

## Family Specialist Custom Assessment (Level 2) Family Services Program Analysis

<b>FS Competencies</b>	PPD1: Demonstrates professionalism in appearance, behavior, and disposition. PPD2: 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. IRE1: Identifies positive and negative indicators of mental and emotional well-being of families within their context. IRE2: Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience.
<b>Original Gateways FS Benchmarks</b>	B9, D2, E13, F9, G4, G5, G6

### Assessment Guidelines

For this assessment, you are required to develop, analyze, and suggest modifications to programming and practice for a community family service agency. Successful completion of this assessment requires that you develop in depth knowledge of agency practices.

Your assessment has three parts. In Part One, you will develop a profile of your targeted family service agency. In Part Two, you will analyze agency practice based on your knowledge of effective family service agency functioning. In Part Three, you will develop a professional philosophy and provide an overview of values, attitudes, beliefs, and behavior that would be congruent with the underlying philosophy of the program you studied. Please note that throughout this assessment you will be evaluated on your ability to exhibit professional behavior and respond positively and constructively to feedback provided.

#### **Part One:**

Part One of your assessment requires that you develop a profile of the family search this agency you have selected. Although you may provide additional information, you are required to include the following:

1. A description of the program that you are evaluating, including:
  - a. Programmatic structure
  - b. Population served
  - c. Legal and policy frameworks the program is required to adhere to.
  - d. Monitoring procedures followed by the program, including those related to sanitation and health care monitoring.

- e. How the program maintains and organizes legal and ethical documentation of service delivery.
  - f. How the program utilizes a strength-based, family center lens in policy and practice.
  - g. Written standards, policies, and program requirements.
2. An overview of specific strategies employed by the program including:
- a. How the program works to support family engagement, including specific curricular approaches designed to support engagement.
  - b. How the program supports the physical and emotional well-being of participants served.
  - c. Strategies used by the program to ensure family competence and resilience.
  - d. How the program evaluates service delivery, including support for family resilience and well-being within typical, everyday environments

**Part Two:**

In Part Two of your assessment, you are required to analyze agency practices based on information gained. Include the following in your analysis:

- 1. Developmental processes utilized by the program to ensure support for family autonomy, diversity, strengths, development, and effective response to transitions.
- 2. Program effectiveness based on coordination plans and activities in emphasizing family strengths within the context of neighborhood and community.

**Assessment Rubric (pulled from FS Master Rubrics)**

<b>Family Specialist Custom Assessment (Level 2): Family Services Program Analysis Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
PPD1: Demonstrates professionalism in appearance, behavior, and disposition.  <b>FS: F9</b>	Exhibits and models professional behavior and demeanor through dependability, responsibility, work habits, personal appearance and disposition  Responds positively and constructively to feedback as a member of the	Exhibits professional behavior and demeanor through dependability, responsibility, work habits, personal appearance and disposition  Responds positively and constructively to feedback as a member of the professional team.	Exhibits inconsistent professional behavior and demeanor through dependability, responsibility, work habits, personal appearance and disposition  Responds neutrally to feedback as a member of the early childhood team.	Exhibits unprofessional behavior and demeanor through any of the following: a lack of dependability, a lack of responsibility, poor work habits, unprofessional personal appearance and unprofessional disposition.  Responds negatively to	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	<p>professional team.</p> <p>Applies feedback to professional performance in overt and meaningful way.</p>			<p>feedback as a member of the early childhood team.</p>	
<p>PPD2: 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>FS: B9, D2, E13, G4, G5, G6</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, skill, and professional goals.</p> <p>Demonstrates behavior consistent with understanding professional roles during interactions with families, and state implications for family visits and other services. Professional conduct demonstrates cultural and linguistic competence.</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, skill, and professional goals.</p> <p>Demonstrates behavior consistent with understanding professional roles during interactions with families, and state implications for family visits and other services.</p> <p>Identifies and prioritizes</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.</p> <p>Demonstrates behavior that partially reflects understanding of personal choices and actions on families and team members, including effects of own beliefs, knowledge, skill, and professional goals.</p> <p>Demonstrates behavior that is generally consistent with understanding professional roles during interactions with families, and state implications for family visits and other services.</p>	<p>Identification of legal and policy frameworks that underlie different family or child service systems in accurate or incomplete.</p> <p>Demonstrates professional conduct on an inconsistent basis.</p> <p>Demonstrates behavior that does not reflect understanding of personal choices and actions on families and team members, including effects of own beliefs, knowledge, skill, and professional goals.</p> <p>Demonstrates behavior that is inconsistent with understanding professional roles during interactions with families, and state implications for family visits and other services.</p>	

**Family Specialist Custom Assessment (Level 2): Family Services Program Analysis Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
		personal strategies to participate in and advance the profession.			
<p>IRE1: Identifies positive and negative indicators of mental and emotional well-being of families within their context.  <b>FS: B11</b></p>	<p>Distinguishes among positive and negative indicators of mental and emotional health and healthy emotional environments.</p> <p>Identifies family coping strategies and adaptations to adverse environmental conditions.</p> <p>Uses research and the evidence-base to provide a rationale for coping strategies, and conditions identified.</p>	<p>Distinguishes among positive and negative indicators of mental and emotional health and healthy emotional environments.</p> <p>Identifies family coping strategies and adaptations to adverse environmental conditions.</p>	<p>Identifies indicators of mental and emotional health and healthy emotional environments.</p> <p>Identifies family coping strategies in adaptations.</p>	<p>Identification of factors that contribute or detract from mental and emotional health and healthy emotional environments are inaccurate or incomplete.</p> <p>Coping strategies and adaptations to environmental conditions identified are inaccurate or incomplete.</p>	
<p>IRE2: Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience.  <b>FS: E11</b></p>	<p>Identifies qualities and characteristics supportive of reciprocal relationships with families, including demonstrating respect for family competence and resilience.</p> <p>Demonstrates cultural competence in the enactment of these qualities and characteristics.</p>	<p>Identifies qualities and characteristics supportive of reciprocal relationships with families, including demonstrating respect for family competence and resilience.</p>	<p>Identifies limited qualities and characteristics that support reciprocal relationships with families.</p>	<p>Identifies qualities and characteristics that detract from developing reciprocal relationships with families.</p>	

Level 2 –Yellow