**Credential AREA:Early Childhood Credential (Level 5)****TOPIC: FCR Domain-Specific Assessment Example**

**Family Collaboration Plan**

**I. Assessment Competency & Standards Alignment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gateways Competencies Assessed** | **Competency Alignment** | | | |
| **NAEYC**  **Standards**  **(Draft 2020)** | **NAEYC**  **Competencies**  **(Draft 2020)** | **IPTS (2013)** | **InTASC (2019)** |
| **ECE FCR1**: Outlines the role and influence of families and communities on children’s development, learning, and the early childhood setting | 1c, 2a | 1c-LVL1-1 & 2, 2a-LV1-1-3 & 5 | 1C, 1E, 8A | 10(l), 10(m) |
| **ECE FCR4**: Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families | 2c | 2c-LVL1-1 & 2, 2c-LVL2-1 | 1L, 3F, 8E, 8T | 1(c), 1(i), 3(a), 3(c), 4(d), 7(m), 10(e), 10(q) |
| **ECE FCR5:** Describes culturally and linguistically responsive communication and collaboration strategies, which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting | 2b, 3d | 2b-LVL2-4, 3d-LVL1-1 & 2, 3d-LVL2-1, 3d-LVL2-3 | 7P, 7R, 8F, 8H, 8I, 9M, 9N | 1(c), 1(k), 3(a), 3(c), 3(q), 6(c), 10(g), 10(m), 10(q) |
| **ECE FCR6:** Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals | 2b | 2b-LVL2-1, 2b-LVL2-2-4 | 7O, 7P, 7Q, 7R, 8F, 8H, 8L, 8M, 8P, 8Q, 9M, 9N | 1(c), 3(a), 3(c), 6(c), 7(o), 10(b), 10(c), 10(d), 10g), 10(m), 10(q) |
| **ECE FCR7:** Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members | 2b, 2c, 3d, 6a | 2b-LVL3-1, 2c-LVL3-2, 3d-LVL3-2, 6a-LVL1-4 | 7O, 7P, 7Q, 7R, 8F, 8H, 8I, 8J, 8L, 8M, 8O, 8P, 8Q, 8S, 9F, 9J, 9L, 9M, 9N, 9P, 9Q | 1(c), 3(a), 3(c), 6(c), 7(e), 9(d), 10(b), 10(c), 10(d), 10(g), 10(j), 10(k), 10(m), 10(o), 10(q) |

**II. Assessment Task Description/ Directions**

Drawing from your understanding of the role and influence of families and communities on children’s development, learning, the early childhood setting, and the role of the early childhood professional in facilitating this impact, create a comprehensive family-school collaboration plan.  Include both school/ center-wide and classroom strategies that stem from an authentic collaborative perspective. Incorporate effective uses of technology that will appropriately engage diverse families.  The plan must demonstrate your understanding of how to implement effective strategies for building and leading teams to collaborate effectively with professional colleagues, students, parents or guardians, and community members to foster the cognitive, linguistic, physical, and social and emotional development of your students/ children.  The plan must include opportunities for families and team members to be involved in the development of procedures, plans, and policies for the classroom.

**Technology Option:**

- Website options

- Interactive options (embedded hyperlinks or videos for reflection)

The plan should include a comprehensive accompanying narrative within each section that provides both the rationale for the use of each strategy that articulates how it promotes authentic collaboration with families and incorporates culturally and linguistically responsive practice.

Regardless of organizational structure of the project (example given below) or classroom setting, the one-year plan must include:

* A statement of how families and communities impact children’s development and learning, and the role of the early childhood professional in facilitating this impact
* Ways to promote meaningful connections among families and community resources
* Culturally- and linguistically responsive practices that are supportive of family development and promote culturally sensitive expectations for children’s development and learning
* Communication and collaboration strategies that you see as essential in the design and implementation of your family engagement plan
* Specific strategies you will implement to encourage collaboration at the classroom and center/ school levels with other team members and ECE professionals
* Strategies you will utilize to gain information from families, and how this information will be used to inform child and family goals
* Specific strategies you will use to involve families as team members in meaningful and consistent ways in the assessment process, and how this information will be used to inform children’s goals

|  |
| --- |
| *Example format using the ISBE Family Engagement Framework* (<https://www.isbe.net/Documents/fe-guide.pdf>):   * Developing a Family Engagement System * specific strategies + supporting explanation * Building a Welcoming Environment * specific strategies + supporting explanation * Enhancing Communication * specific strategies + supporting explanation * Including Parents in Decision Making * specific strategies + supporting explanation |

**III. Assessment Rubric**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ECE Family & Community Resources Levels 2-5 Master Rubric** | | | | | | | |
| **Competency** | **Competent** | | | | | | **Unable to Assess** |
| **Checklist Criteria** | | | | | |
| **FCR1**: Outlines the role and influence of families and communities on children’s development, learning, and the early childhood setting  **NAEYC**: 1c, 2a (1c-LVL1-1 & 2, 2a-LV1-1-3 & 5)  **IPTS**: 1C, 1E, 8A  **InTASC**: 10(l), 10(m) |  | ways communities influence children's development and learning and the early childhood setting | | | | |  |
|  | ways family structure influence children's development and learning and the early childhood setting | | | | |  |
|  | ways social backgrounds influence children's development and learning and the early childhood setting | | | | |  |
|  | ways cultural backgrounds influence children's development and learning and the early childhood setting | | | | |  |
|  | ways linguistic backgrounds influence children's development and learning and the early childhood setting | | | | |  |
|  | how early childhood practitioners, families, and communities can partner to support children's healthy development and learning | | | | |  |
| **Competency** | **Competent** | | | | | | **Unable to Assess** |
| **Checklist Criteria** | | | | | |
| **FCR4:** Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families  **NAEYC**: 2b, 2c (2b-LVL1-4; 2b-LVL1-5;  **IPTS**: 1L, 3F, 8E, 8T  **InTASC**: 1(c), 1(i), 3(a), 3(c), 4(d), 7(m), 10(e), 10(q) |  | **identifies community resources that are responsive to** the unique strengths, priorities, concerns and needs of young children and their families | | | | |  |
|  | **selects community resources that are responsive to** the unique strengths, priorities, concerns and needs of young children and their families | | | | |  |
|  | **supports families in engaging with community resources that are responsive to** the unique strengths, priorities, concerns and needs of young children and their families | | | | |  |
| **Competency** | **Competent** | | | | | | **Unable to Assess** |
| **Checklist Criteria** | | | | | |
| **FCR5**: Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting  **Possible Codes:** I = identifies, P = provides examples of  **NAEYC: 2b, 3d (**2b-LVL2-4, 3d-LVL1-1 & 2, 3d-LVL2-1, 3d-LVL2-3)  **IPTS**: 7P, 7R, 8F, 8H, 8I, 9M, 9N  **InTASC**: 1(c), 1(k), 3(a), 3(c), 3(q), 6(c), 10(g), 10(m), 10(q) |  | | culturally responsive communication strategies that facilitate culturally sensitive expectations for children’s development and learning | | | |  |
|  | | linguistically responsive communication strategies that facilitate culturally sensitive expectations for children’s development and learning | | | |  |
|  | | culturally responsive collaboration strategies that facilitate culturally sensitive expectations for children’s development and learning | | | |  |
|  | | linguistically responsive collaboration strategies that facilitate culturally sensitive expectations for children’s development and learning | | | |  |
|  | | strategies that promote family engagement in goal setting related to concerns and challenges | | | |  |
|  | | strategies that promote family engagement in assessment related to concerns and challenges | | | |  |
|  | | strategies that promote family engagement in problem-solving related to concerns and challenges | | | |  |
| **Competency** | **Distinguished** | | | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **FCR6**: Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child, family, and program goals  **NAEYC:** 2b (2b-LVL2-1, 2b-LVL2-2-4)  **IPTS:** 7O, 7P, 7Q, 7R, 8F, 8H, 8L, 8M, 8P, 8Q, 9M, 9N  **InTASC**: 1(c), 3(a), 3(c), 6(c), 7(o), 10(b), 10(c), 10(d), 10g), 10(m), 10(q) | Selects culturally and linguistically appropriate procedures designed to gather information from families that includes holistic consideration of child and family strengths, priorities, concerns, and needs    Integrates information gathered from children and families into child, family and program goals in way supportive of ongoing development and learning    Makes suggestions for procedural adaptation based on feedback gathered and ongoing assessment | | | Selects culturally and linguistically appropriate procedures designed to gather information from families that includes holistic consideration of child and family strengths, priorities, concerns, and needs    Integrates information gathered from children and families into child, family, and program goals in way supportive of ongoing development and learning | Selects procedures designed to gather information from families that provides child and family profile    Integrates information gathered from children and families into child and family goals | Uses procedures to gather information from families |  |
| **Competency** | **Distinguished** | | | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **FCR7**: Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members  **NAEYC:** 2b, 2c, 3d, 6a (2b-LVL3-1, 2c-LVL3-2, 3d-LVL3-2, 6a-LVL1-4)  **IPTS:** 7O, 7P, 7Q, 7R, 8F, 8H, 8I, 8J, 8L, 8M, 8O, 8P, 8Q, 8S, 9F, 9J, 9L, 9M, 9N, 9P, 9Q  **InTASC**: 1(c), 3(a), 3(c), 6(c), 7(e), 9(d), 10(b), 10(c), 10(d), 10(g), 10(j), 10(k), 10(m), 10(o), 10(q) | Creates assessment procedures and plans that engage families as team members in the assessment process  Procedures and plans described include child and program goals derived from family-practitioner collaboration  Focus of procedures and plans includes securing active, confident, consistent engagement of families in the assessment process | | | Creates assessment procedures and plans that engage families as team members in the assessment process  Procedures and plans described include child and program goals derived from family-practitioner collaboration | Creates assessment procedures and plans  Procedures and plans described include child and program goals | Creates assessment procedures and plans that do not accurately reflect children’s development and learning |  |

Yellow = Level 2 Green = Level 3 Blue = Level 5

**IV. Data Collection & Analysis Tool**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Competency & Standards Alignment** | | | | | **Cumulative Assessment Data** | | | | |
| **Competency** | **NAEYC**  **Stand.**  **(Draft 2020)** | **NAEYC**  **Comp.**  **(Draft 2020)** | **IPTS (2013)** | **InTASC (2019)** | **Distinguished** | **Proficient** | **Needs Improvement** | **Unsatisfactory** | **Unable to Assess** |
| **ECE FCR1**: Outlines the role and influence of families and communities on children’s development, learning, and the early childhood setting | 1c, 2a | 1c-LVL1-1 & 2, 2a-LV1-1-3 & 5 | 1C, 1E, 8A | 10(l), 10(m) |  |  |  |  |  |
| **ECE FCR4**: Identifies, selects, and promotes meaningful connections to community resources that are responsive to the unique strengths, priorities, concerns and needs of young children and their families | 2c | 2c-LVL1-1 & 2, 2c-LVL2-1 | 1L, 3F, 8E, 8T | 1(c), 1(i), 3(a), 3(c), 4(d), 7(m), 10(e), 10(q) |  |  |  |  |  |
| **ECE FCR5:** Describes culturally and linguistically responsive communication and collaboration strategies, which facilitate culturally sensitive expectations for children’s development and learning and family engagement in assessment and goal setting | 2b, 3d | 2b-LVL2-4, 3d-LVL1-1 & 2, 3d-LVL2-1, 3d-LVL2-3 | 7P, 7R, 8F, 8H, 8I, 9M, 9N | 1(c), 1(k), 3(a), 3(c), 3(q), 6(c), 10(g), 10(m), 10(q) |  |  |  |  |  |
| **ECE FCR6:** Selects and implements culturally and linguistically appropriate procedures designed to gather information about children and families, including child and family strengths, priorities, concerns, and needs, and collaboratively integrates this information into child and family goals | 2b | 2b-LVL2-1, 2b-LVL2-2-4 | 7O, 7P, 7Q, 7R, 8F, 8H, 8L, 8M, 8P, 8Q, 9M, 9N | 1(c), 3(a), 3(c), 6(c), 7(o), 10(b), 10(c), 10(d), 10g), 10(m), 10(q) |  |  |  |  |  |
| **ECE FCR7:** Designs and advocates for procedures, plans, and policies, informing child and program goals, in collaboration with families and other team members | 2b, 2c, 3d, 6a | 2b-LVL3-1, 2c-LVL3-2, 3d-LVL3-2, 6a-LVL1-4 | 7O, 7P, 7Q, 7R, 8F, 8H, 8I, 8J, 8L, 8M, 8O, 8P, 8Q, 8S, 9F, 9J, 9L, 9M, 9N, 9P, 9Q | 1(c), 3(a), 3(c), 6(c), 7(e), 9(d), 10(b), 10(c), 10(d), 10(g), 10(j), 10(k), 10(m), 10(o), 10(q) |  |  |  |  |  |