

**Credential AREA: Family Specialist Credential (Level 3)**  
**TOPIC: PPD-IRE Custom Assessment Example**  
**Family Services Program Analysis**

**I. Assessment Competency & Standards Alignment**

Gateways Competencies Assessed
<b>FSC PPD2:</b> 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
<b>FSC IRE1:</b> Identifies positive and negative indicators of mental and emotional well-being of families within their context
<b>FSC PPD3:</b> Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams
<b>FSC PPD4:</b> Engages in reflective practice and the design of a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence

**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 three 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. In Part Three, you will create a professional development plan based on what you learned about the program including a professional philosophy with an overview of values, attitudes, beliefs, and behavior that would be congruent with the underlying philosophy of the program you studied.

**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

## **Part Three: Professional Development Plan**

In Part Three of this assessment, you will create a professional development plan as if you are an employee of the agency you previously selected. After completing the family service agency profile and analyzing the agency’s practice, you will have an idea of what is necessary to work in the agency and the areas in which you may want to grow professionally in order to best meet the needs of an agency staff position. Your professional development plan will have two sections. First, you will think about the strengths and assets that you would contribute to the agency’s work. Next, you will consider areas in which additional growth would help you in your imagined role within this agency and create five goals that will help you grow as a professional.

- Your Strengths:
  - What are your current strengths in demonstrating behavior consistent with a professional role?
  - What ethical and culturally responsive communication and collaboration skills do you exhibit in your professional role with families, colleagues, and members of the service team?
  - How do you currently demonstrate behavior that is congruent with this program’s philosophy, beliefs, and values?
  - How do you currently demonstrate respect for each families’ preferred language and mode of communication?
  
- Your Five Professional Goals:
  - Based on all parts of this assignment, identify five goals for improving your professional practice. Include at least one goal related to increasing your skills in cultural responsiveness.
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.

### III. Assessment Rubric

FS PPD-IRE Family Services Program Analysis Level 3 Custom Rubric					
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<b>PPD2:</b> Demonstrates professional conduct consistent with codes of ethics and standards (e.g.,	Identifies legal and policy frameworks that underlie different family and child service systems  Demonstrates professional	Identifies legal and policy frameworks that underlie different family and child service systems	Identifies legal and policy frameworks that underlie different family or child service systems	Identification of legal and policy frameworks that underlie different family or child service systems inaccurate or incomplete	

<p>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>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>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>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>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>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<p><b>IRE1:</b> Identifies positive and negative indicators of mental and emotional well-being of families within their context</p>	<p>Distinguishes among positive and negative indicators of mental and emotional health and healthy emotional environments</p> <p>Uses research and the evidence-base to provide a rationale for coping strategies, and conditions identified</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 strategies in adaptations</p>	<p>Limited or absent description of positive or negative indicators of family mental and emotional well-being within context provided</p>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>

<p><b>PPD3:</b> Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children, families, and colleagues, and as a member of service teams</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>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>	
<p><b>Competency</b></p>	<p><b>Distinguished</b></p>	<p><b>Competent</b></p>	<p><b>Developing</b></p>	<p><b>Unsatisfactory</b></p>	<p><b>Unable to Assess</b></p>
<p><b>PPD4:</b> Engages in reflective practice and the design of a professional development plan with the goal of improving professional</p>	<p>Reflects on professional values and related practices, including those for honoring diverse perspectives</p> <p>Adjusts practices to address personal bias and</p>	<p>Reflects on professional values and related practices, including those for honoring diverse perspectives</p> <p>Adjusts practices to address personal bias and</p>	<p>Reflects on professional values and related practices</p> <p>Adjusts practices based on reflection</p> <p>Creates a professional</p>	<p>Does not identify connection between professional values and related practices</p> <p>Practices to address personal bias and to strengthen cultural and</p>	

practice and fostering professional growth and cultural competence	to strengthen cultural and linguistic responsiveness  Creates a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence  Develops plan for reflecting on and updating professional development plan	to strengthen cultural and linguistic responsiveness  Creates a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence	development plan	linguistic responsiveness are not recognized or adjusted  Professional development plan goals not conducive to improving professional practice and fostering professional growth and cultural competence	
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Yellow = Level 2

Green = Level 3

#### IV. Data Collection & Analysis Tool

Competencies	Cumulative Assessment Data				
	Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory
<b>FSC PPD2:</b> 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					
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