SAYD Interactions, Relationships, and Environments Assessment (Levels 2-4)
IRE Educational Materials Project

SAYD Competencies	IRE1: Establishes communication with all SAY, that is positive, respectful and enabling, IRE2: Describes and supports positive, creative, growth and future-oriented relationships with SAY, IRE3: Demonstrates social and emotional learning skills and competencies for managing healthy relationships with SAY, IRE4: Describes and assesses settings and environments that support SAY in exploring their potential, IRE5: Supports SAY in being active and engaged with current events and external communities, IRE6: Identifies and supports positive communication and collaboration skills with SAY, based on evidence-based practice, theory, current philosophies, and effective models, IRE7: Supports SAY in identifying strengths, interest, and skills through the creation of responsive and respectful environments and relationships, IRE8: Provides an interactive environment and employs experiential processes which include reflection, group work, and application of learning, IRE9: Establishes opportunities for SAY to reflect on meaningful goal-setting, decision-making, and reflection based on issues that are relevant and important to them, IRE10: Creates an environment of high support and high challenge to facilitate learning, for SAY, IRE11: Engages in consistent and trustworthy interactions based on integrity and self-reflection that support SAY in taking developmentally appropriate responsibility for self and others, IRE12: Collaboratively evaluates and incorporates policies, procedures and activities for staff, school-age, and youth that are ethical, respectful, empowering and based on personal and professional philosophies, IRE13: Analyzes and outlines experiential program models and approaches.
Original Gateways SAYD Benchmarks	2-4A10, 2-4A30, 2-4A33, 2-4A34, 2-4A35, 2-4D39, 2-4E1, 2-4E2, 2-4E3, 2-4E4, 2-4E5, 2-4E6, 2-4E8, 2-4E9, 2-4E10, 2-4E11, 2-4E12, 2-4E13, 2-4E14, 2-4E15, 2-4E16, 2-4E17, 2-4E18, 2-4E19, 2-4E20, 2-4E21, 2-4E22, 2-4E23, 2-4E24, 2-4E25, 2-4E26, 2-4E27, 2-4E28, 2-4E29, 2-4E30, 2-4E31, 2-4E32, 2-4E33, 2-4E34, 2-4E35, 2-4E36, 2-4E37, 2-4E38, 2-4E39, 2-4E40, 2-4E41, 2-4E42, 2-4E43, 2-4G3, 5A6, 5E1, 5E2, 5E3, 5E4, 5E5, 5E6, 5E7, 5E8, 5E9, 5E10, 5E11, 5E12, 5E13, 5E14
IPTS	1A, 1C, 1G, 1L, 2A, 2D, 2E, 3B, 3C, 3E, 3F, 3G, 3I, 3N, 4C, 4J, 4L, 4N, 4P, 5A, 5B, 5C, 5D, 5I, 5J, 5K, 5L, 5N, 5R, 6A, 6B, 6G, 7C, 7F, 7H, 7I, 7J, 8K, 9E, 9M, 10D, 10E, 10F, 10I
NAA	1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 14, 15, 16, 18, 25, 28, 29, 34
COA	3.01-3.04, 4.01-4.04, 4.06, 5.02, 5.03, 5.05-5.07, 6.01-6.06, 7.01-7.04, 11.04, 13.01
ACT Now	1.1, 1.5, 2.1, 2.4, 15.4, 16.3, 19.1, 19.2, 20.1-20.4, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5, 27.1, 27.3, 29.1-29.3

Assessment Guidelines

In this assessment, you will be developing materials designed to educate others about the importance of interactions, relationships and environments in school-age and youth settings. For each of the topics identified below, determine an effective way to communicate information. Include pictures, videos, and applied examples to illustrate your points. Your goal is to provide an overview of why each of these topics are important, as well as share critical information regarding appropriate implementation.

Topics:

Responsive Language and Communication Strategies

- Using listening skills that are active, attentive, authentic, inclusive and reflective in ways that are respectful, supportive, and encouraging
- Modifying communication style to support individual strengths and needs.
- Initiating conversations and dialogue with school-age and youth around their interests.
- Using problem posing prompts and questioning supportive of discussion that connects school-age and youth interests with current events and community issues.
- Skills supporting school-age and youth in developing dialogue, compassionate listening, resolution, and restitution skills.

Guidance
- Modeling anti-oppressive behavior.
- Incorporating guidance strategies based on knowledge of school-age and youth's personalities, developmental stages, culture, linguistic and ability levels and infused with respect, choices and relationship-building strategies.
- Collaborating with others and accessing resources that are helpful in recognizing and identifying challenging behavior.
- Developing processes that support the identification of challenges and needed consultation for determining possible challenge areas when working with school-age and youth.

Social and Emotional Learning Skills
- Essential social and emotional learning skills and competencies for managing relationships and what they look like in the classroom.
- Strategies that support learned self-efficacy
- Support for making choices through the co-creation community expectations and standards.

Appropriate Environments
- Creating environments that encourages self-exploration, independence, interdependence, and competency.
- Environments that respect boundaries through consistent use of rules, positive guidance techniques, routines, rituals and space, and materials that guide positive behavior and interactions.
- Factors to look at when assessing the environments attributes relative to the capacity to support or hinder school-age and youth's ability to freely explore their potentials.

Curriculum
- Effective practices, philosophies, models, and theories that support the development of respectful, compassionate, and empathetic relationships with and between school-age and youth.
- Strategies that provide opportunities to share ideas, opinions, perspectives, and knowledge in an open, safe, and non-judgmental environment
- Strategies that allow school-age and youth to explore their capacities for contributing to the community and larger world.
- Strategies to support school-age and youth in identifying strengths, interests, and skills that connect to their future plans and goals.
- How to capitalize on teachable moments by facilitating reflection, application or learning, and group work with school-age and youth.
- How to create environments that are reflective and supportive of school-age and youths' culture, language, socioeconomic and environmental factors.

- The importance of including experiential learning opportunities.
- Strategies for developing learning environments where school-age and youth participate democratically, are engaged in issues that affect their lives, and craft solutions to pressing challenges.
- How to create learning environments that support school-age and youth in developing reflective judgement and decision-making skills and in identifying their learning style preferences, passions and interests.

Support for Goal Setting and Monitoring
- Overview of avenues, strategies, and portals for school-age and youth to connect their interests with information to support goal setting and decision-making.
- Strategies to support SAY in defining goals and outcomes and engaging in decision-making and problem-solving.
- Strategies that support school-age and youth to have responsibility and to take responsibility for oneself and others that are appropriate to each individual's developmental level and ability.

Reflective Professional Development
- Strategies that support reflection on own learning, beliefs, and values based on influences from one's background and cultural context.
- The importance of developing a personal and professional philosophy for guiding school-age and youth behavior in individual and group situations using information from current theory and research from a variety of cultural perspectives.

Program Policy and Practice
- How to incorporate policy, procedures and activities that are ethical, respectful, and empowering for staff, school-age, and youth.

Assessment Rubric (pulled from SAYD Master Rubrics)

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-4): IRE Educational Materials Project Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD IRE1: Establishes communication with all SAY, that is positive, respectful and enabling. **SAYD**: 2-4E1, 2-4E2, 2-4E3, 2-4E4, 2-4E5, 2-4E6, 2-4E8 **NAA**: 1, 2, 5, 16, 18 **IPTS**: 3N, 5J, 7C, 7H, 7I, 7J	Employs appropriate language and communication style, including listening skills that are active, attentive, authentic, inclusive and reflective in ways that are respectful, supportive, and encouraging and modifies communication style to support individual strengths	Employs appropriate language and communication style, including listening skills that are active, attentive, authentic, inclusive and reflective in ways that are respectful, supportive, and encouraging and modifies communication style to support individual strengths and needs.	Employs appropriate language and communication style and modifies communication style to support individual strengths and needs. Initiates conversations and dialogue with school-age and youth.	Employs appropriate language and communication style and modifies communication style to support individual strengths and needs. Initiates conversations and dialogue with school-age and youth.	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-4): IRE Educational Materials Project Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
COA: 3.01, 3.02, 3.03, 4.01, 4.02, 4.04 **ACT Now**: 19.1, 25.1-25.5	and needs. Initiates conversations and dialogue with school-age and youth around their interests. Models anti-oppressive behavior. Uses research is used to provide a rationale for practice.	Initiates conversations and dialogue with school-age and youth around their interests. Models anti-oppressive behavior.	Models appropriate behavior.	Models appropriate behavior.	
SAYD IRE2: Describes and supports positive, creative, growth and future-oriented relationships with SAY. **SAYD**: 2-4A34, 2-4E9, 2-4E10, 2-4E13, 2-4E15, 2-4E16 **NAA**: 1, 2, 5, 10, 11, 34 **IPTS**: 2E, 3C, 5D, 5L, 5N, 5R, 10F **COA**: 3.01, 3.02, 4.02, 4.03, 6.01-6.06, 7.01-7.04, 11.04 **ACT Now**: 19.1, 19.2, 20.1-20.4, 22.1-22.4	Utilizes guidance programs and practices based knowledge of school-age and youth's personalities, developmental stages, culture, linguistic and ability levels and infused with respect, choices and relationship-building strategies. Consults with people and/or other resources (e.g. colleagues, supervisors, internet, journals) to recognize, identify, and access support when confronting challenging situations. Uses research is used to provide a rationale for practice.	Utilizes guidance programs and practices based knowledge of school-age and youth's personalities, developmental stages, culture, linguistic and ability levels and infused with respect, choices and relationship-building strategies. Consults with people and/or other resources (e.g. colleagues, supervisors, internet, journals) to recognize, identify, and access support when confronting challenging situations.	Utilizes guidance programs and practices. Consults with people and/or other resources when confronting challenging situations.	Utilizes inappropriate guidance programs and practices. Does not engage with people and/or other resources when confronting challenging situations.	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-4): IRE Educational Materials Project Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD IRE3: Demonstrates social and emotional learning skills and competencies for managing healthy relationships with SAY. **SAYD**: 2-4A10, 2-4A30, 2-4D39 **NAA**: 1, 3 **IPTS**: 2D, 3F, 5D, 5I, 5K **COA**: 3.03, 3.04, 4.02, 5.03, 13.01 **ACT Now**: 1.5, 19.1, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5	Demonstrates social and emotional learning skills and competencies for managing healthy relationships. Differentiates between learned helplessness and learned self-efficacy to create an environment that encourages self-exploration, independence, interdependence, and competency. Identifies strategies to continue to develop social and emotional learning competencies supportive of healthy relationships with SAY.	Demonstrates social and emotional learning skills and competencies for managing healthy relationships. Differentiates between learned helplessness and learned self-efficacy to create an environment that encourages self-exploration, independence, interdependence, and competency.	Demonstrates social and emotional learning skills or competencies for managing healthy relationships. Identifies learned helplessness and learned self-efficacy.	Demonstrates interactions that undermine healthy relationships. Engages in interactions that are not supportive of the development of learned self-efficacy.	
SAYD IRE4: Describes and assesses settings and environments that support SAY in exploring their potential. **SAYD**: 2-4A33, 2-4A35 **NAA**: 10, 11 **IPTS**: 5D, 5L **COA**: 6.01-6.06, 7.01-7.04 **ACT Now**: 22.1-22.4	Assesses a variety of settings and learning environments for attributes that support or hinder school-age and youth's ability to freely explore their potentials. Uses research to support assessment of settings and environments.	Assesses a variety of settings and learning environments for attributes that support or hinder school-age and youth's ability to freely explore their potentials.	Identifies components of settings and learning environments for attributes that support or hinder school-age and youth's ability to freely explore their potentials.	Develops settings and learning environments that hinder school-age and youth's ability to freely explore their potentials.	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-4): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
SAYD IRE5: Supports SAY in being active and engaged with current events and external communities. **SAYD**: 2-4E29, 2-4E30, 2-4E31, 2-4E32 **NAA**: 4, 14 **IPTS**: 1G, 3G, 4C, 5K, 6G, 7F **COA**: 3.03, 5.03, 5.05, 5.07 **ACT Now**: 15.4, 22.1-22.4, 25.1-25.5	Provides problem posing prompts and questioning based on the interests of SAY to trigger discussion that connects school-age and youth interests with current events and community issues. Presents school-age and youth with opportunities to share ideas, opinions, perspectives, and knowledge in an open, safe, and non-judgmental environment and explore their capacities for contributing to the community and larger world. Identify strategies that can be used by families to engage SAY in current events and external communities.	Provides problem posing prompts and questioning based on the interests of SAY to trigger discussion that connects school-age and youth interests with current events and community issues. Presents school-age and youth with opportunities to share ideas, opinions, perspectives, and knowledge in an open, safe, and non-judgmental environment and explore their capacities for contributing to the community and larger world.	Provides problem posing prompts or questioning based on the interests of SAY. Presents school-age and youth with opportunities to share ideas, opinions, perspectives, and knowledge.	Provides inappropriate problem posing prompts for questioning. Identifies inappropriate strategies for SAY to share ideas, opinions, perspectives, and knowledge.	
SAYD IRE6: Identifies and supports positive communication and collaboration skills with SAY, based on evidence-based practice, theory, current philosophies, and effective models. **SAYD**: 2-4G3, 5E1, 5E2, 5E3, 5E4 **NAA**: 5, 6 **IPTS**: 5C, 5J, 5K, 5L, 9E **COA**: 3.03, 4.02 **ACT Now**: 19.1, 25.1-25.5	Identifies effective practices, philosophies, models, communication and collaboration skills and strategies and theories that support the development of respectful, compassionate, and empathetic relationships with and between school-age and youth. Supports school-age and youth designed in developing dialogue, compassionate listening, resolution, and restitution skills.	Identifies effective practices, philosophies, models, communication and collaboration skills and strategies and theories that support the development of respectful, compassionate, and empathetic relationships with and between school-age and youth. Supports school-age and youth designed in developing dialogue, compassionate listening, resolution, and restitution skills.	Identifies practices, philosophies, models, communication or collaboration skills and strategies and theories that support the development of relationships between SAY. Identifies strategies that support school-age and youth in developing dialogue, compassionate listening, resolution, and restitution skills.	Identifies inappropriate practices, philosophies, models, communication or collaboration skills and strategies and theories related to development of relationships between SAY. Identifies inappropriate strategies to support school-age and youth in developing dialogue, compassionate listening, resolution, and restitution skills.	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-4): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	Identify strategies that facilitate family fostering of SAY communication and collaboration skills.				
SAYD IRE7: Supports SAY in identifying strengths, interest, and skills through the creation of responsive and respectful environments and relationships. **SAYD**: 2-4E11, 2-4E12, 2-4E14 **NAA**: 4, 5, 28 **IPTS**: 3G, 5A, 8K **COA**: 3.03, 3.04, 4.01, 4.02 **ACT Now**: 16.3, 23.1-23.4, 25.1-25.5	Creates an environment that respects boundaries through consistent use of rules, positive guidance techniques, routines, rituals, space, and materials designed to guide positive behavior and interactions. Supports school-age and youth in identifying strengths, interests, and skills that connect to their future plans and goals. Uses research to support rationale for the importance of respectful environments and relationships.	Creates an environment that respects boundaries through consistent use of rules, positive guidance techniques, routines, rituals, space, and materials designed to guide positive behavior and interactions. Supports school-age and youth in identifying strengths, interests, and skills that connect to their future plans and goals.	Identifies components of environments that respect boundaries through consistent use of rules, positive guidance techniques, routines, rituals, space, and materials designed to guide positive behavior and interactions. Identifies strategies that support school-age and youth in identifying strengths, interests, and skills that connect to their future plans and goals.	Identifies inappropriate environmental components that undermine boundaries and positive behavior and interactions. Identifies inappropriate strategies that do not support school-age and youth in identifying strengths, interests, and skills.	
SAYD IRE8: Provides an interactive environment and employs experiential processes which include reflection, group work, and application of learning. **SAYD**: 2-4E17, 2-4E18, 2-4E19, 2-4E20, 2-4E21, 2-4E22, 2-4E23, 2-4E24 **NAA**: 2, 4, 14 **IPTS**: 1A, 1C, 4N, 6A, 6B, 6G **COA**: 3.02 3.03, 5.02	Differentiates between experiential and didactic methods and the role of a facilitator in creating developmentally appropriate experiential processes with SAY. Provides an interactive environment that capitalizes on teachable moments by facilitating reflection, application or learning, and group work with school-age and youth.	Differentiates between experiential and didactic methods and the role of a facilitator in creating developmentally appropriate experiential processes with SAY. Provides an interactive environment that capitalizes on teachable moments by facilitating reflection, application or learning, and group work with school-age and youth.	Identifies experiential and didactic methods and the role of a facilitator in creating developmentally appropriate experiential processes with SAY. Identifies components of interactive environments that capitalize on teachable moments by facilitating reflection, application or learning, and group work with school-age and youth.	Provides incomplete or inaccurate description of experiential and didactic methods and the role of a facilitator in creating developmentally appropriate experiential processes with SAY. Provides incomplete or in accurate description of components of interactive environments that capitalize on teachable moments.	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-4): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
ACT Now: 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5	Utilizes research to provide a rationale for environmental components.				
SAYD IRE9: Establishes opportunities for SAY to reflect on meaningful goal-setting, decision-making, and reflection based on issues that are relevant and important to them. **SAYD**: 2-4E25, 2-4E26, 2-4E27, 2-4E28 **NAA**: 3, 4, 15 **IPTS**: 4L, 5K, 5L, 7F **COA**: 3.03, 3.04, 5.06 **ACT Now**: 1.1, 1.5, 2.1, 2.4, 22.1-22.4, 23.1-23.4, 25.1-25.5	Engages school-age and youth in conversation, asks questions, and engages in interactions that stimulate depth of thinking, responsible choices, thinking for themselves, leadership capacity and about issues that are relevant and important to them. Identifies avenues, strategies, and portals for school-age and youth to connect their interests with information to support goal setting and decision-making. Identify strategies that promote family support for SAY goal-setting, decision-making, and reflection.	Engages school-age and youth in conversation, asks questions, and engages in interactions that stimulate depth of thinking, responsible choices, thinking for themselves, leadership capacity and about issues that are relevant and important to them. Identifies avenues, strategies, and portals for school-age and youth to connect their interests with information to support goal setting and decision-making.	Identifies communication skills needed to engage SAY in conversation, asks questions, and engages in interactions. Identifies avenues, strategies, or portals for school-age and youth to connect their interests with information to support goal setting and decision-making.	Identifies communication skills unlikely to engage SAY in positive interactions. Identifies inappropriate strategies supportive of SAY connecting their interests with information to support goal setting and decision-making.	

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Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD IRE10: Creates an environment of high support and high challenge to facilitate learning for SAY. **SAYD**: 2-4E33, 2-4E34, 2-4E35, 2-4E36, 2-4E37, 2-4E38, 5A6 **NAA**: 2, 4, 5, 12, 14 **IPTS**: 2A, 3B, 3C, 4P, 5J, 7H **COA**: 3.03, 3.04, 4.01, 4.02, 5.02, 5.03, 5.07 **ACT Now**: 1.1, 22.1-22.4, 24.1-24.10	Encourages school-age and youth to make choices through the co-creation community expectations and standards. Designs a learning setting to accommodate expectations based on the knowledge of school-age and youths' culture, language, socioeconomic and environmental factors. Models high accountability toward achieving personal and professional goals and supports SAY in defining goals and outcomes and engaging in decision-making and problem-solving. Identifies strategies that support others in designing environments of high support and high challenge.	Encourages school-age and youth to make choices through the co-creation community expectations and standards. Designs a learning setting to accommodate expectations based on the knowledge of school-age and youths' culture, language, socioeconomic and environmental factors. Models high accountability toward achieving personal and professional goals and supports SAY in defining goals and outcomes and engaging in decision-making and problem-solving.	Encourages school-age and youth to make choices. Designs a learning setting to support individual students. Models accountability toward supporting personal and professional goals and supports SAY in defining goals and outcomes.	Engages in strategies that undermine SAY ability to make choices. Designs a learning setting that is not reflective of individual students and their strengths and challenges. Identifies strategies that undermine SAY identification of personal and professional goals.	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-4): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
SAYD IRE11: Engages in consistent and trustworthy interactions based on integrity and self-reflection that support SAY in taking developmentally appropriate responsibility for self and others. **SAYD**: 2-4E39, 2-4E40, 2-4E41, 2-4E42, 2-4E43 **NAA**: 1, 3 **IPTS**: 3C, 3F, 5B, 5D, 5K, 10D **COA**: 3.01, 3.04, 4.01, 4.02, 5.07 **ACT Now**: 15.4, 23.1-23.4, 24.1-24.10, 27.1, 27.3, 29.1-29.3	Reflects on own learning, beliefs, and values based on influences from one's background and cultural context. Utilizes opportunities for school-age and youth to have responsibility and to take responsibility for oneself and others that are appropriate to each individual's developmental level and ability. Models consistency, integrity, and trustworthiness when working with school-age and youth. Uses research to provide a rationale for interactions with SAY in support of responsibility for self and others.	Reflects on own learning, beliefs, and values based on influences from one's background and cultural context. Utilizes opportunities for school-age and youth to have responsibility and to take responsibility for oneself and others that are appropriate to each individual's developmental level and ability. Models consistency, integrity, and trustworthiness when working with school-age and youth.	Identifies own learning, beliefs, and values based on influences from one's background and cultural context. Identifies opportunities for school-age and youth to have responsibility and to take responsibility for oneself and others. Identifies behaviors aligned with consistency, integrity, and trustworthiness when working with school-age and youth.	Identifies inaccurate connections between own learning, beliefs, and values. Undermines school-age and youth ability in having responsibility and taking responsibility for oneself and others. Identifies behaviors that are not aligned with consistency, integrity, and trustworthiness when working with school-age and youth.	
SAYD IRE12: Collaboratively evaluates and incorporates policies, procedures and activities for staff, school-age, and youth that are ethical, respectful, empowering and based on personal and professional philosophies. **SAYD**: 5E5, 5E6, 5E7, 5E8, 5E9, 5E10, 5E11 **NAA**: 5, 4, 8, 14, 28, 29	Collaboratively evaluates and incorporates policies, procedures and activities that are ethical, respectful, and empowering for staff, school-age, and youth. Constructs a personal and professional philosophy for guiding school-age and youth behavior in individual and group situations using information from current theory and research from a	Collaboratively evaluates and incorporates policies, procedures and activities that are ethical, respectful, and empowering for staff, school-age, and youth. Constructs a personal and professional philosophy for guiding school-age and youth behavior in individual and group situations using information from current theory and research from a	Evaluates and incorporates policies, procedures and activities that are ethical, respectful, and empowering for staff, school-age, and youth. Constructs a personal and professional philosophy for guiding school-age and youth behavior. Develops a process that includes identification of	Identifies policies, procedures and activities that are unethical and not reflective of respect or empowerment. Constructs a personal and professional philosophy that does not contribute to positive guidance. Develops a process that undermines identification of challenges and needed	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
IPTS: 3E, 3I, 4C, 4J, 4N, 5A, 5B, 10E, 10F, 10I **COA**: 3.01, 3.02, 4.01, 4.02, 4.06 **ACT Now**: 16.3, 19.1, 19.2, 20.1-20.4, 22.1-22.4, 23.1-23.4, 25.1-25.5	variety of cultural perspectives. Develops a proactive process that includes identification of challenges and needed consultation for determining possible challenge areas when working with school-age and youth. Uses research to support rationale for policy, procedure, and activity development.	variety of cultural perspectives. Develops a proactive process that includes identification of challenges and needed consultation for determining possible challenge areas when working with school-age and youth.	challenges and needed consultation.	consultation.	
SAYD IRE13: Analyzes and outlines experiential program models and approaches. **SAYD**: 5E12, 5E13, 5E14, 5E19 **NAA**: 25 **IPTS**: 1A, 1L, 2A, 4N, 6A, 6B, 9M **COA**: 5.02, 5.03, 5.07 **ACT Now**: 23.1- 23.4, 24.1-24.10	Compares and contrasts a variety of experiential methodologies and approaches. Outlines programs and activities that incorporate experiential strategies with school-age and youth. Uses research to provide a rationale for analysis.	Compares and contrasts a variety of experiential methodologies and approaches. Outlines programs and activities that incorporate experiential strategies with school-age and youth.	Identifies a variety of experiential methodologies and approaches. Identifies activities that incorporate experiential strategies.	Identifies inappropriate experiential methodologies and approaches.	

Level 2—Yellow   Level 3—Green   Level 4—Orange