

Credential AREA: Early Childhood Credential (Level 2)
TOPIC: FCR Domain-Specific Assessment Example
Family/ Practitioner Interviews

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed	Competency Alignment			
	NAEYC Standards (Draft 2020)	NAEYC Competencies (Draft 2020)	IPTS (2013)	InTASC (2019)
ECE FCR1: Outlines the role and influence of families and communities on children’s development, learning, and the early childhood setting.	1c, 2a	1c-LVL1-1 & 2, 2a-LV1-1-3 & 5	1C, 1E, 8A	10(l), 10(m)
ECE FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education	2a, 2b	2a-LVL2-2, 2b-LV1-1-3	8B, 8D, 8E, 8F, 8H, 8I	10(m), 10(n)
ECE FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.	2a, 2b	2a-LVL1-4, 2a-LVL3-1, 2b-LVL1-4 & 5	8Q, 8R, 9I, 9Q	10(d), 10(i)

II. Assessment Task Description/ Directions

In this assessment, you will interview the family member of a young child and an early childhood practitioner. The goal of these interviews is to gather information that will be useful in the development of a Family Engagement Plan. This assessment is designed to provide you with opportunities to demonstrate competencies in outlining how to support families through culturally- and linguistically-responsive communication and strengths-based collaboration strategies that engage families in assessment, curricular planning, and goal setting. This assessment consists of three parts outlined below.

Part 1: Articulate the Role of Families & Communities

Outline the role and influence of families and communities on children’s development, learning, and the early childhood setting. Additionally, explain the role of the early childhood professional in facilitating this impact. Include the roles of culture, language, family composition, disability, etc.

Part 2: Family Interview

Interview Preparation

- Select a family with a child between the ages of birth and eight. You must choose a family that has a different cultural and linguistic background than your own. The goal of the interview is to engage in a conversation for you to learn *from* the family, rather than simply *about* the family.
- Develop a plan for engaging the family in this conversation. Your plan should include how you will contact the family, gain their permission, your conversations starters, questions you plan to pose, and how you will record information from the conversation, etc.
- Provide a rationale for your selected conversation/ questioning strategy and actual choice of questions. Use the Post-Interview Reflection topics as a guide.
- Have the full plan (bullets 1-3 above, including selection of the family) approved by your course instructor before beginning
- Conduct your interview being mindful of your approved plan

Technology Option:
- video/audio record
for future use

Post-Interview Reflection

This can take a variety of formats including a written paper, discussion, or presentation, etc. This may vary based on student population and instructor preference.

Using your notes, recordings, reflections, etc., describe the family by including the following information:

- What do you see as this family's strengths?
- What did you learn about this family's culture?
- What did you learn about this family in terms of language and communication preferences?
- What did you learn about this family's goals, hopes and dreams for their child?
- How could the information you gained in this interview support your ability to facilitate the development and learning of this family's child?

Part 3: Practitioner Interview (early childhood teacher or director)

Interview Preparation

- Schedule an interview with a teacher, family support person, or director from a Head Start or early childhood program in your area
- Familiarize yourself with the suggested interview questions (see below). The focus of your interview is on identifying family engagement policies and practices within the early childhood program/classroom/school.

Suggested Interview Questions:

- What strategies do you use to communicate with families within your program/classroom/school?
- What areas of your program do you encourage family engagement and collaboration in?
- What specific procedures do you have in your program/school that help you gain information from families about their children? What information do you gather? How do you use this information within your program?

- What strategies do you use to engage families as team members?
- What do you feel are the biggest barriers in working with families? How do you work to overcome these barriers?

Post Interview Reflection

- Summarize the answers to the above interview questions
- Evaluate the practitioner/ teacher and program/ school strengths in terms of the following:
 - Communication strategies employed: Is communication mostly one-way (teacher to parents)?
 - Collaboration strategies employed: Are there strategies that encourage parents to provide information to teachers for use in programming?
 - Describe any of the following areas in which parents were involved in planning:
 - Classroom activities
 - Assessment
 - Curricular planning
 - Policy making
 - Cultural and linguistic responsiveness of family engagement and communication and collaboration strategies
 - Practices used to gain information about children via families, and how this information is used within the program
- Based on your evaluation, what do you see as opportunities for growth in each of the following areas:
 - Communication and collaboration
 - Family engagement strategies
 - Cultural and linguistic responsiveness of family engagement and communication and collaboration strategies
 - Practices used to gain information about children via families, and how this information is used within the program

Technology Option:
 - video/audio record
 for future use

III. Assessment Rubric

ECE Family & Community Resources Level 2 Master Rubric				
Competency	Competent			Unable to Assess
	Checklist Criteria			
FCR1: Outlines the role and influence of families and communities on children's development,		ways communities influence children's development and learning and the early childhood setting		
		ways family structure influence children's development and learning and the early childhood setting		
		ways social backgrounds influence children's development and learning and the early childhood setting		

learning, and the early childhood setting NAEYC: 1c, 2a (1c-LVL1-1 & 2, 2a-LV1-1-3 & 5) IPTS: 1C, 1E, 8A InTASC: 10(l), 10(m)		ways cultural backgrounds influence children's development and learning and the early childhood setting	
		ways linguistic backgrounds influence children's development and learning and the early childhood setting	
		how early childhood practitioners, families, and communities can partner to support children's healthy development and learning	
Competency	Competent		Unable to Assess
	Checklist Criteria		
FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education Possible Codes: N = names, P = provides example of NAEYC: 2a, 2b (2a-LVL2-2; 2b-LV1-1-3) IPTS: 8B, 8D, 8E, 8F, 8H, 8I InTASC: 10(m), 10(n)		written communication strategies that respect unique communication styles	
		written communication strategies that respect, home language	
		written communication strategies that respect family communication preferences	
		verbal communication strategies that respect unique communication styles	
		verbal communication strategies that respect, home language	
		verbal communication strategies that respect family communication preferences	
		ways to encourage meaningful and sustained collaboration and connection with families designed to support engagement in their child's care and education	
Competency	Competent		Unable to Assess
	Checklist Criteria		
FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices		the importance of understanding family strengths in providing culturally responsive practice	
		the importance of understanding family expectations in providing culturally responsive practice	
		the importance of understanding family values in providing culturally responsive practice	

Possible Codes: N = names, P = provides examples of, M = models NAEYC: 2a, 2b (2a-LVL1-4; 2a-LVL3-1; 2b-LVL1-4; 2b- LVL1-5) IPTS: 8Q, 8R, 9I, 9Q InTASC: 10(d), 10(i)		the importance of understanding family child-rearing practices in providing culturally responsive practice	
		practices that are strength-based	
		practices that are respectful	
		practices that are culturally responsive	

Yellow = Level 2

IV. Data Collection & Analysis Tool

Competency & Standards Alignment					Cumulative Assessment Data				
Competency	NAEYC Stand. (Draft 2020)	NAEYC Comp. (Draft 2020)	IPTS (2013)	InTASC (2019)	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
ECE FCR1: Outlines the role and influence of families and communities on children’s development, learning, and the early childhood setting.	1c, 2a	1c-LVL1-1 & 2, 2a-LV1-1-3 & 5	1C, 1E, 8A	10(l), 10(m)					
ECE FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children’s care and education	2a, 2b	2a-LVL2-2, 2b-LV1-1-3	8B, 8D, 8E, 8F, 8H, 8I	10(m), 10(n)					
ECE FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.	2a, 2b	2a-LVL1-4, 2a-LVL3-1, 2b-LVL1-4 & 5	8Q, 8R, 9I, 9Q	10(d), 10(i)					