Credential AREA: Family Specialist Credential (Level 4)
TOPIC: OA-HSW-CPD-PPD-FCR-IRE Custom Assessment Example
Protective Factors Evaluation and Planning

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed
FSC PPD3: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams
FSC OA1: Identifies the impact and influence of external factors on assessment practices
FSC OA2: 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
FSC OA3: Incorporates, summarizes, and evaluates multiple measures, multiple sources of data, and 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
FSC HSW2: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being
FSC 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
FSC FCR4: Evaluates program policies and practices for incorporation of family and ecological systems theories and their potential impact on family collaboration, trust and security, sharing information, and family use of services
FSC 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
FSC 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
FSC HSW4: Designs collaborative plans, policies and services at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living
FSC OA5: Analyzes information from informal and formal assessment tools to inform decisions about family service and curricular planning and implementation, intervention, monitoring, and evaluation

II. Assessment Task Description/ Directions

In this assessment, you will have an opportunity to develop, implement, and assess development and learning opportunities that emphasize family strength and support family priorities, concerns, and needs. You will explore the development and learning of families, as well as identify standards, policies, and procedures that support family living. This assessment consists of two parts: 1) interviewing a member family of young child from the community with whom you are not related with the goal of learning more about protective factors within

their environment; and (2) based on your interview, you will recommend alternative assessments and/or supports that could have been utilized.

Part 1: Instrument Review and Interview Preparation

Review a survey of protective factors, such as the Protective Factors Survey from the Friends National Center for Abuse Prevention (retrieved from https://friendsnrc.org/jdownloads/attachments/pfs_revised_2012.pdf) or another instrument that measures family protective factors. Familiarize yourself with each item in the assessment to support your ability to interview this family member. Identify a family member of a child between the ages of birth and 18. If you need help finding a family member to interview, please consult with your course faculty.

In preparation for your interview, provide a one-page overview of the following:
- · An overview of how you will ensure data collection practices are ethical, confidential, and uphold the family's right to privacy
- · A brief description of the other assessment tools that could be utilized to gain more information regarding protective factors within this family's environment
- · A brief description of standards, policies, and procedures that support family living and foster physical and social well-being

Technology Option:
- Video/audio record options

 Conduct your interview being mindful of what you have prepared in advance.

Part 2: Post-Reflection
After conducting your interview/ survey with the family, provide the following in a narrative post-reflection:

Data Collection:

- Why is including multiple sources of data such an important component of understanding the complexity of families and for designing service?
   - o cite examples from this data collection process
   - o describe strategies you can use to summarize data from multiple sources
- What additional data would be beneficial in terms of your planning?

Family Service Planning:

- What is your overall assessment of this family's well-being, giving specific examples that support the factors identified?
- What suggestions would you make for the development of culturally- and linguistically-responsive service plans, based on data gathered?
- Based on analyzing curricular strategies, what curricular strategies are most effective in supporting family development?

- o   Identify content supporting the development and learning of the family interviewed
- o   Identify strategies beneficial in establishing a partnership with this family and maintaining their engagement
- o   Identify a specific format most effective in partnering with this family and supported children's development and learning
- What do you suggest can support family engagement, particularly to support this family's knowledge of child development and parenting?

Self-Reflection:

- Your assessment of how effective you were in communicating and collaborating with the family you interviewed. What do you see as opportunities for further development regarding communication skills?
- How has your knowledge of family and ecological systems theories influenced your understanding of the family you interviewed and supportive services that would be beneficial to this family?

III. Assessment Rubric

FS OA-HSW-CPD-PPD-FCR-IRE Protective Factors Evaluation and Planning Level 4 Custom Rubric					
Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	**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	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 Utilizes communication strategies to convey professional values and perspectives in an open,	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 Utilizes communication strategies to convey professional values and perspectives in an open,	Utilizes culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams Utilizes communication strategies to convey professional values and perspectives Demonstrates collaborative approaches	Utilizes communication and collaboration skills that do not reflect cultural competence or effectiveness Utilizes communication strategies that are ineffective Demonstrates approaches to problem-solving and conflict resolution that are disrespectful and do not reflect cultural competence or sensitivity	

	respectful, and transparent manner Demonstrates collaborative approaches to problem-solving and conflict resolution Demonstrates capacity to reflect on efficacy of communication and collaboration approaches employed and adapt appropriately	respectful, and transparent manner Demonstrates collaborative approaches to problem-solving and conflict resolution			

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	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 Distinguishes among uses of different types of tools for addressing specific	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 Explains uses of different types of tools for addressing specific	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 Explains uses of different types of tools	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 Does not differentiate among uses of different types of tools	

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
	questions and information needs Selects and uses appropriate tools using principles of child and family-centered practice and environmental relevance Uses research and evidence-based to justify evaluation and selection	questions and information needs Selects and uses appropriate tools using principles of child and family-centered practice and environmental relevance	Selects and uses appropriate tools based on child, family, and environmental relevance	Selects inappropriate tools based on child, family, and environmental relevance. Tools not implemented appropriately	
O&A3: Incorporates, summarizes, and evaluates multiple measures, multiple sources of data, and 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	Identifies importance of multiple perspectives for understanding families and for service planning 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	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	Incorporates and summarizes data Identifies importance of data for understanding families and for service planning Evaluates data collection methods	Summary and incorporation of data inaccurate or incomplete Identification of importance of data for understanding families and for service planning inaccurate or incomplete Evaluation of data collection methods inaccurate or incomplete	
Competency	**Competent**				Unable to Assess

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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	Unsatisfactory	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	Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focused 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 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	Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focused 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 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	Develops family service plans that are parent/family-focused and child-focused Assesses family service plan formats and developmental processes in relation to approaches and resources. 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 Develops parent-child group sessions that focus on the parent-child relationship	Develops incomplete or inaccurate family service plans that are parent/family-focused and child-focused Assessment of family service plan formats and developmental processes in relation to approaches and resources is incomplete or inaccurate. 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 Develops parent-child group sessions that lack focus	

engagement, engage families in reflection and autonomous decision making, ensure collaboration around specific purposes, and engages families in skill-focused strategies to address specific outcomes 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 Assesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services Uses current research and evidence-based practice to support programs, interventions, and family service plans development,	engagement, engage families in reflection and autonomous decision making, ensure collaboration around specific purposes, and engages families in skill-focused strategies to address specific outcomes 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 Assesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services	Assesses service coordination plans and activities	Provides incomplete or inaccurate assessment of service coordination plans and activities	

Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
	implementation, and analyses				
FCR4: Evaluates program policies and practices for incorporation of family and ecological systems theories and their potential impact on family collaboration, trust and security, sharing information, and family use of services	Evaluate program policies and practices based on incorporation of family and ecological system theories Evaluate program policies and practices for their potential impact on family collaboration, trust and security, sharing information, and use of family services Uses research to support rationale for policies and practices identified	Evaluate program policies and practices based on incorporation of family and ecological system theories Evaluate program policies and practices for their potential impact on family collaboration, trust and security, sharing information, and use of family services	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	Partially or incorrectly identifies 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	
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**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	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	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	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	

| | 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 | standards supportive of healthy family interactions and relationships and family functioning and development, including those related to child development and parenting children | functioning and development, including those related to child development and parenting children | | |
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Green = Level 3   Orange = Level 4

IV. Data Collection & Analysis Tool

Competencies		Cumulative Assessment Data				
Competency		Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
FSC PPD3: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams						
FSC OA1: Identifies the impact and influence of external factors on assessment practices						
FSC OA2: 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						
FSC OA3: Incorporates, summarizes, and evaluates multiple measures, multiple sources of data, and 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						
FSC HSW2: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being						
FSC 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						
FSC FCR4: Evaluates program policies and practices for incorporation of family and ecological systems theories and their potential impact on family						

collaboration, trust and security, sharing information, and family use of services					
FSC 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					