SAYD Curriculum or Program Design Master Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD CPD1: Identifies and selects materials, strategies and technologies designed to meet the developmental needs of SAY.	Reviews materials, strategies, technologies designed to meet the developmental needs of school-age and youth Selects relevant materials and resources designed for school-age and youth to explore roles and life skills. Identifies and selects materials on social topics that are relevant to school-age and youth. Uses the evidence-base to support materials, strategies and technologies selected.	Reviews materials, strategies, technologies designed to meet the developmental needs of school-age and youth Selects relevant materials and resources designed for school-age and youth to explore roles and life skills. Identifies and selects materials on social topics that are relevant to school-age and youth.	Provides a partial review of materials, strategies, technologies designed to meet the developmental needs of school-age and youth Selects materials and resources for school-age and youth to explore roles and life skills. Identifies and selects materials on social topics that are partially relevant to school-age and youth.	Provides an inaccurate review of materials, strategies, technologies designed to meet the developmental needs of school-age and youth Selects inappropriate materials and resources for school-age and youth to explore roles and life skills. Identifies and selects inaccurate or inappropriate materials on social topics that are for school-age and youth.	
SAYD CPD2: Designs learning opportunities that support the healthy development, learning, and well-being of SAY.	Arranges opportunities, based on age and developmental level, for school-age and youth to identify, explore, and display physical, cognitive, social, emotional, spiritual, and artistic strengths. Identifies a range of strategies to help school-age and youth to set achievable goals, approach conflict, engaging in decision-making, and develop critical thinking skills. Demonstrates cultural responsiveness in disposition and in curricular and environmental design. Applies the evidence-base as a rationale for the learning environment.	Arranges opportunities, based on age and developmental level, for school-age and youth to identify, explore, and display physical, cognitive, social, emotional, spiritual, and artistic strengths. Identifies a range of strategies to help school-age and youth to set achievable goals, approach conflict, engaging in decision-making, and develop critical thinking skills. Demonstrates cultural responsiveness in disposition and in curricular and environmental design.	Arranges opportunities for school-age and youth to identify, explore, and display physical, cognitive, social, emotional, spiritual, and artistic strengths. Identifies strategies to help school-age and youth to set achievable goals, approach conflict, engaging in decision-making, and develop critical thinking skills. Demonstrates cultural responsiveness in disposition.	Arranges opportunities that undermine opportunities for school-age and youth to identify, explore, and display physical, cognitive, social, emotional, spiritual, and artistic strengths. Identifies strategies that undermine school-age and youth's abilities to set achievable goals, approach conflict, engage in decision-making, and develop critical thinking skills. Demonstrates a lack of dispositional cultural responsiveness. .	

SAYD Curriculum or Program Design Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
SAYD CPD3: Implements strategies that support SAY in identifying and developing positive roles and relationships with others.	Models roles of individuals that help groups perform tasks and manage group process, while minimizing roles that hinder group accomplishments. Manages and models an array of roles and relationships with and between school-age and youth that are determined by age, developmental level, type of program/activity, and policies/procedures of the organization. Mentors and supports SAY and colleagues in continuously reflecting on interpersonal behavior.	Models roles of individuals that help groups perform tasks and manage group process, while minimizing roles that hinder group accomplishments. Manages and models an array of roles and relationships with and between school-age and youth that are determined by age, developmental level, type of program/activity, and policies/procedures of the organization.	Models roles of individuals that help groups perform tasks and manage group process. Models an array of roles and relationships with and between school-age and youth that are determined by age, developmental level, type of program/activity, and policies/procedures of the organization.	Engages in behaviors and interactions that undermine SAY development of positive roles and relationships with others.	
SAYD CPD4: Develops and implements activities that collaboratively engage SAY in learning about their own talents, skills, and abilities, as well as those of others.	Supports school-age and youth to explore topics of interest, investigate significant questions, complete purposeful projects, solve relevant problems to experience growth, and recognize and value the skills and talents of others. Uses collaborative, youth-centered approaches to learning to partner with school-age and youth to plan, implement and evaluate suitable activities consistent with individual/group goals, organizational mission, and agreed outcomes. Provides a research-based rationale for activities developed and implemented reflective of	Supports school-age and youth to explore topics of interest, investigate significant questions, complete purposeful projects, solve relevant problems to experience growth, and recognize and value the skills and talents of others. Uses collaborative, youth-centered approaches to learning to partner with school-age and youth to plan, implement and evaluate suitable activities consistent with individual/group goals, organizational mission, and agreed outcomes.	Develops activities that engage SAY in learning about their own talents, skills, and abilities and those of others. Implements activities that engage SAY in learning about their own talents, skills, and abilities and those of others.	Develops activities that undermine SAY ability to develop a positive view of their own talents, skills, and abilities and those of others. Implements activities that undermines SAY ability to develop a positive view of their own talents, skills, and abilities and those of others.	

SAYD Curriculum or Program Design Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	positive identify and group development.				
SAYD CPD5: Applies standards, best practice, teaching and learning paradigms, activities, processes, and programs-- in collaboration with SAY, families and colleagues-- to continually improve program quality for SAY.	Recognizes the array of standards available to professionals in the school-age and youth field, including governmental standards (e.g. Illinois Professional Teaching Standards), those created by professional associations (e.g. National Afterschool Association), and those recognized by accrediting bodies (e.g. Council on Accreditation). Compares and contrasts a variety of teaching and learning paradigms. Collaborates with colleagues, families, and SAY to evaluate standards, best practice, teaching and learning paradigms, activities, processes, and programs to sequences and modify activities, processes, and programs based on age and developmental levels of school-age and youth. Synthesizes evidence-base into a cohesive rationale supportive continuous quality improvement for families and colleagues.	Recognizes the array of standards available to professionals in the school-age and youth field, including governmental standards (e.g. Illinois Professional Teaching Standards), those created by professional associations (e.g. National Afterschool Association), and those recognized by accrediting bodies (e.g. Council on Accreditation). Compares and contrasts a variety of teaching and learning paradigms. Collaborates with colleagues, families, and SAY to evaluate standards, best practice, teaching and learning paradigms, activities, processes, and programs to sequences and modify activities, processes, and programs based on age and developmental levels of school-age and youth.	Recognizes the majority of standards available to professionals in the school-age and youth field, including governmental standards (e.g. Illinois Professional Teaching Standards), those created by professional associations (e.g. National Afterschool Association), and those recognized by accrediting bodies (e.g. Council on Accreditation). Compares a variety of teaching and learning paradigms. Evaluates standards, best practice, teaching and learning paradigms, activities, processes, and programs to sequences and modify activities, processes, and programs based on age and developmental levels of school-age and youth.	Fails to recognize standards available to professionals in the school-age and youth field. Lacks awareness of similarities and differences between teaching and learning paradigms. Does not apply standards, best practice, teaching and learning paradigms, activities, processes, and/or programs to sequence and modify activities, processes, and programs based on age and developmental levels of school-age and youth.	

SAYD Curriculum or Program Design Master Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD CPD6: Plans, creates, implements, and adapts methods, resources and strategies to match school-age and youth preferred styles, developmental, cultural and linguistic levels, and information to be addressed.	Partners with school-age and youth to create and implement a holistic curriculum, based on personal plans, that is relevant, meaningful, and engaging.

Develops a holistic framework to connect environments, schedules, and programs with the developmental needs of school-age and youth to include physical, cognitive, social, emotional, and spiritual domains.

Adapts activities, services, supports, and opportunities to match school-age and youth preferred styles, developmental, cultural and linguistic levels

Scaffolds learning opportunities to build competencies and capacities in a variety of areas (e.g. social, emotional, cognitive, physical, spiritual, interpersonal, verbal, artistic).

Provides a research-based rationale for curricular methods, resources, and strategies selected, implemented and adapted. | Partners with school-age and youth to create and implement a holistic curriculum, based on personal plans, that is relevant, meaningful, and engaging.

Develops a holistic framework to connect environments, schedules, and programs with the developmental needs of school-age and youth to include physical, cognitive, social, emotional, and spiritual domains.

Adapts activities, services, supports, and opportunities to match school-age and youth preferred styles, developmental, cultural and linguistic levels

Scaffolds learning opportunities to build competencies and capacities in a variety of areas (e.g. social, emotional, cognitive, physical, spiritual, interpersonal, verbal, artistic). | Creates and implements a holistic curriculum, based on personal plans, that is relevant, meaningful, and engaging.

Develops a framework to connect environments, schedules, and programs with the developmental needs of school-age and youth to include physical, cognitive, social, emotional, and spiritual domains.

Adapts activities, services, supports, and opportunities to match school-age and youth preferred styles, developmental, cultural and linguistic levels

Implements learning opportunities that build competencies and capacities in a variety of areas (e.g. social, emotional, cognitive, physical, spiritual, interpersonal, verbal, artistic). | Creates and implements an SAYD curriculum based on personal plans.

Develops a framework that does not connect environments, schedules, and programs to the developmental needs of school-age and youth.

Activities, services, supports, and opportunities lack support for or undermine school-age and youth preferred styles, developmental, cultural and linguistic levels

Learning opportunities provided undermine SAYD competencies and capacities in a variety of areas (e.g. social, emotional, cognitive, physical, spiritual, interpersonal, verbal, artistic). | |
| **SAYD CPD7**: Implements and models group work knowledge and skills to build cohesive programs and strong participation with SAY. | Establishes a positive social and emotional climate with school-age and youth.

Practices a variety of group facilitation skills such as role modeling, helpful group behavior, active listening, using explicit communication/directions, | Establishes a positive social and emotional climate with school-age and youth.

Practices a variety of group facilitation skills such as role modeling, helpful group behavior, active listening, using explicit communication/directions, | Establishes a positive social and emotional climate with school-age and youth.

Practices limited group facilitation skills including role modeling, helpful group behavior, active listening, using explicit communication/directions, | Establishes a neutral or hostile social and emotional climate with school-age and youth.

Identifies group facilitation skills such as role modeling, helpful group behavior, active listening, using explicit communication/directions, | |

SAYD Curriculum or Program Design Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	building trust by following through on commitments, and monitoring use of humor to be inclusive and supportive with the goal of creating a respectful, responsive community. Implements programs and activities that incorporate experiential strategies with school-age and youth. Mentors colleagues and SAY leaders in building and supporting group cohesiveness.	building trust by following through on commitments, and monitoring use of humor to be inclusive and supportive with the goal of creating a respectful, responsive community. Implements programs and activities that incorporate experiential strategies with school-age and youth.	building trust by following through on commitments, or monitoring use of humor to be inclusive and supportive with the goal of creating a respectful, responsive community. Identifies programs and activities that incorporate experiential strategies with school-age and youth. Identifies resources, materials strategies, and technologies that are safe.	building trust by following through on commitments, and monitoring use of humor to be inclusive and supportive with the goal of creating a respectful, responsive community. Demonstrates an inability to identify programs and activities that incorporate experiential strategies with school-age and youth. Identifies resources, materials strategies, and technologies that are that undermine safety for SAY.	

SAYD Curriculum or Program Design Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
SAYD CPD8: Develops and implements strategies to assist SAY in developing social competence, negotiating conflict, and achieving personal positive goals.	Uses strategies to intentionally develop social and emotional competencies with school-age and youth. Assists school-age and youth to set, track, and realize goals. Develops and/or implements strategies to assist school-age and youth to successfully negotiate conflict. Mentors colleagues and SAY leaders in support SAY in developing social competence, negotiating conflict, and achieving personal positive goals.	Uses strategies to intentionally develop social and emotional competencies with school-age and youth. Assists school-age and youth to set, track, and realize goals. Develops and/or implements strategies to assist school-age and youth to successfully negotiate conflict.	Identifies strategies to intentionally develop social and emotional competencies with school-age and youth. Identifies strategies to support school-age and youth in setting, tracking, and realizing goals. Identifies strategies to assist school-age and youth to successfully negotiate conflict.	Identifies strategies that undermine SAY social and emotional competencies. Identifies inaccurate or insufficient strategies to support school-age and youth in setting, tracking, and realizing goals. Identifies strategies that undermine conflict negotiation.	
SAYD CPD9: Incorporates and evaluates standards, technologies, and programs to continually improve program quality for SAY.	Incorporates current the current and emerging evidence base for working with school-age and youth. Assesses and evaluates standards, technologies, and programs within the context of developmental, contextual, linguistic, and ability compatibility for SAY. Identifies evidence supporting continuous quality improvement processes.	Incorporates current the current and emerging evidence base for working with school-age and youth. Assesses and evaluates standards, technologies, and programs within the context of developmental, contextual, linguistic, and ability compatibility for SAY.	Identifies the current and emerging evidence base for working with school-age and youth. Identifies standards, technologies, and programs within the context of developmental, contextual, linguistic, and ability compatibility for SAY.	Identifies irrelevant or inaccurate evidence for working with school-age and youth. Identifies standards, technologies, and programs that lack developmental, contextual, linguistic, and ability compatibility for SAY.	
SAYD CPD10: Creates and evaluates programs based on established experiential models.	Creates and adapts programming based on SAY developmental level, prior learning, goals and objectives, varying abilities, individual strengths, and learning and styles.	Creates and adapts programming based on SAY developmental level, prior learning, goals and objectives, varying abilities, individual strengths, and learning and styles.	Creates programming based on SAY developmental level, prior learning, goals and objectives, varying abilities, individual strengths, and learning and styles. Develops activities to support the	Creates programming based on SAY developmental level. Develops activities to support the development of Social and Emotional (SEL) competencies.	

		SAYD Curriculum or Program Design Master Rubric			
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	Sequences and employs activities to support the development of Social and Emotional (SEL) competencies, inclusive of social interactions, citizenship, leadership development, and a sense of belonging. Creates, evaluates, and adapts collaborative experiential learning activities designed enhance SAY skill building through engagement in meaningful community service. Creates and evaluates programs based on established experiential models. Uses research to justify adaptation of methods, experiential learning opportunities and strategies to support SAY preferred styles and developmental, cultural and linguistic and ability levels.	Sequences and employs activities to support the development of Social and Emotional (SEL) competencies, inclusive of social interactions, citizenship, leadership development, and a sense of belonging. Creates, evaluates, and adapts collaborative experiential learning activities designed enhance SAY skill building through engagement in meaningful community service. Creates and evaluates programs based on established experiential models.	development of Social and Emotional (SEL) competencies, inclusive of social interactions, citizenship, leadership development, and a sense of belonging. Creates collaborative experiential learning activities designed enhance SAY skill building through engagement in meaningful community service. Creates programs based on established experiential models.	Creates experiential learning activities.	
SAYD CPD11: Develops and applies strategies to build cohesive programs and strong participation for SAY.	Develops and applies strategies to support SAY in increasing assets with a focus on constructive use of time, a commitment to learning, developing positive values, positive identity, and social competencies. Co-creates situations and programs with school-age and youth that amplify opportunities for empowerment, support group development and a sense of community, model and promote positive conflict resolution (e.g. direction, mediation, arbitration, judgment, listening	Develops and applies strategies to support SAY in increasing assets with a focus on constructive use of time, a commitment to learning, developing positive values, positive identity, and social competencies. Co-creates situations and programs with school-age and youth that amplify opportunities for empowerment, support group development and a sense of community, model and promote positive conflict resolution (e.g. direction, mediation, arbitration, judgment, listening	Develops strategies to support SAY in increasing assets with a focus on constructive use of time, a commitment to learning, developing positive values, positive identity, and social competencies. Creates situations and programs with school-age and youth that amplify opportunities for empowerment, support group development and a sense of community, model and promote positive conflict resolution (e.g. direction, mediation, arbitration, judgment, listening	Develops strategies to support SAY in increasing assets. Creates situations and programs with school-age and youth that undermine empowerment, group development a sense of community, shared leadership, and successful group behavior.	

SAYD Curriculum or Program Design Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	sympathetically), cultivates shared leadership, and enhance skills and techniques for successful group behavior. Identifies strategies that support others in cultivating collaborative learning opportunities.	sympathetically), cultivates shared leadership, and enhance skills and techniques for successful group behavior.	sympathetically), cultivates shared leadership, and enhance skills and techniques for successful group behavior.		

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