SAYD Credential (ages 5–16 Years)
Competency Table

Human Growth & Development (HGD)			
The successful *Para-Practitioner* (Level 2)	The competent *Practitioner* (Level 3)	The proficient *Lead Practitioner* (Level 4)	The influential *Master Practitioner* (Level 5)
SAYD HGD1: Identifies and defines concepts, principles, and theories of SAY development, learning, and well-being. (2-4A1, 2-4A2, 2-4B3, 2-4B11, 5A1, 5A2, 5B43, 5F6)	**SAYD HGD3:** Describes the interrelationship between family culture, language, environmental context (including stress, trauma, protective factors, bias and resilience), ability, biological factors, and protective factors how these factors influence SAY development, learning, and well-being. (2-4A23, 2-4A31, 5A27)	**SAYD HGD6:** Recognizes diverse patterns of development and learning and the holistic consequences of risk and resilience factors influencing SAY development, learning, and well-being across varied developmental contexts and the developmental trajectory. (2-4A24-26, 5A30)	**SAYD HGD7:** Utilizes evidence-based practice to reflect on the outcomes of SAY development, learning, and well-being. (5A34, 5A35)
SAYD HGD2: Identifies unique patterns of development and learning and the holistic consequences of risk and resilience factors in influencing SAY development, learning, and well-being. (2-4A3-5, 2-4A19, 2-4A20, 2-4A22, 5A29)	**SAYD HGD4:** Describes contextual influences on SAY development, learning, and well-being, including structural biases and models for work. (2-4A15, 2-4A16)		
	SAYD HGD5: Describes and develops strategies supportive of SAY asset development designed to nurture motivation and resilience. (2-4B41, 2-4B12, 2-4B40, 2-4F7, 5A37)		

Health Safety & Well-Being (HSW)			
The successful *Para-Practitioner* (Level 2)	The competent *Practitioner* (Level 3)	The proficient *Lead Practitioner* (Level 4)	The influential *Master Practitioner* (Level 5)
SAYD HSW1: Describes programming elements (local, state, and federal standards, regulations, and guidelines) that ensure the health, safety, fitness, and well-being of SAY within the context of the program and home environment. (2-4A6, 2-4B9, 2-4A21, 2-4B1, 2-4B51, 5B17, 5B18)	**SAYD HSW2:** Develops programing strategies based on current standards, regulations, and guidelines to provide physical, emotional, and environmental safety to SAY. (2-4B2, 2-4B10, 2-4B49, 2-4B50, 5B9)	**SAYD HSW6**: Creates respectful environments supportive of SAY learning, development, and well-being. (5E42, 5E43)	**SAYD HSW8:** Develops and/or implements strategies and program policies to nurture the physical health, safety, and wellness of SAY. (2-4E7, 2-4H1, 5B2-4, 5B13, 5H7)
	SAYD HSW3: Describes practices that support equality, shared power, and social justice. (2-4B27, 5B6, 5B54, 5B55)	**SAYD HSW7:** Supports SAY in developing goals and engaging in healthy decision-making models in personal relationships, self-representation, school, work, and media consumption. (2-4B16-20, 2-4B34, 5A33, 5B39, 5B40, 5B46, 5B47, 5B48, 5B49, 5B57)	**SAYD HSW9**: Models and advocates for principles and practices that support equality and social justice. (2-4B42, 2-4B43, 5B5, 5B25)
	SAYD HSW4: Creates learning opportunities that support SAY in: making healthy, ethical, and responsible choices; engaging in activities to support a healthy lifestyle; treating themselves and others with respect; respecting their own and the bodies of others; engaging in respectful relationships; and in critically processing and responding to the context in which they are growing and developing. (2-4B13, 2-4B14, 2-4B15, 2-4B21, 2-4B22, 2-4B30, 2-4B31, 2-4B48, 204B49, 5B1, 5B11, 5B12, 5B19, 5B23, 5B24, 5B53, 5B56)		

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		SAYD HSW5: Creates learning opportunities that support SAY in developing a positive sense of identity and positive relationships. (2-4B23, 2-4B24, 5E23, 5E24, 531)	

Observation & Assessment (OA)

The successful *Para-Practitioner* (Level 2)	The competent *Practitioner* (Level 3)	The proficient *Lead Practitioner* (Level 4)	The influential *Master Practitioner* (Level 5)
	SAYD OA1: Describes evidence-based practices for SAY observation, assessment, and reporting. (2-4C1, 2-4C2, 2-4C3, 2-4C4, 2-4C6, 2-4C9, 2-4C10, 2-4C11, 2-4C14, 2-4C15, 2-4C16, 5C1, 5C10)	**SAYD OA4:** Selects and implements observation and assessment strategies to monitor the progress of SAY. (2-4C7, 2-4C8, 5C2, 5C3, 5C15, 5C28, 5C29)	**SAYD OA7:** Analyzes, evaluates, shares, and adapts valid and reliable observation and assessment data to identify the learning and development SAY goals and outcome development and collaboratively support developmental progression and goal attainment. (2-4C5, 5C4, 5C5, 5C6, 5C7, 5C8, 5C14, 5C16, 5C20, 5C24, 5C25)
	SAYD OA2: Identifies appropriate SAY assessment strategies, models, and frameworks reflective of ethical, contextual, and appropriate collaborative data collection and interpretation to support individual and program success. (2-4C13, 2-4C17, 2-4C18, 2-4C23, 2-4C24, 2-4F8, 5G5)	**SAYD OA5**: Chooses, implements, and appropriately communicates goals and plans supportive of positive development for SAY. (2-4C19-22, 5A5, 5C17, 5C23)	**SAYD OA8**: Integrates systematic evaluation and procedural frameworks into SAY programming. (2-4H2, 5C12, 5C13, 5C18, 5C19)
	SAYD OA3: Identifies and collaboratively interprets a variety of self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for SAY. (2-4A20, 2-4C12, 2-4C25, 2-4C26, 2-4C27, 5B14)	**SAYD OA6**: Partners with SAY and families to conduct and present the results of participatory, empowering evaluation that identifies current areas of strength, desired goals, and areas of potential growth. (2-4C28, 5A31, 5C11, 5C21, 5C22, 5C26, 5C27, 5C30, 5C31, 5C32, 5C33)	

Curriculum or Program Design (CPD)

The successful *Para-Practitioner* (Level 2)	The competent *Practitioner* (Level 3)	The proficient *Lead Practitioner* (Level 4)	The influential *Master Practitioner* (Level 5)
SAYD CPD1: Identifies and selects materials, strategies and technologies designed to meet the developmental needs of SAY. (2-4A7-9, 2-4A11, 2-4B5, 2-4B6, 2-4B33, 2-4B35, 2-4B37, 2-4B46, 2-4B47, 2-4D4, 2-4D16, 2-4D17, 2-4D22, 2-4D37, 2-4E17, 2-4E18, 2-4E19, 2-4G3, 5A9, 5B37, 5B38, 5D10, 5D25, 5D32, 5D40, 5D49, 5D51, 5D52, 5E12, 5E13)	**SAYD CPD2:** Designs learning opportunities that support the healthy development, learning, and well-being of SAY. (2-4A12, 2-4B25, 2-4B28, 2-4B29, 2-4B36, 2-4B44, 2-4B45, 2-4D18, 2-4D19, 2-4D20, 2-4D23, 2-4E30, 2-4G8, 2-4G9, 5A5, 5A6, 5A7, 5B19, 5A24, 5B41, 5E25, 5E40, 5E41, 5E44)	**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. (2-4A14, 2-4D1, 2-4D2, 2-4D3, 5A18, 5A22, 5D1, 5D2, 5D3, 5D5, 5D6, 5D7, 5D8, 5D9, 5D33)	**SAYD CPD9:** Incorporates and evaluates standards, technologies, and programs to continually improve program quality for SAY. (2-4D25, 2-4G4, 2-4G5, 5A10, 5A16, 5D4, 5D12, 5D13, 5D14, 5D26, 5D31)
	SAYD CPD3: Implements strategies that support SAY in identifying and developing positive roles and relationships with others. (2-4D26, 2-4D27-D30, 5D41, 5D42, 5D50, 5D53)	**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. (2-4A28, 2-4D40, 5A15, 5A21, 5A27, 5A28, 5A32, 5D23, 5D24, 5D27, 5D28, 5D29, 5D30,	**SAYD CPD10**: Creates and evaluates programs based on established experiential models. (2-4B39, 2-4E8-10, 2-4H18, 2-4H19, 5A8, 5A41, 5A42, 5A43, 5B26, 5B27, 5B34, 5B36, 5B42, 5D15, 5D16, 5D19, 5D20, 5D22, 5D36, 5D46, 5D48, 5E14, 5E29)

		5D37, 5D38, 5D39)	
	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. (2-4B38, 2-4D38, 2-4D39, 5B31, 5B32, 5B51, 5B52, 5D11, 5D34)	**SAYD CPD7**: Implements and models group work knowledge and skills to build cohesive programs and strong participation with SAY. (2-4D31, 2-4D32-D36, 2-4E1, 2-4E2-6, 5B58, 5D41, 5D43, 5D44, 5E1, 5E2)	**SAYD CPD11:** Develops and applies strategies to build cohesive programs and strong participation for SAY. (2-4D10, 2-4D11, 2-4D12-15, 2-4II4, 5B15, 5B16, 5B33, 5B35, 5D21, 5D47, 5E30)
		SAYD CPD8: Develops and implements strategies to assist SAY in developing social competence, negotiating conflict, and achieving personal positive goals. (2-4B37, 2-4D21, 5A4, 5B28, 5B29, 5B30, 5B50, 5D45)	

Interactions, Relationships & Environments (IRE)

The successful *Para-Practitioner* (Level 2)	The competent *Practitioner* (Level 3)	The proficient *Lead Practitioner* (Level 4)	The influential *Master Practitioner* (Level 5)
SAYD IRE1: Establishes and models communication with all SAY that is positive, respectful and authentic. (2-4A10, 2-4G6, 2-4G7, 5E3)	**SAYD IRE3**: Supports SAY in being active and engaged within their local community the larger world thorough service learning, exposure to current events, and informed advocacy. (2-4B7, 2-4E29, 2-4E31, 2-4E32, 5E32)	**SAYD IRE7**: 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. (2-4E14, 2-4E36-38,5B22, 5B44, 5B45, 5E8, 5E9, 5E33, 5E34, 5E35)	**SAYD IRE9:** Designs and evaluates inclusive, democratic learning environments that empower SAY, staff, and family members. (2-4A35, 5A36, 5B7, 5E5, 5E6, 5E20)
SAYD IRE2: Engages in interactions that support positive and future-oriented relationships with SAY. (2-4E25-28)	**SAYD IRE4**: Identifies and supports communication strategies and skills with SAY, based on evidence-based practice. (2-4A34, 2-4B26, 2-4E43, 5E4, 5E21, 5G4)	**SAYD IRE8**: Creates culturally responsive learning environments and experiential activities to build SAY competencies and capacities and develop SAY life skills and reflection strategies. (2-4D5, 2-4D6, 5A17, 5A25, 5B20, 5D35, 5E17, 5E18, 5E19, 5E26, 5E27, 5E28, 5E46)	
	SAYD IRE5: 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. (2-4A33, 2-4B8, 2-4E20-24, 2-4E41, 2-4E42, 5B58, 5B59, 5E22, 5E36, 5E37)		
	SAYD IRE6: Creates a respectful environment of high support and high challenge to support SAY positive interactions, goal attainment, decision-making, and problem-solving. (2-4A30, 2-4A33, 2-4E11-13, 2-4E33-35, 5A3, 5E15, 5E16, E38, E39)		

Family & Community Relationships (FCR)

The successful *Para-Practitioner* (Level 2)	The competent *Practitioner* (Level 3)	The proficient *Lead Practitioner* (Level 4)	The influential *Master Practitioner* (Level 5)
SAYD FCR1: Identifies contextual factors that influence families and the role of the practitioner in providing respectful, responsive supports. (2-4F1, 2-4F3, 2-4F4, 2-4F6, 2-4I1, 5A26, 5F36)	**SAYD FCR3**: Identifies and utilizes communication and collaboration strategies to strengthen SAY, SAY programs, family, and community connections. (2-4F2, 2-4F5, 2-4F11-15, 2-4F22, 5F1, 5F2, 5F11, 5F13, 5F16, 5F18, 5F33)	**SAYD FCR5:** Collaborates with SAY and families when creating programs, environments, and curriculum. (2-4A27, 2-4E39, 2-4F20, 5F4, 5F5)	**SAYD FCR8**: Designs and advocates for, in partnership with families and community-based organizations, appropriate services for SAY. (5B8, 5F14, 5F15, 5F20, 5F23, 5F25)
SAYD FCR2: Identifies the role of the community in influencing and supporting SAY and their families. (2-4F18, 2-4F25, 5F22)	**SAYD FCR4** Collaborates with community organizations and allies to support and promote the positive developmental trajectories of SAY and their families. (2-4F9, 2-4F16-17, 2-4F19, 2-4F23, 2-4F29, 5F9, 5F10, 5F29, 5F40)	**SAYD FCR6:** Develops a professional plan for creating and maintaining collaborative relationships with families, schools, and community organizations. (2-4F24, 2-4I13,5F12, 5F24)	**SAYD FCR9:** Engages in strategies that are responsive to an identified SAY community need. (2-4F39, 5F17, 5F21, 5F39, 5F41, 5F42, 5I21, 5I22, 5I23)
		SAYD FCR7: Collaborates with families and schools to support the unique needs of SAY, including participation in multidisciplinary teams and the Individual Education Program process, as appropriate. (2-4F26-28, 2-4F30, 2-4F31, 2-4F33, 5F19, 5F26, 5F27, 5F30, 5F32)	**SAYD FCR10:** Cultivates community relationships through developing skills as community members, engaging in relationship-building skills, participating in decision-making processing, understanding one's rights and responsibilities as a community member. (2-4H5-7, 5B10, 5E45)

Personal & Professional Development (PPD)

The successful *Para-Practitioner* (Level 2)	The competent *Practitioner* (Level 3)	The proficient *Lead Practitioner* (Level 4)	The influential *Master Practitioner* (Level 5)
SAYD PPD1: Identifies knowledge, attributes, skills, characteristics, and qualities for SAY practitioners to be supportive of the ongoing development, learning, and well-being of SAY and their families. (2-4A29, 2-4A32, 2-4B32, 2-4F10, 2-4F32, 2-4F34, 2-4F35, 2-4H3, 2-4H4, 5A23, 5C9, 5F3, 5F7, 5F34, 5F38, 5G6, 5I1, 5I2, 5I4, 5I5)	**SAYD PPD3**: Identifies the importance of and strategies designed to support ongoing professional development. (2-4G10, 2-4G12, 2-4G15, 2-4G21-G22, 5G21, 5G22)	**SAYD PPD4**: Utilizes reflection and a range of supports and strategies to support ongoing development as a practitioner within the SAY field. (2-4A13, 2-4A17, 2-4E15, 2-4E16, 2-4G1, 2-4G11, 2-4G13, 2-4G16, 2-4G17, 2-4G18, 2-4G23-G24, 2-4H14, 5A11-5A14, 5A40, 5E7, 5F8, 5F31, 5F36, 5F37, 5G1, 5G10, 5G11, 5G15, 5G16, 5G18)	**SAYD PPD5**: Collaborates with others to support and enhance the lives of SAY, their families, and the school-age and youth development field. (2-4A18, 2-4D7, 2-4D8, 2-4D9, 2-4G14, 2-4G19, 2-4G25, 2-4G26, 2-4H16, 2-4H17, 2-4H20, 2-4H21, 2-4I9-10, 5H16, 5H17, 5H22-5H26, 5E10, 5E11, 5G9, 5G17, 5G19, 5G20, 5G23, 5G25)
SAYD PPD2: Fulfills the legal, regulatory, and ethical requirements of practitioners within the SAY field. (2-4B4, 2-4D24, 2-4F36, 2-4F37, 2-4G2, 2-4G27, 2-4G28, 2-4H13, 2-4H15, 5F32, 5G24, 5G26)			**SAYD PPD6**: Evaluates and disseminates current program and agency practices that exemplify evidence-based practice and relevant legal requirements and standards. (2-4H8-12,5A38, 5A39, 5D17,5D18, 5H1-5H6, 5H8-5H13-5H15, 5H18-5H21, 5F35, 5G2, 5G3, 5G12, 5G27, 5G28, 5H9-12)
			SAYD PPD7: Connects how one's philosophical stance, perception of SAY and intentional practice influence professional strategies when working with SAY. (2-4G20, 5A19, 5G7, 5G8, 5G13, 5G14)

Advocacy & Policy (AP)

The successful *Para-Practitioner* (Level 2)	The competent *Practitioner* (Level 3)	The proficient *Lead Practitioner* (Level 4)	The influential *Master Practitioner* (Level 5)
SAYD AP1: Identifies the implications of public policy and advocacy with regard to professional practice. (2-4F40, 2-4F41, 2-4I5-6, 2-4II14-16, 5F43, 5F44, 5I9, 5I10) **SAYD AP2**: Describes and demonstrates commitment to advocacy as an integral SAY practitioner skill. (2-4E40, 2-4I2, 2-4I3-8, 5F44, 5I3, 5I11, 5I14)	**SAYD AP3**: Advocates and promotes the rights of SAY and their families. (2-4I7, 2-4I19, 5I13, 5I18, 5I27)	**SAYD AP4**: Utilizes experience, knowledge, and research to plan and lead positive change and advocacy through collaborative partnerships for SAY and families. (2-4F38, 2-4I11, 2-4I12, 5I12, 5I19, 5I20, 5I26) **SAYD AP5**: Facilitates the development of SAY and their families as advocates. (2-4F21-22, 5A37, 5I7, 5I24)	**SAYD AP6**: Develops coordinated responses to existing and emerging challenges for school-age and youth and their families. (2-4I9, 5F28, 5I6, 5I8, 5I15, 5I16, 5I17, 5I25, 5I28, 5I29, 5I30, 5I31)