

## SAYD Personal & Professional Development Assessment (Level 2)

### Professional Assessment and Planning

<b>SAYD Competencies</b>	<u>PPD1</u> : Articulate professional identity that includes the purpose, processes and outcomes of SAY development work, <u>PPD2</u> : Fulfills the legal, regulatory, and ethical requirements relevant to SAY.
<b>Original Gateways SAYD Benchmarks</b>	2-4A17, 2-4F37, 2-4G1, 2-4G2, 2-4G4, 2-4G5, 2-4G6, 2-4G7, 2-4G8, 2-4G9, 2-4G10, 2-4G20, 2-4G26, 2-4G27, 2-4G28, 5A32, 5A38, 5A39, 5A41, 5F32, 5G12, 5G13, 5G14, 5G15, 5G16, 5G17, 5G18, 5G19, 5G20, 5G21, 5G22, 5G23, 5G24, 5G25, 5G26, 5G27, 5G28, 5H18, 5H19
<b>IPTS</b>	1A, 1M, 3C, 3D, 3F, 3L, 3M, 3N, 10A, 10C, 10G, 10I, 11A, 11B, 11C, 11D, 11E, 11F, 11K, 11P, 11Q
<b>NAA</b>	1, 2, 4, 7, 8, 29, 30, 31, 33, 34, 35, 36
<b>COA</b>	1.01, 1.02, 3.01- 3.04, 4.06, 5.03, 5.07, 9.03, 10.01, 13.01-13.07
<b>ACT Now</b>	1.3, 3.1-3.8, 5.4, 5.6, 7.1-7.3, 9.1, 10.3, 14.1-14.4, 15.4, 16.2, 16.3, 17.1, 17.3, 17.5, 17.6, 17.8, 18.5, 19.-19.2, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5, 27.1-27.4, 28.1, 28.22, 29.1-29.3

### Assessment Guidelines

In this assessment, you will have an opportunity to explore foundational requirements for SAY professionals by providing an overview of essential knowledge for SAY practitioners. In Part 2, you will provide an overview of your professional strengths and opportunities for development.

#### **Part One: Foundational SAY Knowledge**

Professionals in school age and youth are required to shape practice based on guidelines and standards that exist in the field. As an introduction to your Assessment, and as a strategy to review foundational knowledge, please respond to each of the following:

- Provide an overview of the rights of individuals with disabilities relative to the federal, state, and local level.
- Describe the key components of each of the following:
  - Relevant codes of ethics
  - Legal, ethical, and moral responsibilities of the SAY professional
  - Relevant ADA guidelines

#### **Part Two: Overview of Professional Strengths and Opportunities for Development**

For each of the areas included in the chart below, indicate your current strengths and areas for additional development. At the bottom of the chart, provide commentary outlining the rationale for your suggestions.

Indicator of Effective SAY Practitioners	Strength	Opportunity for Development
Consults with colleagues, supervisors, and/or participants to gain multiple perspectives about one's performance, professional growth, and career opportunities.		
Engages in self-reflection supporting		

appropriate activities and interactions, knowledge of personal background and biases, and understanding of foundational and current school-age and youth development issues, policies, and contexts.		
Demonstrates respect for individual families, school-age and youth, and colleagues relative to differences in strengths, challenges, perspectives, and actions.		
Solicits and accepts targeted feedback from supervisors and colleagues related to stated goals when working with school-age and youth.		
Commentary (provide a rationale for selections made):		

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

<b>SAYD Personal &amp; Professional Development Assessment (Level 2): Professional Assessment and Planning Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<p><b>SAYD PPD1:</b> Articulate professional identity that includes the purpose, processes and outcomes of SAY development work.</p> <p><b>SAYD:</b> 2-4A17, 2-4F37, 2-4G1, 2-4G2, 2-4G4, 2-4G5, 2-4G6, 2-4G7, 2-4G8, 2-4G9, 2-4G10, 2-4G20</p> <p><b>NAA:</b> 1, 2, 4, 7, 8, 30, 31, 33, 34</p> <p><b>IPTS:</b> 1A, 3C, 3D, 3F, 3L, 3N, 10A, 10C, 10G, 10I, 11A, 11B, 11E, 11P, 11Q</p> <p><b>COA:</b> 1.01, 1.02, 3.01- 3.04, 4.06, 5.03, 5.07, 10.01, 13.01, 13.03</p>	<p>Engages in self-reflection supporting appropriate activities and interactions, knowledge of personal background and biases, and understanding of foundational and current school-age and youth development issues, policies, and contexts.</p> <p>Summarizes organizational codes of ethics, federal, tribal, state, and local regulations of programs and services related to school-age and youth practice.</p>	<p>Engages in self-reflection supporting appropriate activities and interactions, knowledge of personal background and biases, and understanding of foundational and current school-age and youth development issues, policies, and contexts.</p> <p>Summarizes organizational codes of ethics, federal, tribal, state, and local regulations of programs and services related to school-age and youth practice.</p>	<p>Engages in self-reflection that partially supports the development of appropriate activities and interactions, knowledge of personal background and biases, and understanding of foundational and current school-age and youth development issues, policies, and contexts.</p> <p>Provides a summary of organizational codes of ethics, federal, tribal, state, and local regulations of programs or services related to school-age and youth practice.</p>	<p>Engages in self-reflection that is ineffective in supporting the development of appropriate activities and interactions, knowledge of personal background and biases, and understanding of foundational and current school-age and youth development issues, policies, and contexts.</p> <p>Provides an inaccurate summary of organizational codes of ethics, federal, tribal, state, and local regulations of programs and services related to school-age and youth</p>	

## SAYD Personal & Professional Development Assessment (Level 2): Professional Assessment and Planning Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>ACT Now:</b> 7.1, 9.1, 15.4, 17.1, 17.3, 17.5, 17.8, 19.1, 19.2, 22.1-22.4, 23.1-23.4, 24.1, 25.1-25.5, 29.1-29.3</p>	<p>Demonstrates respect for individual families, school-age and youth, and colleagues relative to differences in strengths, challenges, perspectives, and actions.</p> <p>Solicits and accepts targeted feedback from supervisors and colleagues related to stated goals when working with school-age and youth.</p> <p>Identifies practices supportive of ongoing professional identity development.</p>	<p>Demonstrates respect for individual families, school-age and youth, and colleagues relative to differences in strengths, challenges, perspectives, and actions.</p> <p>Solicits and accepts targeted feedback from supervisors and colleagues related to stated goals when working with school-age and youth.</p>	<p>Identifies behaviors that demonstrate respect for individual families, school-age and youth, and colleagues relative to differences in strengths, challenges, perspectives, and actions.</p> <p>Accepts targeted feedback from supervisors and colleagues related to stated goals when working with school-age and youth.</p>	<p>practice.</p> <p>Demonstrates behaviors that are not congruent with respect for individual families, school-age and youth, and colleagues relative to differences in strengths, challenges, perspectives, and actions.</p> <p>Rejects targeted feedback from supervisors and colleagues related to stated goals when working with school-age and youth.</p>	
<p><b>SAYD PPD2:</b> Fulfills the legal, regulatory, and ethical requirements relevant to SAY.</p> <p><b>SAYD:</b> 2-4G26, 2-4G27, 2-4G28, 5A32, 5F32, 5H19</p> <p><b>NAA:</b> 2, 4, 29, 30, 31, 35, 36</p> <p><b>IPTS:</b> 1M, 3L, 3M, 10C, 11B, 11C, 11D, 11F, 11J, 11K, 11Q</p> <p><b>COA:</b> 9.03, 13.01-13.07</p> <p><b>ACT Now:</b> 1.3, 3.1-3.8, 5.4, 5.6, 7.1-7.3, 10.3, 14.1-14.4, 16.2, 16.3, 17.6, 18.5, 19., 19.1, 22.1-22.4, 24.1-24.10, 27.1-27.4, 28.1, 28.22</p>	<p>Describes the key components of relevant codes of ethics, legal, ethical, and moral responsibilities, and ADA for the school-age and youth field and ways these guide professional practices.</p> <p>Identifies necessary, desired, and useful skill sets for working with school-age and youth.</p> <p>Outlines the rights of people with disabilities in reference to federal, state, and local laws. Identify strategies that support ongoing capacity development in meeting legal, regulatory, and ethical requirements.</p>	<p>Describes the key components of relevant codes of ethics, legal, ethical, and moral responsibilities, and ADA for the school-age and youth field and ways these guide professional practices.</p> <p>Identifies necessary, desired, and useful skill sets for working with school-age and youth.</p> <p>Outlines the rights of people with disabilities in reference to federal, state, and local laws.</p>	<p>Describes the key components of relevant codes of ethics, legal, ethical, and moral responsibilities, and ADA for the school-age and youth field.</p> <p>Identifies skill sets for working with school-age and youth.</p> <p>Outlines the rights of people with disabilities in reference to federal, state, or local laws.</p>	<p>Provides an inaccurate description of key components of relevant codes of ethics, legal, ethical, and moral responsibilities, and ADA for the school-age and youth field.</p> <p>Identifies skill sets that are not conducive to working with school-age and youth.</p> <p>Provides an in accurate outline of the rights of people with disabilities in reference to federal, state, and local laws.</p>	

Level 2—Yellow