

SAYD Family and Community Relationships Assessment (Levels 2-5) Family Interview

SAYD Competencies	<p>FCR1: Recognizes and supports cultural difference and diverse family structures in SAY,</p> <p>FCR2: Identifies professional roles and supports needed for positive SAY development,</p> <p>FCR3: Describes practices that strengthen family and community connections, for SAY,</p> <p>FCR4: Employs practices that strengthen family and community connections, for SAY,</p> <p>FCR5: Recognizes and collaborates with the key community institutions that impact the lives of SAY and their families,</p> <p>FCR6: Draws on the backgrounds of SAY and families when creating programs, environments, and curriculum,</p> <p>FCR7: Models and promotes the adult supports needed for positive SAY development,</p> <p>FCR8: Builds and supports partnerships with the key community institutions that impact the lives of SAY and their families,</p> <p>FCR9: Supports, and advocates collaborative practices including families and support professionals in meeting the special needs of SAY,</p> <p>FCR10: Identifies and develops an array of local allies and resources in the community, for SAY,</p> <p>FCR11: Advocates for supports, opportunities, and services for SAY and families,</p> <p>FCR12: Creates opportunities to seek support from diverse and non-traditional partners, mobilize people, and build trust around an identified community need,</p> <p>FCR13: Identifies a variety of circumstances that encourage the development of a sense of community, such as: understanding one’s rights and responsibilities as a community member, development of routines, rituals, and rites-of-passage, and taking the time to develop relationships.</p>
Original Gateways SAYD Benchmarks	2-4A18, 2-4A27, 2-4B7, 2-4B32, 2-4B39, 2-4F1, 2-4F2, 2-4F3, 2-4F4, 2-4F5, 2-4F6, 2-4F7, 2-4F8, 2-4F9, 2-4F10, 2-4F11, 2-4F12, 2-4F13, 2-4F14, 2-4F15, 2-4F16, 2-4F17, 2-4F18, 2-4F19, 2-4F20, 2-4F21, 2-4F22, 2-4F23, 2-4F24, 2-4F25, 2-4F26, 2-4F27, 2-4F29, 2-4F30, 2-4F31, 2-4F32, 2-4F33, 2-4F34, 2-4F35, 2-4F36, 2-4F38, 2-4F39, 2-4F41, 5A5, 5A22, 5A31, 5B10, 5B27, 5B28, 5B44, 5F1, 5F2, 5F3, 5F4, 5F5, 5F6, 5F7, 5F8, 5F9, 5F10, 5F11, 5F12, 5F13, 5F14, 5F15, 5F16, 5F17, 5F18, 5F19, 5F20, 5F21, 5F22, 5F23, 5F24, 5F25, 5F26, 5F27, 5F28, 5F29, 5F30, 5F31, 5F33, 5F34, 5F35, 5F37, 5F38, 5F39, 5F40, 5F41, 5F42, 5F43, 5F44
IPTS	1A, 2D, 2F, 3C, 3B, 3E, 3F, 3G, 3I, 3J, 3L, 3N, 4C, 4J, 5A, 5D, 5G, 5H, 5K, 5L, 5N, 5Q, 5R, 6C, 6M, 7C, 7D, 7H, 7I, 7J, 7K, 8B, 9A, 9B, 9D, 9E, 9H, 9I, 9K, 9L, 9M, 10E, 11B, 11D, 11F, 11G, 11J, 11K, 11N, 11P
NAA	1, 2, 4, 5, 7, 8, 13, 14, 17, 23, 24, 25, 28, 31, 34, 35, 36
COA	1.02, 3.01-3.04, 4.01, 4.02, 4.03, 4.04, 4.06, 5.03, 5.05, 5.07, 6.01, 10.01-10.03, 11.01-11.04, 13.01-13.03, 13.05-13.07
ACT Now	1.1-1.4, 4.6, 5.4, 7.1, 9.1-9.4, 11.1, 11.4, 15.4, 16.3, 16.4, 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 23.1-23.4, 24.4, 24.6-24.8, 25.1-25.5, 27.1-27.4, 28.1, 28.2, 29.1-29.3, 30.1, 30.2

Assessment Guidelines

In this assessment, you will interview the family member of a child who is between the ages of five and sixteen. The goal of these interviews is to gather information that will be useful in knowing both the child and family, contributing to the capacity to provide responsive SAY programming.

Part 1: Family Interview:

Interview Preparation

- Select a family with a child between the ages of 5 and 16. This family can be a friend, relative (outside of your immediate family), neighbor, or a family in your early childhood classroom environment.
- Review the family interview questions below.
- Arrange a time to interview the family. Your interview is likely to last approximately 30 minutes.
- Prior to meeting with the family, provide a 1 page overview of professional boundaries and confidentiality requirements that are important to keep in mind when working families. Also, provide a brief overview of communication and collaboration skills that would support connection.

During the Interview:

- Be sure to let the family know that you are completing this interview as a course assignment, and that the purpose of the assignment is to support your mastery of content.
- Let the questions below guide your interview but allow parents to share anything about their family and culture that they feel is pertinent, even if it is not specifically mentioned in the interview questions.

Part 2: Post Interview Reflection:

Using the interview questions as a guide, describe the family and summarize your interview:

- What privileges, rights, and obstacles does this family encounter? How might the context of this family influence SAY development and choices?
- How can the knowledge gained about the family's perspectives and backgrounds contribute to your ability to support the child?
- What program strategies would be beneficial in terms of encouraging family engagement?

Post Interview Reflection:

- Identify three local organizations and/or opportunities that would be beneficial for this family.
- Identify information gained that would be beneficial to incorporate in the SAY programing environment?
- Based on what you have learned about this family, what would you recommend for communication and resource sharing?
- What strategies and skills could you utilize to maintain a relationship with this family in the future.
- What additional information, including educational opportunities, do you feel would be beneficial for this family?
- Based on what you have learned about this family, why would you adapt within the SAY program to ensure that a welcoming and engaging environment is created?
- Based on what you have learned about the family, what advocacy issues do you feel are most pertinent to them? How could you use knowledge of advocacy to support this family? How could you engage the family in the advocacy process?

Family Interview Questions:

1. What do you enjoy most about parenting? What do you feel are your greatest strengths and obstacles?
2. What do you feel is your role in supporting your child within environments outside of your home? How comfortable do you feel in the role you described?
3. What do you feel are your child's greatest strengths and areas for further development?
4. What do you most enjoy about your child's early childhood program?
5. What are your hopes and for your child? What do you see as the role of the school-age and youth program in fitting within those hopes and dreams?
6. What are your short and long term goals for your child's future?
7. What is most important to you in your daily interactions with your child?
8. What suggestions do you have or what additional opportunities would you like to be connected to your child's classroom or within the community?
9. What are your preferred ways to be communicated with from your child's teacher/school? Face to face? Website? Newsletter? Email? Text?

Assessment Rubric (pulled from SAYD Master Rubrics)

SAYD Family and Community Relationships Assessment (Levels 2-5): Family Interview Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD FCR1:</u> Recognizes and supports diverse cultural backgrounds and family structures in SAY.</p> <p>SAYD: 2-4F1, 2-4F2, 2-4F3, 2-4F4, 2-4F5, 2-4F6</p> <p>NAA: 1, 7</p> <p>IPTS: 1A, 3C, 3N, 9B, 9L, 11P</p> <p>COA: 10.01, 13.01, 13.03</p> <p>ACT Now: 15.4, 18.1-18.6, 20.1-20.4, 24.4, 24.6- 24.8, 27.1-27.4</p>	<p>Identifies privileges, rights, and obstacles that families encounter based on their family structures and how family context and frame-of-reference influences school-age and youth development and choices.</p> <p>Respects and accommodates family structures and responsively accounts for culture, race, ethnicity, religion, parental structure, sexual orientation, health/ability, location, and economic conditions when interacting with SAY and families.</p> <p>Uses research to identify rationale for recognizing and supporting diverse cultural backgrounds and family structures.</p>	<p>Identifies privileges, rights, and obstacles that families encounter based on their family structures and how family context and frame-of-reference influences school-age and youth development and choices.</p> <p>Respects and accommodates family structures and responsively accounts for culture, race, ethnicity, religion, parental structure, sexual orientation, health/ability, location, and economic conditions when interacting with SAY and families.</p> <p>Recognizes professional</p>	<p>Identifies privileges, rights, or obstacles that families encounter based on their family structures and how family context and frame-of-reference influences school-age and youth development and choices.</p> <p>Respects family structures and accounts for culture, race, ethnicity, religion, parental structure, sexual orientation, health/ability, location, and economic conditions when interacting with SAY and families.</p>	<p>Inaccurately identifies privileges, rights, or obstacles that families encounter based on their family structures and how family context and frame-of-reference influences school-age and youth development and choices.</p> <p>Engages in behavior that is disrespectful to family structures and accounts for culture, race, ethnicity, religion, parental structure, sexual orientation, health/ability, location, and economic conditions when interacting with SAY and families.</p>	
<p><u>SAYD FCR2:</u> Identifies professional roles and supports needed for positive SAY development.</p> <p>SAYD: 2-4F7, 2-4F8, 2-4F9, 2-4F10, 2-4F11</p> <p>NAA: 2, 4, 24, 25</p> <p>IPTS: 3C, 6C, 7I, 9A, 9L, 9M, 11K</p> <p>COA: 1.02, 4.02, 10.02, 11.02, 13.03,</p>	<p>Identifies models, roles and attributes, skills, characteristics, communication and collaboration skills, and qualities needed to support young people’s growth and the development of healthy relationships with a multiplicity of adults.</p>	<p>Identifies models, roles and attributes, skills, characteristics, communication and collaboration skills, and qualities needed to support young people’s growth and the development of healthy relationships with a multiplicity of adults.</p> <p>Recognizes professional</p>	<p>Identifies models, roles and attributes, skills, characteristics, communication and collaboration skills, and qualities needed to support young people’s growth.</p> <p>Recognizes professional boundaries and confidentiality needs when working with school-age and youth.</p>	<p>Identifies inaccurate models, roles and attributes, skills, characteristics, communication and collaboration skills, and qualities needed to support young people’s growth.</p> <p>Utilizes professional boundaries in a way that undermines positive SAY</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>13.05</p> <p>ACT Now: 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 25.1-25.5</p>	<p>Recognizes professional boundaries and confidentiality needs when working with families, school-age and youth, and in the community.</p> <p>Identifies professional goals supportive of role growth.</p>	<p>boundaries and confidentiality needs when working with families, school-age and youth, and in the community.</p>		<p>development.</p>	
<p><u>SAYD FCR3:</u> Describes practices that strengthen family and community connections for SAY.</p> <p>SAYD: 2-4A18, 2-4F12, 2-4F13, 2-4F14, 2-4F16, 2-4F17, 2-4F18, 2-4F19, 2-4F20, 2-4F21</p> <p>NAA: 2, 7, 23, 24, 25</p> <p>IPTS: 3C, 3E, 3F, 7C, 7D, 7I, 7H, 9B, 9K, 9M</p> <p>COA: 3.01, 4.02, 5.03, 10.02, 11.02, 11.03, 11.04, 13.03</p> <p>ACT Now: 18.1-18.6, 21.1, 23.1-23.4, 25.1-25.5, 28.1, 28.2, 29.1-29.3</p>	<p>Gives examples of effective verbal communication skills and effective strategies to adapt communication and collaboration styles and formats supportive of positive interaction and professional and interpersonal development.</p> <p>Considers backgrounds, perspectives, and biases attributed to school-age and youth’s families and how to support meaningful family engagement.</p> <p>Identifies local organizations and opportunities that present possibilities for partnership and collaboration.</p> <p>Identify strategies that promote family identification of community connections.</p>	<p>Gives examples of effective verbal communication skills and effective strategies to adapt communication and collaboration styles and formats supportive of positive interaction and professional and interpersonal development.</p> <p>Considers backgrounds, perspectives, and biases attributed to school-age and youth’s families and how to support meaningful family engagement.</p> <p>Identifies local organizations and opportunities that present possibilities for partnership and collaboration.</p>	<p>Gives examples of verbal communication skills and strategies to adapt communication and collaboration styles.</p> <p>Considers backgrounds, perspectives, and biases attributed to school-age and youth’s families.</p> <p>Identifies local organizations and opportunities for SAY and their families.</p>	<p>Gives inaccurate examples of verbal communication skills and strategies to adapt communication and collaboration styles.</p> <p>Inaccurately interprets backgrounds, perspectives, and biases attributed to school-age and youth’s families.</p> <p>Identifies inappropriate local organizations and opportunities for SAY and their families.</p>	
<p><u>SAYD FCR4:</u> Employs practices that strengthen family and community connections for SAY.</p>	<p>Identifies strategies that promote family participation within community organizations.</p>	<p>Uses a variety of intentionally inviting communication formats and collaboration strategies to convey information and facilitate</p>	<p>Uses communication formats and collaboration strategies to convey information and facilitate group work.</p>	<p>Uses communication formats and collaboration strategies that undermine information sharing and group work.</p>	

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<p>SAYD: 2-4B32, 2-4F15, 2-4F22, 2-4F23, 5F16</p> <p>NAA: 1, 5, 25</p> <p>IPTS: 5K, 9A, 9D, 9L, 9M</p> <p>COA: 3.01, 4.01, 10.01, 10.02, 11.02, 13.02</p> <p>ACT Now: 4.6, 18.1-18.6, 25.1-25.5</p>		<p>group work.</p> <p>Shares community resources and engages in community events relevant to school-age and youth and family interests.</p>	<p>Shares community resources and engages in community events.</p>		
<p>SAYD FCR 5: Recognizes and collaborates with the key community institutions that impact the lives of SAY and their families.</p> <p>SAYD: 2-4B7, 2-4B39, 2-4F24, 2-4F25, 2-4F29, 2-4F30, 2-4F31, 2-4F32, 2-4F33, 2-4F34, 2-4F35, 2-4F36</p> <p>NAA: 1, 7, 8, 13, 23, 25, 28</p> <p>IPTS: 3G, 3L, 4C, 5L, 5Q, 6M, 9A, 9E, 9I, 9L, 9M, 11B, 11F, 11G</p> <p>COA: 3.01, 4.04, 4.06, 5.05, 5.07, 6.01, 11.02-11.04, 13.06, 13.06,</p> <p>ACT Now: 1.1, 1.2, 1.4, 9.1, 11.4, 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 28.1, 28.2, 29.1-29.3, 30.10, 30.2</p>	<p>Connects and supports school-age and youth and families in meaningful engagement with community resources</p> <p>Identifies key school and community personnel for consultation to facilitate inclusion of school-age and youth with disabilities.</p> <p>Identifies effective skills needed for multi-disciplinary team collaboration, including legal and professional responsibilities.</p> <p>Identifies local political leaders, stakeholders, and systems that have influence on school-age and youth services.</p> <p>Empowers families to collaborate with key community institutions.</p>	<p>Connects and supports school-age and youth and families in meaningful engagement with community resources</p> <p>Identifies key school and community personnel for consultation to facilitate inclusion of school-age and youth with disabilities.</p> <p>Identifies effective skills needed for multi-disciplinary team collaboration, including legal and professional responsibilities.</p> <p>Identifies local political leaders, stakeholders, and systems that have influence on school-age and youth services.</p>	<p>Connects school-age and youth and families to community resources.</p> <p>Identifies school and community personnel for consultation.</p> <p>Identifies skills needed for multi-disciplinary team collaboration.</p> <p>Identifies local political leaders, stakeholders, and systems.</p>	<p>Connects school-age and youth and families to irrelevant community resources.</p> <p>Identifies school and community personnel for consultation who are not connected to SAY or SAY programming.</p> <p>Identifies inappropriate skills for multi-disciplinary team collaboration.</p> <p>Identifies local political leaders, stakeholders, and systems who are unlikely to support SAY and SAY programming.</p>	

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<p><u>SAYD FCR6:</u> Draws on the backgrounds of SAY and families when creating programs, environments, and curriculum.</p> <p>SAYD: 5A22, 5A31, 5F1, 5F2, 5F3, 5F4, 5F5, 5F6</p> <p>NAA: 2, 7, 23, 24</p> <p>IPTS: 1A, 2F, 3C, 3E, 3F, 3I, 3J, 9K, 9L</p> <p>COA: 3.02, 5.03, 5.05, 10.01, 10.02, 10.03, 13.07</p> <p>ACT Now: 15.4, 18.1-18.6, 20.1-20.4, 21.1, 23.1-23.4, 24.4, 24.6-24.8, 27.1-27.4, 29.1-29.3</p>	<p>Collaboratively evaluates and develops a variety of strategies, activities, and responses to work with school-age, youth, and families from diverse cultural, ability interest, and family backgrounds.</p> <p>Engages in reflective practice and supportive collaboration through reflective examination of oneself, personal experiences, personal assumptions, and dialogue with colleagues.</p> <p>Draws on the backgrounds and developmental needs of school-age, youth, and families when creating programs, environments, and curriculum.</p> <p>Respectfully collaborates with SAY and families in creating programs, environments, and curriculum.</p>	<p>Collaboratively evaluates and develops a variety of strategies, activities, and responses to work with school-age, youth, and families from diverse cultural, ability interest, and family backgrounds.</p> <p>Engages in reflective practice and supportive collaboration through reflective examination of oneself, personal experiences, personal assumptions, and dialogue with colleagues.</p> <p>Draws on the backgrounds and developmental needs of school-age, youth, and families when creating programs, environments, and curriculum.</p>	<p>Evaluates and develops a variety of strategies, activities, and responses to work with school-age, youth, and families from diverse cultural, ability interest, and family backgrounds.</p> <p>Engages in reflective practice or supportive collaboration through reflective examination of oneself, personal experiences, personal assumptions, and dialogue with colleagues.</p> <p>Draws on the backgrounds or developmental needs of school-age, youth, and families when creating programs, environments, and curriculum.</p>	<p>Evaluates and develops ineffective strategies, activities, and responses to work with school-age, youth, and families from diverse cultural, ability interest, and family backgrounds.</p> <p>Engages in reflective practice that does not lead to supportive programs, environments, and curriculum.</p> <p>Does not incorporate the backgrounds or developmental needs of school-age, youth, and families when creating programs, environments, and curriculum.</p>	
<p><u>SAYD FCR7:</u> Models and promotes the adult supports needed for positive SAY development.</p> <p>SAYD: 5F7, 5F8, 5F9, 5F10, 5F11, 5F12</p> <p>NAA: 2, 4, 7, 23</p> <p>IPTS: 2D, 3C, 9A, 9D, 10E</p>	<p>Utilizes current theories to maintain a range of professional relationships with school-age and youth and to understand the impact and interaction of family, school, and community organizations on support available.</p> <p>Uses collaboration skills to</p>	<p>Utilizes current theories to maintain a range of professional relationships with school-age and youth and to understand the impact and interaction of family, school, and community organizations on support available.</p> <p>Uses collaboration skills to develop action goals for adults</p>	<p>Utilizes theory to maintain a range of professional relationships with school-age and youth.</p> <p>Uses communication skills to develop action goals for adults.</p> <p>Develops a professional plan for creating collaborative relationships with families,</p>	<p>Inaccurately applies theory to the maintenance of professional relationships with school-age and youth.</p> <p>Uses inappropriate communication skills to develop action goals for adults.</p> <p>Develops a professional plan</p>	

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<p>COA: 3.01, 10.02, 10.03, 11.02</p> <p>ACT Now: 18.1- 18.6, 19.1, 19.2, 20.1- 20.4, 21.2, 25.1-25.5</p>	<p>develop action goals for adults to be effective allies, advocates and asset builders with school-age and youth.</p> <p>Develops a professional plan for creating collaborative relationships with families, schools, and community organizations.</p> <p>Utilizes research and the evidence base to support modeling strategies utilized.</p>	<p>to be effective allies, advocates and asset builders with school-age and youth.</p> <p>Develops a professional plan for creating collaborative relationships with families, schools, and community organizations.</p>	<p>schools, or community organizations.</p>	<p>that undermines collaborative relationships with families, schools, or community organizations.</p>	
<p><u>SAYD FCR8:</u> Builds and supports partnerships with the key community institutions that impact the lives of SAY and their families.</p> <p>SAYD: 5F24, 5F25, 5F28, 5F29, 5F33, 5F34, 5F35, 5F37</p> <p>NAA: 8, 25, 34</p> <p>IPTS: 1A, 9A, 9D, 9E, 9K, 9L, 11N</p> <p>COA: 1.02, 10.03, 11.01, 11.02, 11.04</p> <p>ACT Now: 1.02, 11.01, 19.1, 20.1-20.3, 21.1, 28.1, 28.2, 29.1-29.3, 30.1, 30.2</p>	<p>Defines system thinking and principles of adult learning and their impact on SAY service delivery.</p> <p>Demonstrates collaborative skills, including collaborative consultation or habits of highly effective teams, when working with people and teams in systems and institutions that affect school-age and youth.</p> <p>Constructs, facilitates, and implements a plan for communicating with local leaders/ stakeholders, and joining with similar organizations to advocate for services and supporting the interests of school-age, youth, and families.</p> <p>Connects families to</p>	<p>Defines system thinking and principles of adult learning and their impact on SAY service delivery.</p> <p>Demonstrates collaborative skills, including collaborative consultation or habits of highly effective teams, when working with people and teams in systems and institutions that affect school-age and youth.</p> <p>Constructs, facilitates, and implements a plan for communicating with local leaders/ stakeholders, and joining with similar organizations to advocate for services and supporting the interests of school-age, youth, and families.</p> <p>Connects families to educational opportunities.</p>	<p>Defines system thinking or principles of adult learning and their impact on SAY service delivery.</p> <p>Demonstrates collaborative skills when working with people and teams in systems and institutions that affect school-age and youth.</p> <p>Constructs, facilitates, or implements a plan for communicating with local leaders/ stakeholders, and joining with similar organizations to advocate for services and supporting the interests of school-age, youth, and families.</p> <p>Connects families to community opportunities.</p>	<p>Provides an in accurate definition of system thinking or principles of adult learning and their impact on SAY service delivery.</p> <p>Demonstrates skills that undermine effective partnership with people and teams.</p> <p>Constructs, facilitates, or implements a plan that undermines effective partnership with local leaders/ stakeholders, and other organizations.</p> <p>Undermines family participation in educational opportunities.</p>	

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	<p>educational opportunities.</p> <p>Identifies and implements strategies that support family partnership with key community institutions.</p>				
<p>SAYD FCR9: Supports, and advocates collaborative practices including families and support professionals in meeting the special needs of SAY.</p> <p>SAYD: 2-4A27, 2-4F26, 2-4F27, 5A5, 5F26, 5F27, 5F30, 5F31, 5F39</p> <p>NAA: 2, 14, 23, 24, 35, 26</p> <p>IPTS: 2E, 2G, 3A, 4S, 9F, 9G, 9N, 11F, 11G, 11H</p> <p>COA: 3.02, 3.04, 10.03, 11.04, 13.07</p> <p>ACT Now: 1.3, 5.4, 16.3, 16.4, 20.1, 20.2, 21.1, 23.1-23.4, 24.1-24.10, 27.1-27.4, 28.1, 28.2, 29.1-29.3, 30.1, 30.2</p>	<p>Collaborates with families and schools as a member of a multi-disciplinary team of as part of an Individual Education Program process, as appropriate, to support the special needs of school-age and youth and to link individuals, organizations, and existing networks.</p> <p>Summarizes the rights of parents, school-age, and youth when school-age and youth are referred for special education or placed in special education programming in the schools.</p> <p>Articulates federal and state laws related to referral for special education or services in a range of contexts and defines the roles of school-age and youth, family members, community agencies and other professionals in the multidisciplinary team and Individual Education Program process.</p> <p>Identifies strategies that</p>	<p>Collaborates with families and schools as a member of a multi-disciplinary team of as part of an Individual Education Program process, as appropriate, to support the special needs of school-age and youth and to link individuals, organizations, and existing networks.</p> <p>Summarizes the rights of parents, school-age, and youth when school-age and youth are referred for special education or placed in special education programming in the schools.</p> <p>Articulates federal and state laws related to referral for special education or services in a range of contexts and defines the roles of school-age and youth, family members, community agencies and other professionals in the multidisciplinary team and Individual Education Program process.</p>	<p>Collaborates with families or schools as a member of a multi-disciplinary team of as part of an Individual Education Program process.</p> <p>Summarizes the rights of parents, school-age, or youth when school-age and youth are referred for special education or placed in special education programming in the schools.</p> <p>Articulates federal or state laws related to referral for special education or services in a range of contexts and defines the roles of school-age and youth, family members, community agencies and other professionals in the multidisciplinary team and Individual Education Program process.</p>	<p>Engages in interactions that undermine collaboration with families or schools as a member of a multi-disciplinary team of as part of an Individual Education Program process.</p> <p>Provides an inaccurate summary of the rights of parents, school-age, or youth when school-age and youth are referred for special education or placed in special education programming in the schools.</p> <p>Provides an inaccurate overview of federal or state laws related to referral for special education or services in a range of contexts and defines the roles of school-age and youth, family members, community agencies and other professionals in the multidisciplinary team and Individual Education Program process.</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	empower families in collaborating with others to meet the special needs of SAY.				
<p><u>SAYD FCR10:</u> Identifies and develops an array of local allies and resources in the community, for SAY.</p> <p>SAYD: 2-4F38, 2-4F39, 2-4F41</p> <p>NAA: 25, 36</p> <p>IPTS: 8B, 9A, 9D, 9E, 9L, 11N</p> <p>COA: 11.01, 11.02</p> <p>ACT Now: 9.1-9.4, 19.1, 20.2, 20.3, 21.1, 21.2, 28.1, 28.2</p>	<p>Develops a network of individuals and organizations identified as allies, resources, and partners through utilizing technology and personal connections.</p> <p>Identifies situations where education and/or advocacy is called for, and communicates an action plan for addressing a need.</p> <p>Identifies strategies and supports families in collaborating with local allies in support of SAY.</p>	<p>Develops a network of individuals and organizations identified as allies, resources, and partners through utilizing technology and personal connections.</p> <p>Identifies situations where education and/or advocacy is called for, and communicates an action plan for addressing a need.</p>	<p>Develops a network of individuals or organizations identified as allies, resources, and partners through utilizing technology and personal connections.</p> <p>Identifies situations where education and/or advocacy is called for.</p>	<p>Engages in behaviors that inhibit the development of a network of individuals or organizations identified as allies, resources, and partners through utilizing technology and personal connections.</p> <p>Inaccurately identifies situations where education and/or advocacy is called for.</p>	
<p><u>SAYD FCR11:</u> Advocates for supports, opportunities, and services for SAY and families.</p> <p>SAYD: 5B27, 5F13, 5F14, 5F15, 5F17, 5F18, 5F19, 5F20, 5F21, 5F22, 5F23</p> <p>NAA: 1, 2, 5, 7, 13, 23, 24, 25</p> <p>IPTS: 3B, 3E, 3G, 3N, 5A, 5D, 5H, 5K, 5L, 5N, 5R, 7D, 7I, 7K, 9A, 9H, 9K, 9L</p> <p>COA: 3.01, 3.03, 3.04, 4.01, 4.02, 4.06, 6.01, 10.02, 10.03, 11.01, 11.02, 13.02, 13.03</p>	<p>Adapts verbal communication style, technology, written communication templates and processes, and translation services to enhance interaction with a variety of people by considering such things as major languages present in the community, those who are deaf or hard of hearing, and literacy levels.</p> <p>Engages in regular, collaborative contact with stakeholders that identifies the reasons, purpose, and role of</p>	<p>Adapts verbal communication style, technology, written communication templates and processes, and translation services to enhance interaction with a variety of people by considering such things as major languages present in the community, those who are deaf or hard of hearing, and literacy levels.</p> <p>Engages in regular, collaborative contact with stakeholders that identifies the reasons, purpose, and role of school-age and youth programs</p>	<p>Uses verbal communication style, technology, written communication templates and processes, and translation services to support individuals.</p> <p>Engages in contact with stakeholders that identifies the reasons, purpose, and role of school-age and youth programs</p> <p>Identifies resources, referral systems, opportunities and services for school-age, youth, and families that are intentionally inviting and responsive to diverse school-</p>	<p>Uses verbal communication style, technology, written communication templates and processes, and translation services that undermine supportive practices.</p> <p>Engages in contact with stakeholders that inaccurately identifies the reasons, purpose, and role of school-age and youth programs.</p> <p>Identifies inappropriate resources, referral systems,</p>	

SAYD Family and Community Relationships Assessment (Levels 2-5): Family Interview Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>ACT Now: 4.6, 18.1-18.6, 21.1, 28.1, 28.2, 30.2</p>	<p>school-age and youth programs</p> <p>Assesses, develops and supports resources, referral systems, opportunities and services for school-age, youth, and families that are intentionally inviting and responsive to diverse school-age, youth, families, staff, and community.</p> <p>Supports families as advocates for supports, opportunities, and services for SAY.</p>	<p>Assesses, develops and supports resources, referral systems, opportunities and services for school-age, youth, and families that are intentionally inviting and responsive to diverse school-age, youth, families, staff, and community.</p>	<p>age, youth, families, staff, and community.</p>	<p>opportunities and services for school-age, youth, and families that are intentionally inviting and responsive to diverse school-age, youth, families, staff, and community.</p>	
<p>SAYD FCR12: Creates opportunities to seek support from diverse and non-traditional partners, mobilize people, and build trust around an identified community need.</p> <p>SAYD: 5F38, 5F40, 5F41, 5F42, 5F43, 5F44</p> <p>NAA: 25, 31, 36</p> <p>IPTS: 9H, 9M, 11B, 11D, 11J, 11N</p> <p>COA: 11.01, 11.02</p> <p>ACT Now: 7.1, 9.1-9.4, 19.1, 20.2, 20.3, 21.1, 21.2, 28.1, 28.2</p>	<p>Summarizes professional codes of ethics, values, vision, or mission statements relevant to school-age and youth development work.</p> <p>Employs processes to identify, collaborate, and seek support from resources and services available to families., school-age, and youth.</p> <p>Explains the concept of lobbying and the federal, state, and local limits on lobbying of non-profit organizations.</p> <p>Participates in an education/advocacy campaign related to school-age and youth.</p>	<p>Summarizes professional codes of ethics, values, vision, or mission statements relevant to school-age and youth development work.</p> <p>Employs processes to identify, collaborate, and seek support from resources and services available to families, school-age, and youth.</p> <p>Explains the concept of lobbying and the federal, state, and local limits on lobbying of non-profit organizations.</p> <p>Participates in an education/advocacy campaign related to school-age and youth.</p>	<p>Identifies professional codes of ethics, values, vision, or mission statements relevant to school-age and youth development work.</p> <p>Employs processes to identify collaborate, or seek support from resources and services available to families, school-age, and youth.</p> <p>Explains the concept of lobbying.</p> <p>Identifies education/advocacy campaigns related to school-age and youth.</p>	<p>Inaccurately identifies professional codes of ethics, values, vision, or mission statements relevant to school-age and youth development work.</p> <p>Engages in processes that undermine effective collaboration in support of resources and services for SAY in their families.</p> <p>Provides an inaccurate or incomplete explanation of the concept of lobbying.</p> <p>Identifies education/advocacy campaigns that are not related to school-age and youth.</p>	

SAYD Family and Community Relationships Assessment (Levels 2-5): Family Interview Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	Identifies strategies that support families in seeking support for SAY programming.				
<p>SAYD FCR13: Develops skills and opportunities supportive of relationship building, community involvement, community development, and financial literacy.</p> <p>SAYD: 5B10, 5B28, 5B44</p> <p>NAA: 1, 2, 5, 14, 17</p> <p>IPTS: 4J, 5A, 5G, 5K, 5L, 7J, 10E</p> <p>COA: 3.01, 3.02, 4.02, 4.04, 5.07</p> <p>ACT Now: 1.1, 1.2, 1.4, 15.4, 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 28.1, 28.2</p>	<p>Scaffolds concepts to intentionally build skills in the areas of relationship building, community involvement, community development, and financial literacy.</p> <p>Employs restorative practices such as building and strengthening personal and community relationships, peacemaking circles, and decision making processes.</p> <p>Identifies strategies that support SAY and their families in relationship building, community involvement, community development, Development and financial literacy.</p>	<p>Scaffolds concepts to intentionally build skills in the areas of relationship building, community involvement, community development, and financial literacy.</p> <p>Employs restorative practices such as building and strengthening personal and community relationships, peacemaking circles, and decision making processes.</p>	<p>Intentionally builds skills in the areas of relationship building, community involvement, community development, and financial literacy.</p> <p>Identifies practices such as building and strengthening personal and community relationships, peacemaking circles, and decision making processes.</p>	<p>Identifies inaccurate relationship building, community involvement, community development, and financial literacy skills.</p> <p>Identifies practices that undermine personal and community relationships, peacemaking circles, and decision making processes.</p>	

Level 2—Yellow

Level 3—Green

Level 4—Orange

Level 5—Blue