

Credential AREA: Family Specialist Credential (Level 2)
TOPIC: PPD-IRE Custom Assessment Example
Family Services Program Analysis

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed
FSC PPD2: Demonstrates professional conduct consistent with codes of ethics and standards (e.g., family support principles) outlined by legal entities, by the profession, and by family and child programs and services, including those related to dignity and right to privacy
FSC IRE1: Identifies positive and negative indicators of mental and emotional well-being of families within their context

II. Assessment Task Description/ Directions

For this assessment, you are required to investigate, document, and analyze programming and practice for a community family service agency of your choosing. Successful completion of this assessment requires that you develop in-depth knowledge of agency practices and reflect on them in the context of all you have learned about indicators of mental and emotional well-being of families, the development of relationships with families, and building resilience and family competence.

Your assessment has two parts. In Part One, you will develop a profile of the family service agency you have chosen. In Part Two, you will analyze agency practices based on your knowledge of the effectiveness of programs, processes, and intervention approaches in supporting the well-being, competence, and resilience of families that are being served.

Part One: Family Service Agency Profile

Part One of this assessment requires that you develop a profile of the family service agency you have selected. Please gather information about this agency and its programs through both printed/ published information and interview(s) directly with key employees of the agency. In conducting interview(s) with key employees of the selected agency, first develop a plan for engaging the employee(s) in this conversation. Your plan should include how you will contact the employees, gain permission to interview, your conversation starters, questions you pose, and how you will record information from the conversation, etc. Provide a rationale for conversation/ questioning strategy and actual choice of interview questions. Use the profile content below as a guide. Have the full plan approved by your course instructor before beginning.

In the creation of your profile, although you may provide additional information, be sure to include the following:

- A description of the program that you are evaluating, including:

- Mission and vision statements
 - Programmatic structure
 - Populations served
 - Legal and policy frameworks to which the program is required to adhere
 - Monitoring procedures followed by the program, including those related to sanitation and health care monitoring
 - Methods the program utilizes to maintain and organize legal and ethical documentation of service delivery, including methods for promoting dignity and upholding appropriate privacy practices
 - Evidence of how and where the program utilizes a strength-based, family-centered lens in policy and practice
 - Written standards, policies, and program requirements
- An overview of specific strategies employed by the program including:
 - How the program works to support family engagement, including specific curricular approaches designed to support engagement
 - How the program supports the physical and emotional well-being of participants served
 - Strategies used by the program to promote family competence and resilience, especially those strategies that are relational in nature
 - How the program evaluates service delivery, including support for family resilience and well-being within typical, everyday environments

Part Two: Agency Practice Analysis

In Part Two of this assessment, you will analyze agency practices based on information gained from your interview(s) and development of the agency profile. Be sure to include the following information in your analysis:

- Developmental processes utilized by the program to ensure support for family autonomy, diversity, mental and emotional well-being, strengths, resilience, competence, and effective response to transitions
- An assessment of the program’s effectiveness, especially related to service coordination plans, activities in emphasizing family strengths within the context of neighborhood and community, and methods used for data collection and measurement of outcomes

III. Assessment Rubric

FS Family Services Program Analysis Level 2 Custom Rubric					
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess

<p>PPD2: Demonstrates professional conduct consistent with codes of ethics and standards (e.g., family support principles) outlined by legal entities, by the profession, and by family and child programs and services, including those related to dignity and right to privacy</p>	<p>Identifies legal and policy frameworks that underlie different family and child service systems</p> <p>Demonstrates professional conduct consistent with codes and standards of legal entities, programs, and own profession</p> <p>Demonstrates behavior that reflects understanding of personal choices and actions on families and team members, including effects of own beliefs, knowledge, skills, and professional goals</p> <p>Demonstrates behavior consistent with understanding professional roles during interactions with families, and states implications for family visits and other services</p> <p>Professional conduct demonstrates cultural and linguistic competence</p>	<p>Identifies legal and policy frameworks that underlie different family and child service systems</p> <p>Demonstrates professional conduct consistent with codes and standards of legal entities, programs, and own profession, including those related to dignity and right to privacy.</p> <p>Demonstrates behavior consistent with understanding professional roles during interactions with families, and states implications for family visits and other services</p>	<p>Identifies legal and policy frameworks that underlie different family or child service systems</p> <p>Demonstrates professional conduct on a generally consistent basis with codes and standards of legal entities, programs, and own profession, including those related to dignity and right to privacy.</p> <p>Demonstrates behavior that is generally consistent with understanding professional roles during interactions with families, and states implications for family visits and other services</p>	<p>Identification of legal and policy frameworks that underlie different family or child service systems inaccurate or incomplete</p> <p>Demonstrates behavior that does not reflect understanding of codes and standards of legal entities, programs, and own profession, including those related to dignity and right to privacy.</p> <p>Demonstrates behavior that is inconsistent with understanding professional roles during interactions with families, and states implications for family visits and other services</p>	
<p>Competency</p>	<p>Distinguished</p>	<p>Competent</p>	<p>Developing</p>	<p>Unsatisfactory</p>	<p>Unable to Assess</p>
<p>IRE1: Identifies positive and negative indicators of mental and emotional well-being of families</p>	<p>Distinguishes among positive and negative indicators of mental and emotional health and healthy emotional environments</p>	<p>Identifies positive and negative indicators of family mental and emotional well-being within context</p>	<p>Identifies indicators of mental and emotional health and healthy emotional environments</p> <p>Identifies family coping</p>	<p>Limited or absent description of positive or negative indicators of family mental and emotional well-being within context provided</p>	

within their context	Uses research and the evidence-base to provide a rationale for coping strategies, and conditions identified		strategies in adaptations		
----------------------	---	--	---------------------------	--	--

Yellow = Level 2

IV. Data Collection & Analysis Tool

Competencies	Cumulative Assessment Data				
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
FSC PPD2: Demonstrates professional conduct consistent with codes of ethics and standards (e.g., family support principles) outlined by legal entities, by the profession, and by family and child programs and services, including those related to dignity and right to privacy					
FSC IRE1: Identifies positive and negative indicators of mental and emotional well-being of families within their context					