

FCC Family Child Care Environment Management (FCEM) Assessment (Levels 2-3)

FCC Competencies	<p>FCEM1: Identifies and describes organizational and use practices for materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to eat, relax, or work as desired during evenings and weekends</p> <p>FCEM2: Explains routines and schedules for transitioning between different uses of family child care spaces at different times of the day.</p> <p>FCEM3: Describes and explains the social environment of family child care to build a program community where children and families feel a sense of group belonging where they are nurtured and appreciated</p> <p>FCEM4: Chooses and organizes materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to eat, relax, or work as desired during evenings and weekends.</p> <p>FCEM 5: Develops routines and schedules for transitioning between different uses of family child care spaces at different times of the day</p> <p>FCEM6: Identifies selection and incorporation guidelines and procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*.</p> <p>FCEM7: Chooses developmentally appropriate technology for use in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*.</p> <p>FCEM8: Chooses appropriate recordkeeping, communication and management technology tools for use in the family child care environment which are safe, secure, and accessible</p>
NAEYC	2a, 2b, 2c, 3b, 4b, 4c, 6a, 6c
IPTS	1A, 1G, 1K, 1L, 2L, 3E, 3N, 4K, 4M, 5C, 5N, 5O, 7N, 8M, 9M, 9T
Gateways Benchmarks	2-4E2, 2-4I1-15, 2-4J24, 2-4K1-5, 2-4K7-16, 5I1-14, 5K1-12

Assessment Task:

For this Assessment, you will compare and contrast environments and interactions in family child care settings. The goals of this assessment include assessing your competencies in describing the characteristics and practices of culturally responsive, collaborative, supportive learning environments; identifying supportive practices and strategies within these environments; and creating and adapting environments that are responsive to external requirements and the unique development and learning needs of each child within the specific context lens of the family child care context.

Your Assessment requires that you conduct two family child care observations. These observations should take place in DCFS licensed family child care homes. In Part 1 of your assessment, you will develop an overview of legal mandates, standards, and ethical principles that are essential considerations in developing and maintaining family child care environments. Parts 2 and 3 of your assessment include your observations. In Part 2, you will conduct an environmental scan. In Part 3, you will conduct an Interaction Event Sample. Following your observations, you will write a summary of the data collected (Part 4) and analyze the data in your Post-Reflection (Part 5).

Prior to your observations:

- Call and schedule your family child care site observations. The observations should take place in an established, licensed child care homes.
- You should plan 90 minutes for each total observation (30 minutes for the environmental scan and 60 minutes for the interaction event sample).

- When setting up your observations, explain to the family child care provider that you will be taking notes on the organization on the environment and then observing interactions in the family child care home. Be sure to arrange a time when different interactions will be observable (i.e. not nap time).

Part 1: Pre-Reflection

Part 1 of your assessment requires that you describe factors within the early childhood environment (such as space, materials, images, sounds, language, ideas and adult behaviors and interactions) that influence classroom community and children's development and learning. With these factors in mind, provide a 1 to 2-page overview critical considerations for each of these factors when designing engaging environments for young children.

Part 2: Environmental Scan (30 Minutes)

- Upon your arrival, introduce yourself to the family child care provider and work with her/him to choose a location to observe from where you will not hinder activities.
- Ask the provider if it is possible to obtain a copy of the daily schedule. If this is not possible, write the schedule down.
- During the 30-minute environmental scan, develop a diagram of the home child care design. Take notes on features and aspects of the physical environment. Include in your notes the following:
 - Details on signage, labeling, and organizational strategies that are used within the environment to help children navigate and self-regulate.
 - Characteristics of the learning environment that support or impede collaboration
 - Characteristics of the learning environment that support or impede creativity and exploration
 - Ways in which the physical and social environment reflects cultural responsiveness
 - Specific organizational strategies that manage the home/life/family child care shared space dynamic
 - How technology is utilized for children (limitations, uses, safety precautions) as well as how technology is used as a management/business tool for the site.

Part 3: Interaction Event Sample (60 Minutes)

- Create a chart (see attached example) prior to your visit that will allow you to collect interaction samples and data for specific periods of time during the 60-minute period.
- To begin your event sample, provide an overall description of the following:
 - Number of children in the setting.
 - Number of adults in the setting.
 - Activities occurring during the observation time period
 - Interaction strategies used, including verbal communication and guidance strategies
 - Other relevant information (whether families were in the room, how children responded to strangers, etc.)
- For the 60-minute period focus specifically in on interactions collecting the following information:
 - A description of the interaction you observed (can include quotes)
 - The location of the interaction
 - Reason for the interaction
 - Duration of the interaction
 - Interaction type (Adult to child; Child to Adult; Child to child; Child to environment)

Part 4: Observation Summary

Your Observation Summary is based on Parts 2 and 3 of your assessment. Include the following for your summary:

- A one-page summary of the environmental scans for each observation site. (Attach your diagram and daily schedule for each site).
- A one-page summary of each event sample (attach your completed observation charts).

Part 5: Post-Reflection

Your Post-Reflection requires that you reflect on data collected in your observations, and suggest adaptations to the environments you observed within.

For your Post-Reflection, respond to each of the following:

- What was your overall assessment of the environments observed in terms of their ability to support positive behavioral and developmental outcomes? Identify specific environmental strengths and opportunities.
- What strengths and opportunities did you observe within the environment related to fostering trusting relationships with children and their families?
- Describe culturally and individually responsive strategies observed within each of the environments. In addition to strategies observed, identify opportunities, if applicable. How can strategies be adapted in ways that are respectful of personality and temperament?
- How specifically was technology utilized (or not) in the environments you observed?
- Based on your responses to each of the questions above, how effective do you feel each of the environments you observed within were in terms of supporting the healthy development and learning of young children, including
 - encouraging active, creative exploration,
 - promoting children's positive interactions with others,
 - supporting self-regulation,
 - supporting health social and emotional development,
 - supporting access and participation;
 - and promoting positive behaviors.
- What would you suggest in terms of environmental adaptations or changes to the learning environment overall to enhance the learning community and ensure that the diverse development and learning needs of each and every child is enhanced?

Part 6: Professional Application

If you currently have a family child care setting, or when considering your future setting, what recommendations do you have (considering what you have observed and learned for:

- Setting up your environment
- Logistically providing for shared family child care, and home/life spaces.
- Meeting the developmental needs of children through environmental and interaction strategies.
- Using technology in appropriate, safe, positive ways.

For each of your recommendations, create a specific plan of action for implementing these principles in your family child care environment.

Assessment Rubric

FCC Family Child Care Management Master Rubric

FCEM Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>FCEM1: Identifies and describes organizational and use practices for materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to eat, relax, or work as desired during evenings and weekends.</p> <p>NAEYC: 6a IPTS: N/A FCC: 2-4J24, 2-4K1-5, 5K2</p>	<p>Supports and models organizational and use practices for materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to eat, relax, or work as desired during evenings and weekends.</p>	<p>Identifies and describes organizational and use practices for materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to eat, relax, or work as desired during evenings and weekends.</p>	<p>Attempts to identify flexible organizational and use practices for materials, furniture and space in the family child care environment</p>	<p>Describes organizational and use practices for materials, furniture and space in the family child care environment that do not allow children of different ages to play and explore safely during the childcare day and/or hinder family members from eating, relaxing, or working as desired during evenings and weekends.</p>	
<p>FCEM2: Explains routines and schedules for transitioning between different uses of family child care spaces at different times of the day.</p> <p>NAEYC: 6a IPTS: N/A FCC: 2-4K7-12, 5K6</p>	<p>Describes and provides examples of routines and schedules for transitioning between different uses of family child care spaces at different times of the day.</p>	<p>Describes routines and schedules for transitioning between different uses of family child care spaces at different times of the day.</p>	<p>Attempts to explain routines and schedules for transitioning between different uses of family child care spaces at different times of the day.</p>	<p>Describes inconsistent routines and/or schedules for transitioning between different uses of family child care spaces at different times of the day</p>	
<p>FCEM3: Describes and explains the social environment of family child care as a program community where children and families feel a sense of group belonging where they are nurtured and appreciated.</p> <p>NAEYC: 2a, 2c, 6a IPTS: 1A, 1K, 1L FCC: 2-4E2, 2-4K13-16</p>	<p>Promotes and supports the social environment of family child care as a program community where children and families feel a sense of group belonging where they are nurtured and appreciated</p>	<p>Describes and explains the social environment of family child care as a program community where children and families feel a sense of group belonging.</p>	<p>Describes the social environment of family child care as a program community.</p>	<p>Does not include or value program community and providing children and families a sense of group belonging in describing and supporting the social environment of family child care.</p>	

<p><u>FCEM4:</u> Chooses and organizes materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to eat, relax, or work as desired during evenings and weekends.</p> <p>NAEYC: 6a IPTS: N/A FCC: 5K1, 5K3-5</p>	<p>Advocates and models organizational and use practices for materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to eat, relax, or work as desired during evenings and weekends.</p>	<p>Chooses and implements organizational and use practices for materials, furniture and space in the family child care environment that allow children of different ages to play and explore safely during the childcare day and family members to eat, relax, or work as desired during evenings and weekends.</p>	<p>Attempts to choose flexible organizational and use practices for materials, furniture and space in the family child care environment</p>	<p>Chooses organizational and use practices for materials, furniture and space in the family child care environment that do not allow children of different ages to play and explore safely during the childcare day and/or hinder family members from eating, relaxing, or working as desired during evenings and weekends.</p>	
<p><u>FCEM5:</u> Develops routines and schedules for transitioning between different uses of family child care spaces at different times of the day.</p> <p>NAEYC: 2b, 6a IPTS: N/A FCC: 5K7-12</p>	<p>Models and encourages routines and schedules for transitioning between different uses of family child care spaces at different times of the day.</p>	<p>Creates routines and schedules for transitioning between different uses of family child care spaces at different times of the day.</p>	<p>Attempts to create routines and schedules for transitioning between different uses of family child care spaces at different times of the day.</p>	<p>Creates inconsistent routines and/or schedules for transitioning between different uses of family child care spaces at different times of the day</p>	
<p><u>FCEM6:</u> Identifies selection and incorporation guidelines and procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*.</p> <p>NAEYC: 2b, 3b, 4b, 4c, 6a, 6c IPTS: 1G, 2L, 3E, 3N, 4K, 4M, 5C, 5N, 5O, 7N, 8M, 9M, 9T FCC: 2-4I1-15; 5I1-4</p>	<p>Justifies and encourages selection and incorporation guidelines and procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*.</p>	<p>Names and explains selection and incorporation guidelines and procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*.</p>	<p>Names some procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures</p>	<p>Cannot identify selection and incorporation guidelines and procedures for utilizing technology in the family child care environment or describes procedures, content or limits that are unsafe, not secure, and developmentally inappropriate for the age group served</p>	

<p>FCEM7: Chooses developmentally appropriate technology for use in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*.</p> <p>NAEYC: 4b, 6C IPTS: 2L, 3E, 3N, 4K, 4M, 5C, 5N, 5O FCC: 5I5-9</p>	<p>Models and promotes guidelines and procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*.</p>	<p>Selects and implements guidelines and procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures, content, and limits for children birth through age 8*.</p>	<p>Selects some procedures for utilizing technology in the family child care environment which includes safe, secure, and age-appropriate procedures.</p>	<p>Cannot select procedures for utilizing technology in the family child care environment or selects procedures, content or limits that are unsafe, not secure, and developmentally inappropriate for the age group served.</p>	
<p>FCEM8: Chooses appropriate recordkeeping, communication and management technology tools for use in the family child care environment which are safe, secure, and accessible.</p> <p>NAEYC: 2b, 3b, 6a IPTS: 1G, 2L, 8M, 9M, 9T FCC: 5I10-14</p>	<p>Exemplifies and advocates appropriate recordkeeping, communication and management technology tools for use in the family child care environment which are safe, secure, and accessible.</p>	<p>Selects and implements appropriate recordkeeping, communication and management technology tools for use in the family child care environment which are safe, secure, and accessible.</p>	<p>Selects technology tools for use in the family child care environment which are minimally safe and secure.</p>	<p>Selects and/or implements recordkeeping, communication and management technology tools for use in the family child care environment which are unsafe, not secure, and/or in accessible.</p>	

Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5