

Family Specialist Custom Assessment (Level 4) Family Services Program Analysis

FS Competencies	<p>HSW2: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being.</p> <p>CPD4: Develops, implements and assesses--in collaboration with families--content, evidence-based programs, interventions, and family service plans developed to emphasize family strengths and support family priorities, concerns, and needs.</p> <p>IRE1: Identifies positive and negative indicators of mental and emotional well-being of families within their context.</p> <p>IRE2: Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience.</p> <p>IRE4: Assesses program standards and curricular approaches from the perspective of supporting family engagement in children's development and learning.</p> <p>PPD1: Demonstrates professionalism in appearance, behavior, and disposition.</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>PPD4: Engages in reflective practice and the design of a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence.</p> <p>PPD5: Articulates, reflects on, continually refines and puts into practice a professional philosophy and values that drive personal professional beliefs about human service delivery.</p>
Original Gateways FS Benchmarks	B4, B5, B9, B11, D2, D7, D8, D9, D14, D15, D16, D21, D22, D23, E11, E12, E13, F9, G1, G3, 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. How the program evaluates service delivery, including support for family resilience and well-being within typical, everyday environments.
 - d. How the program incorporates technology into its service delivery system.
 - e. How the program collaborates with other organizations and families to address structural inequities.
 - f. How constituents served, including family members, are supported in engaging in leadership and policy development within and outside of the program.
 - g. How the program provides resources to families in the areas of health and wellness, social and emotional development, and mental health.

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. How effectively the program incorporates professional information on policy and advocacy into program practice.
2. Technologies employed by the program to share resources, communicate, coordinate services, and monitor service delivery in relation to program standards and goals.
3. Program policies and practices supporting sanitation, including healthcare monitoring and universal precautions.
4. Developmental processes utilized by the program to ensure support for family autonomy, diversity, strengths, development, and effective response to transitions.

- Program effectiveness based on coordination plans and activities in emphasizing family strengths within the context of neighborhood and community.

Part Three:

In Part Three of your assessment, you are to respond as if you are an employee of the program you profiled. You will be developing a Professional Development Plan based on your knowledge of the program and your own current strengths and challenges in professional practice. Respond to each of the following:

- Current strengths in demonstrating behavior consistent with required professional role
- Current strengths and opportunities in demonstrating behavior that is congruent with program philosophy, beliefs, and values.
- Current strengths and opportunities for development in demonstrating respect for each families’ preferred language and mode of communication.

Based on your reflection, identify five goals for improving professional practice. Include at least one goal related to increasing your skills in cultural competence.

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Assessment Rubric (pulled from FS Master Rubrics)

Family Specialist Custom Assessment (Level 4): Family Services Program Analysis Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
IRE1: Identifies positive and negative indicators of mental and emotional well-being of families within their context. FS: B11	Distinguishes among positive and negative indicators of mental and emotional health and healthy emotional environments. Identifies family coping strategies and adaptations to adverse environmental conditions.	Distinguishes among positive and negative indicators of mental and emotional health and healthy emotional environments. Identifies family coping strategies and adaptations to adverse environmental conditions.	Identifies indicators of mental and emotional health and healthy emotional environments. Identifies family coping strategies in adaptations.	Identification of factors that contribute or detract from mental and emotional health and healthy emotional environments are inaccurate or incomplete. Coping strategies and adaptations to environmental conditions identified are inaccurate or	

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	<p>Uses research and the evidence-base to provide a rationale for coping strategies, and conditions identified.</p>			<p>incomplete.</p>	
<p>IRE2: Establishes reciprocal relationships with families, demonstrating respect for family competence and resilience. FS: E11</p>	<p>Identifies qualities and characteristics supportive of reciprocal relationships with families, including demonstrating respect for family competence and resilience. 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>	
<p>PPD1: Demonstrates professionalism in appearance, behavior, and disposition. FS: F9</p>	<p>Exhibits and models professional behavior and demeanor through dependability, responsibility, work habits, personal appearance and disposition</p> <p>Responds positively and constructively to feedback as a member of the professional team.</p> <p>Applies feedback to professional performance in overt and meaningful way.</p>	<p>Exhibits professional behavior and demeanor through dependability, responsibility, work habits, personal appearance and disposition</p> <p>Responds positively and constructively to feedback as a member of the professional team.</p>	<p>Exhibits inconsistent professional behavior and demeanor through dependability, responsibility, work habits, personal appearance and disposition</p> <p>Responds neutrally to feedback as a member of the early childhood team.</p>	<p>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.</p> <p>Responds negatively to feedback as a member of the early childhood team.</p>	

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<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 personal strategies to participate in and advance the profession.</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>	

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<p>PPD4: Engages in reflective practice and the design of a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence.</p> <p>FS: G3</p>	<p>Reflects on professional values and related practices, including those for honoring diverse perspectives. Adjusts practices to address personal bias and to strengthen cultural and linguistic responsiveness. Creates a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence. Develops plan for reflecting on and updating professional development plan.</p>	<p>Reflects on professional values and related practices, including those for honoring diverse perspectives. Adjusts practices to address personal bias and to strengthen cultural and linguistic responsiveness. Creates a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence.</p>	<p>Reflects on professional values and related practices. Adjusts practices based on reflection. Creates a professional development plan.</p>	<p>Does not identify connection between professional values and related practices. Practices to address personal bias and to strengthen cultural and linguistic responsiveness are not recognized or adjusted. Professional development plan goals not conducive to improving professional practice and fostering professional growth and cultural competence.</p>	
<p>HSW2: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being.</p> <p>FS: B4, B5</p>	<p>Identifies and describes indicators of physical well-being (such as health status and communicable diseases) and emotional well-being (such as emotional distress and addiction).</p> <p>Identifies and describes monitoring procedures that represent physical well-being (such as health status and communicable diseases) and emotional well-being (such as</p>	<p>Identifies and describes indicators of physical well-being (such as health status and communicable diseases) and emotional well-being (such as emotional distress and addiction).</p> <p>Identifies and describes monitoring procedures that represent physical well-being (such as health status and communicable diseases) and emotional well-being (such as</p>	<p>Identifies indicators of physical well-being (such as health status and communicable diseases) and emotional well-being (such as emotional distress and addiction).</p> <p>Identifies monitoring procedures that represent physical well-being (such as health status and communicable diseases) and emotional well-being (such as emotional distress and addiction).</p>	<p>Identifies inaccurate or incomplete indicators of physical well-being (such as health status and communicable diseases) and emotional well-being (such as emotional distress and addiction).</p> <p>Identifies inaccurate or incomplete monitoring procedures that represent physical well-being (such as health status and communicable diseases) and emotional well-being</p>	

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	<p>emotional distress and addiction).</p> <p>Critiques policies and practices ensuring cleanliness and sanitation, including health care monitoring and universal precautions using standards and required procedures. Uses research and evidence-based practice to support standards, policies, and procedures identified and described.</p>	<p>emotional distress and addiction).</p> <p>Critiques policies and practices ensuring cleanliness and sanitation, including health care monitoring and universal precautions using standards and required procedures.</p>	<p>Describes policies and practices ensuring cleanliness and sanitation, including health care monitoring and universal precautions using standards and required procedures.</p>	<p>(such as emotional distress and addiction).</p> <p>Inaccurately describes policies and practices ensuring cleanliness and sanitation, including health care monitoring and universal precautions using standards and required procedures.</p>	
<p>CPD4: Develops, implements and assesses-- in collaboration with families--content, evidence-based programs, interventions, and family service plans developed to emphasize family strengths and support family priorities, concerns, and needs.</p> <p>FS: D7, D8, D9, D14, D15, D16, D21, D22, D23</p>	<p>Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focused.</p> <p>Assesses family service plan formats and developmental processes in relation to approaches and resources that support family autonomy and addresses the family's diversity, strengths, functions, development, and transitions.</p> <p>Develops home visit plans and parent group sessions that reflect agency purpose and different family service</p>	<p>Develops culturally and linguistically responsive family service plans that are parent/family-focused and child-focused.</p> <p>Assesses family service plan formats and developmental processes in relation to approaches and resources that support family autonomy and addresses the family's diversity, strengths, functions, development, and transitions.</p> <p>Develops home visit plans and parent group sessions that reflect agency purpose and different family</p>	<p>Develops family service plans that are parent/family-focused and child-focused.</p> <p>Assesses family service plan formats and developmental processes in relation to approaches and resources.</p> <p>Develops home visit plans and parent group sessions that reflect agency purpose and different family service goals, and incorporate a range of strategies to establish partnerships with families.</p> <p>Develops parent-child group sessions that focus on</p>	<p>Develops incomplete or inaccurate family service plans that are parent/family-focused and child-focused.</p> <p>Assessment of family service plan formats and developmental processes in relation to approaches and resources is incomplete or inaccurate.</p> <p>Develops home visit plans and parent group sessions that do not reflect agency purpose and different family service goals or incorporate a range of strategies to establish partnerships with families.</p>	

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	<p>goals, incorporate a range of strategies to establish partnerships with families, maintain family engagement, engage families in reflection and autonomous decision making, ensure collaboration around specific purposes, and engages families in skill-focused strategies to address specific outcomes.</p> <p>Develops parent-child group sessions that focus on the parent-child relationship, from perspective of recognizing and building competence, confidence, and resilience in parenting and facilitate carry-over and consistency among different types of intervention programs.</p> <p>Assesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services.</p>	<p>service goals, incorporate a range of strategies to establish partnerships with families, maintain family engagement, engage families in reflection and autonomous decision making, ensure collaboration around specific purposes, and engages families in skill-focused strategies to address specific outcomes.</p> <p>Develops parent-child group sessions that focus on the parent-child relationship, from perspective of recognizing and building competence, confidence, and resilience in parenting and facilitate carry-over and consistency among different types of intervention programs.</p> <p>Assesses service coordination plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services.</p>	<p>the parent-child relationship.</p> <p>Assesses service coordination plans and activities.</p>	<p>Develops parent-child group sessions that lack focus.</p> <p>Provides incomplete or inaccurate assessment of service coordination plans and activities.</p>	

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	<p>Uses current research and evidence-based practice to support programs, interventions, and family service plans development, implementation, and analyses.</p>				
<p>IRE4: Assesses program standards and curricular approaches from the perspective of supporting family engagement in children’s development and learning.</p> <p>FS: E12</p>	<p>Assesses program standards from the perspective of supporting family engagement in children’s development and learning.</p> <p>Assesses curricular approaches from the perspective of supporting family engagement in children’s development and learning.</p> <p>Research is utilized to support assessment rationale.</p>	<p>Assesses program standards from the perspective of supporting family engagement in children’s development and learning.</p> <p>Assesses curricular approaches from the perspective of supporting family engagement in children’s development and learning.</p>	<p>Assesses program standards.</p> <p>Assesses curricular approaches.</p>	<p>Assessment of program standards inaccurate or incomplete.</p> <p>Assessment of curricular approaches inaccurate or incomplete.</p>	
<p>PPD5: Articulates, reflects on, continually refines and puts into practice a professional philosophy and values that drive personal professional beliefs about human service delivery.</p> <p>FS: G1</p>	<p>Identifies personal characteristics, beliefs and values that influence participation in opportunities for personal growth, self-reflection, self-care, and personal safety.</p> <p>Articulates a professional philosophy of human service delivery.</p>	<p>Identifies personal characteristics, beliefs and values that influence participation in opportunities for personal growth, self-reflection, self-care, and personal safety.</p> <p>Articulates a professional philosophy of human service delivery.</p>	<p>Identifies personal characteristics, beliefs and values.</p> <p>Articulates a philosophy of service delivery systems.</p> <p>Demonstrates behavior that is generally congruent with underlying philosophy and values.</p>	<p>Identifies personal characteristics, beliefs and values that are incongruent with the values of the human services field.</p> <p>Articulates a philosophy of service delivery systems that is incongruent with the values of the human services field.</p>	

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	Demonstrates behavior congruent with underlying philosophy, beliefs and values. Identifies plan for ongoing reflection and incorporating beliefs and values into practice.	Demonstrates behavior congruent with underlying philosophy, beliefs and values.		Demonstrates behavior that is incongruent with the values of the human services field.	

Level 2 –Yellow

Level 3 – Green

Level 4 – Orange