Credential AREA: Infant-Toddler Credential (Level 3)
TOPIC: FCR-PPD Custom 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
ITC FCR4: Collaborates with families to nurture healthy development, learning, mental health and well-being within and between infant and toddler social and cultural contexts.	-------
ITC PPD3: Identifies contextual factors that influence infants, toddlers and their families and implications for practice	-------

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 and one specific program that will be useful in the future development of a Family Engagement Plan.

Task 1: Family Interview

<u>Interview Preparation</u>:

- 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

Task 2: Practitioner Interview (i.e. an early childhood teacher/ educator or director)

Interview Preparation:

o Schedule an interview with a teacher, family support person, or director from an Early Head Start or other early childhood program serving children birth to age 3 in your area. Plan for your interview to take approximately 30 to 45 minutes.

o Familiarize yourself with the suggested interview questions (see below). The focus of your interview is to identify family engagement policies and practices within the early childhood program.

Technology Option:
- Video/audio record options

During the Interview:

Be sure to let the practitioner (early childhood teacher or director) know that the purpose of the interview is to identify family engagement policies and practices within the early childhood program. Possible questions include:

Suggested Practitioner Interview Questions:

- How do you define family engagement and collaboration in your setting?
- What communication and collaboration strategies do you use to engage families within your early childhood program?
- How do you work to ensure these family engagement strategies are socially, economically, culturally, linguistically or religiously responsive?
- What areas of your program do you encourage/engage family engagement and collaboration in? Classroom activities? Daily communication? Assessment? Curricular planning? Policy making
- What specific procedures do you have in your program that helps you gain information from families about their children?
    - What information do you gather?
    - How do you use this information within your program?
- What do you feel are the biggest barriers/struggles to family engagement? How do you work to overcome these barriers/struggles?
- What strategies do you use to promote families and support them in their parenting roles, e.g. providing information about home care-giving routines, practices, and preferences?

Post Interview Analysis & 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 program and its policies, summarize your findings, and evaluate the program's strengths in terms of the following:

- Communication and collaboration strategies employed
- Social, cultural, linguistic, or religious responsiveness of family engagement and communication and collaboration strategies
- Areas of the program and strategies that encourage/engage family engagement and collaboration, including related to classroom activities, assessment, curricular planning, and policy making
- Practices used to gain information about children via families, and how this information is used within the program
- Program policies and practices

Technology Option:
- Video/audio record options

III. Assessment Rubric

ITC FCR-PPD Level 3 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 collaboration **Zero to Three**: N/A	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 practitioners' approaches to collaboration 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 Explains how relationships among	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 practitioners' approaches to collaboration 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 Explains how relationships among	Provides limited 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 practitioners' approaches to collaboration 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 Provides surface	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 practitioners' approaches to collaboration 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 Provides an inaccurate explanation of how	

	practitioners, infants/toddlers, and families can impact other child-family, child-practitioner, and practitioner-family relationships

Uses research and evidence-base to support explanation | practitioners, infants/toddlers, and families can impact other child-family, child-practitioner, and practitioner-family relationships | explanation of how relationships among practitioners, infants/toddlers, and families can impact other child-family, child-practitioner, and practitioner-family relationships | relationships among practitioners, infants/toddlers, and families can impact other child-family, child-practitioner, and practitioner-family relationships | |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unsatisfactory** | Unable to Assess |
| **FCR2**: Demonstrates behavior that reflects confidentiality and awareness of the unique role of providing services to infants/toddlers and their families

Zero to Three: N/A | Provides examples of unique confidentiality issues and responsibilities that may arise in providing services to infants/toddlers and their families

Engages in behavior reflective of confidentiality

Engages in behaviors reflective of understanding the unique role of providing services to infants/toddlers and their families

Identifies strategies that would support | Provides examples of unique confidentiality issues and responsibilities that may arise in providing services to infants/toddlers and their families

Engages in behavior reflective of confidentiality

Engages in behaviors reflective of understanding the unique role of providing services to infants/toddlers and their families | Provides limited examples of unique confidentiality issues and responsibilities that may arise in providing services to infants/toddlers and their families

Engages in behavior reflective of confidentiality on a fairly consistent basis

Generally, engages in behaviors reflective of understanding the unique role of providing services to infants/toddlers and their families | Does not maintain confidentiality

Behavior not reflective of understanding the unique role of providing services to infants/toddlers and their families | |

	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				
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**
FCR3: Engages in interactions and demonstrates practice with children, families, and practitioners reflective of a strengths-based, family-centered, relationship-based approach **Zero to Three**: SE-6e, SE-6f	Engages in strengths-based, family-centered, relationship-based interactions with children, families, and other practitioners Demonstrates strengths-based, family-centered, relationship-based practice within settings serving infants and toddlers 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	Engages in strengths-based, family-centered, relationship-based interactions with children, families, and other practitioners 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)	Engages in positive interactions with children, families, and other practitioners Demonstrates supportive practices within settings serving infants and toddlers 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)	Engages in interactions with children, families, and other practitioners that are not reflective of a strength-based lens Demonstrates practices that are not supportive of children, families, and colleagues within settings serving infants and toddlers 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	

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	and toddlers with developmental delays, disabilities, and/or other special needs, (e.g., stressful circumstances, illness) Uses research and evidence-base to support and advocate for a strengths-based, family-centered, relationship-based approach			other special needs, (e.g., stressful circumstances, illness)	
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**
FCR4: Collaborates with families to nurture healthy development, learning, mental health and well-being within and between infant and toddler social and cultural contexts **Zero to Three**: N/A	Provides examples of a range of strategies to promote socialization and nurture social competence in infants and toddlers within their cultural and societal contexts Collaborates with families as partners to nurture healthy development, learning, mental health and well-being within and between infant and toddler social and cultural contexts Identifies strategies that support families and	Provides examples of a range of strategies to promote socialization and nurture social competence in infants and toddlers within their cultural and societal contexts Collaborates with families as partners to nurture healthy development, learning, mental health and well-being within and between infant and toddler social and cultural contexts	Provides examples of strategies to promote socialization and nurture social competence in infants and toddlers within their cultural and societal contexts Collaborates with families to nurture healthy development, learning, mental health and well-being within and between infant and toddler social and cultural contexts	Provides inaccurate examples of strategies to promote socialization and nurture social competence in infants and toddlers within their cultural and societal contexts Engages in behavior that undermines collaboration with families	

	other colleagues as advocates for family-practitioner collaboration nurturing healthy development, learning, mental health and well-being within and between infant and toddler social and cultural contexts				
Competency	**Distinguished**	**Competent**	**Developing**	**Unsatisfactory**	**Unable to Assess**
PPD3: Identifies contextual factors that influence infants, toddlers and their families and implications for practice **Zero to Three**: N/A	Uses culturally and linguistically responsive strategies to learn about societal, familial, and community characteristics and accepted community beliefs and practices with infants and toddlers Analyzes information gained from societal, familial, and community characteristics and accepted community beliefs and practices, with the goal creating responsive practices based on understanding individual families' perspectives of their infants/toddlers and of their responsibilities as parents	Uses strategies to learn about societal, familial, and community characteristics and accepted community beliefs and practices with infants and toddlers Analyzes information gained from societal, familial, and community characteristics and accepted community beliefs and practices, with the goal creating responsive practices based on understanding individual families' perspectives of their infants/toddlers and of their responsibilities as parents	Uses strategies to learn about societal, familial, and community characteristics Analyzes information gained from societal, familial, and community characteristics and accepted community beliefs and practices, with the goal creating responsive practices	Develops infant/toddler programming without consideration of contextual factors, including families, society, and community characteristics	

	Identifies strategies supportive of families as partners in the care and education of their young children, within the early childhood program and broader community				

Yellow = Level 2   Green = Level 3

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					
ITC FCR4: Collaborates with families to nurture healthy development, learning, mental health and well-being within and between infant and toddler social and cultural contexts.	-------					
ITC PPD3: Identifies contextual factors that influence infants, toddlers and their families and implications for practice	-------					