

## SAYD Personal & Professional Development Assessment (Levels 2-5) Professional Assessment and Planning

<b>SAYD Competencies</b>	<p><u>PPD1</u>: Articulate professional identity that includes the purpose, processes and outcomes of SAY development work,</p> <p><u>PPD2</u>: Fulfills the legal, regulatory, and ethical requirements relevant to SAY,</p> <p><u>PPD3</u>: Identifies connections to the wider field of SAY and skills needed to support ongoing development and connection,</p> <p><u>PPD4</u>: Utilizes reflection and a range of supports and strategies to enhance workplace effectiveness through achievement of work objectives, career and personal goals,</p> <p><u>PPD5</u>: Models strategies and creates opportunities to enhance workplace effectiveness through achievement of work objectives, career and personal goals,</p> <p><u>PPD6</u>: Evaluates current program and agency practices in relation to relevant legal requirements and standards,</p> <p><u>PPD7</u>: Connects how one’s philosophical stance, perception of SAY and intentional practice influence professional strategies when working with SAY.</p>
<b>Original Gateways SAYD Benchmarks</b>	2-4A17, 2-4A32, 2-4B24, 2-4D4, 2-4D8, 2-4D12, 2-4F36, 2-4F37, 2-4G1, 2-4G2, 2-4G4, 2-4G5, 2-4G6, 2-4G7, 2-4G8, 2-4G9, 2-4G10, 2-4G11, 2-4G12, 2-4G13, 2-4G14, 2-4G15, 2-4G16, 2-4G17, 2-4G18, 2-4G19, 2-4G20, 2-4G21, 2-4G22, 2-4G23, 2-4G24, 2-4G25, 2-4G26, 2-4G27, 2-4G28, 5A11, 5A12, 5A13, 5A14, 5A19, 5A32, 5A38, 5A39, 5A40, 5A41, 5B38, 5D2, 5F32, 5F36, 5G1, 5G2, 5G3, 5G4, 5G5, 5G6, 5G7, 5G8, 5G9, 5G10, 5G11, 5G12, 5G13, 5G14, 5G15, 5G16, 5G17, 5G18, 5G19, 5G20, 5G21, 5G22, 5G23, 5G24, 5G25, 5G26, 5G27, 5G28, 5H18, 5H19
<b>IPTS</b>	1A, 1M, 2D, 3C, 3D, 3E, 3F, 3G, 3H, 3L, 3M, 3N, 4A, 4G, 4M, 5D, 5H, 7D, 7H, 9E, 9I, 9L, 10A, 10B, 10C, 10E, 10F, 10G, 10H, 10I, 11A, 11B, 11C, 11D, 11E, 11F, 11I, 11J, 11K, 11N, 11P, 11Q
<b>NAA</b>	1, 2, 3, 4, 7, 8, 14, 17, 24, 25, 28, 29, 30, 31, 33, 34, 35, 36
<b>COA</b>	1.01, 1.02, 2.03, 3.01-3.04, 4.06, 5.01, 5.03, 5.07, 5.09, 9.03, 10.01, 10.03, 11.01, 13.01-13.07
<b>ACT Now</b>	1.3, 3.1-3.8, 5.4, 5.6, 7.1-7.3, 9.1-9.4, 10.3, 11.3, 11.4, 13.4, 14.1-14.4, 15.1-15.4, 16.2, 16.3, 17.1-17.8, 18.1-18.6, 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, 30.2

### 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
- Legal requirements and programming standards and how these can effectively be communicated to the public.
- The influence of policies such as zero-tolerance on SAY and their families.

**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

- Effectiveness in utilizing established or self-created process for developing outcomes and goals that guide development as a professional practitioner.
- Participation and partnering competencies with colleagues, families, and community members in support of helping SAY develop assets.
- Level of engagement in formal program review processes that are aligned with state and national standards.
- Current alignment of professional practice based on self and professional evaluations, accreditation processes, and work standards and practices.
- Participation in local, state, and national training/resources that support individual and program development.
- Experience and knowledge of research and policy from diverse cultural practices, effective practices, philosophies, models, and theories in school-age and youth development work.
- Current level of leadership for the development, oversight, and maintenance of rights for families, school-age, youth, based on evidence-based standards of practice.
- Effectiveness of applying information gained about school-age, youth, families, and colleagues to enrich relationships and support growth.

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)**

<b>SAYD Personal &amp; Professional Development Assessment (Levels 2-5): 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><u>SAYD PPD1:</u></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><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>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>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>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</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</p>	

## SAYD Personal & Professional Development Assessment (Levels 2-5): Professional Assessment and Planning Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	<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>Solicits and accepts targeted feedback from supervisors and colleagues related to stated goals when working with school-age and youth.</p>	<p>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>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><u>SAYD PPD2:</u></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>	
<p><b><u>SAYD PPD3:</u></b> Identifies connections to the wider field of SAY and skills needed to support ongoing development and connection.</p> <p><b>SAYD:</b> 2-4D8, 2-4F36, 2-4G21, 2-</p>	<p>Identifies and participates in professional membership organizations, growth opportunities, and service and volunteer opportunities.</p> <p>Identifies resources and</p>	<p>Identifies and participates in professional membership organizations, growth opportunities, and service and volunteer opportunities.</p> <p>Identifies resources and</p>	<p>Identifies professional membership organizations, growth opportunities, and service and volunteer opportunities.</p> <p>Identifies resources or</p>	<p>Identifies professional membership organizations, growth opportunities, and service and volunteer opportunities that are not relevant to the SAY field.</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>4G22, 2-4G23, 2-4G24, 2-4G25, 5F36</p> <p><b>NAA:</b> 8, 31, 33, 34</p> <p><b>IPTS:</b> 9E, 10A, 10B, 10H, 11A, 11E, 11I</p> <p><b>COA:</b> 13.03</p> <p><b>ACT Now:</b> 9.1, 11.4, 17.1-17.8, 27.1-27.4</p>	<p>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>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>strategies to support the development of new projects, programs, and professional development.</p> <p>Reflects on role as a team members.</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>	
<p><b><u>SAYD PPD4:</u></b> Utilizes reflection and a range of supports and strategies to enhance workplace effectiveness through achievement of work objectives, career and personal goals.</p> <p><b>SAYD:</b> 1, 2, 8, 14, 17, 28, 31, 33, 34, 36</p> <p><b>NAA:</b> 1A, 2D, 3C, 3D, 3E, 3F, 3H, 3L, 3N, 4G, 4M, 5D, 5H, 7H, 9I, 10B, 10E, 10F, 10G, 10H, 11B, 11E</p> <p><b>IPTS:</b> 1.01, 1.02, 3.01, 4.06, 5.01, 5.03, 5.06, 10.01</p> <p><b>COA:</b> 7.1, 9.1, 11.3, 15.4, 17.1-17.8, 18.1-18.6, 23.1-23.4, 24.1-24.10, 25.1-25.5, 27.1-27.4, 28.1, 28.2, 30.2</p> <p><b>ACT Now:</b> 2-4A32, 2-4B24, 2-4D4, 2-4D12, 2-4G11, 2-4G12, 2-4G13, 2-4G14, 2-4G15, 2-4G16, 2-4G17, 2-4G18, 2-4G19, 5A11, 5A13, 5A19, 5A40, 5G11</p>	<p>Consults with colleagues, supervisors, and/or participants to gain multiple perspectives about one’s performance, professional growth, and career opportunities.</p> <p>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</p> <p>Teams with, and provides reports or updates to those who are responsible for providing oversight and adherence to strategic planning goals, including professional organizations.</p> <p>Utilizes research and evidence</p>	<p>Consults with colleagues, supervisors, and/or participants to gain multiple perspectives about one’s performance, professional growth, and career opportunities.</p> <p>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</p> <p>Teams with, and provides reports or updates to those who are responsible for providing oversight and adherence to strategic planning goals, including professional organizations.</p>	<p>Identifies relevant colleagues, supervisors, and/or participants who would contribute to multiple perspectives about one’s performance, professional growth, and career opportunities.</p> <p>Composes or aligns behavior with an organizational mission and engages in planning and developing planning and one’s individual philosophy of practice and personal plan for working with school-age and youth</p> <p>Provides reports or updates to those who are responsible for providing oversight and adherence to strategic planning goals, including professional organizations.</p>	<p>Identifies irrelevant colleagues, supervisors, and/or participants who would contribute to multiple perspectives about one’s performance, professional growth, and career opportunities.</p> <p>Demonstrates behavior that is not aligned with an organizational mission and does not engage in planning and developing one’s individual philosophy of practice and personal plan for working with school-age and youth</p> <p>Provides inaccurate or incomplete reports or updates to those who are responsible for providing oversight and adherence to strategic planning goals, including</p>	

**SAYD Personal & Professional Development Assessment (Levels 2-5): Professional Assessment and Planning Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	to support the development of a plan for continuously enhancing workplace effectiveness through achievement of work objectives, career and personal goals.			professional organizations.	
<p><b>SAYD PPD5:</b> Creates opportunities to enhance workplace effectiveness through achievement of work objectives, career and personal goals.</p> <p><b>SAYD:</b> 5A41, 5G12, 5G13, 5G14, 5G15, 5G16, 5G17, 5G18, 5G19, 5G20, 5G21, 5G22, 5G23</p> <p><b>NAA:</b> 1, 3, 8, 25, 33, 34, 36</p> <p><b>IPTS:</b> 3G, 7D, 9L, 10C, 10E, 10F, 10G, 11B, 11E, 11I, 11N</p> <p><b>COA:</b> 1.02, 3.04, 10.03, 11.01</p> <p><b>ACT Now:</b> 9.1, 15.4, 17.1-17.8, 22.1-22.4</p>	<p>Describes a relevant formal program review process aligned with state and national standards and appropriately modifies professional practices based on a self-evaluation, identified outcomes, accreditation processes, and work standards and practices.</p> <p>Uses an established or self-created process for developing outcomes and goals to guide development as a professional practitioner.</p> <p>Actively participates and partners with colleagues, families, and community members to intentionally help school-age and youth build assets.</p> <p>Identifies and develops local, state, and national training and resources that support personal and program development and knowledge of SAY.</p> <p>Incorporates research and the</p>	<p>Describes a relevant formal program review process aligned with state and national standards and appropriately modifies professional practices based on a self-evaluation, identified outcomes, accreditation processes, and work standards and practices.</p> <p>Uses an established or self-created process for developing outcomes and goals to guide development as a professional practitioner.</p> <p>Actively participates and partners with colleagues, families, and community members to intentionally help school-age and youth build assets.</p> <p>Identifies and develops local, state, and national training and resources that support personal and program development and knowledge of SAY.</p>	<p>Identifies a relevant formal program review process aligned with state and national standards and modifies professional practices based on a self-evaluation, identified outcomes, accreditation processes, and work standards and practices.</p> <p>Uses an established or self-created process for developing outcomes and goals.</p> <p>Participates and partners with colleagues, families, or community members to intentionally help school-age and youth build assets.</p> <p>Identifies local, state, and national training and resources that support personal and program development and knowledge of SAY.</p>	<p>Identifies an irrelevant formal program review process aligned with state and national standards and modifies professional practices based on a self-evaluation, identified outcomes, accreditation processes, and work standards and practices.</p> <p>Uses an irrelevant process for developing outcomes and goals.</p> <p>Engages in practices that contradict colleague, family, or community members' capacity to intentionally help school-age and youth build assets.</p> <p>Identifies irrelevant local, state, and national training and resources to support personal and program development and knowledge of SAY.</p>	

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	evidence-base as a rationale supportive achievement of work objectives, career and personal goals.				
<p><b><u>SAYD PPD6:</u></b> Evaluates current program and agency practices in relation to relevant legal requirements and standards.</p> <p><b>SAYD:</b> 5A38, 5A39, 5G24, 5G25, 5G26, 5G27, 5G28, 5H18</p> <p><b>NAA:</b> 1, 24, 25, 30, 35, 36</p> <p><b>IPTS:</b> 2D, 3C, 3E, 5D, 11B, 11C, 11D, 11I, 11J, 11K</p> <p><b>COA:</b> 5.09, 9.03, 13.01</p> <p><b>ACT Now:</b> 3.1-3.8, 5.6, 7.1-7.3, 10.3, 13.4, 14.1-14.4, 16.2, 16.3, 17.6, 18.5, 19.-19.1, 22.1-22.4, 24.1-24.10, 25.1-25.5, 28.1, 28.22</p>	<p>Identifies specific structural cases, causes, and outcomes of obstacles for school-age and youth, such as zero tolerance policies, that make it difficult for young people to reach their potential.</p> <p>Describes how programs can ensure transparency by providing the public with information regarding relevant legal requirements and standards and access to clear, timely, and accurate information, and actively conveying its mission in public communications.</p> <p>Provides leadership and direction for development, oversight, and maintenance of rights for families, school-age, youth, based on evidence-based standards of practice.</p> <p>Uses research and the evidence-base as a justification for evaluation.</p>	<p>Identifies specific structural cases, causes, and outcomes of obstacles for school-age and youth, such as zero tolerance policies, that make it difficult for young people to reach their potential.</p> <p>Describes how programs can ensure transparency by providing the public with information regarding relevant legal requirements and standards and access to clear, timely, and accurate information, and actively conveying its mission in public communications.</p> <p>Provides leadership and direction for development, oversight, and maintenance of rights for families, school-age, youth, based on evidence-based standards of practice.</p>	<p>Identifies structural cases, causes, or outcomes of obstacles for school-age and youth, such as zero tolerance policies, that make it difficult for young people to reach their potential.</p> <p>Lists how programs can ensure transparency by providing the public with information regarding relevant legal requirements and standards and access to clear, timely, and accurate information, and actively conveying its mission in public communications.</p> <p>Provides direction for development, oversight, and maintenance of rights for families, school-age, youth, based on evidence-based standards of practice.</p>	<p>Inaccurately identifies structural cases, causes, or outcomes of obstacles for school-age and youth, such as zero tolerance policies, that make it difficult for young people to reach their potential.</p> <p>Provides an incomplete or inaccurate list of how programs can ensure transparency by providing the public with information regarding relevant legal requirements and standards and access to clear, timely, and accurate information, and actively conveying its mission in public communications.</p> <p>Provides direction that undermines development, oversight, and maintenance of rights for families, school-age, youth, based on evidence-based standards of practice.</p>	
<p><b><u>SAYD PPD7:</u></b> Connects how one’s philosophical stance, perception of SAY and intentional practice influence</p>	<p>Composes and critiques a personal philosophy, professional development plan, theory of practice, and professional stance of school-</p>	<p>Composes and critiques a personal philosophy, professional development plan, theory of practice, and professional stance of school-</p>	<p>Composes a personal philosophy, professional development plan, theory of practice, and professional stance of school-age and youth</p>	<p>Composes a personal philosophy, professional development plan, theory of practice, and professional stance of school-age and youth</p>	



## SAYD Personal & Professional Development Assessment (Levels 2-5): Professional Assessment and Planning Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>professional strategies when working with SAY.</p> <p><b>SAYD:</b> 5A12, 5A14, 5B38, 5D2, 5G1, 5G2, 5G3, 5G4, 5G5, 5G6, 5G7, 5G8, 5G9, 5G10</p> <p><b>NAA:</b> 1, 1, 24, 28, 29, 33, 34, 35, 36</p> <p><b>IPTS:</b> 1A, 3C, 3F, 4A, 10C, 10E, 10G, 10H, 1A, 11K, 11P</p> <p><b>COA:</b> 1.02, 2.03, 3.01, 3.02, 13.04</p> <p><b>ACT Now:</b> 7.1-7.3, 9.1-9.4, 15.1-15.4, 17.1, 17.3, 17.5, 17.8, 19.1, 19.2, 22.1-22.4, 24.1-24.10, 25.1-25.5, 29.1-29.3</p>	<p>age and youth development work based on self-reflection, experience and knowledge of research and policy from diverse cultural practices, effective practices, philosophies, models, and theories in school-age and youth development work.</p> <p>Outlines and implements interventions and strategies for working with school-age and youth based on one’s philosophy of practice.</p> <p>Applies information gained about school-age, youth, families, and colleagues to enrich relationships and support growth.</p> <p>Identifies strategies to respectfully and ethically gain information and knowledge about school-age, youth, families, and colleagues in programming, community or other institutional settings (e.g. education, justice, social services).</p> <p>Uses research and the evidence-base to provide a rationale for intentional practice and professional strategies identified.</p>	<p>age and youth development work based on self-reflection, experience and knowledge of research and policy from diverse cultural practices, effective practices, philosophies, models, and theories in school-age and youth development work.</p> <p>Outlines and implements interventions and strategies for working with school-age and youth based on one’s philosophy of practice.</p> <p>Applies information gained about school-age, youth, families, and colleagues to enrich relationships and support growth.</p> <p>Identifies strategies to respectfully and ethically gain information and knowledge about school-age, youth, families, and colleagues in programming, community or other institutional settings (e.g. education, justice, social services).</p>	<p>development work based on self-reflection, experience and knowledge of research and policy from diverse cultural practices, effective practices, philosophies, models, and theories in school-age and youth development work.</p> <p>Outlines interventions and strategies for working with school-age and youth based on one’s philosophy of practice.</p> <p>Identifies how information gained about school-age, youth, families, and colleagues can be applied to enrich relationships and support growth.</p> <p>Identifies strategies to respectfully and ethically gain information and knowledge about school-age, youth, families, and colleagues.</p>	<p>development work that does not reflect self-reflection, experience and knowledge of research and policy from diverse cultural practices, effective practices, philosophies, models, and theories in school-age and youth development work.</p> <p>Outlines ineffective interventions and strategies for working with school-age and youth based on one’s philosophy of practice.</p> <p>Provides an inaccurate description of how information gained about school-age, youth, families, and colleagues can be applied to enrich relationships and support growth.</p> <p>Identifies inappropriate strategies to respectfully and ethically gain information and knowledge about school-age, youth, families, and colleagues.</p>	

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