

Credential AREA: Infant-Toddler Credential (Level 2)
TOPIC: FCR Domain-Specific Assessment
Family and Practitioner Interview

I. Assessment Competency & Standards Alignment

Gateways Competencies Assessed	Competency Alignment by citation
	Zero to Three (2016)
ITC FCR1: Describes the inter-relationship between children, family, practitioners, and community contexts, their influence on families' approaches to parenting children birth to age three, and the impact on family-practitioner collaboration	-----
ITC FCR2: Demonstrates behavior that reflects confidentiality and awareness of the unique role of providing services to infants/toddlers and their families	-----
ITC FCR3: Engages in interactions and demonstrates practice with children, families, and practitioners reflective of a strengths-based, family-centered, relationship-based approach	SE-6e, SE-6f

II. Assessment Task Description/ Directions

This assessment is designed to provide you with opportunities to demonstrate competencies in 1) outlining how children, family, practitioners, and community contexts interrelate to impact approaches to parenting and family-practitioner collaboration, 2) utilizing a strengths-based, family-centered, relationship-based approach, and maintaining confidentiality, and 3) collaborating with families to nurture healthy infant toddler development and learning.

To do this, you will interview a family member of an infant or toddler, ages birth to 3 and an early childhood practitioner who works with young children, ages birth to 3. The goal of these interviews is to engage in conversations for you to gain insight and information about the family that will be useful in the development of a future Family Engagement Plan.

Task 1: Family Interview

Interview Preparation:

- Select a family with a child between the ages of birth and three. This family can be friends, relatives (outside of your immediate family), neighbors, or a family in your early childhood classroom environment.
- Develop a plan for engaging the family in this conversation. Your plan should include how you will contact the family, gain their permission, your conversations starters, questions you plan to pose, how you will record information from the conversation, etc.
- Review the possible family interview questions below and decide on your final interview questions.

- Have the plan approved by your course instructor (instructor can assess the plan for responsive communication and collaboration strategies).
- Arrange a time to interview the parents/ guardians in the family. Your interview is likely to last approximately 30 minutes.

Possible Family Interview Questions:

- Can you please tell me about your family (i.e., describe your family structure)?
- Can you please describe your family's typical daily/weekly routine(s)?
- What do you feel are the major influences on your parenting? How do factors such as social, economic, cultural, linguistic, or religious background influence your parenting?
- Are there difficulties/ challenges you are currently dealing with as a parent? How do you deal with these difficulties/challenges?
- What factors/ resources in your community do you use as a resource relative to your parenting role? Do you feel that these are supportive? Are there additional resources you feel would be beneficial?
- Describe the relationship that you have with your child's teacher. Do you feel that you both have similar values and beliefs regarding interacting with young children? How does this relationship influence your parenting?
- As a parent, what do you feel are your child's strengths and the areas that need improvement?
- What are your goals, hopes, and dreams for your child? What do you see as the role of your child's early childhood program in fitting within those hopes and dreams?
- What suggestions do you have or what additional opportunities would you like to be connected to your child's classroom?
- How do you prefer to receive information and communicate with your child's teacher/ school (e.g., face to face, website, newsletter, email, text)?

During the Interview:

- Be sure to let the family members know that you are completing this interview as a course assignment, and that the purpose of the assignment is to support your mastery of content.
- Use the questions above to inform what kind of information you are trying to have families share but avoid professional jargon as long as the essence of the questions remain intact.
- Remember to maintain confidentiality by changing and/or not using the name of the family in your follow-up work.

Technology Option:
- Video/audio record options

Post Interview Reflection (e.g. a paper, discussion, presentation-- this may vary based on student population and instructor preference):

Using the interview questions, and your notes, recordings, reflections, etc., describe the family, summarize your findings, and reflect upon your interview, by including the following information:

- Describe the interviewee's family structure
- Explain which major influences on parenting the interviewee referred to and describe how social, economic, cultural, linguistic, or religious background influence the parenting (e.g., what did you learn about the family's culture?)
- Describe the difficulties/ challenges and the ways that parents/ guardians deal with these within their daily/ weekly routines. What do you see as the family's difficulties or struggles in taking care of their infant/ toddler?
- Describe community resources and explain what resources the interviewee considers are supportive of parenting. Include additional resources parents/ guardians suggest.
- Summarize the child's/ family's strengths and the areas that need improvement based on the interviewee and your perspective.
- Describe the family's goals, hopes, and dreams for their child. What did you learn about the family's goals, hopes, and dreams for their child? How do you think that social, economic, cultural, linguistic, and/or religious background frame the family's goals, hopes, and dreams for their child?
- Describe preferred communication tools. What did you learn about the family's communication preferences?
- Analyze your behaviors throughout the interview preparation, interview, and reflection and how these behaviors did/ did not demonstrate confidentiality. Were there any issues related to confidentiality that arose? Why/ why not? Provide specific examples wherever possible. Describe the role of confidentiality in providing services to infants/ toddlers and their families and what you have learned about this within this assessment.

Technology Option:
- Video/audio record options

III. Assessment Rubric

ITC FCR-PPD Level 2 Family & Practitioner Interview Custom Rubric					
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
FCR1: Describes the inter-relationship between children, family, practitioners, and community contexts, their influence on families' approaches to parenting children birth to age three, and the impact on family-practitioner	Provides examples demonstrating understanding of how family structures, diversity in social, cultural, linguistic, or religious background influence families' approaches to parenting children birth-3, and to	Provides examples demonstrating understanding of how family structures, diversity in social, cultural, linguistic, or religious background influence families' approaches to parenting children birth-3, and to	Provides limited examples demonstrating understanding of how family structures, diversity in social, cultural, linguistic, or religious background influence families' approaches to parenting children	Provides examples demonstrating a lack of understanding of how family structures, diversity in social, cultural, linguistic, or religious background influence families' approaches to parenting children birth-3, and to	

<p>collaboration</p> <p>Zero to Three: N/A</p>	<p>practitioners' approaches to collaboration</p> <p>Describes how community characteristics, family structures, and diversity in social, cultural, linguistic, or religious background influence families' and practitioner's perspectives and interactions with children birth-3, each other, and the community</p> <p>Explains how relationships among practitioners, infants/toddlers, and families can impact other child-family, child-practitioner, and practitioner-family relationships</p> <p>Uses research and evidence-base to support explanation</p>	<p>practitioners' approaches to collaboration</p> <p>Describes how community characteristics, family structures, and diversity in social, cultural, linguistic, or religious background influence families' and practitioner's perspectives and interactions with children birth-3, each other, and the community</p> <p>Explains how relationships among practitioners, infants/toddlers, and families can impact other child-family, child-practitioner, and practitioner-family relationships</p>	<p>birth-3, and to practitioners' approaches to collaboration</p> <p>Describes, in part, how community characteristics, family structures, and diversity in social, cultural, linguistic, or religious background influence families' and practitioner's perspectives and interactions with children birth-3, each other, and the community</p> <p>Provides surface explanation of how relationships among practitioners, infants/toddlers, and families can impact other child-family, child-practitioner, and practitioner-family relationships</p>	<p>practitioners' approaches to collaboration</p> <p>Inaccurately describes how community characteristics, family structures, and diversity in social, cultural, linguistic, or religious background influence families' and practitioner's perspectives and interactions with children birth-3, each other, and the community</p> <p>Provides an inaccurate explanation of how relationships among practitioners, infants/toddlers, and families can impact other child-family, child-practitioner, and practitioner-family relationships</p>	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
FCR2: Demonstrates behavior that reflects	Provides examples of unique confidentiality	Provides examples of unique confidentiality	Provides limited examples of unique	Does not maintain confidentiality	

<p>confidentiality and awareness of the unique role of providing services to infants/toddlers and their families</p> <p>Zero to Three: N/A</p>	<p>issues and responsibilities that may arise in providing services to infants/toddlers and their families</p> <p>Engages in behavior reflective of confidentiality</p> <p>Engages in behaviors reflective of understanding the unique role of providing services to infants/toddlers and their families</p> <p>Identifies strategies that would support colleagues in developing and engaging in confidential behaviors and behaviors that demonstrate awareness of the unique role of providing services to infants/toddlers and their families</p>	<p>issues and responsibilities that may arise in providing services to infants/toddlers and their families</p> <p>Engages in behavior reflective of confidentiality</p> <p>Engages in behaviors reflective of understanding the unique role of providing services to infants/toddlers and their families</p>	<p>confidentiality issues and responsibilities that may arise in providing services to infants/toddlers and their families</p> <p>Engages in behavior reflective of confidentiality on a fairly consistent basis</p> <p>Generally, engages in behaviors reflective of understanding the unique role of providing services to infants/toddlers and their families</p>	<p>Behavior not reflective of understanding the unique role of providing services to infants/toddlers and their families</p>	
Competency	Distinguished	Competent	Developing	Unsatisfactory	Unable to Assess
FCR3: Engages in interactions and demonstrates practice	Engages in strengths-based, family-centered, relationship-based	Engages in strengths-based, family-centered, relationship-based	Engages in positive interactions with children, families, and	Engages in interactions with children, families, and other practitioners	

<p>with children, families, and practitioners reflective of a strengths-based, family-centered, relationship-based approach</p> <p>Zero to Three: SE-6e, SE-6f</p>	<p>interactions with children, families, and other practitioners</p> <p>Demonstrates strengths-based, family-centered, relationship-based practice within settings serving infants and toddlers</p> <p>Recognizes the strengths and benefits and supports any potential challenges of families of infants and toddlers who are learning English as a second language and/or multiple languages and families with infants and toddlers with developmental delays, disabilities, and/or other special needs, (e.g., stressful circumstances, illness)</p> <p>Uses research and evidence-base to support and advocate for a strengths-based, family-centered, relationship-based approach</p>	<p>interactions with children, families, and other practitioners</p> <p>Recognizes the strengths and benefits and supports any potential challenges of families of infants and toddlers who are learning English as a second language and/or multiple languages and families with infants and toddlers with developmental delays, disabilities, and/or other special needs, (e.g., stressful circumstances, illness)</p>	<p>other practitioners</p> <p>Demonstrates supportive practices within settings serving infants and toddlers</p> <p>Recognizes the strengths of families of infants and toddlers who are learning English as a second language and/or multiple languages and families with infants and toddlers with developmental delays, disabilities, and/or other special needs, (e.g., stressful circumstances, illness)</p>	<p>that are not reflective of a strength-based lens</p> <p>Demonstrates practices that are not supportive of children, families, and colleagues within settings serving infants and toddlers</p> <p>Does not recognize the strengths of families of infants and toddlers who are learning English as a second language and/or multiple languages and families with infants and toddlers with developmental delays, disabilities, and/or other special needs, (e.g., stressful circumstances, illness)</p>	
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Yellow = Level 2

IV. Data Collection & Analysis Tool

Competency & Standards Alignment		Cumulative Assessment Data				
Competency	Zero to Three (2016)	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
ITC FCR1: Describes the inter-relationship between children, family, practitioners, and community contexts, their influence on families' approaches to parenting children birth to age three, and the impact on family-practitioner collaboration	-----					
ITC FCR2: Demonstrates behavior that reflects confidentiality and awareness of the unique role of providing services to infants/toddlers and their families	-----					
ITC FCR3: Engages in interactions and demonstrates practice with children, families, and practitioners reflective of a strengths-based, family-centered, relationship-based approach	SE-6e, SE-6f					