

**SAYD Family & Community Relationships Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>SAYD FCR1:</b> Identifies contextual factors that influence families and the role of the practitioner in providing respectful, responsive supports.</p>	<p>Identifies privileges, rights, and obstacles that families and SAY encounter based on their family structure and context.</p> <p>Identifies strength-based, anti-bias practices (e.g. communication styles and skills, engagement strategies) that demonstrate respect for and responsiveness to family culture, language and structure.</p> <p>Identifies local organizations and opportunities that influence SAY services and present possibilities for partnership and collaboration</p> <p>Uses research to provide a rationale for the importance of respectful, responsive supports.</p>	<p>Identifies privileges, rights, and obstacles that families and SAY encounter based on their family structure and context.</p> <p>Identifies strength-based, anti-bias practices (e.g. communication styles and skills, engagement strategies) that demonstrate respect for and responsiveness to family culture, language and structure.</p> <p>Identifies local organizations and opportunities that influence SAY services and present possibilities for partnership and collaboration.</p>	<p>Identifies privileges, rights, or obstacles that families and SAY encounter.</p> <p>Partially identifies strength-based, anti-bias practices (e.g. communication styles and skills, engagement strategies) that demonstrate respect for and responsiveness to family culture, language and structure.</p> <p>Identifies local organizations and opportunities that influence SAY services.</p>	<p>Inaccurately identifies privileges, rights, and obstacles that families and SAY encounter based on their family structure and context.</p> <p>Uses a deficit lens when referring to family culture, language and structure.</p> <p>Identifies local organizations and opportunities that are not related to SAY services.</p>	
<p><b>SAYD FCR2:</b> Identifies the role of the community in influencing and supporting SAY and their families.</p>	<p>Recognizes that families live in a context of communities (e.g. geographic, micro, macro, blended).</p> <p>Identifies local organizations and opportunities that influence SAY services and present possibilities for partnership and collaboration.</p> <p>Provides an overview of the evidence-base supporting the importance of collaboration.</p>	<p>Recognizes that families live in a context of communities (e.g. geographic, micro, macro, blended).</p> <p>Identifies local organizations and opportunities that influence SAY services and present possibilities for partnership and collaboration.</p>	<p>Correctly identifies the context of communities.</p> <p>Identifies local organizations and opportunities that influence SAY services and present possibilities for partnership and collaboration.</p>	<p>Provides an inaccurate description of community and their influence on families.</p> <p>Identifies local organizations and opportunities that do not provide SAY services.</p>	
<p><b>SAYD FCR3:</b> Identifies and utilizes communication and collaboration strategies to strengthen SAY, SAY</p>	<p>Identifies and utilizes a wide range of communication strategies to engage SAY,</p>	<p>Identifies and utilizes a wide range of communication strategies to engage SAY, families,</p>	<p>Identifies a wide range of communication strategies to engage SAY, families, visitors, and</p>	<p>Utilizes communication strategies that serve to undermine SAY, families,</p>	

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<p>programs, family, and community connections.</p>	<p>families, visitors, and community members in the SAY program.</p> <p>Demonstrates collaboration skills to include listening/ communication, decision-making, goal setting, and conflict resolution.</p> <p>Participates in a range of community events relevant to SAY and family interests.</p> <p>Identifies strategies that promote family communication and collaboration skills.</p>	<p>visitors, and community members in the SAY program.</p> <p>Demonstrates collaboration skills to include listening/ communication, decision-making, goal setting, and conflict resolution.</p> <p>Participates in a range of community events relevant to SAY and family interests.</p>	<p>community members in the SAY program.</p> <p>Identifies collaboration skills to include listening/ communication, decision-making, goal setting, and conflict resolution.</p> <p>Identifies community events relevant to SAY and family interests.</p>	<p>visitors, and community members engagement in the SAY program.</p> <p>Demonstrates a lack of collaboration skills.</p> <p>Engages in behaviors lacking in professional disposition at community events relevant to SAY and family interests.</p>	
<p><b>SAYD FCR4</b> Collaborates with community organizations and allies to support and promote the positive developmental trajectories of SAY and their families.</p>	<p>Collaborates with local leaders/ stakeholders, and community organizations to advocate for the interests of school-age, youth, and families.</p> <p>Identifies and connects SAY and families to resources that are responsive to their unique needs.</p> <p>Empowers families to collaborate with key community institutions.</p>	<p>Collaborates with local leaders/ stakeholders, and community organizations to advocate for the interests of school-age, youth, and families.</p> <p>Identifies and connects SAY and families to resources that are responsive to their unique needs.</p>	<p>Communicates with local leaders/stakeholders and community organizations to advocate for the interests of school-age, youth, and families.</p> <p>Identifies resources that are responsive to the unique needs of SAY and families.</p>	<p>Identifies local leaders/ stakeholders and community organizations to advocate for the interests of school-age, youth, and families.</p> <p>Identifies resources that are not related to the needs of SAY and families.</p>	

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<p><b>SAYD FCR5:</b> Collaborates with SAY and families when creating programs, environments, and curriculum.</p>	<p>Collaborates with families, school-age, and youth to design activities that reflect, support, and are suited to the developmental strengths and opportunities for growth, abilities, interests, ages, languages, and cultures of school-age and youth.</p> <p>Draws on the backgrounds of school-age, youth, and families when creating programs, environments, and curriculum.</p> <p>Supports colleagues in developing collaboration skills.</p>	<p>Collaborates with families, school-age, and youth to design activities that reflect, support, and are suited to the developmental strengths and opportunities for growth, abilities, interests, ages, languages, and cultures of school-age and youth.</p> <p>Draws on the backgrounds of school-age, youth, and families when creating programs, environments, and curriculum.</p>	<p>Identifies strategies to collaborate with families, school-age, and youth to design activities that reflect, support, and are suited to the developmental strengths and opportunities for growth, abilities, interests, ages, languages, and cultures of school-age and youth.</p> <p>Draws on the backgrounds of school-age, youth, and families when creating programs, environments, or curriculum.</p>	<p>Designs activities that reflect, support, and are suited to the developmental strengths and opportunities for growth, abilities, interests, ages, languages, and cultures of school-age and youth in absence of collaboration with families, school-age, and youth.</p> <p>Creates programs, environments, and curriculum in absence of collaboration with families, school-age, and youth.</p>	
<p><b>SAYD FCR6:</b> Develops a professional plan for creating and maintaining collaborative relationships with families, schools, and community organizations.</p>	<p>Identifies evidence-based practices supportive of cultivating a range of professional relationships with families, schools, and community organizations.</p> <p>Develops a professional plan for creating collaborative relationships with families, schools, and community organizations.</p> <p>Supports colleagues in developing and implementing their professional plan.</p>	<p>Identifies evidence-based practices supportive of cultivating a range of professional relationships with families, schools, and community organizations.</p> <p>Develops a professional plan for creating collaborative relationships with families, schools, and community organizations.</p>	<p>Identifies practices supportive of cultivating a range of professional relationships with families, schools, or community organizations.</p> <p>Develops a professional plan for creating relationships with families, schools, and community organizations.</p>	<p>Applies practices inaccurately or engages in unprofessional relationships.</p> <p>Develops a professional plan that is incomplete or unlikely to attain desired goals.</p>	
<p><b>SAYD FCR7:</b> Collaborates with families and schools to support the unique needs of SAY, including participation in multidisciplinary teams and the</p>	<p>Collaborates with families and schools to support the unique needs of SAY, including participation in multidisciplinary teams and the Individual</p>	<p>Collaborates with families and schools to support the unique needs of SAY, including participation in multidisciplinary teams and the Individual</p>	<p>Communicates with families and schools to support the unique needs of SAY, including participation in multidisciplinary teams and the Individual</p>	<p>Engages in interactions with families and schools that undermine the needs of SAY.</p> <p>Demonstrates a lack of</p>	

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Individual Education Program process, as appropriate.	<p>Education Program process, as appropriate.</p> <p>Demonstrates collaborative skills when working with people in systems and institutions that affect school-age and youth.</p> <p>Identifies and implements strategies that support family partnership with key community institutions.</p>	<p>Education Program process, as appropriate.</p> <p>Demonstrates collaborative skills when working with people in systems and institutions that affect school-age and youth.</p>	<p>Education Program process, as appropriate.</p> <p>Demonstrates communication skills when working with people in systems and institutions that affect school-age and youth.</p>	<p>collaborative skills when working with people in systems and institutions that affect school-age and youth.</p>	

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<p><b>SAYD FCR8:</b> Designs and advocates for, in partnership with families and community-based organizations, appropriate services for SAY.</p>	<p>Develops behaviors, policies, materials/resources, processes, programs, and communication that are intentionally inviting for diverse school-age, youth, families, staff, and community members.</p> <p>Anticipates and accommodates the communication needs of families and community members through the use of technology and translation services.</p> <p>Discusses reasons, purpose, and strategies for collaborating with families and a multiplicity of community organizations.</p> <p>Supports families as advocates for supports, opportunities, and services for SAY.</p>	<p>Develops behaviors, policies, materials/resources, processes, programs, and communication that are intentionally inviting for diverse school-age, youth, families, staff, and community members.</p> <p>Anticipates and accommodates the communication needs of families and community members through the use of technology and translation services.</p> <p>Discusses reasons, purpose, and strategies for collaborating with families and a multiplicity of community organizations.</p>	<p>Develops behaviors, policies, materials/resources, processes, programs, and communication that are inviting for school-age, youth, families, staff, and community members.</p> <p>Anticipates the communication needs of families and community members through the use of technology and translation services.</p> <p>Identifies strategies for collaborating with families of community organizations.</p>	<p>Develops inaccurate or incomplete behaviors, policies, materials/resources, processes, programs, and communication for school-age, youth, families, staff, and community members.</p> <p>Uses technology and translation services that do not meet the needs of families and SAY.</p> <p>Identifies strategies that undermine collaboration with families and community organizations.</p>	
<p><b>SAYD FCR9:</b> Engages in strategies that are responsive to an identified SAY community need.</p>	<p>Identifies processes for creating collaborative partnerships around a common interest/need relevant to school-age and youth development work.</p> <p>Explains the concept of lobbying and the federal, state, and local limits on lobbying of non-profit organizations</p> <p>Participates in an education/advocacy campaign related to school-age and youth.</p> <p>Mentors SAY, families, and</p>	<p>Identifies processes for creating collaborative partnerships around a common interest/need relevant to school-age and youth development work.</p> <p>Explains the concept of lobbying and the federal, state, and local limits on lobbying of non-profit organizations</p> <p>Participates in an education/advocacy campaign related to school-age and youth.</p>	<p>Identifies strategies for creating collaborative partnerships around a common interest/need relevant to school-age and youth development work.</p> <p>Explains the concept of lobbying.</p> <p>Identifies education/advocacy campaigns related to school-age and youth.</p>	<p>Identifies inaccurate strategies for creating collaborative partnerships around a common interest/need relevant to school-age and youth development work.</p> <p>Provides an inaccurate explanation of the concept of lobbying.</p> <p>Inaccurately identifies education/advocacy campaigns related to school-age and youth.</p>	

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	colleagues in identifying and responding to community needs.				
<p><b>SAYD FCR10:</b> 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.</p>	<p>Identifies a variety of circumstances that encourage the development of a sense of community, such as: understanding one’s rights and responsibilities as a community member, development of routines, rituals, and rites-of-passage, and taking the time to develop relationships.</p> <p>Utilizes strategies to build and strengthen personal and community relationships.</p> <p>Scaffolds concepts to intentionally build skills in the areas of relationship building, community involvement, and financial literacy.</p> <p>Mentors SAY, families, and colleagues in cultivating meaningful community relationships.</p>	<p>Identifies a variety of circumstances that encourage the development of a sense of community, such as: understanding one’s rights and responsibilities as a community member, development of routines, rituals, and rites-of-passage, and taking the time to develop relationships.</p> <p>Utilizes strategies to build and strengthen personal and community relationships.</p> <p>Scaffolds concepts to intentionally build skills in the areas of relationship building, community involvement, and financial literacy.</p>	<p>Identifies circumstances that encourage the development of a sense of community, such as: understanding one’s rights and responsibilities as a community member, development of routines, rituals, and rites-of-passage, and taking the time to develop relationships.</p> <p>Utilizes limited strategies to build and strengthen personal and community relationships.</p> <p>Identifies concepts to intentionally build skills in the areas of relationship building, community involvement, and financial literacy.</p>	<p>Engages in interactions that undermine a sense of community.</p> <p>Utilizes strategies that weaken personal and community relationships.</p> <p>Engages in interactions that impede relationship building, community involvement, and financial literacy.</p>	

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