

SAYD Personal & Professional Development Assessment (Levels 2-3) Professional Assessment and Planning

SAYD Competencies	<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, <u>PPD3</u> : Identifies connections to the wider field of SAY and skills needed to support ongoing development and connection.
Original Gateways SAYD Benchmarks	2-4A17, 2-4D8, 2-4F36, 2-4F37, 2-4G1, 2-4G2, 2-4G4, 2-4G5, 2-4G6, 2-4G7, 2-4G8, 2-4G9, 2-4G10, 2-4G20, 2-4G21, 2-4G22, 2-4G23, 2-4G24, 2-4G25, 2-4G26, 2-4G27, 2-4G28, 5A32, 5A38, 5A39, 5A41, 5F32, 5F36, 5G12, 5G13, 5G14, 5G15, 5G16, 5G17, 5G18, 5G19, 5G20, 5G21, 5G22, 5G23, 5G24, 5G25, 5G26, 5G27, 5G28, 5H18, 5H19
IPTS	1A, 1M, 3C, 3D, 3F, 3L, 3M, 3N, 9E, 10A, 10B, 10C, 10G, 10H, 10I, 11A, 11B, 11C, 11D, 11E, 11F, 11I, 11K, 11P, 11Q
NAA	1, 2, 4, 7, 8, 29, 30, 31, 33, 34, 35, 36
COA	1.01, 1.02, 3.01-3.04, 4.06, 5.03, 5.07, 9.03, 10.01, 13.01-13.07
ACT Now	1.3, 3.1-3.8, 5.4, 5.6, 7.1-7.3, 9.1, 10.3, 11.4, 14.1-14.4, 15.4, 16.2, 16.3, 17.1-17.8, 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. You will also conduct a reflective assessment of your current strengths and opportunities for development, then developing goals based on your assessment. Reflection and goal development are critical components of your ongoing journey as a professional.

This assessment has four parts. In Part 1, you will provide an overview of essential knowledge for SAY practitioners. In Part 2, you will provide an overview of your professional strengths and opportunities for development. In Part 3, you will identify goals and action steps needed to attain those goals. Part 4 requires that you identify strategies that will support your goal attainment.

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.		
Composes and aligns behavior with an organizational mission and engages in planning and developing one's individual philosophy of practice and personal plan for working with school-age and youth		
Teams with, and provides reports or updates to those who are responsible for providing oversight and adherence to strategic planning goals, including professional organizations.		
Identifies resources and strategies to support the development of new projects, programs, and professional development.		
Reflects on role as a team members and practices collaborative principles when involved in group work.		
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):

Part Three: Goal Development and Action Steps

In this portion of your Assessment, you will identify professional goals that will support your continued development as a SAY professional. Respond to each of the following regarding your present level of development.

Goal Development

- Participation and partnering competencies with colleagues, families, and community members in support of helping SAY develop assets.
- Participation in local, state, and national training/resources that support individual and program development.

Based on responses provided above, outline five specific action steps you can engage in to gain additional knowledge of SAY programming, the community served, and relevant institutional standards.

- 1.
- 2.
- 3.
- 4.
- 5.

Part 4: Professional Development Plan

Provide an outline of how you will support your ongoing professional development through each of the following:

- Participation in professional membership organizations
- Participation in targeted growth activities
- Participation in service and volunteer opportunities.

Assessment Rubric (pulled from SAYD Master Rubrics)

SAYD Personal & Professional Development Assessment (Levels 2-3): Professional Assessment and Planning Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD PPD1:</u> Articulate professional identity that includes the purpose, processes and outcomes of SAY development work.</p> <p>SAYD: 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>NAA: 1, 2, 4, 7, 8, 30, 31, 33, 34</p> <p>IPTS: 1A, 3C, 3D, 3F, 3L, 3N, 10A, 10C, 10G, 10I, 11A, 11B, 11E, 11P, 11Q</p> <p>COA: 1.01, 1.02, 3.01- 3.04, 4.06, 5.03, 5.07, 10.01, 13.01, 13.03</p> <p>ACT Now: 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>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>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>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>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>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>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>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 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><u>SAYD PPD2:</u> Fulfills the legal, regulatory, and ethical requirements relevant to SAY.</p>	<p>Describes the key components of relevant codes of ethics, legal, ethical, and moral responsibilities, and ADA for</p>	<p>Describes the key components of relevant codes of ethics, legal, ethical, and moral responsibilities, and ADA for</p>	<p>Describes the key components of relevant codes of ethics, legal, ethical, and moral responsibilities, and ADA for</p>	<p>Provides an inaccurate description of key components of relevant codes of ethics, legal, ethical, and moral</p>	

SAYD Personal & Professional Development Assessment (Levels 2-3): Professional Assessment and Planning Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD: 2-4G26, 2-4G27, 2-4G28, 5A32, 5F32, 5H19</p> <p>NAA: 2, 4, 29, 30, 31, 35, 36</p> <p>IPTS: 1M, 3L, 3M, 10C, 11B, 11C, 11D, 11F, 11J, 11K, 11Q</p> <p>COA: 9.03, 13.01-13.07</p> <p>ACT Now: 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>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>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>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>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>	
<p><u>SAYD PPD3:</u> Identifies connections to the wider field of SAY and skills needed to support ongoing development and connection.</p> <p>SAYD: 2-4D8, 2-4F36, 2-4G21, 2-4G22, 2-4G23, 2-4G24, 2-4G25, 5F36</p> <p>NAA: 8, 31, 33, 34</p> <p>IPTS: 9E, 10A, 10B, 10H, 11A, 11E, 11I</p> <p>COA: 13.03</p> <p>ACT Now: 9.1, 11.4, 17.1-17.8, 27.1-27.4</p>	<p>Identifies and participates in professional membership organizations, growth opportunities, and service and volunteer opportunities.</p> <p>Identifies resources and strategies to support the development of new projects, programs, and professional development.</p> <p>Reflects on role as a team members and practices collaborative principles when involved in group work.</p> <p>Develops a plan supportive on ongoing development and connections within the SAY field.</p>	<p>Identifies and participates in professional membership organizations, growth opportunities, and service and volunteer opportunities.</p> <p>Identifies resources and strategies to support the development of new projects, programs, and professional development.</p> <p>Reflects on role as a team members and practices collaborative principles when involved in group work.</p>	<p>Identifies professional membership organizations, growth opportunities, and service and volunteer opportunities.</p> <p>Identifies resources or strategies to support the development of new projects, programs, and professional development.</p> <p>Reflects on role as a team members.</p>	<p>Identifies professional membership organizations, growth opportunities, and service and volunteer opportunities that are not relevant to the SAY field.</p> <p>Identifies resources or strategies unlikely to support the development of new projects, programs, and professional development.</p> <p>Provides an inaccurate reflection on the role of team member.</p>	

Level 2—Yellow

Level 3—Green