

Credential AREA: Family Specialist Credential (Level 3)
TOPIC: HGD-FCR Custom Assessment Example
Understanding Development in Context Presentation

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed
FSC HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains
FSC HGD2: Identifies and describes human development in the context of families and communities
FSC FCR1: Identifies the influence of culture, language, social, and economic environments, via family and ecological systems theory, on family development
FSC FCR2: Identifies the role of cultural responsiveness in recognizing family strengths, assets, and preferences, including those reflective of and grounded in language and culture

II. Assessment Task Description/ Directions

For this assessment, you are to either take the role of an early childhood and family professional or demonstrate your skills as one. As one, you are interested in developing a presentation for other professionals who work with children and families emphasizing (1) theories that help us understand how children develop within the context of families and communities, and (2) the influence of culture, language, social and economic environments on family development.

Part 1: Presentation Content

The presentation should cover the following topics:

- How human beings grow and develop, typically and atypically, within the context of their environments and across the developmental domains, including:
 - Pick three of the following six domains to focus on for your presentation:
 - Physical
 - Cognitive
 - Social
 - Emotional
 - Verbal
 - Aesthetic
 - Once you have selected the three domains for your presentation, then select a theory of development for each of the domains that helps your audience to understand how development unfolds in that domain between birth and eight years of age, focusing

on patterns of development within the domain, typical developmental milestones, and characteristics of delays and disabilities that fall within atypical developmental patterns

- In your presentation, provide an overview of each developmental domain as well as an overview of each theory
- Use your presentation to also explain what each theory suggests about the associated domain of development
- How culture, language, social and economic environments influence overall family development, including:
 - What factors and contexts (i.e., family and community) influence development and well-being in each domain and how they can impact developmental outcomes
 - Lastly, detail the ways that culture, language, socio-economic status (SES) can influence family development and how those factors may alter outcomes within a family system, using the framework of family and ecological systems theory

Presentation Format

For this presentation, you will choose the technology of your choice, including slides, blog, podcast, video, and/or social media tools, etc.

Additional Requirements

Throughout the presentation:

- Be sure to include discussion about development across the full birth to eight continuum
- Integrate course materials with citations
- Provide examples and supportive evidence
- Use technology in ways that captures viewers' attention
- Elicit participation from viewers

Part 2: Reflective Journal

After your presentation, you will write a reflective journal entry that looks at the role of cultural responsiveness when working with families. Please write a short journal entry (e.g. double-spaced 2-pages) which discusses the role that cultural responsiveness plays when recognizing a family's strengths, assets, and preferences. In addition, please consider and discuss how a family's language and culture impacts the ways that we "see" a family's strengths, assets, and preferences. Please feel free to use examples from your work in the field and your presentation, if relevant.

Technology Option:
- Video/audio record option

III. Assessment Rubric

FS Level 3 Understanding Development in Context Presentation Custom Rubric								
Competency	Competent						Unable to Assess	
	Checklist Criteria							
HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains Possible Codes: I = identifies, D = describes	Physical	Cognitive	Social	Emotional	Verbal	Aesthetic		
								developmental milestones
								patterns of development
								characteristics of delays/ disabilities
Competency	Distinguished	Competent	Developing	Unacceptable			Unable to Assess	
HGD2: Identifies and describes human development in the context of families and communities	Illustrates influences of environmental and individual characteristics and processes on typical and atypical human development Uses research and developmental theory as rationale supporting descriptions	Illustrates influences of environmental and individual characteristics and processes on typical and atypical human development	Identifies environmental and individual characteristics and processes that influence typical and atypical human development	Gives inaccurate environmental and individual characteristics and processes that influence typical and atypical human development				
Competency	Distinguished	Competent	Developing	Unacceptable			Unable to Assess	
FCR1: Identifies the influence of culture, language, social, and socioeconomic	Identifies the influence of culture, language, social, and socioeconomic	Identifies the influence of culture, language, social, and socioeconomic	Identifies the influence of culture, language, social, and socioeconomic	Incorrectly identifies the influence of culture, language, social, and socioeconomic				

environments, via family and ecological systems theory, on family development	environments on family development Uses ecological system theory to support rationale for influence Provides concrete examples reflective of knowledge of family and ecological systems theory	environments on family development Uses ecological and family system theories to support rationale for influence	environments on family development	environments on family development	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
FCR2: Identifies the role of cultural responsiveness in recognizing family strengths, assets, and preferences, including those reflective of and grounded in language and culture	Identifies the role of cultural responsiveness in supporting positive relationships between families and providers Identifies the influence of diversity on beliefs regarding interactions and relationships, physical mental health, safety and well-being Uses research to support rationale for factors identified	Identifies the role of cultural responsiveness in supporting positive relationships between families and providers Identifies the influence of diversity on beliefs regarding interactions and relationships, physical mental health, safety and well-being	Identifies the role of cultural responsiveness in supporting positive relationships between families and providers	Partially or incorrectly identifies the role of cultural responsiveness in supporting positive relationships between families and providers	

Yellow = Level 2

Green = Level 3

IV. Data Collection & Analysis Tool

Competencies	Cumulative Assessment Data				
	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
FSC HGD1: Identifies and describes theories of typical and atypical					

growth in all developmental domains					
FSC HGD2: Identifies and describes human development in the context of families and communities					
FSC FCR1: Identifies the influence of culture, language, social, and economic environments, via family and ecological systems theory, on family development					
FSC FCR2: Identifies the role of cultural responsiveness in recognizing family strengths, assets, and preferences, including those reflective of and grounded in language and culture					