

Family Specialist Health, Safety & Wellness Master Rubric

Competency	Competent		Unable to Assess
	Checklist Criteria		
HSW1: Identifies factors within family, neighborhood and community environments that support or impede the health, safety and well-being of the family and its individual members Possible Codes: N = names, P = provides example of, D = describes		density (dwelling units per acre)	
		economic, social, and ethnic diversity	
		crime rates and security from crime	
		air and water quality	
		functional attributes supporting day-to-day living (i.e. residential, commercial, or mixed-uses)	
		transportation (pedestrian, busing, bicyclists)	
		opportunities for social connection	
		access to transit, parks, public spaces, shopping, schools	
		prenatal and infancy programs	
		early childhood education programs	
		parent training programs	
		family therapy or marital therapy services	
		mentoring and tutoring programs	
		before and after school programs	
	food security		
Competency	Competent		Unable to Assess
	Checklist Criteria		
HSW2: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being Possible Codes: N = names, P = provides example of, D = describes		indicators of physical well-being (such as health status and communicable diseases)	
		standards, policies, and monitoring procedures for physical well-being	
		indicators of social-emotional well-being (such as emotional distress and addiction)	
		standards, policies, and monitoring procedures for social-emotional well-being	

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p>HSW3: Analyzes conditions within family, neighborhood and community environments for their ability to support or impede the health, safety and well-being of the family and its individual members</p>	<p>Analyzes conditions supportive of physical health family or child environments, including nutrition, sanitation, and safety</p> <p>Identifies areas of strength and challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety</p> <p>Uses research and evidence-based practice to support analyses of the ability of family, neighborhood, and community environments to support or impede the health, safety and well-being of the family and its individual members</p>	<p>Analyzes conditions supportive of physical health family or child environments, including nutrition, sanitation, and safety</p> <p>Identifies areas of strength and challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety</p>	<p>Identifies conditions supportive of physical health family or child environments, including nutrition, sanitation, and safety</p> <p>Identifies areas of strength or challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety.</p>	<p>Inaccurately identifies conditions supportive of physical health family or child environments, including nutrition, sanitation, and safety</p> <p>Does not identify areas of strength or challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety, or areas of strength or challenge identified are inaccurate</p>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p>HSW4: Designs collaborative plans, policies and services at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living</p>	<p>Collaboratively develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)</p> <p>Identifies appropriate, supportive family resources in the areas of health and wellness, social and emotional development and</p>	<p>Collaboratively develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)</p> <p>Identifies appropriate, supportive family resources in the areas of health and wellness, social and emotional development and</p>	<p>Develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)</p> <p>Identifies appropriate, family resources in the areas of health and wellness, social and emotional development or mental health</p>	<p>Develops incomplete non-supportive plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)</p> <p>Identifies incomplete or inaccurate family resources in the areas of health and wellness, social and</p>	

	<p>mental health</p> <p>Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental health within context of daily routines</p> <p>Collaboratively designs an array of appropriate community services supportive of child and family health and wellness, social and emotional development and mental health</p> <p>Identifies strengths and areas of challenge regarding programmatic conditions that promote personal safety, health, and mental health, and suggest ways to strengthen them. Uses research and evidence-based practice to support plans, policies and services at the individual, family, and community level supportive of physically and emotionally healthy approaches to family living</p>	<p>mental health</p> <p>Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental health within context of daily routines</p> <p>Collaboratively designs an array of appropriate community services supportive of child and family health and wellness, social and emotional development and mental health</p> <p>Identifies strengths and areas of challenge regarding programmatic conditions that promote personal safety, health, and mental health, and suggest ways to strengthen them</p>	<p>Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development or mental health within context of daily routines</p>	<p>emotional development and mental health</p> <p>Identifies incomplete or inaccurate procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental health within context of daily routines</p>	
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Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5

FS Custom Rubric

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		standards, policies, and monitoring procedures for physical well-being	
		indicators of social-emotional well-being (such as emotional distress and addiction)	
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Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
HSW3: Analyzes conditions within family, neighborhood and community environments for their ability to support or impede the health, safety and well-being of the family and its individual members	<p>Analyzes conditions supportive of physical health family or child environments, including nutrition, sanitation, and safety</p> <p>Identifies areas of strength and challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety</p> <p>Uses research and evidence-based practice to support analyses of the ability of family, neighborhood, and community environments to support or impede the health, safety and well-</p>	<p>Analyzes conditions supportive of physical health family or child environments, including nutrition, sanitation, and safety</p> <p>Identifies areas of strength and challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety</p>	<p>Identifies conditions supportive of physical health family or child environments, including nutrition, sanitation, and safety</p> <p>Identifies areas of strength or challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety.</p>	<p>Inaccurately identifies conditions supportive of physical health family or child environments, including nutrition, sanitation, and safety</p> <p>Does not identify areas of strength or challenge pertaining to conditions supportive of physical health in family or child environments, including nutrition, sanitation, and safety, or areas of strength or challenge identified are inaccurate</p>	

	being of the family and its individual members				
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p>HSW4: Designs collaborative plans, policies and services at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living</p>	<p>Collaboratively develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)</p> <p>Identifies appropriate, supportive family resources in the areas of health and wellness, social and emotional development and mental health</p> <p>Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental health within context of daily routines</p> <p>Collaboratively designs an array of appropriate community services supportive of child and family health and wellness, social and emotional development and mental health</p> <p>Identifies strengths and areas of challenge regarding programmatic conditions that promote</p>	<p>Collaboratively develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)</p> <p>Identifies appropriate, supportive family resources in the areas of health and wellness, social and emotional development and mental health</p> <p>Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental health within context of daily routines</p> <p>Collaboratively designs an array of appropriate community services supportive of child and family health and wellness, social and emotional development and mental health</p> <p>Identifies strengths and areas of challenge regarding programmatic conditions that promote</p>	<p>Develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)</p> <p>Identifies appropriate, family resources in the areas of health and wellness, social and emotional development or mental health</p> <p>Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development or mental health within context of daily routines</p>	<p>Develops incomplete non-supportive plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)</p> <p>Identifies incomplete or inaccurate family resources in the areas of health and wellness, social and emotional development and mental health</p> <p>Identifies incomplete of inaccurate procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental health within context of daily routines</p>	

	personal safety, health, and mental health, and suggest ways to strengthen them. Uses research and evidence-based practice to support plans, policies and services at the individual, family, and community level supportive of physically and emotionally healthy approaches to family living	personal safety, health, and mental health, and suggest ways to strengthen them			
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
CPD4: Develops, implements and assesses-- in collaboration with families--content, evidence-based programs, interventions, and family service plans developed to emphasize family strengths and support family priorities, concerns, and needs	<p>Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focused</p> <p>Assesses family service plan formats and developmental processes in relation to approaches and resources that support family autonomy and addresses the family's diversity, strengths, functions, development, and transitions</p> <p>Develops home visit plans and parent group sessions that reflect agency purpose and different family service goals, incorporate a range of strategies to establish partnerships with families, maintain family engagement, engage families in reflection and</p>	<p>Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focused</p> <p>Assesses family service plan formats and developmental processes in relation to approaches and resources that support family autonomy and addresses the family's diversity, strengths, functions, development, and transitions</p> <p>Develops home visit plans and parent group sessions that reflect agency purpose and different family service goals, incorporate a range of strategies to establish partnerships with families, maintain family engagement, engage families in reflection and</p>	<p>Develops family service plans that are parent/family-focused and child-focused</p> <p>Assesses family service plan formats and developmental processes in relation to approaches and resources.</p> <p>Develops home visit plans and parent group sessions that reflect agency purpose and different family service goals and incorporate a range of strategies to establish partnerships with families</p> <p>Develops parent-child group sessions that focus on the parent-child relationship</p>	<p>Develops incomplete or inaccurate family service plans that are parent/family-focused and child-focused</p> <p>Assessment of family service plan formats and developmental processes in relation to approaches and resources is incomplete or inaccurate.</p> <p>Develops home visit plans and parent group sessions that do not reflect agency purpose and different family service goals or incorporate a range of strategies to establish partnerships with families</p> <p>Develops parent-child group sessions that lack focus</p>	

	<p>autonomous decision making, ensure collaboration around specific purposes, and engages families in skill-focused strategies to address specific outcomes</p> <p>Develops parent-child group sessions that focus on the parent-child relationship, from perspective of recognizing and building competence, confidence, and resilience in parenting and facilitate carry-over and consistency among different types of intervention programs</p> <p>Assesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services</p> <p>Uses current research and evidence-based practice to support programs, interventions, and family service plans development, implementation, and analyses</p>	<p>autonomous decision making, ensure collaboration around specific purposes, and engages families in skill-focused strategies to address specific outcomes</p> <p>Develops parent-child group sessions that focus on the parent-child relationship, from perspective of recognizing and building competence, confidence, and resilience in parenting and facilitate carry-over and consistency among different types of intervention programs</p> <p>Assesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services</p>	<p>Assesses service coordination plans and activities</p>	<p>Provides incomplete or inaccurate assessment of service coordination plans and activities</p>	
Competency	Competent				Unable to Assess
Checklist Criteria					

O&A1: Identifies data collection tools based on standards of practice Possible Codes: N = names, P = provides example of		valid and reliable data collection tools by purpose			
		valid and reliable data collection tools by characteristic			
		standards of ethical data collection practices			
		standards of ethical data collection and confidentiality consideration			
		standards of ethical data collection that protect right of privacy			
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
O&A2: Selects, utilizes, and evaluates formal and informal approaches and tools to gather information relevant to family service and curricular planning and implementation, intervention, monitoring, and evaluation	<p>Identifies advantages and disadvantages of data collection tools and assessments, in relation to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurement</p> <p>Distinguishes among uses of different types of tools for addressing specific questions and information needs</p> <p>Selects and uses appropriate tools using principles of child and family-centered practice and environmental relevance</p> <p>Uses research and evidence-based to justify evaluation and selection</p>	<p>Identifies advantages and disadvantages of data collection tools and assessments, in relation to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurement</p> <p>Explains uses of different types of tools for addressing specific questions and information needs</p> <p>Selects and uses appropriate tools using principles of child and family-centered practice and environmental relevance</p>	<p>Identifies data collection tools and assessments, in relation to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurement</p> <p>Explains uses of different types of tools</p> <p>Selects and uses appropriate tools based on child, family, and environmental relevance</p>	<p>Identifies inappropriate data collection tools and assessments that do not relate to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurement</p> <p>Does not differentiate among uses of different types of tools</p> <p>Selects inappropriate tools based on child, family, and environmental relevance. Tools not implemented appropriately</p>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
O&A3: Incorporates, summarizes, and evaluates multiple measures, multiple sources of data, and	<p>Identifies importance of multiple perspectives for understanding families and for service planning</p>	<p>Incorporates and summarizes data from multiple sources</p> <p>Evaluates data collection methods for responsiveness to family characteristics and</p>	<p>Incorporates and summarizes data</p> <p>Identifies importance of data for understanding families and for service planning</p>	<p>Summary and incorporation of data inaccurate or incomplete</p> <p>Identification of importance of data for understanding</p>	

frequent data collection methods that are valid, reliable, legal and ethical and responsive to family characteristics and functioning, including child characteristics and functioning within context of the family system	Incorporates and summarizes data from multiple sources Evaluates data collection methods for responsiveness to family characteristics and functioning, including child characteristics and functioning within context of the family system Research used to support rationale for incorporation and evaluation	functioning, including child characteristics and functioning within context of the family system	Evaluates data collection methods	families and for service planning inaccurate or incomplete Evaluation of data collection methods inaccurate or incomplete	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
O&A5: Analyzes information from informal and formal assessment tools to inform decisions about family service and curricular planning and implementation, intervention, monitoring, and evaluation	Develops a comprehensive summary of family characteristics, functioning, and ecology from perspective of implications for developing and reviewing comprehensive family service plans Analyzes advantages and disadvantages of human service tools utilization for developing family service plans Recommends future approaches to service delivery within a specific human service agency Uses research and the evidence base to support analysis and rationale for curricular planning and implementation, intervention,	Develops a summary of family characteristics, functioning, and ecology from perspective of implications for developing and reviewing comprehensive family service plans Analyzes advantages and disadvantages of human service tools utilization for developing family service plans Recommends future approaches to service delivery within a specific human service agency	Develops a summary of family characteristics, functioning, and ecology Lists human service tools that can be used in developing family service plans Identifies approaches to service delivery within a specific human service agency	Develops a in accurate or incomplete summary of family characteristics, functioning, and ecology Lists human service tools that would not be useful in developing family service plans Identifies inaccurate or incomplete approaches to service delivery within a specific human service agency	

	monitoring, and evaluation				
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
PPD3: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams	<p>Utilizes effective, ethical, culturally competent communication and collaboration skills including active listening, questioning, and summarizing when interacting with children, families, and colleagues, and as a member of service teams</p> <p>Utilizes communication strategies to convey professional values and perspectives in an open, respectful, and transparent manner</p> <p>Demonstrates collaborative approaches to problem-solving and conflict resolution</p> <p>Demonstrates capacity to reflect on efficacy of communication and collaboration approaches employed and adapt appropriately</p>	<p>Utilizes effective, ethical, culturally competent communication and collaboration skills including active listening, questioning, and summarizing when interacting with children, families, and colleagues, and as a member of service teams</p> <p>Utilizes communication strategies to convey professional values and perspectives in an open, respectful, and transparent manner</p> <p>Demonstrates collaborative approaches to problem-solving and conflict resolution</p>	<p>Utilizes culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams</p> <p>Utilizes communication strategies to convey professional values and perspectives</p> <p>Demonstrates collaborative approaches</p>	<p>Utilizes communication and collaboration skills that do not reflect cultural competence or effectiveness</p> <p>Utilizes communication strategies that are ineffective</p> <p>Demonstrates approaches to problem-solving and conflict resolution that are disrespectful and do not reflect cultural competence or sensitivity</p>	

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
FCR4: Evaluates program policies and practices for incorporation of family and ecological systems theories and their potential impact on	<p>Evaluate program policies and practices based on incorporation of family and ecological system theories</p> <p>Evaluate program policies and practices for their potential impact on family</p>	<p>Evaluate program policies and practices based on incorporation of family and ecological system theories</p> <p>Evaluate program policies and practices for their potential impact on family</p>	<p>Identify the strengths and challenges associated with program policies and practices in terms of their impact on family collaboration, trust and security, sharing information, and use of family services</p>	<p>Partially or incorrectly identifies the strengths and challenges associated with program policies and practices in terms of their impact on family collaboration, trust and</p>	

family collaboration, trust and security, sharing information, and family use of services	collaboration, trust and security, sharing information, and use of family services Uses research to support rationale for policies and practices identified	collaboration, trust and security, sharing information, and use of family services		security, sharing information, and use of family services	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
IRE3: Creates culturally, linguistically and individually appropriate opportunities for family engagement that foster healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children	Identifies culturally, linguistically and individually appropriate curricular strategies and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children Creates culturally, linguistically and individually appropriate curriculum and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children Uses research to support identified opportunities	Identifies culturally, linguistically and individually appropriate curricular strategies and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children Creates culturally, linguistically and individually appropriate curriculum and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children	Identifies curricular strategies and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children Creates curricular strategies and program standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children	Identifies curricular strategies and program standards that inhibit healthy family interactions and relationships and family functioning and development Creates curricular strategies and program standards that inhibit healthy family interactions and relationships and family functioning and development	