

SAYD Advocacy and Policy Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD AP1: Identifies the implications of public policy and advocacy with regard to professional practice.</p>	<p>Recognizes and is able to describe the education – public policy continuum.</p> <p>Describes the impact of advocacy of public policy on the daily lives of SAY and their families and on SAY programming,</p> <p>Articulates the role advocacy can play in public policy decisions.</p> <p>Uses research and policy to support connections to professional practice.</p>	<p>Recognizes and is able to describe the education – public policy continuum.</p> <p>Describes the impact of advocacy of public policy on the daily lives of SAY and their families and on SAY programming,</p> <p>Articulates the role advocacy can play in public policy decisions.</p>	<p>Identifies examples of the education – public policy continuum.</p> <p>Identifies examples of advocacy and public policy on the daily lives of SAY and their families and on SAY programming.</p> <p>Provides examples of the role advocacy can play in public policy decisions.</p>	<p>Provides inaccurate examples of the education – public policy continuum.</p> <p>Identifies inaccurate examples of advocacy and public policy on the daily lives of SAY and their families and on SAY programming,</p> <p>Provides inaccurate examples of the role advocacy can play in public policy decisions.</p>	
<p>SAYD AP2: Describes and demonstrates commitment to advocacy as an integral SAYD practitioner skill.</p>	<p>Identifies a range of advocacy strategies and their potential impact.</p> <p>Constructively challenges comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion, and understands that a non-response condones the actions.</p> <p>Employs practices to support school-age and youth empowerment (e.g. positive acknowledgement of the contributions and insights of school-age and youth, treating young people and their views with respect, and showing enthusiasm and support for the rights of school-age and youth).</p>	<p>Identifies a range of advocacy strategies and their potential impact.</p> <p>Constructively challenges comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion, and understands that a non-response condones the actions.</p> <p>Employs practices to support school-age and youth empowerment (e.g. positive acknowledgement of the contributions and insights of school-age and youth, treating young people and their views with respect, and showing enthusiasm and support for the rights of school-age and youth).</p>	<p>Identifies advocacy strategies.</p> <p>Identifies comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion, and understands that a non-response condones the actions.</p> <p>Identifies practices that support school-age and youth empowerment (e.g. positive acknowledgement of the contributions and insights of school-age and youth, treating young people and their views with respect, and showing enthusiasm and support for the rights of school-age and youth).</p> <p>Identifies components of a vision of practice with school-age, youth, and families that is</p>	<p>Identifies ineffective advocacy strategies.</p> <p>Engages in comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion.</p> <p>Fails to identify practices that support school-age and youth empowerment.</p> <p>Identifies components of a vision of practice with school-age, youth, and families that lacks culturally sensitivity.</p>	

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	<p>Illustrates a vision of practice with school-age, youth, and families that is culturally sensitive.</p> <p>Uses the evidence-base as a rationale for advocacy skills.</p>	<p>Illustrates a vision of practice with school-age, youth, and families that is culturally sensitive.</p>	<p>culturally sensitive.</p>		
<p>SAYD AP3: Advocates and promotes the rights of SAY and their families.</p>	<p>Participates in opportunities to advocate and/or lobby to further the field of school-age and youth practice.</p> <p>Reviews current research and information that addresses supports and opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes.</p> <p>Uses public policy and advocacy guidelines as a foundation of practice.</p>	<p>Participates in opportunities to advocate and/or lobby to further the field of school-age and youth practice.</p> <p>Reviews current research and information that addresses supports and opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes.</p>	<p>Identifies opportunities to advocate and/or lobby to further the field of school-age and youth practice.</p> <p>Identifies current research and information that addresses supports and opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes.</p>	<p>Does not participate or identify opportunities to advocate and/or lobby to further the field of school-age and youth practice.</p> <p>Identifies research and information that addresses is irrelevant to the needs of SAY.</p>	
<p>SAYD AP4: Utilizes experience, knowledge, and research to plan and lead positive change and advocacy through collaborative partnerships for SAY and families.</p>	<p>Identifies local political leaders, stakeholders, and systems that have influence on services for school-age and youth.</p> <p>Compares a variety of tools that may be used to conduct community strengths and needs assessment (e.g. Focus group interviews, public issues forum, data analysis, community survey questionnaire, interviews, and asset mapping).</p> <p>Compiles a functional network of individuals and organizations</p>	<p>Identifies local political leaders, stakeholders, and systems that have influence on services for school-age and youth.</p> <p>Compares a variety of tools that may be used to conduct community strengths and needs assessment (e.g. Focus group interviews, public issues forum, data analysis, community survey questionnaire, interviews, and asset mapping).</p> <p>Compiles a functional network of individuals and organizations</p>	<p>Identifies local political leaders, stakeholders, and systems that are relevant to the SAY field.</p> <p>Identifies tools that may be used to conduct community strengths and needs assessment (e.g. Focus group interviews, public issues forum, data analysis, community survey questionnaire, interviews, and asset mapping).</p> <p>Identifies individuals and organizations through the use of technology and personal connections.</p>	<p>Identifies local political leaders, stakeholders, and systems that are not relevant to the SAY field.</p> <p>Identifies tools that are not pertinent to community strengths and needs assessment.</p> <p>Identifies individuals and organizations who are not connected or relevant to the SAY field.</p>	

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	<p>identified as allies, resources, and partners through the use of technology and personal connections.</p> <p>Uses research as a foundation for advocacy efforts.</p>	<p>identified as allies, resources, and partners through the use of technology and personal connections.</p>			
<p>SAYD AP5: Facilitates the development of SAY and their families as advocates.</p>	<p>Facilitates opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p> <p>Expands opportunities for meaningful school-age and youth engagement in a variety of settings.</p> <p>Identifies current research and models to engage school-age and youth in community change (e.g. develops leadership capacity, develops motivation, provides sustained opportunities for involvement).</p> <p>Identifies strategies to support others in developing a leadership role.</p>	<p>Facilitates opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p> <p>Expands opportunities for meaningful school-age and youth engagement in a variety of settings.</p> <p>Identifies current research and models to engage school-age and youth in community change (e.g. develops leadership capacity, develops motivation, provides sustained opportunities for involvement).</p>	<p>Identifies opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p> <p>Identifies opportunities for meaningful school-age and youth engagement in a variety of settings.</p> <p>Identifies research and models to engage school-age and youth in community change (e.g. develops leadership capacity, develops motivation, provides sustained opportunities for involvement).</p>	<p>Identifies inaccurate or inappropriate opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p> <p>Identifies inaccurate or inappropriate opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p> <p>Identifies inaccurate or inappropriate research and models to engage school-age and youth in community change (e.g. develops leadership capacity, develops motivation, provides sustained opportunities for involvement).</p>	

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<p>SAYD AP6: Develops coordinated responses to existing and emerging challenges for school-age and youth and their families.</p>	<p>Compares key national, state, and local organizations, initiatives, and agencies responsible for identifying and monitoring the rights of school-age and youth.</p> <p>Assumes a leadership role when advocating for school-age and youth rights.</p> <p>Creates formal and informal educational opportunities about the rights of school-age and youth for staff, families, and community members (e.g. dialogue nights, intergenerational gatherings, and teachable/learnable moments)</p> <p>Develops a plan for communicating with local leaders/stakeholders, and joining with similar organizations to advocate for the interests of school-age, youth, and families.</p> <p>Identifies strategies to support others in their capacity to develop coordinated responses to existing and emerging challenges for school-age and youth and their families.</p>	<p>Compares key national, state, and local organizations, initiatives, and agencies responsible for identifying and monitoring the rights of school-age and youth.</p> <p>Assumes a leadership role when advocating for school-age and youth rights.</p> <p>Creates formal and informal educational opportunities about the rights of school-age and youth for staff, families, and community members (e.g. dialogue nights, intergenerational gatherings, and teachable/learnable moments)</p> <p>Develops a plan for communicating with local leaders/stakeholders, and joining with similar organizations to advocate for the interests of school-age, youth, and families.</p>	<p>Identifies key national, state, and local organizations, initiatives, and agencies responsible for identifying and monitoring the rights of school-age and youth.</p> <p>Identifies leadership skills needed to advocate for school-age and youth.</p> <p>Creates formal or informal educational opportunities about the rights of school-age and youth for staff, families, and community members.</p> <p>Develops components of a plan for communicating with local leaders/stakeholders, and joining with similar organizations to advocate for the interests of school-age, youth, and families.</p>	<p>Identifies key national, state, and local organizations, initiatives, and agencies who are not responsible for identifying and monitoring the rights of school-age and youth.</p> <p>Identifies leadership skills that are superfluous to advocating for school-age and youth.</p> <p>Creates limited formal or informal educational opportunities about the rights of school-age and youth for staff, families, and community members.</p> <p>Develops inaccurate components of a plan for communicating with local leaders/stakeholders.</p>	

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