

**SAYD Interactions, Relationships, and Environments Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>SAYD IRE1:</b> Establishes and models communication with all SAY that is positive, respectful and authentic.</p>	<p>Employs respectful, responsive, authentic, and inclusive conversation and listening skills.</p> <p>Modifies communication style to meet age, developmental, linguistic, cultural needs, and abilities of school-age and youth.</p> <p>Models inclusive, respectful, responsive, behavior.</p> <p>Supports colleagues and SAY leaders in developing and refining communication skills.</p>	<p>Employs respectful, responsive, authentic, and inclusive conversation and listening skills.</p> <p>Modifies communication style to meet age, developmental, linguistic, cultural needs, and abilities of school-age and youth.</p> <p>Models inclusive, respectful, responsive, behavior.</p>	<p>Employs appropriate language and communication.</p> <p>Initiates conversations and dialogue with school-age and youth.</p> <p>Models appropriate behavior.</p>	<p>Employs inappropriate language and communication.</p> <p>Does not initiate conversations and dialogue with school-age and youth.</p> <p>Models inappropriate behavior.</p>	
<p><b>SAYD IRE2:</b> Engages in interactions that support positive and future-oriented relationships with SAY.</p>	<p>Supports and affirms school-age and youth through positive interactions that convey respect and offer choices.</p> <p>Engages in interactions that reflect knowledge of individual personalities, developmental stage, culture, linguistic preferences, and ability.</p> <p>Collaborates with people and/or other resources (e.g. colleagues supervisors, internet, journals) to recognize, identify, and access support when confronting challenging situations.</p> <p>Applies reflective practice to further develop and refine relationships.</p>	<p>Supports and affirms school-age and youth through positive interactions that convey respect and offer choices.</p> <p>Engages in interactions that reflect knowledge of individual personalities, developmental stage, culture, linguistic preferences, and ability.</p> <p>Collaborates with people and/or other resources (e.g. colleagues supervisors, internet, journals) to recognize, identify, and access support when confronting challenging situations.</p>	<p>Engages in positive interactions.</p> <p>Identifies people and/or other resources (e.g. colleagues supervisors, internet, journals) to access support when confronting challenging situations.</p>	<p>Engages in challenging or adversarial interactions.</p> <p>Identifies people and/or other resources who are irrelevant or unlikely to provide support when confronting challenging situations.</p>	

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<p><b>SAYD IRE3:</b> Supports SAY in being active and engaged within their local community the larger world thorough service learning, exposure to current events, and informed advocacy.</p>	<p>Employs active learning strategies to engage SAY in community issues, current events, and advocacy issues.</p> <p>Creates an open, safe, non-judgmental learning environment that cultivates SAY sharing of ideas, opinions, perspectives, and knowledge.</p> <p>Identifies strategies to continue to cultivate SAY community engagement and empowerment.</p>	<p>Employs active learning strategies to engage SAY in community issues, current events, and advocacy issues.</p> <p>Creates an open, safe, non-judgmental learning environment that cultivates SAY sharing of ideas, opinions, perspectives, and knowledge.</p>	<p>Identifies community issues, current events, and advocacy issues SAY may be interested in.</p> <p>Creates a learning environment where SAY share of ideas, opinions, perspectives, and knowledge.</p>	<p>Creates a SAY environment that lacks attention to the broader community.</p> <p>Creates a learning environment that inhibits SAY sharing of ideas, opinions, perspectives, and knowledge.</p>	
<p><b>SAYD IRE4:</b> Identifies and supports communication strategies and skills with SAY, based on evidence-based practice.</p>	<p>Identifies effective practices, philosophies, models, and theories that support the development of respectful, compassionate, and empathetic relationships with school-age and youth.</p> <p>Develops and implements strategies to promote group communication (e.g., dialogue, reflection, listening, and sharing) and complex communication skills (e.g. assertiveness, conflict resolution, dialogue, and positive decision making).</p> <p>Models cooperative skills such as negotiating, compromising, and problem solving while working in pairs or small groups.</p> <p>Justifies selection of communication strategies and skills with evidence-base.</p>	<p>Identifies effective practices, philosophies, models, and theories that support the development of respectful, compassionate, and empathetic relationships with school-age and youth.</p> <p>Develops and implements strategies to promote group communication (e.g., dialogue, reflection, listening, and sharing) and complex communication skills (e.g. assertiveness, conflict resolution, dialogue, and positive decision making).</p> <p>Models cooperative skills such as negotiating, compromising, and problem solving while working in pairs or small groups.</p>	<p>Identifies effective practices that support the development of respectful, compassionate, and empathetic relationships with school-age and youth.</p> <p>Develops and implements strategies to promote group communication (e.g., dialogue, reflection, listening, and sharing) or complex communication skills (e.g. assertiveness, conflict resolution, dialogue, and positive decision making).</p> <p>Identifies cooperative skills such as negotiating, compromising, and problem solving.</p>	<p>Develops settings and learning environments undermines communication skills.</p>	

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<p><b>SAYD IRES:</b> Cultivates relationships within an experiential learning environment to support SAY skills development in the areas of identifying and reflecting on issues that are relevant and personally meaningful to them.</p>	<p>Describes and exemplifies the role and skill set of a facilitator who engages in experiential learning processes, is committed to facilitating group work, and is engaged in recognizing and capitalizing on teachable/learning moments with SAY.</p> <p>Identifies skills and strategies that empower SAY to identify goals, engage in decision-making, reflect on personal strengths and opportunities for growth, and identify issues of personal meaning and importance.</p> <p>Supports SAY in developing and cultivating self-reflective skills.</p>	<p>Describes and exemplifies the role and skill set of a facilitator who engages in experiential learning processes, is committed to facilitating group work, and is engaged in recognizing and capitalizing on teachable/learning moments with SAY.</p> <p>Identifies skills and strategies that empower SAY to identify goals, engage in decision-making, reflect on personal strengths and opportunities for growth, and identify issues of personal meaning and importance.</p>	<p>Describes the role and skill set of a facilitator who engages in experiential learning processes, is committed to facilitating group work, and is engaged in recognizing and capitalizing on teachable/learning moments with SAY.</p> <p>Identifies limited skills or strategies that empower SAY to identify goals, engage in decision-making, reflect on personal strengths and opportunities for growth, and identify issues of personal meaning and importance.</p>	<p>Describes and exemplifies roles and skills sets that are unlikely to support responsive learning environments, engaged group work, and teacher/learner responsiveness.</p> <p>Identify skills and strategies undermine SAY goals, decision-making, and the capacity to identify strengths opportunities for growth, and issues of personal meaning and importance.</p>	

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<p><b>SAYD IRE6:</b> Creates a respectful environment of high support and high challenge to support SAY positive interactions, goal attainment, decision-making, and problem-solving.</p>	<p>Creates an environment that respects boundaries through consistent use of positive guidance techniques, rules, routines, rituals, space, and materials designed to guide positive behavior and interactions.</p> <p>Co-creates culturally responsive community expectations and standards with school-age and youth that facilitate learning, development, and goal attainment.</p> <p>Designs a learning setting that that cultivates the use of SAY critical thinking, decision-making, and problem-solving skills.</p> <p>Identifies and disseminates strategies that cultivate family member’s ability to support SAY positive interactions, goal attainment, decision-making, and problem-solving.</p>	<p>Creates an environment that respects boundaries through consistent use of positive guidance techniques, rules, routines, rituals, space, and materials designed to guide positive behavior and interactions.</p> <p>Co-creates culturally responsive community expectations and standards with school-age and youth that facilitate learning, development, and goal attainment.</p> <p>Designs a learning setting that that cultivates the use of SAY critical thinking, decision-making, and problem-solving skills.</p>	<p>Creates boundaries within and environment through consistent use of rules, routines, rituals, space, and materials.</p> <p>Creates culturally responsive community expectations and standards.</p> <p>Designs a learning setting that that cultivates the use of SAY critical thinking, decision-making, or problem-solving skills.</p>	<p>Creates an environment that undermines SAY positive interactions, goal attainment, decision-making, and problem-solving.</p> <p>Creates community expectations and standards that lack attention to cultural composition.</p> <p>Designs a learning setting that that undermines SAY critical thinking, decision-making, or problem-solving skills.</p>	
<p><b>SAYD IRE7:</b> Partners with SAY, professionals, and other family members to incorporate ethical, respectful, and empowering individualized strategies and activities within SAY settings that scaffold skill development and connect individual strengths and interests with future goals.</p>	<p>Incorporates ethical, respectful, and empowering positive behavior guidance strategies and activities that convey respect, offer choices, and support positive skill building with school-age and youth.</p> <p>Partners with school-age and youth to develop individual guidance plans; using professionals, resources, and</p>	<p>Incorporates ethical, respectful, and empowering positive behavior guidance strategies and activities that convey respect, offer choices, and support positive skill building with school-age and youth.</p> <p>Partners with school-age and youth to develop individual guidance plans; using professionals, resources, and</p>	<p>Incorporates positive behavior guidance strategies and activities that convey respect, offer choices, and support positive skill building with school-age and youth.</p> <p>Develops individual guidance plans; using professionals, resources, and family members for support as needed.</p>	<p>Identifies positive behavior guidance strategies and activities that convey respect, offer choices, and support positive skill building with school-age and youth.</p> <p>Identifies individual guidance plans and how professionals and other resources, including families, can be used as support (as needed).</p>	

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	<p>family members for support as needed.</p> <p>Scaffolds activities to support skill development with school-age and youth to connect their individual strengths and interests with their future goals.</p> <p>Uses research to support rationale for strategies and activities identified.</p>	<p>family members for support as needed.</p> <p>Scaffolds activities to support skill development with school-age and youth to connect their individual strengths and interests with their future goals.</p>	<p>Implements activities to support skill development with school-age and youth to connect their individual strengths and interests with their future goals.</p>	<p>Identifies strategies to support skill development with school-age and youth to connect their individual strengths and interests with their future goals.</p>	
<p><b>SAYD IRE8:</b> Creates culturally responsive learning environments and experiential activities to build SAY competencies and capacities and develop SAY life skills and reflection strategies.</p>	<p>Manages the learning environment to meet the unique needs of all school-age and youth.</p> <p>Utilizes experiential learning activities to create emotionally safe environments that engage school-age and youth in explorations of life skills (e.g. cooperation, autonomy, integrity, organization, perseverance, ethics) and reflection strategies for exploring, learning, and practicing empathy, perspective taking, negotiation, and collaboration.</p> <p>Supports school-age and youth in recognizing the influence of their own background and cultural context on their learning, beliefs, and values.</p> <p>Provides a research-based rationale for environmental design and activities selected.</p>	<p>Manages the learning environment to meet the unique needs of all school-age and youth.</p> <p>Utilizes experiential learning activities to create emotionally safe environments that engage school-age and youth in explorations of life skills (e.g. cooperation, autonomy, integrity, organization, perseverance, ethics) and reflection strategies for exploring, learning, and practicing empathy, perspective taking, negotiation, and collaboration.</p> <p>Supports school-age and youth in recognizing the influence of their own background and cultural context on their learning, beliefs, and values.</p>	<p>Designs learning environments to meet in accordance with general SAY development.</p> <p>Utilizes experiential learning activities to engage school-age and youth in explorations of life skills.</p> <p>Identifies strategies to support school-age and youth in recognizing the influence of their own background and cultural context on their learning, beliefs, and values.</p>	<p>Identifies components of learning environments that are responsive to the needs of SAYD.</p> <p>Identifies experiential learning activities to engage school-age and youth in explorations of life skills.</p> <p>Identifies strategies that undermine the capacity of school-age and youth in recognizing the influence of their own background and cultural context on their learning, beliefs, and values.</p>	

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<p><b>SAYD IRE9:</b> Designs and evaluates inclusive, democratic learning environments that empower SAY, staff, and family members.</p>	<p>Designs and evaluates learning environments to ensure each individual SAY, staff, and family member are valued and empowered.</p> <p>Analyzes SAY settings for a culture of democracy, goal progression and attainment, community, and inclusion, constructively challenging exclusionary environments, policies, and procedures.</p> <p>Identifies and implements strategies to assist school-age and youth to increase assets through support, empowerment, and clear boundaries/expectations.</p> <p>Supports colleagues in developing learning environments focused on democratic participation, engagement, and inclusion.</p>	<p>Designs and evaluates learning environments to ensure each individual SAY, staff, and family member are valued and empowered.</p> <p>Analyzes SAY settings for a culture of democracy, goal progression and attainment, community, and inclusion, constructively challenging exclusionary environments, policies, and procedures.</p> <p>Identifies and implements strategies to assist school-age and youth to increase assets through support, empowerment, and clear boundaries/expectations.</p>	<p>Designs learning environments to ensure each individual SAY, staff, and family member are valued and empowered.</p> <p>Identifies components of SAY settings that contribute to a culture of democracy, goal progression and attainment, community, and inclusion, constructively challenging exclusionary environments, policies, and procedures.</p> <p>Identifies strategies to assist school-age and youth to increase assets through support, empowerment, and clear boundaries/expectations.</p>	<p>Designs learning environments that undermine the value and empowerment of individual SAY, staff, and family members.</p> <p>Creates SAY settings that undermine a culture of democracy, goal progression and attainment, community, and inclusion.</p>	

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