

## SAYD Personal & Professional Development Assessment (Level 2) Professional Assessment and Planning

<b>SAYD Competencies</b>	<b>SAYD PPD1:</b> 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. <b>SAYD PPD2:</b> Fulfills the legal, regulatory, and ethical requirements of practitioners within the SAY field.
<b>Original Gateways SAYD Benchmarks</b>	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, 2-4B4, 2-4D24, 2-4F36, 2-4F37, 2-4G2, 2-4G27, 2-4G28, 2-4H13, 2-4H15, 5F32, 5G24, 5G26
<b>IPTS</b>	1A, 1M, 2C, 3C, 3F, 3I, 3L, 3M, 9K, 9L, 10C, 11B, 11C, 11D, 11F, 11J, 11K, 11Q
<b>NAA</b>	1, 2, 4, 7,18, 23, 29, 30, 31, 35, 36
<b>COA</b>	3.02, 3.03, 3.04, 5.03, 5.05, 8.02, 9.03, 10.01– 10.03, 11.02, 13.01–13.07
<b>ACT Now</b>	1.3, 3.1–3.8, 5.4, 5.6, 7.1–7.3, 9.1, 10.3, 14.1–14.4, 15.4, 16.2, 16.3, 17.1, 17.3, 17.5, 17.6, 17.8, 18.5, 19.1, 19.2, 22.1–22.4, 23.1–23.4, 24.1–24.10, 25.1–25.5, 27.1–27.4, 28.1, 28.2, 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 two 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.

#### **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.
- Key roles within the family, school, and community who provide services, supports, and opportunities for school age and youth.

**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
Identifies professional organizations, associations, publications, and online resources that contribute to the SAYD field.		
Identifies options for professional growth activities.		
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 member 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):		

**SAYD Personal and Professional Development Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>SAYD PPD1:</b> Identifies knowledge, attributes, skills, characteristics, and qualities for SAYD practitioners to be supportive of the ongoing development, learning, and well-being of SAY and their families.</p>	<p>Identifies professional codes of ethics, values, regulations vision, and mission relevant to school-age and youth development practice.</p> <p>Engages in personal (background, perspective, values, and biases) and professional reflection (reading, research, and current issues, policies, and contexts) in relationship to the impact on one’s work with SAY and their families.</p> <p>Identifies practices supportive of ongoing personal and professional development.</p>	<p>Identifies professional codes of ethics, values, regulations vision, and mission relevant to school-age and youth development practice.</p> <p>Engages in personal (background, perspective, values, and biases) and professional reflection (reading, research, and current issues, policies, and contexts) in relationship to the impact on one’s work with SAY and their families.</p>	<p>Partially identifies professional codes of ethics, values, regulations vision, and mission relevant to school-age and youth development practice.</p> <p>Engages in limited personal (background, perspective, values, and biases) and professional reflection (reading, research, and current issues, policies, and contexts) in relationship to the impact on one’s work with SAY and their families.</p>	<p>Identifies professional codes of ethics, values, regulations vision, and mission that lacks relevance to school-age and youth development practice.</p> <p>Engages in ineffective personal (background, perspective, values, and biases) and professional reflection (reading, research, and current issues, policies, and contexts) in relationship to the impact on one’s work with SAY and their families.</p>	
<p><b>SAYD PPD2:</b> Fulfills the legal, regulatory, and ethical requirements of practitioners within the SAYD field.</p>	<p>Identifies a variety of adult roles within the family, school, and community structures to provide services, supports, and opportunities for school-age and youth, including various members of the multi-disciplinary team for special education services in the schools.</p> <p>Describes the legal, ethical, and moral responsibilities of practitioners to support the legal and inherent rights of families and school-age and youth (e.g., the right to fair and equitable treatment, accommodation of communication needs, confidentiality, privacy, informed consent, grievance procedures).</p> <p>Translates applicable governmental regulations,</p>	<p>Identifies a variety of adult roles within the family, school, and community structures to provide services, supports, and opportunities for school-age and youth, including various members of the multi-disciplinary team for special education services in the schools.</p> <p>Describes the legal, ethical, and moral responsibilities of practitioners to support the legal and inherent rights of families and school-age and youth (e.g., the right to fair and equitable treatment, accommodation of communication needs, confidentiality, privacy, informed consent, grievance procedures).</p> <p>Translates applicable governmental regulations,</p>	<p>Identifies a limited number of adult roles within the family, school, and community structures to provide services, supports, and opportunities for school-age and youth, including various members of the multi-disciplinary team for special education services in the schools.</p> <p>Partially describes the legal, ethical, and moral responsibilities of practitioners to support the legal and inherent rights of families and school-age and youth (e.g., the right to fair and equitable treatment, accommodation of communication needs, confidentiality, privacy, informed consent, grievance procedures).</p> <p>Provides a limited translation of</p>	<p>Inaccurately identifies adult roles within the family, school, and community structures.</p> <p>Inaccurately describes the legal, ethical, and moral responsibilities of practitioners to support the legal and inherent rights of families and school-age and youth (e.g., the right to fair and equitable treatment, accommodation of communication needs, confidentiality, privacy, informed consent, grievance procedures).</p> <p>Provides an inaccurate translation of applicable governmental regulations, standards of supervision and safety guidelines (e.g., licensing/accreditation, sanitation) into daily practice</p>	

**SAYD Personal and Professional Development Master Rubric**

<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
	<p>standards of supervision and safety guidelines (e.g., licensing/accreditation, sanitation) into daily practice with school-age and youth.</p> <p>Identifies areas of growth with regard to mastering legal, regulatory, and ethical requirements of fulfilling the requirements of a practitioner in the SAYD field.</p>	<p>standards of supervision and safety guidelines (e.g., licensing/accreditation, sanitation) into daily practice with school-age and youth.</p>	<p>applicable governmental regulations, standards of supervision and safety guidelines (e.g., licensing/accreditation, sanitation) into daily practice with school-age and youth.</p>	<p>with school-age and youth.</p>	

Level 2—Yellow