

Credential AREA: Early Childhood Credential (Levels 2-5)
TOPIC: FCR Stackable Domain-Specific Assessment Example
Family Collaboration Plan

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 FCR4: Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families	2c	2c-LVL1-1 & 2, 2c-LVL2-1	1L, 3F, 8E, 8T	1(c), 1(i), 3(a), 3(c), 4(d), 7(m), 10(e), 10(q)
ECE FCR5: Describes culturally and linguistically responsive communication and collaboration strategies, which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting	2b, 3d	2b-LVL2-4, 3d-LVL1-1 & 2, 3d-LVL2-1, 3d-LVL2-3	7P, 7R, 8F, 8H, 8I, 9M, 9N	1(c), 1(k), 3(a), 3(c), 3(q), 6(c), 10(g), 10(m), 10(q)
ECE FCR6: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals	2b	2b-LVL2-1, 2b-LVL2-2-4	7O, 7P, 7Q, 7R, 8F, 8H, 8L, 8M, 8P, 8Q, 9M, 9N	1(c), 3(a), 3(c), 6(c), 7(o), 10(b), 10(c), 10(d), 10(g), 10(m), 10(q)
ECE FCR7: Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members	2b, 2c, 3d, 6a	2b-LVL3-1, 2c-LVL3-2, 3d-LVL3-2, 6a-LVL1-4	7O, 7P, 7Q, 7R, 8F, 8H, 8I, 8J, 8L, 8M, 8O, 8P, 8Q, 8S, 9F, 9J, 9L, 9M, 9N, 9P, 9Q	1(c), 3(a), 3(c), 6(c), 7(e), 9(d), 10(b), 10(c), 10(d), 10(g), 10(j), 10(k), 10(m), 10(o), 10(q)

II. Assessment Task Description/ Directions

To address competencies for Levels 2-5: Drawing from your understanding of the role and influence of families and communities on children’s development, learning, the early childhood setting, and the role of the early childhood professional in facilitating this impact, create a comprehensive family-school collaboration plan. Include both school/ center-wide and classroom strategies that stem from an authentic collaborative perspective. Incorporate effective uses of technology that will appropriately engage diverse families. The plan must demonstrate your understanding of how to implement effective strategies for building and leading teams to collaborate effectively with professional colleagues, students, parents or guardians, and community members to foster the cognitive, linguistic, physical, and social and emotional development of your students/ children.

Technology Option:
- Use a website format to develop the plan.
- Use a hyperlinked document to develop the plan
- Embed videos throughout the plan to show reflection

The plan should include a comprehensive accompanying narrative within each section that provides both the rationale for the use of each strategy that articulates how it promotes authentic collaboration with families and incorporates culturally and linguistically responsive practice.

Regardless of organizational structure of the project (example given below) or classroom setting, the one-year plan must include:

- Ways to promote meaningful connections among families and community resources
- Culturally- and linguistically-responsive practices that are supportive of family development and promote culturally sensitive expectations for children’s development and learning
- Specific strategies you will implement to encourage collaboration at the classroom and center/ school levels with other team members and ECE professionals
- Strategies you will utilize to gain information from families, and how this information will be used to inform child and family goals
- Specific strategies you will use to involve families as team members in meaningful and consistent ways in the assessment process, and how this information will be used to inform children’s goals

Example format using the ISBE Family Engagement Framework (<https://www.isbe.net/Documents/fe-guide.pdf>):

- Developing a Family Engagement System
 - specific strategies + supporting explanation
- Building a Welcoming Environment
 - specific strategies + supporting explanation
- Enhancing Communication
 - specific strategies + supporting explanation
- Including Parents in Decision Making
 - specific strategies + supporting explanation

To address competencies from Level 5, also...

- Add to the first paragraph: “The plan must include opportunities for families and team members to be involved in the development of procedures, plans, and policies for the classroom.”
- The one-year plan must also include:
 - o Strategies you will utilize to gain information from families, and how this information will be used to inform child and family goals

Technology Option:
 - 4 steps to a strategic plan:
<https://onstrategyhq.com/resources/strategic-planning-process-basics/>

III. Assessment Rubric

ECE Family & Community Resources Levels 2-5 Master Rubric			
Competency	Competent		Unable to Assess
	Checklist Criteria		
FCR1: Outlines the role and influence of families and communities on children’s development, 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 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	
		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		
FCR4: Identifies, selects, and promotes meaningful connections to community resources		identifies community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families	

<p>that are responsive to the unique strengths, priorities, concerns and needs of young children and their families</p> <p>NAEYC: 2b, 2c (2b-LVL1-4; 2b-LVL1-5); IPTS: 1L, 3F, 8E, 8T InTASC: 1(c), 1(i), 3(a), 3(c), 4(d), 7(m), 10(e), 10(q)</p>		<p>selects community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families</p>	
		<p>supports families in engaging with community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families</p>	
<p>Competency</p>	<p>Competent</p>		<p>Unable to Assess</p>
	<p>Checklist Criteria</p>		
<p>FCR5: Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting</p> <p>Possible Codes: I = identifies, P = provides examples of</p> <p>NAEYC: 2b, 3d (2b-LVL2-4, 3d-LVL1-1 & 2, 3d-LVL2-1, 3d-LVL2-3) IPTS: 7P, 7R, 8F, 8H, 8I, 9M, 9N InTASC: 1(c), 1(k), 3(a), 3(c), 3(q), 6(c), 10(g), 10(m), 10(q)</p>		<p>culturally responsive communication strategies that facilitate culturally sensitive expectations for children’s development and learning</p>	
		<p>linguistically responsive communication strategies that facilitate culturally sensitive expectations for children’s development and learning</p>	
		<p>culturally responsive collaboration strategies that facilitate culturally sensitive expectations for children’s development and learning</p>	
		<p>linguistically responsive collaboration strategies that facilitate culturally sensitive expectations for children’s development and learning</p>	
		<p>strategies that promote family engagement in goal setting related to concerns and challenges</p>	
		<p>strategies that promote family engagement in assessment related to concerns and challenges</p>	
		<p>strategies that promote family engagement in problem-solving related to concerns and challenges</p>	

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p>FCR6: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child, family, and program goals</p> <p>NAEYC: 2b (2b-LVL2-1, 2b-LVL2-2-4) IPTS: 7O, 7P, 7Q, 7R, 8F, 8H, 8L, 8M, 8P, 8Q, 9M, 9N InTASC: 1(c), 3(a), 3(c), 6(c), 7(o), 10(b), 10(c), 10(d), 10(g), 10(m), 10(q)</p>	<p>Selects culturally and linguistically appropriate procedures designed to gather information from families that includes holistic consideration of child and family strengths, priorities, concerns, and needs</p> <p>Integrates information gathered from children and families into child, family and program goals in way supportive of ongoing development and learning</p> <p>Makes suggestions for procedural adaptation based on feedback gathered and ongoing assessment</p>	<p>Selects culturally and linguistically appropriate procedures designed to gather information from families that includes holistic consideration of child and family strengths, priorities, concerns, and needs</p> <p>Integrates information gathered from children and families into child, family, and program goals in way supportive of ongoing development and learning</p>	<p>Selects procedures designed to gather information from families that provides child and family profile</p> <p>Integrates information gathered from children and families into child and family goals</p>	<p>Uses procedures to gather information from families</p>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess

<p>FCR7: Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members</p> <p>NAEYC: 2b, 2c, 3d, 6a (2b-LVL3-1, 2c-LVL3-2, 3d-LVL3-2, 6a-LVL1-4)</p> <p>IPTS: 7O, 7P, 7Q, 7R, 8F, 8H, 8I, 8J, 8L, 8M, 8O, 8P, 8Q, 8S, 9F, 9J, 9L, 9M, 9N, 9P, 9Q</p> <p>InTASC: 1(c), 3(a), 3(c), 6(c), 7(e), 9(d), 10(b), 10(c), 10(d), 10(g), 10(j), 10(k), 10(m), 10(o), 10(q)</p>	<p>Creates assessment procedures and plans that engage families as team members in the assessment process</p> <p>Procedures and plans described include child and program goals derived from family-practitioner collaboration</p> <p>Focus of procedures and plans includes securing active, confident, consistent engagement of families in the assessment process</p>	<p>Creates assessment procedures and plans that engage families as team members in the assessment process</p> <p>Procedures and plans described include child and program goals derived from family-practitioner collaboration</p>	<p>Creates assessment procedures and plans</p> <p>Procedures and plans described include child and program goals</p>	<p>Creates assessment procedures and plans that do not accurately reflect children's development and learning</p>	
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Yellow = Level 2

Green = Level 3

Blue = Level 5

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
<p>ECE FCR1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting</p>	1c, 2a	1c-LVL1-1 & 2, 2a-LV1-1-3 & 5	1C, 1E, 8A	10(l), 10(m)					
<p>ECE FCR4: Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families</p>	2c	2c-LVL1-1 & 2, 2c-LVL2-1	1L, 3F, 8E, 8T	1(c), 1(i), 3(a), 3(c), 4(d), 7(m), 10(e), 10(q)					

<p>ECE FCR5: Describes culturally and linguistically responsive communication and collaboration strategies, which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting</p>	2b, 3d	2b- LVL2-4, 3d- LVL1-1 & 2, 3d- LVL2-1, 3d- LVL2-3	7P, 7R, 8F, 8H, 8I, 9M, 9N	1(c), 1(k), 3(a), 3(c), 3(q), 6(c), 10(g), 10(m), 10(q)					
<p>ECE FCR6: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals</p>	2b	2b- LVL2-1, 2b- LVL2-2-4	7O, 7P, 7Q, 7R, 8F, 8H, 8L, 8M, 8P, 8Q, 9M, 9N	1(c), 3(a), 3(c), 6(c), 7(o), 10(b), 10(c), 10(d), 10(g), 10(m), 10(q)					
<p>ECE FCR7: Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members</p>	2b, 2c, 3d, 6a	2b- LVL3-1, 2c- LVL3-2, 3d- LVL3-2, 6a- LVL1-4	7O, 7P, 7Q, 7R, 8F, 8H, 8I, 8J, 8L, 8M, 8O, 8P, 8Q, 8S, 9F, 9J, 9L, 9M, 9N, 9P, 9Q	1(c), 3(a), 3(c), 6(c), 7(e), 9(d), 10(b), 10(c), 10(d), 10(g), 10(j), 10(k), 10(m), 10(o), 10(q)					