

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5)

IRE Educational Materials Project

SAYD Competencies	<p><u>IRE1</u>: Establishes communication with all SAY, that is positive, respectful and enabling,</p> <p><u>IRE2</u>: Describes and supports positive, creative, growth and future-oriented relationships with SAY,</p> <p><u>IRE3</u>: Demonstrates social and emotional learning skills and competencies for managing healthy relationships with SAY,</p> <p><u>IRE4</u>: Describes and assesses settings and environments that support SAY in exploring their potential,</p> <p><u>IRE5</u>: Supports SAY in being active and engaged with current events and external communities,</p> <p><u>IRE6</u>: Identifies and supports positive communication and collaboration skills with SAY, based on evidence-based practice, theory, current philosophies, and effective models,</p> <p><u>IRE7</u>: Supports SAY in identifying strengths, interest, and skills through the creation of responsive and respectful environments and relationships,</p> <p><u>IRE8</u>: Provides an interactive environment and employs experiential processes which include reflection, group work, and application of learning,</p> <p><u>IRE9</u>: Establishes opportunities for SAY to reflect on meaningful goal-setting, decision-making, and reflection based on issues that are relevant and important to them,</p> <p><u>IRE10</u>: Creates an environment of high support and high challenge to facilitate learning, for SAY,</p> <p><u>IRE11</u>: Engages in consistent and trustworthy interactions based on integrity and self-reflection that support SAY in taking developmentally appropriate responsibility for self and others,</p> <p><u>IRE12</u>: 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,</p> <p><u>IRE13</u>: Analyzes and outlines experiential program models and approaches,</p> <p><u>IRE14</u>: Cultivates a learning environment where school-age and youth participate democratically, are engaged in issues that affect their lives, and craft solutions to relevant problems,</p> <p><u>IRE15</u>: Creates an environment where SAY and staff share in the physical, emotional, and social maintenance of the community through construction of developmentally and individually responsive learning environments,</p> <p><u>IRE16</u>: Develops and implements strategies and activities for supporting SAY to identify, clarify, and articulate plans for addressing issues of interest,</p> <p><u>IRE17</u>: Develops an environment where SAY can develop critical thinking skills, decision-making, goals, and skills and behaviors appropriate to context,</p> <p><u>IRE18</u>: Creates and sustains learning opportunities and environments that build SAY competencies and capacities in a variety of areas (e.g. social, emotional, cognitive, physical, spiritual, interpersonal, verbal, artistic),</p> <p><u>IRE19</u>: Collaboratively develops and implements experiential activities and methods of open ended questioning, group discussion, problem solving, cooperative play, community service, and guided and self-directed experiences to engage SAY and encourage responsibility, creativity, self-discipline, social interactions, citizenship, leadership development, and a sense of belonging.</p>
Original Gateways SAYD Benchmarks	<p>2-4A10, 2-4A30, 2-4A33, 2-4A34, 2-4A35, 2-4B20, 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, 5A3, 5A6, 5A20, 5A25, 5A27, 5A36, 5A42, 5A43, 5B6, 5B7, 5B9, 5B15, 5B18, 5B20, 5B25, 5B32, 5B36, 5B45, 5E42, 5E43, 5E44, 5E45, 5E46, 5E1, 5E2, 5E3, 5E4, 5E5, 5E6, 5E7, 5E8, 5E9, 5E10, 5E11, 5E12, 5E13, 5E14, 5E15, 5E16, 5E17, 5E18, 5E19, 5E20, 5E21, 5E22, 5E23, 5E24, 5E25, 5E26, 5E27, 5E28, 5E29, 5E30, 5E31, 5E32, 5E33, 5E34, 5E35, 5E36, 5E37, 5E38, 5E39, 5E40, 5E41</p>
IPTS	<p>1A, 1B, 1C, 1G, 1J, 1L, 2A, 2B, 2D, 2E, 2G, 2H, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3J, 3L, 3N, 4C, 4J, 4K, 4L, 4M, 4N, 4P, 5A, 5B, 5C, 5D, 5E, 5G, 5H, 5I, 5J, 5K, 5L, 5N, 5R, 6A, 6B, 6D, 6G, 6J, 6L, 7C, 7F, 7H, 7I, 7J, 8K, 9E, 9L, 9M, 10D, 10E, 10F, 10I</p>

NAA	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 25, 28, 29, 34
COA	3.01-3.04, 4.01-4.04, 4.06, 5.01-5.07, 6.01-6.06, 7.01-7.04, 10.02, 10.03, 11.02, 11.04, 13.01, 13.02
ACT Now	1.1-1.5, 2.1, 2.4, 3.1-3.8, 4.1-4.6, 5.1-5.7, 15.4, 16.3, 18.1, 18.4, 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, 30.2

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.
- How to analyze school-age and youth settings for all areas that are inviting and disinviting to school-age and youth.

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.
- How to create environments and activities supportive of leadership skills and empowerment where school-age, youth, and staff collaboratively share in the physical, emotional, and social maintenance of the community through structured activities, opportunities and spontaneous actions.
- Strategies to develop and adapt learning environments and interventions for school-age and youth based on assessment of their physical, social, and environmental assets and risk factors.
- Strategies to develop experiential activities and methods of open ended questioning, group discussion, problem solving, cooperative play, community service, and guided and self-directed experiences to engage school-age and youth responsibility, creativity, self-discipline, social interactions, citizenship, leadership development, and a sense of belonging.

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.
- Leadership activities that support evidence-based programming, activities, and environments that support SAY development of assets, making ethical choices, solving problems, collaborating and practice being a “leader among leaders.”

Assessment Rubric (pulled from SAYD Master Rubrics)

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5): IRE Educational Materials Project Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD IRE1:</u> Establishes communication with all SAY, that is positive, respectful and enabling.</p> <p>SAYD: 2-4E1, 2-4E2, 2-4E3, 2-4E4, 2-4E5, 2-4E6, 2-4E8</p> <p>NAA: 1, 2, 5, 16, 18</p> <p>IPTS: 3N, 5J, 7C, 7H, 7I, 7J</p> <p>COA: 3.01, 3.02, 3.03, 4.01, 4.02, 4.04</p> <p>ACT Now: 19.1, 25.1-25.5</p>	<p>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.</p> <p>Initiates conversations and dialogue with school-age and youth around their interests.</p> <p>Models anti-oppressive behavior.</p> <p>Uses research is used to provide a rationale for practice.</p>	<p>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.</p> <p>Initiates conversations and dialogue with school-age and youth around their interests.</p> <p>Models anti-oppressive behavior.</p>	<p>Employs appropriate language and communication style and modifies communication style to support individual strengths and needs.</p> <p>Initiates conversations and dialogue with school-age and youth.</p> <p>Models appropriate behavior.</p>	<p>Employs appropriate language and communication style and modifies communication style to support individual strengths and needs.</p> <p>Initiates conversations and dialogue with school-age and youth.</p> <p>Models appropriate behavior.</p>	
<p><u>SAYD IRE2:</u></p>	Utilizes guidance programs	Utilizes guidance programs	Utilizes guidance programs	Utilizes inappropriate	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>Describes and supports positive, creative, growth and future-oriented relationships with SAY.</p> <p>SAYD: 2-4A34, 2-4E9, 2-4E10, 2-4E13, 2-4E15, 2-4E16</p> <p>NAA: 1, 2, 5, 10, 11, 34</p> <p>IPTS: 2E, 3C, 5D, 5L, 5N, 5R, 10F</p> <p>COA: 3.01, 3.02, 4.02, 4.03, 6.01-6.06, 7.01-7.04, 11.04</p> <p>ACT Now: 19.1, 19.2, 20.1-20.4, 22.1-22.4</p>	<p>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.</p> <p>Consults with people and/or other resources (e.g. colleagues, supervisors, internet, journals) to recognize, identify, and access support when confronting challenging situations.</p> <p>Uses research is used to provide a rationale for practice.</p>	<p>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.</p> <p>Consults with people and/or other resources (e.g. colleagues, supervisors, internet, journals) to recognize, identify, and access support when confronting challenging situations.</p>	<p>and practices.</p> <p>Consults with people and/or other resources when confronting challenging situations.</p>	<p>guidance programs and practices.</p> <p>Does not engage with people and/or other resources when confronting challenging situations.</p>	
<p>SAYD IRE3: Demonstrates social and emotional learning skills and competencies for managing healthy relationships with SAY.</p> <p>SAYD: 2-4A10, 2-4A30, 2-4D39</p> <p>NAA: 1, 3</p> <p>IPTS: 2D, 3F, 5D, 5I, 5K</p> <p>COA: 3.03, 3.04, 4.02, 5.03, 13.01</p> <p>ACT Now: 1.5, 19.1, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5</p>	<p>Demonstrates social and emotional learning skills and competencies for managing healthy relationships.</p> <p>Differentiates between learned helplessness and learned self-efficacy to create an environment that encourages self-exploration, independence, interdependence, and competency.</p> <p>Identifies strategies to continue to develop social and emotional learning</p>	<p>Demonstrates social and emotional learning skills and competencies for managing healthy relationships.</p> <p>Differentiates between learned helplessness and learned self-efficacy to create an environment that encourages self-exploration, independence, interdependence, and competency.</p>	<p>Demonstrates social and emotional learning skills or competencies for managing healthy relationships.</p> <p>Identifies learned helplessness and learned self-efficacy.</p>	<p>Demonstrates interactions that undermine healthy relationships.</p> <p>Engages in interactions that are not supportive of the development of learned self-efficacy.</p>	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	competencies supportive of healthy relationships with SAY.				
<p><u>SAYD IRE4:</u> Describes and assesses settings and environments that support SAY in exploring their potential.</p> <p>SAYD: 2-4A33, 2-4A35</p> <p>NAA: 10, 11</p> <p>IPTS: 5D, 5L</p> <p>COA: 6.01-6.06, 7.01-7.04</p> <p>ACT Now: 22.1-22.4</p>	<p>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.</p> <p>Uses research to support assessment of settings and environments.</p>	<p>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.</p>	<p>Identifies components of settings and learning environments for attributes that support or hinder school-age and youth’s ability to freely explore their potentials.</p>	<p>Develops settings and learning environments that hinder school-age and youth’s ability to freely explore their potentials.</p>	
<p><u>SAYD IRE5:</u> Supports SAY in being active and engaged with current events and external communities.</p> <p>SAYD: 2-4E29, 2-4E30, 2-4E31, 2-4E32</p> <p>NAA: 4, 14</p> <p>IPTS: 1G, 3G, 4C, 5K, 6G, 7F</p> <p>COA: 3.03, 5.03, 5.05, 5.07</p> <p>ACT Now: 15.4, 22.1-22.4, 25.1-25.5</p>	<p>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.</p> <p>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.</p> <p>Identify strategies that can be used by families to engage SAY in current events and external communities.</p>	<p>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.</p> <p>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.</p>	<p>Provides problem posing prompts or questioning based on the interests of SAY.</p> <p>Presents school-age and youth with opportunities to share ideas, opinions, perspectives, and knowledge.</p>	<p>Provides inappropriate problem posing prompts for questioning.</p> <p>Identifies inappropriate strategies for SAY to share ideas, opinions, perspectives, and knowledge.</p>	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD IRE6:</u> Identifies and supports positive communication and collaboration skills with SAY, based on evidence-based practice, theory, current philosophies, and effective models.</p> <p>SAYD: 2-4G3, 5E1, 5E2, 5E3, 5E4</p> <p>NAA: 5, 6</p> <p>IPTS: 5C, 5J, 5K, 5L, 9E</p> <p>COA: 3.03, 4.02</p> <p>ACT Now: 19.1, 25.1-25.5</p>	<p>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.</p> <p>Supports school-age and youth designed in developing dialogue, compassionate listening, resolution, and restitution skills.</p> <p>Identify strategies that facilitate family fostering of SAY communication and collaboration skills.</p>	<p>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.</p> <p>Supports school-age and youth designed in developing dialogue, compassionate listening, resolution, and restitution skills.</p>	<p>Identifies practices, philosophies, models, communication or collaboration skills and strategies and theories that support the development of relationships between SAY.</p> <p>Identifies strategies that support school-age and youth in developing dialogue, compassionate listening, resolution, and restitution skills.</p>	<p>Identifies inappropriate practices, philosophies, models, communication or collaboration skills and strategies and theories related to development of relationships between SAY.</p> <p>Identifies inappropriate strategies to support school-age and youth in developing dialogue, compassionate listening, resolution, and restitution skills.</p>	
<p><u>SAYD IRE7:</u> Supports SAY in identifying strengths, interest, and skills through the creation of responsive and respectful environments and relationships.</p> <p>SAYD: 2-4E11, 2-4E12, 2-4E14</p> <p>NAA: 4, 5, 28</p> <p>IPTS: 3G, 5A, 8K</p> <p>COA: 3.03, 3.04, 4.01, 4.02</p> <p>ACT Now: 16.3, 23.1-23.4, 25.1-25.5</p>	<p>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.</p> <p>Supports school-age and youth in identifying strengths, interests, and skills that connect to their future plans and goals.</p> <p>Uses research to support rationale for the importance of respectful environments</p>	<p>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.</p> <p>Supports school-age and youth in identifying strengths, interests, and skills that connect to their future plans and goals.</p>	<p>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.</p> <p>Identifies strategies that support school-age and youth in identifying strengths, interests, and skills that connect to their future plans and goals.</p>	<p>Identifies inappropriate environmental components that undermine boundaries and positive behavior and interactions.</p> <p>Identifies inappropriate strategies that do not support school-age and youth in identifying strengths, interests, and skills.</p>	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	and relationships.				
<p><u>SAYD IRE8:</u> Provides an interactive environment and employs experiential processes which include reflection, group work, and application of learning.</p> <p>SAYD: 2-4E17, 2-4E18, 2-4E19, 2-4E20, 2-4E21, 2-4E22, 2-4E23, 2-4E24</p> <p>NAA: 2, 4, 14</p> <p>IPTS: 1A, 1C, 4N, 6A, 6B, 6G</p> <p>COA: 3.02 3.03, 5.02</p> <p>ACT Now: 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5</p>	<p>Differentiates between experiential and didactic methods and the role of a facilitator in creating developmentally appropriate experiential processes with SAY.</p> <p>Provides an interactive environment that capitalizes on teachable moments by facilitating reflection, application or learning, and group work with school-age and youth.</p> <p>Utilizes research to provide a rationale for environmental components.</p>	<p>Differentiates between experiential and didactic methods and the role of a facilitator in creating developmentally appropriate experiential processes with SAY.</p> <p>Provides an interactive environment that capitalizes on teachable moments by facilitating reflection, application or learning, and group work with school-age and youth.</p>	<p>Identifies experiential and didactic methods and the role of a facilitator in creating developmentally appropriate experiential processes with SAY.</p> <p>Identifies components of interactive environments that capitalize on teachable moments by facilitating reflection, application or learning, and group work with school-age and youth.</p>	<p>Provides incomplete or inaccurate description of experiential and didactic methods and the role of a facilitator in creating developmentally appropriate experiential processes with SAY.</p> <p>Provides incomplete or inaccurate description of components of interactive environments that capitalize on teachable moments.</p>	
<p><u>SAYD IRE9:</u> Establishes opportunities for SAY to reflect on meaningful goal-setting, decision-making, and reflection based on issues that are relevant and important to them.</p> <p>SAYD: 2-4E25, 2-4E26, 2-4E27, 2-4E28</p> <p>NAA: 3, 4, 15</p> <p>IPTS: 4L, 5K, 5L, 7F</p> <p>COA: 3.03, 3.04, 5.06</p> <p>ACT Now: 1.1, 1.5, 2.1, 2.4, 22.1-22.4, 23.1-23.4, 25.1-25.5</p>	<p>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.</p> <p>Identifies avenues, strategies, and portals for school-age and youth to connect their interests with information to support goal setting and decision-making.</p>	<p>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.</p> <p>Identifies avenues, strategies, and portals for school-age and youth to connect their interests with information to support goal setting and decision-making.</p>	<p>Identifies communication skills needed to engage SAY in conversation, asks questions, and engages in interactions.</p> <p>Identifies avenues, strategies, or portals for school-age and youth to connect their interests with information to support goal setting and decision-making.</p>	<p>Identifies communication skills unlikely to engage SAY in positive interactions.</p> <p>Identifies inappropriate strategies supportive of SAY connecting their interests with information to support goal setting and decision-making.</p>	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5): IRE Educational Materials Project Rubric

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

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5): IRE Educational Materials Project Rubric

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

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>IPTS: 3E, 3I, 4C, 4J, 4N, 5A, 5B, 10E, 10F, 10I</p> <p>COA: 3.01, 3.02, 4.01, 4.02, 4.06</p> <p>ACT Now: 16.3, 19.1, 19.2, 20.1-20.4, 22.1-22.4, 23.1-23.4, 25.1-25.5</p>	<p>variety of cultural perspectives.</p> <p>Develops a proactive process that includes identification of challenges and needed consultation for determining possible challenge areas when working with school-age and youth.</p> <p>Uses research to support rationale for policy, procedure, and activity development.</p>	<p>variety of cultural perspectives.</p> <p>Develops a proactive process that includes identification of challenges and needed consultation for determining possible challenge areas when working with school-age and youth.</p>	<p>challenges and needed consultation.</p>	<p>consultation.</p>	
<p><u>SAYD IRE13:</u> Analyzes and outlines experiential program models and approaches.</p> <p>SAYD: 5E12, 5E13, 5E14, 5E19</p> <p>NAA: 25</p> <p>IPTS: 1A, 1L, 2A, 4N, 6A, 6B, 9M</p> <p>COA: 5.02, 5.03, 5.07</p> <p>ACT Now: 23.1- 23.4, 24.1-24.10</p>	<p>Compares and contrasts a variety of experiential methodologies and approaches.</p> <p>Outlines programs and activities that incorporate experiential strategies with school-age and youth.</p> <p>Uses research to provide a rationale for analysis.</p>	<p>Compares and contrasts a variety of experiential methodologies and approaches.</p> <p>Outlines programs and activities that incorporate experiential strategies with school-age and youth.</p>	<p>Identifies a variety of experiential methodologies and approaches.</p> <p>Identifies activities that incorporate experiential strategies.</p>	<p>Identifies inappropriate experiential methodologies and approaches.</p>	
<p><u>SAYD IRE14:</u> Cultivates a learning environment where school-age and youth participate democratically, are engaged in issues that affect their lives, and craft solutions to relevant problems.</p> <p>SAYD: 5B6, 5B7, 5B15, 5B18, 5B25, 5B32</p>	<p>Analyzes school-age and youth settings for all areas that are inviting and disinviting to school-age and youth.</p> <p>Engages in leadership and support for programming, activities, and environments that promote SAY in developing assets, making</p>	<p>Analyzes school-age and youth settings for all areas that are inviting and disinviting to school-age and youth.</p> <p>Engages in leadership and support for programming, activities, and environments that promote SAY in developing assets, making ethical choices, solving</p>	<p>Analyzes school-age and youth settings for areas that are inviting or disinviting to school-age and youth.</p> <p>Supports programming, activities, and environments that promote SAY in developing assets.</p> <p>Creates a democratic learning</p>	<p>Provides an incomplete analysis of school-age and youth settings for areas that are inviting and disinviting to school-age and youth.</p> <p>Engages in programming, activities, and environments undermine SAY in developing assets.</p>	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>NAA: 1, 2, 5, 7, 13, 17, 25</p> <p>IPTS: 3G, 3N, 5A, 5D, 5G, 5H, 5K, 5L, 5N, 5R</p> <p>COA: 3.01, 3.03, 3.04, 4.01,4.02, 4.04, 4.06, 5.07, 6.01, 13.02</p> <p>ACT Now: 3.1–3.8, 4.1-4.6, 5.1-5.7, 18.1, 18.4, 22.1-22.4, 24.1-24.10, 25.1-25.5, 30.2</p>	<p>ethical choices, solving problems, collaborative skills and practice being a “leader among leaders.”</p> <p>Cultivates a learning environment where school-age and youth participate democratically, are engaged in issues that affect their lives, and craft solutions to relevant problems.</p> <p>Supports others in developing learning environments focused on democratic participation, engagement, and problem-solving.</p>	<p>problems, collaborative skills and practice being a “leader among leaders.”</p> <p>Cultivates a learning environment where school-age and youth participate democratically, are engaged in issues that affect their lives, and craft solutions to relevant problems.</p>	<p>environment learning environment where school-age and youth are engaged in issues that affect their lives.</p>	<p>Creates an environment where SAY are disengaged.</p>	
<p>SAYD IRE15: Creates an environment where SAY and staff share in the physical, emotional, and social maintenance of the community through construction of developmentally and individually responsive learning environments.</p> <p>SAYD: 5A3, 5A20, 5A27, 5A36, 5A42, 5A43, 5E21, 5E22, 5E23, 5E24, 5E25</p> <p>NAA: 1, 2, 3, 11, 12, 14</p> <p>IPTS: 1C, 1L, 2A, 2E, 2G, 3C, 3D, 3G, 3H, 3L, 4J, 4M, 4N, 5J, 5K, 5N, 6G, 6J, 9L</p> <p>COA: 3.03, 3.04, 4.03, 5.01-5.07, 10.03</p>	<p>Creates an environment that supports school-age and youth in developing reflective judgement and decision-making skills and in identifying their learning style preferences, passions and interests.</p> <p>Creates an environment and activities supportive of leadership skills and empowerment where school-age, youth, and staff collaboratively share in the physical, emotional, and social maintenance of the community through structured activities, opportunities and spontaneous actions</p>	<p>Creates an environment that supports school-age and youth in developing reflective judgement and decision-making skills and in identifying their learning style preferences, passions and interests.</p> <p>Creates an environment and activities supportive of leadership skills and empowerment where school-age, youth, and staff collaboratively share in the physical, emotional, and social maintenance of the community through structured activities, opportunities and spontaneous actions</p>	<p>Creates an environment that supports school-age and youth in developing reflective judgement and decision-making skills or in identifying their learning style preferences, passions and interests.</p> <p>Creates an environment and activities supportive of positive social and emotional development.</p> <p>Develops learning environments and interventions for school-age and youth based on assessment of their physical, social, and environmental assets and risk factors.</p>	<p>Creates an environment that undermines the ability of school-age and youth in developing reflective judgement and decision-making skills.</p> <p>Creates an environment that undermines positive social and emotional development.</p> <p>Develops ineffective learning environments and interventions.</p>	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>ACT Now: 1.1, 1.3, 1.5, 2.1, 2.4, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5</p>	<p>Develops and adapts learning environments and interventions for school-age and youth based on assessment of their physical, social, and environmental assets and risk factors.</p> <p>Uses research and evidence to provide a rationale for environment created.</p>	<p>Develops and adapts learning environments and interventions for school-age and youth based on assessment of their physical, social, and environmental assets and risk factors.</p>			
<p>SAYD IRE16: Develops and implements strategies and activities for supporting SAY to identify, clarify, and articulate plans for addressing issues of interest.</p> <p>SAYD: 5E26, 5E27, 5E28, 5E29, 5E30, 5E31, 5E32</p> <p>NAA: 6, 14, 25</p> <p>IPTS: 1L, 2H, 4N, 5R, 6D, 6G, 6L, 9M</p> <p>COA: 5.05, 5.07, 10.02, 11.02, 11.04</p> <p>ACT Now: 15.4, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5</p>	<p>Develops strategies for supporting school-age and youth to identify, clarify, and articulate plans for addressing issues of interest.</p> <p>Provides experiences and designs activities in and among the local community that incorporate peer education, leadership, and organizing opportunities based on school-age interests and needs for reflection and skill-building.</p> <p>Identifies strategies to support others in their competencies in facilitating SAY capacity for identifying, clarifying, and articulating plans for addressing issues of interest.</p>	<p>Develops strategies for supporting school-age and youth to identify, clarify, and articulate plans for addressing issues of interest.</p> <p>Provides experiences and designs activities in and among the local community that incorporate peer education, leadership, and organizing opportunities based on school-age interests and needs for reflection and skill-building.</p>	<p>Identifies strategies for supporting school-age and youth to identify, clarify, and articulate plans for addressing issues of interest.</p> <p>Identifies experiences activities in and among the local community that incorporate peer education, leadership, and organizing opportunities based on school-age interests and needs for reflection and skill-building.</p>	<p>Identifies inappropriate strategies for supporting school-age and youth to identify, clarify, and articulate plans for addressing issues of interest.</p> <p>Identifies inappropriate experiences to support reflection and skill-building.</p>	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD IRE17:</u> Develops an environment where SAY can develop critical thinking skills, decision-making, goals, and skills and behaviors appropriate to context.</p> <p>SAYD: 5E33, 5E34, 5E35, 5E36, 5E37, 5E38, 5E39, 5E40, 5E41</p> <p>NAA: 3, 5, 14, 17, 28</p> <p>IPTS: 2A, 2B, 4K, 4N, 5D, 5J, 5K, 6G, 6J, 8K</p> <p>COA: 3.03, 3.04, 4.01, 5.01, 5.04, 5.05</p> <p>ACT Now: 22.1-22.4, 24.4, 24.7</p>	<p>Develops respectful, reasonable, realistic and interactive processes and procedures for partnering with school-age, youth, and staff to support critical thinking skills, decision-making and goal development and attainment within community expectations and the larger context.</p> <p>Creates an environment where school-age and youth are supported with options that serve to personally extend developmentally appropriate ways by identifying experiences that support them in engaging and operating outside their comfort zone.</p> <p>Identifies strategies to support others in their competencies in facilitating SAY development of critical thinking skills, decision-making, goals, and skills and behaviors appropriate to context.</p>	<p>Develops respectful, reasonable, realistic and interactive processes and procedures for partnering with school-age, youth, and staff to support critical thinking skills, decision-making and goal development and attainment within community expectations and the larger context.</p> <p>Creates an environment where school-age and youth are supported with options that serve to personally extend developmentally appropriate ways by identifying experiences that support them in engaging and operating outside their comfort zone.</p>	<p>Identifies components of respectful, reasonable, realistic and interactive processes and procedures for partnering with school-age, youth, and staff to support critical thinking skills, decision-making and goal development and attainment within community expectations and the larger context.</p> <p>Identifies components of an environment where school-age and youth are supported with options that serve to personally extend developmentally appropriate ways by identifying experiences that support them in engaging and operating outside their comfort zone.</p>	<p>Identifies components processes and procedures for partnering with school-age, youth, and staff that undermine critical thinking skills, decision-making and goal development and attainment within community expectations and the larger context.</p> <p>Identifies components of an environment that do not include supports of SAY identifying experiences that support them in engaging and operating outside their comfort zone.</p>	
<p><u>SAYD IRE18:</u> Creates and sustains learning opportunities and environments that build SAY competencies and capacities in a variety of areas (e.g. social, emotional, cognitive,</p>	<p>Develops learning opportunities that support school-age and youth in recognizing the influence of their own background and cultural context, as well as the background and cultural</p>	<p>Develops learning opportunities that support school-age and youth in recognizing the influence of their own background and cultural context, as well as the background and cultural</p>	<p>Develops learning opportunities that support school-age and youth in recognizing the influence of their own background and cultural context, as well as the background and cultural</p>	<p>Develops learning opportunities that are ineffective in supporting school-age and youth in recognizing the influence of their own background and cultural context, as well as</p>	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>physical, spiritual, interpersonal, verbal, artistic).</p> <p>SAYD: 2-4B20, 5A25, 5B9, 5B20, 5B36, 5B45, 5E42, 5E43, 5E44, 5E45, 5E46</p> <p>NAA: 1, 2, 6, 12, 13, 14, 17</p> <p>IPTS: 1J, 1L, 2G, 3C, 3G, 3J, 4N, 5A, 5B, 5D, 5E, 5J, 5K, 5L</p> <p>COA: 3.01, 4.01, 4.02, 4.04, 5.02, 5.03, 5.07</p> <p>ACT Now: 1.1, 1.2, 1.4, 1.5, 15.4, 19.1, 23.1-23.4, 24.1-24.10, 25.1-25.5, 27.1, 27.3, 29.1-29.3</p>	<p>contexts of others. on their learning, beliefs, and values.</p> <p>Collaboratively formulates responsive environments, activities, experiences, and reflection strategies for exploring, learning, and practicing empathy, perspective taking, negotiation, collaboration and community development.</p> <p>Co-develops, implements and/or manages protocols and emotionally safe environments to ensure that all people are treated with care, consideration, appreciation, respect, and development as human beings.</p> <p>Identifies strategies that facilitate the competencies of others in developing responsive, nurturing environments for SAY.</p>	<p>contexts of others. on their learning, beliefs, and values.</p> <p>Collaboratively formulates responsive environments, activities, experiences, and reflection strategies for exploring, learning, and practicing empathy, perspective taking, negotiation, collaboration and community development.</p> <p>Co-develops, implements and/or manages protocols and emotionally safe environments to ensure that all people are treated with care, consideration, appreciation, respect, and development as human beings.</p>	<p>contexts of others.</p> <p>Formulates responsive environments, activities, experiences, and reflection strategies for exploring, learning, and practicing empathy, perspective taking, negotiation, collaboration and community development.</p> <p>Co-develops or implements emotionally safe environments to ensure that all people are treated with care, consideration, appreciation, respect, and development as human beings.</p>	<p>the background and cultural contexts of others.</p> <p>Formulates environments, activities, experiences, and reflection strategies that do not support exploring, learning, and practicing empathy, perspective taking, negotiation, collaboration and community development.</p> <p>Co-develops or implements environments that undermine emotional safety.</p>	
<p>SAYD IRE19: Collaboratively develops and implements experiential activities and methods of open ended questioning, group discussion, problem solving, cooperative play, community service, and guided and self-directed experiences to engage SAY and encourage responsibility, creativity, self -</p>	<p>Collaboratively develops and implements experiential activities and methods of open ended questioning, group discussion, problem solving, cooperative play, community service, and guided and self-directed experiences to engage school-age and youth to encourage SAY responsibility,</p>	<p>Collaboratively develops and implements experiential activities and methods of open ended questioning, group discussion, problem solving, cooperative play, community service, and guided and self-directed experiences to engage school-age and youth to encourage SAY responsibility, creativity, self -discipline,</p>	<p>Develops and implements experiential activities and methods of open ended questioning, group discussion, problem solving, cooperative play, community service, and guided and self-directed experiences to engage school-age and youth to encourage SAY responsibility, creativity, self -discipline, social</p>	<p>Develops and implements experiential activities that undermine SAY responsibility, creativity, self -discipline, social interactions, citizenship, leadership development, and a sense of belonging.</p>	

SAYD Interactions, Relationships, and Environments Assessment (Levels 2-5): IRE Educational Materials Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
discipline, social interactions, citizenship, leadership development, and a sense of belonging. SAYD: 5E15, 5E16, 5E17, 5E18, 5E20 NAA: 13, 14, 25 IPTS: 1B, 1L, 4N, 6G, 9M COA: 3.03, 3.04, 5.02, 5.03, 5.07 ACT Now: 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5	creativity, self-discipline, social interactions, citizenship, leadership development, and a sense of belonging. Identifies strategies that facilitate the competencies of others in developing responsive, nurturing environments supportive of SAY responsibility, creativity, self-discipline, social interactions, citizenship, leadership development, and a sense of belonging.	social interactions, citizenship, leadership development, and a sense of belonging.	interactions, citizenship, leadership development, and a sense of belonging.		

Level 2—Yellow Level 3—Green Level 4—Orange Level 5—Blue