>Develops and/or implements supportive actions and evidence-based approaches, including experiential methods, to strengthen or modify practices so they are inviting to school-age and youth.</p> <p>Investigates models for incorporating school-age and youth voices in program planning and ongoing decisions (e.g. youth councils, dedicated seats on the board, project teams).</p> <p>Develops and enhances growth opportunities for staff and SAY to improve leadership skills, and engages in a reciprocal process of encouraging and supporting people in the pursuit of goals shared by the members of the group, organization, or community.</p>	<p>Develops and/or implements actions and evidence-based approaches to strengthen or modify practices so they are inviting to school-age and youth.</p> <p>Investigates models for incorporating school-age and youth voices in program planning.</p> <p>Develops growth opportunities for staff and SAY to improve leadership skills.</p>	<p>Engages in actions that undermine inviting practices for school-age and youth.</p> <p>Investigates inappropriate models for incorporating school-age and youth voices in program planning.</p> <p>Engages in practices that undermine opportunities for staff and SAY to improve leadership skills.</p>	

## SAYD Curriculum or Program Design Assessment (Levels 2-5): Individual Lesson and Program Planning, Implementation, and Reflection Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b><u>SAYD CPD15:</u></b> Incorporates and evaluates standards, technologies, and programs to continually improve program quality for SAY.</p> <p><b>SAYD:</b> 5D1, 5D3, 5D4</p> <p><b>NAA:</b> 29, 35, 36</p> <p><b>IPTS:</b> 4A, 10C</p> <p><b>COA:</b> 1.02</p> <p><b>ACT Now:</b> 7.1-7.3, 9.1-9.4, 15.1-15.4, 27.1-27.4 29.1-29.3</p>	<p>Develops a plan for implementation of required local, state, and federal standards and current and emerging best practice in support of school-age and youth programming.</p> <p>Assesses and evaluates a variety of technologies and programs for developmental, contextual, linguistic, and ability compatibility for school-age youth.</p> <p>Educates others in support of incorporating and evaluating standards, technologies, and programs to continually improve program quality for SAY.</p>	<p>Develops a plan for implementation of required local, state, and federal standards and current and emerging best practice in support of school-age and youth programming.</p> <p>Assesses and evaluates a variety of technologies and programs for developmental, contextual, linguistic, and ability compatibility for school-age youth.</p>	<p>Develops a plan supporting partial implementation of required local, state, and federal standards and current and emerging best practice in support of school-age and youth programming.</p> <p>Assesses and evaluates technologies and programs for developmental, contextual, linguistic, or ability compatibility for school-age youth.</p>	<p>Develops a plan that undermines implementation of required local, state, and federal standards and current and emerging best practice in support of school-age and youth programming.</p> <p>Inappropriately assesses and evaluates technologies and programs for developmental, contextual, linguistic, or ability compatibility for school-age youth.</p>	
<p><b><u>SAYD CPD16:</u></b> Evaluates and adapts methods, experiential learning opportunities and strategies to support SAY preferred styles and developmental, cultural and linguistic and ability levels.</p> <p><b>SAYD:</b> 2-4F28, 5A4, 5A15, 5A37, 5B34, 5B39, 5D22, 5D25, 5D28</p> <p><b>NAA:</b> 2, 3, 12, 13, 14, 28, 26</p> <p><b>IPTS:</b> 1C, 1L, 2E, 2G, 2H, 2I, 3J, 3K, 3L, 4D, 4J, 4L, 6B, 6C, 6F, 6K, 11G, 11H</p> <p><b>COA:</b> 3.03, 3.04, 5.01, 5.03, 5.04,</p>	<p>Evaluates approaches to learning in terms of individual and programming needs.</p> <p>Adapts programming and instruction to include goals and objectives for school-age and youth with varying abilities.</p> <p>Adapts and collaboratively implements materials, activities, and programs based on the school-age and youths' developmental level and prior learning.</p>	<p>Evaluates approaches to learning in terms of individual and programming needs.</p> <p>Adapts programming and instruction to include goals and objectives for school-age and youth with varying abilities.</p> <p>Adapts and collaboratively implements materials, activities, and programs based on the school-age and youths' developmental level and prior learning.</p>	<p>Identifies approaches to learning in terms of individual and programming needs.</p> <p>Identifies programming and instruction supportive of goals and objectives for school-age and youth with varying abilities.</p> <p>Identifies materials, activities, and programs based on the school-age and youths' developmental level and prior learning.</p> <p>Identifies strategies,</p>	<p>Identifies inappropriate approaches to learning in terms of individual and programming needs.</p> <p>Identifies programming and instruction that does not reflect goals and objectives for school-age and youth with varying abilities.</p> <p>Identifies inappropriate materials, activities, and programs based on the school-age and youths' developmental level and prior learning.</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>5.05, 11.02, 13.07</p> <p><b>ACT Now:</b> 1.5, 15.2, 16.3, 16.4, 20.1, 20.3, 22.1-22.4, 23.1-23.4, 24.1-24.10, 26.1-26.3</p>	<p>Develops and implements strategies, experiential learning opportunities, and activities for school-age and youth to support social-emotional competencies and capitalize on their strengths to address real and perceived biases and barriers.</p> <p>Uses research to justify adaptation of methods, experiential learning opportunities and strategies to support SAY preferred styles and developmental, cultural and linguistic and ability levels.</p>	<p>Develops and implements strategies, experiential learning opportunities, and activities for school-age and youth to support social-emotional competencies and capitalize on their strengths to address real and perceived biases and barriers.</p>	<p>experiential learning opportunities, and activities for school-age and youth to support social-emotional competencies and capitalize on their strengths to address real and perceived biases and barriers</p>	<p>Identifies inappropriate strategies, experiential learning opportunities, and activities for school-age and youth to support social-emotional competencies and capitalize on their strengths to address real and perceived biases and barriers</p>	
<p><b>SAYD CPD17:</b> Cultivates collaborative learning communities based on shared leadership and supportive of SAY identity, empowerment, and social competence.</p> <p><b>SAYD:</b> 5B16, 5B33, 5D40, 5D41, 5D42, 5D43, 5D44, 5D45, 5D46, 5D47, 5D48</p> <p><b>NAA:</b> 2, 4, 5, 8, 14, 28</p> <p><b>IPTS:</b> 2H, 2I, 3G, 4L, 5A, 5B, 5C, 5G, 5H, 5J, 5K, 5N, 5R</p> <p><b>COA:</b> 3.04, 4.01- 4.04, 4.06, 5.03, 5.04</p> <p><b>ACT Now:</b> 11.1, 18.1-18.6, 20.1-20.4, 21.1, 21.2, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5</p>	<p>Collaboratively establishes, facilitates and assesses positive group development, opportunities for empowerment, community cohesiveness, successful group behavior, support for asset development, appropriate responses to conflict and the creation of a safe and inclusive sense of community.</p> <p>Establishes a personal philosophy supportive of shared leadership with colleagues and SAY.</p> <p>Chooses or designs programs and implements strategies for exploring conflict resolution,</p>	<p>Collaboratively establishes, facilitates and assesses positive group development, opportunities for empowerment, community cohesiveness, successful group behavior, support for asset development, appropriate responses to conflict and the creation of a safe and inclusive sense of community.</p> <p>Establishes a personal philosophy supportive of shared leadership with colleagues and SAY.</p> <p>Chooses or designs programs and implements strategies for exploring conflict resolution,</p>	<p>Establishes, facilitates and assesses positive group development, opportunities for empowerment, community cohesiveness, successful group behavior, support for asset development, appropriate responses to conflict and the creation of a safe and inclusive sense of community.</p> <p>Establishes a personal philosophy.</p> <p>Identifies programming and strategies for exploring conflict resolution, mediation, and healthy group work skills with school-age and youth.</p>	<p>Establishes practice that undermines group development, opportunities for empowerment, community cohesiveness, successful group behavior, support for asset development, appropriate responses to conflict and the creation of a safe and inclusive sense of community.</p> <p>Establishes a personal philosophy that undermines the development and learning of SAY.</p> <p>Identifies inappropriate programming and strategies for exploring conflict resolution, mediation, and</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	mediation, and healthy group work skills with school-age and youth.  Identifies strategies that support others in cultivating collaborative learning opportunities.	mediation, and healthy group work skills with school-age and youth.		healthy group work skills with school-age and youth.	

Level 2—Yellow

Level 3—Green

Level 4—Orange

Level 5—Blue