

Credential AREA: Family Child Care Credential (Levels 2-4)

TOPIC: Family Child Care Environment Management (FCEM) Domain-Specific Stackable 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*
FCEM7: Chooses developmentally appropriate technology for use in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*
FCEM8: Chooses appropriate recordkeeping, communication and management technology tools for use in the family child care environment which are safe, secure, and accessible
FCEM9: Creates a 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

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

Technology Option:
- Example videos:
- <https://www.childcareaware.org/videos/>
- <https://www.youtube.com/watch?v=uYa2PwOvcCo>
- <https://www.youtube.com/watch?v=yaq5PSARVIE>
or videos on the YouTube channel "Home Child Care Trainers"

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.

Parts 1 and 2 of your assignment include your observations. 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

Technology Option:
- Complete on an iPad or handheld device

- 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.

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:

- 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.

Technology Option:
- Video/ audio record options

Level 3 Assessment (Part 4)

Part 4: Post-Reflection

Your Post-Reflection requires that you reflect on data collected in your observations and suggest adaptations to the environments you observed. For your Post-Reflection, **respond to each of the following:**

- What was your overall assessment of the environments observed in terms of their ability to support positive behavioral and developmental outcomes? Identify specific environmental strengths and opportunities to improvements.
- What strengths and opportunities did you observe within the environment related to fostering trusting relationships with children and their families?
- Describe culturally and individually responsive strategies observed within each of the environments. In addition to strategies observed, identify opportunities, if applicable. How can strategies be adapted in ways that are respectful of personality and temperament?
- How specifically was technology utilized (or not) in the environments you observed?
- Based on your responses to each of the questions above, how effective do you feel each of the environments you observed within were in terms of supporting the healthy development and learning of young children, including
 - encouraging active, creative exploration,
 - promoting children's positive interactions with others,
 - supporting self-regulation,
 - supporting health social and emotional development,
 - supporting access and participation; and
 - promoting positive behaviors.
- What would you **suggest in terms of environmental adaptations or changes to the learning environment** overall to enhance the learning community and ensure that the diverse development and learning needs of each and every child is enhanced?

Technology Option:
- Video/audio record options

Level 4 Assessment (Part 5)

Part 5: Professional Application

***If you currently have a family child care setting, or when considering your future setting,** what recommendations do you have (considering what you have observed and learned for:

- Setting up your environment
- Logistically providing for shared family child care, and home/life spaces.
- Meeting the developmental needs of children through environmental and interaction strategies.
- Involving, including and engaging families in culturally respectful and substantive ways.
- Using technology in appropriate, safe, positive ways.

Technology Option:
- Video/audio record options

For each of your recommendations, **create a specific plan of action for implementing these principles in your family child care environment.**

***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 visits 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 to eat, relax, or work as desired during evenings and weekends	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 eat, relax, or work as desired during evenings and weekends	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 eat, relax, or work as desired during evenings and weekends	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 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 desired during evenings and weekends	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 eat, relax, or work as desired during evenings and weekends	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 eat, relax, or work as desired during evenings and weekends	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 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	Justifies and encourages	Names and explains	Names some procedures	Cannot identify selection	

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*	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*	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*	for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures	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	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
FCEM7: Chooses developmentally appropriate technology for use in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*	Models and promotes 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*=-	Selects and implements 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*	Selects some procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures	Cannot select procedures for utilizing technology in the family child care environment or selects procedures, content or limits that are unsafe, not secure, and developmentally inappropriate for the age group served	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
FCEM8: Chooses appropriate recordkeeping, communication and management technology tools for use in the family child care environment which are safe, secure, and accessible	Exemplifies and advocates appropriate recordkeeping, communication and management technology tools for use in the family child care environment which are safe, secure, and accessible	Selects and implements appropriate recordkeeping, communication and management technology tools for use in the family child care environment which are safe, secure, and accessible	Selects technology tools for use in the family child care environment which are minimally safe and secure	Selects and/or implements recordkeeping, communication and management technology tools for use in the family child care environment which are unsafe, not secure, and/or in accessible	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to

					Assess
FCEM9: Creates a 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	Models and promotes a 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	Builds and supports a 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	Builds a social environment of family child care to build a program community where children and families feel a sense of group belonging	Neglects or hinders the social environment of family child care which negatively impacts program community and/or creates an environment where children and families do not feel valued and included	

Yellow = Level 2

Green = Level 3

Orange = Level 4

IV. Data Collection & Analysis Tool

Competency & Standards Alignment Competency	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					
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*					

FCEM7: Chooses developmentally appropriate technology for use in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*					
FCEM8: Chooses appropriate recordkeeping, communication and management technology tools for use in the family child care environment which are safe, secure, and accessible					
FCEM9: Creates a 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					