

**Credential AREA: Family Specialist Credential (Level 4)**  
**TOPIC: PPD-IRE-HSW-FCR 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
<b>FSC PPD5:</b> Articulates, reflects on, continually refines and puts into practice a professional philosophy and values that drive personal professional beliefs about human service delivery
<b>FSC IRE4:</b> Assesses program standards and curricular approaches from the perspective of supporting family engagement in children’s development and learning
<b>FSC HSW2:</b> Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being
<b>FSC FCR5:</b> Compares and contrasts family, neighborhood and community risk, protective, and promotional relationship factors that may influence family functioning and development

**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. 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
  - How the program collaborates with other organizations and families to address structural inequalities;
  - How constituents served -- including family members -- are supported in engaging in leadership and policy development within and outside the program; and,
  - How the program provides resources to families in the following areas: health and wellness, social and emotional development, and mental health, paying close consideration to how the program addresses risk, protective and promotional relationship factors that families in the larger community that the program serves may be experiencing and how this may impact families access to their resources

## **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
- A description of the ways that the program incorporates information on policy and advocacy into program practice
- An assessment of the technology used by the program to share resources, communicate internally and with external audiences, coordinate services, and monitor service delivery in relation to program standards and goals

## **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-HSW-FCR Family Services Program Analysis Level 4 Custom Rubric					
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
<p><b>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</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</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>	

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

	Demonstrates collaborative approaches to problem-solving and conflict resolution  Demonstrates capacity to reflect on efficacy of communication and collaboration approaches employed and adapt appropriately	Demonstrates collaborative approaches to problem-solving and conflict resolution			
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>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	Reflects on professional values and related practices, including those for honoring diverse perspectives  Adjusts practices to address personal bias and 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	Reflects on professional values and related practices, including those for honoring diverse perspectives  Adjusts practices to address personal bias and 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	Reflects on professional values and related practices  Adjusts practices based on reflection  Creates a professional development plan	Does not identify connection between professional values and related practices  Practices to address personal bias and to strengthen cultural and linguistic responsiveness are not recognized or adjusted  Professional development plan goals not conducive to improving professional practice and fostering professional growth and cultural competence	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>PPD5:</b> Articulates, reflects on,	Identifies personal characteristics, beliefs and	Identifies personal characteristics, beliefs and	Identifies personal characteristics, beliefs and	Identifies personal characteristics, beliefs and	

continually refines and puts into practice a professional philosophy and values that drive personal professional beliefs about human service delivery	<p>values that influence participation in opportunities for personal growth, self-reflection, self-care, and personal safety</p> <p>Articulates a professional philosophy of human service delivery</p> <p>Demonstrates behavior congruent with underlying philosophy, beliefs and values</p> <p>Identifies plan for ongoing reflection and incorporating beliefs and values into practice</p>	<p>values that influence participation in opportunities for personal growth, self-reflection, self-care, and personal safety</p> <p>Articulates a professional philosophy of human service delivery</p> <p>Demonstrates behavior congruent with underlying philosophy, beliefs and values</p>	<p>values</p> <p>Articulates a philosophy of service delivery systems</p> <p>Demonstrates behavior that is generally congruent with underlying philosophy and values</p>	<p>values that are incongruent with the values of the human services field</p> <p>Articulates a philosophy of service delivery systems that is incongruent with the values of the human services field</p> <p>Demonstrates behavior that is incongruent with the values of the human services field</p>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>IRE4:</b> Assesses program standards and curricular approaches from the perspective of supporting family engagement in children's development and learning	<p>Assesses program standards from the perspective of supporting family engagement in children's development and learning</p> <p>Assesses curricular approaches from the perspective of supporting family engagement in children's development and learning</p> <p>Research is utilized to support assessment rationale</p>	<p>Assesses program standards from the perspective of supporting family engagement in children's development and learning</p> <p>Assesses curricular approaches from the perspective of supporting family engagement in children's development and learning</p>	<p>Assesses program standards</p> <p>Assesses curricular approaches</p>	<p>Assessment of program standards inaccurate or incomplete</p> <p>Assessment of curricular approaches inaccurate or incomplete</p>	
<b>Competency</b>	<b>Competent</b>				<b>Unable to Assess</b>

Checklist Criteria						
<b>HSW2:</b> Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being  <b>Possible Codes:</b> 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	
<b>FCR5:</b> Compares and contrasts family, neighborhood and community risk, protective, and promotional relationship factors that may influence family functioning and development	Compares and contrasts family, neighborhood and community risk, protective, and promotional relationship factors that may influence family functioning and development  Uses research to support comparison and contrast	Compares and contrasts risk, protective and promotional relationship factors within the nuclear and extended family environment in relation to their potential implications for family functioning, development, and access to resources	Identifies risk, protective and promotional relationship factors within the nuclear and extended family environment in relation to their potential implications for family functioning, development, and access to resources	Identifies risk, protective and promotional relationship factors within the nuclear and extended family environment in relation to their potential implications for family functioning, development, and access to resources in an incorrect or incomplete way		

Yellow = Level 2

Green = Level 3

Orange = Level 4

#### IV. Data Collection & Analysis Tool

Competencies	Cumulative Assessment Data				
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<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					
<b>FSC PPD5:</b> Articulates, reflects on, continually refines and puts into practice a professional philosophy and values that drive personal professional beliefs about human service delivery					
<b>FSC IRE4:</b> Assesses program standards and curricular approaches from the perspective of supporting family engagement in children’s development and learning					
<b>FSC HSW2:</b> Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being					
<b>FSC FCR5:</b> Compares and contrasts family, neighborhood and community risk, protective, and promotional relationship factors that may influence family functioning and development					