

Credential AREA: Family Child Care Credential (Level 2)
TOPIC: Family Child Care Environment Management (FCEM) Domain-Specific Assessment Example
Environmental and Interactional Scans

I. Assessment Competency & Standard Alignment

Gateways Competencies Assessed
FCEM1: Identifies and describes materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the child care day and family members to eat, relax, or work as desired during evenings and weekends
FCEM2: Explains routines and schedules for transitioning between different uses of family child care spaces at different times of the day
FCEM3: Describes and explains the social environment of family child care to build a program community where children and families feel a sense of group belonging where they are nurtured and appreciated
FCEM4: Chooses and organizes materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to eat, relax, or work as desired during evenings and weekends.
FCEM 5: Develops routines and schedules for transitioning between different uses of family child care spaces at different times of the day
FCEM6: Identifies selection and incorporation guidelines and procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*

II. Assessment Task Description/ Directions

Pre-requisites:

In order for the student to be successful in completing this assignment, he or she must have the following background information, understanding, and skills:

- Must know characteristics of high quality child care environments and how the environment impacts the child’s overall growth and development.
- Must have knowledge of IL DCFS requirements for licensed family child care homes.

Technology Option:
 - Example videos:
 - <https://www.childcareaware.org/videos/>
 - <https://www.youtube.com/watch?v=uya2Pw0vcCo>
 - <https://www.youtube.com/watch?v=yaq5PSARvIE>
 or videos on the YouTube channel “Home Child Care Trainers”

- Must have knowledge of developmentally appropriate practices as defined by NAEYC.
- Must be able to observe and spontaneously record “objective” detailed notes.

It is recommended that in-class videos depicting family child care environments be used to provide students with practice in writing objective notes and summaries describing “sense data”; and to give them guidance and practice in responding to the observation questions for meaningful data analysis. Videos can also be used to show students examples of high-quality family child care environments.

Description of the assessment:

For this assignment, you will compare and contrast environments and interactions in family child care homes. The goals of this assignment include assessing your competencies in describing the characteristics and practices of high quality child care home environments. During your observations you will be making detailed notes related to the physical environment, the social environment/interactions, and use of technology.

It is required that you conduct two family child care observations (90 minutes each). These observations should take place in DCFS licensed family child care homes. **Students who are currently working as home child care providers will observe and evaluate their own program and one other family child care home. When observing and analyzing your own home environment and interactions with children it is recommended that you video record yourself and take notes while watching the video.**

This assessment applies to Levels 2-4 in the Parts 1 and 2 of the content area Environment Management. The assessment is in five parts. Parts 1 – 3 assess the competencies at Level 2; Part 4 assesses the competencies for Level 3; and Part 5 assesses competency at Level 4.

In Part 1, you will conduct an environmental scan. In Part 2, you will describe interactions. Following your observations, in Part 3 you will write a summary of the data collected in Parts 1 & 2 responding to the questions provided. In Part 4, which is your Post-Reflection, you will analyze the data identifying strengths, weaknesses, and recommendations for enhancing the learning environments observed. Questions will be provided to guide your analysis. **In Part 5, if you are a family child care home provider, discuss how you will apply the information that you have learned to your own family child care business. If you are not a family child care home provider, discuss how you would apply this information to your future business.**

**Technology Option:
- Video/ audio record
options**

Prior to your observations:

- Call and schedule your family child care site observation. The observation should take place in an established, licensed child care home.
- You should plan 90 minutes total for each observation (30 minutes for the environmental scan and 60 minutes to describe interactions).

- When setting up your observations, explain to the family child care provider that you will be taking notes on the organization of the environment and then observing interactions in the family child care home. Be sure to arrange a time when different interactions will be observable (i.e. not nap time).

Level 2 Assessment (Part 1-3)

Part 1: Environmental Scan (recommendation: approximately 30 Minutes)

- Upon your arrival, introduce yourself to the family child care provider and work with her/him to choose a location to observe from where you will not hinder activities.
- Ask the provider if it is possible to obtain a copy of the daily schedule. If this is not possible, write the schedule down.
- During the 30-minute environmental scan, develop a diagram of the home child care design. Take notes on features and aspects of the physical environment. Include in your notes the following:
 - Details on signage, labeling, and organizational strategies that are used within the environment to help children navigate and self-regulate.
 - Characteristics of the learning environment that support or impede collaboration
 - Characteristics of the learning environment that support or impede creativity and exploration
 - Ways in which the physical and social environment reflects cultural responsiveness
 - Specific organizational strategies that manage the home/life/family child care shared space dynamic
 - How technology is utilized for children (limitations, uses, safety precautions) as well as how technology is used as a management/ business tool for the site.

Technology Option:
- Complete on an iPad or handheld device

Part 2: Describe Interactions (recommendation: approximately 60 Minutes)

- Create a chart (see attached example) prior to your visit that will allow you to collect interaction samples and data for specific periods of time during the 60-minute period.
- To begin your observation, provide an overall description of the following:
 - Number of children in the setting.
 - Number of adults in the setting.
 - Activities occurring during the observation time period
 - Interaction strategies used, including verbal communication and guidance strategies
 - Other relevant information (whether families were in the room, how children responded to strangers, etc.)
- For the 60-minute period focus specifically in on interactions collecting the following information:
 - A description of the interaction you observed (can include quotes)
 - The location of the interaction
 - Reason for the interaction
 - Duration of the interaction
 - Interaction type (Adult to child; Child to Adult; Child to child; Child to environment)

Technology Option:
- Chart can be put in an electronic format

Part 3: Observation Summary

Your Observation Summary is based on Parts 1 and 2 of your assessment. For each child care site provide an objective summary describing what you observed (sense data). Discuss how these two homes were alike and how they were different. Based on your observations, what do you consider to be the strengths and opportunities for improvement for each environment? Your Part 3 observation summary should include:

Technology Option:
- Video/audio record options

- A one-page summary of the environmental scans for each observation site. (Attach your diagram and daily schedule for each site).
- A one-page summary of interactions observed at each site. (Attach your completed observation charts for each site).
- An overview of strengths and opportunities for improvement for each site.

***It is recognized that some students will be already working as a family child care providers while others will not. Therefore, students will always be given two options for demonstrating their professional application of knowledge.**

****It is recognized that it will most likely be a challenge for a student already working as a family child care provider to take time off work to visit two other homes. Therefore, the assignment was modified to require that the working student analyze their own home environment and make arrangement to observe one other family child care home to see how it is set-up and operated.**

III. Assessment Rubric

FCC Family Child Care Management Master Rubric					
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
FCEM1: Identifies and describes organizational and use practices for materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members	Supports and models organizational and use practices for materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to	Identifies and describes organizational and use practices for materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to	Attempts to identify flexible organizational and use practices for materials, furniture and space in the family child care environment	Describes organizational and use practices for materials, furniture and space in the family child care environment that do not allow children of different ages to play and explore safely during the childcare day and/or hinder family members	

to eat, relax, or work as desired during evenings and weekends	eat, relax, or work as desired during evenings and weekends	eat, relax, or work as desired during evenings and weekends		from eating, relaxing, or working as desired during evenings and weekends	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
FCEM2: Explains routines and schedules for transitioning between different uses of family child care spaces at different times of the day	Describes and provides examples of routines and schedules for transitioning between different uses of family child care spaces at different times of the day	Describes routines and schedules for transitioning between different uses of family child care spaces at different times of the day	Attempts to explain routines and schedules for transitioning between different uses of family child care spaces at different times of the day	Describes inconsistent routines and/or schedules for transitioning between different uses of family child care spaces at different times of the day	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
FCEM3: Describes and explains the social environment of family child care as a program community where children and families feel a sense of group belonging where they are nurtured and appreciated	Promotes and supports the social environment of family child care as a program community where children and families feel a sense of group belonging where they are nurtured and appreciated	Describes and explains the social environment of family child care as a program community where children and families feel a sense of group belonging	Describes the social environment of family child care as a program community	Does not include or value program community and providing children and families a sense of group belonging in describing and supporting the social environment of family child care	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
FCEM4: Chooses and organizes materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to eat, relax, or work as	Advocates and models organizational and use practices for materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to	Chooses and implements organizational and use practices for materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to	Attempts to choose flexible organizational and use practices for materials, furniture and space in the family child care environment	Chooses organizational and use practices for materials, furniture and space in the family child care environment that do not allow children of different ages to play and explore safely during the childcare day and/or hinder family members	

desired during evenings and weekends	eat, relax, or work as desired during evenings and weekends	eat, relax, or work as desired during evenings and weekends		from eating, relaxing, or working as desired during evenings and weekends	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
FCEM5: Develops routines and schedules for transitioning between different uses of family child care spaces at different times of the day	Models and encourages routines and schedules for transitioning between different uses of family child care spaces at different times of the day	Creates routines and schedules for transitioning between different uses of family child care spaces at different times of the day	Attempts to create routines and schedules for transitioning between different uses of family child care spaces at different times of the day	Creates inconsistent routines and/or schedules for transitioning between different uses of family child care spaces at different times of the day	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
FCEM6: Identifies selection and incorporation guidelines and procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*	Justifies and encourages selection and incorporation guidelines and procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*	Names and explains selection and incorporation guidelines and procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*	Names some procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures	Cannot identify selection and incorporation guidelines and procedures for utilizing technology in the family child care environment or describes procedures, content or limits that are unsafe, not secure, and developmentally inappropriate for the age group served	

Yellow = Level 2

IV. Data Collection & Analysis Tool

Competency & Standards Alignment	Cumulative Assessment Data				
	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable To Assess
FCEM1: Identifies and describes materials, furniture and space in the family child care environment that allow children of different ages to play					

and explore safely during the child care day and family members to eat, relax, or work as desired during evenings and weekends.					
FCEM2: Explains routines and schedules for transitioning between different uses of family child care spaces at different times of the day.					
FCEM3: Describes and explains the social environment of family child care to build a program community where children and families feel a sense of group belonging where they are nurtured and appreciated					
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FCEM 5: Develops routines and schedules for transitioning between different uses of family child care spaces at different times of the day					
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