

SAYD Personal & Professional Development Assessment (Level 4) Professional Assessment and Planning

SAYD Competencies	<p>SAYD PPD1: 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>SAYD PPD2: Fulfills the legal, regulatory, and ethical requirements of practitioners within the SAYD field.</p> <p>SAYD PPD3: Identifies the importance of and strategies designed to support ongoing professional development.</p> <p>SAYD PPD4: Utilizes reflection and a range of supports and strategies to support ongoing development as a professional within the SAYD field.</p>
Original Gateways SAYD Benchmarks	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
IPTS	1A, 1M, 2C, 2D, 3C, 3D, 3E, 3F, 3H, 3I, 3L, 3M, 3N, 4G, 4M, 5D, 5H, 5L, 7H, 9E, 9I, 9K, 9L, 10A, 10B, 10C, 10E, 10F, 10G, 10H, 11A, 11B, 11C, 11D, 11E, 11F, 11I, 11J, 11K, 11Q
NAA	1, 2, 4, 7, 8, 14, 17, 18, 23, 28, 29, 30, 31, 33–36, 78
COA	1.01, 1.02, 3.01, 3.02, 3.03, 3.04, 4.02, 4.06, 5.03, 5.05, 5.06, 8.02, 9.03, 10.01–10.03, 11.02, 13.01–13.07
ACT Now	1.3, 3.1–3.8, 5.4, 5.6, 7.1–7.3, 9.1, 10.3, 11.3, 11.4, 14.1–14.4, 15.4, 16.2, 16.3, 17.1–17.8, 18.1–18.6, 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, 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 give 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.
- 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.		
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. Based on your strengths and opportunities for growth identified above, create five action steps that you can take to support your growth and development as a SAY practitioner.

Goal Development

- 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.

SAYD Personal and Professional Development Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD PPD1: 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 lack 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>SAYD PPD2: 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,</p>	

SAYD Personal and Professional Development Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	<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>sanitation) into daily practice with school-age and youth.</p>	
<p>SAYD PPD3: Identifies the importance of and strategies designed to support ongoing professional development.</p>	<p>Identifies professional organizations, associations, publications, and online resources that contribute to the SAYD field.</p> <p>Describes the purpose of professional growth activities.</p> <p>Identifies options for professional growth activities.</p> <p>Develops a plan supportive on ongoing development and connections within the SAYD field.</p>	<p>Identifies professional organizations, associations, publications, and online resources that contribute to the SAYD field.</p> <p>Describes the purpose of professional growth activities.</p> <p>Identifies options for professional growth activities.</p>	<p>Identifies a limited number of professional organizations, associations, publications, and online resources that contribute to the SAYD field.</p> <p>Identifies professional growth activities.</p>	<p>Identifies professional organizations, associations, publications, and online resources that are not associated with the SAYD field.</p> <p>Provides an inaccurate description of the purpose of professional growth activities.</p> <p>Identifies activities that are unlikely to contribute to professional growth.</p>	

SAYD Personal and Professional Development Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD PPD4: Utilizes reflection and a range of supports and strategies to support ongoing development as a professional within the SAYD field.</p>	<p>Composes a philosophy of practice for working with school-age and youth</p> <p>Develops a professional development plan with targeted goals based on current levels of development and future aspirations.</p> <p>Engages in activities to enhance professional growth (e.g., mentors, coaches, professional associations), participation in professional organizations, consultation with colleagues, supervisors, and/or participants to gain multiple perspectives about one's performance; and reflection on current performance and progress towards stated goals.</p> <p>Utilizes research and evidence to support the development of a plan for continuously enhancing professional effectiveness through achievement of work objectives, career, and personal goals.</p>	<p>Composes a philosophy of practice for working with school-age and youth</p> <p>Develops a professional development plan with targeted goals based on current levels of development and future aspirations.</p> <p>Engages in activities to enhance professional growth (e.g., mentors, coaches, professional associations), participation in professional organizations, consultation with colleagues, supervisors, and/or participants to gain multiple perspectives about one's performance; and reflection on current performance and progress towards stated goals.</p>	<p>Develops a professional teaching philosophy.</p> <p>Develops a professional development plan based on current levels of development and future aspirations.</p> <p>Engages in activities to enhance professional growth.</p>	<p>Develops a professional teaching philosophy that is not reflective of evidence-based practice.</p> <p>Develops a professional development plan that is unlikely to support professional development in the SAYD field.</p> <p>Engages in activities that are unlikely to facilitate professional growth.</p>	

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