

## Illinois Director Credential (IDC) Family Partnerships Assessment (Levels I, III) Family and Staff Handbook

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| <b>IDC Competencies</b> | FP1: Create processes, procedures, and program plans that support and enhance family functioning, cultivate respectful, responsive relationships, foster family engagement, support family goal setting, and facilitates bidirectional communication.<br>FP2: Develop, implement, and assess organizational systems that support and enhance family relationships, family goal setting, and promote meaningful family engagement. |
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### Assessment Guidelines

In this assessment, you are required to develop program policies and practices supportive of collaborative relationships with families and family engagement. Your assessment has two parts. In part one, you will develop a handbook for families outlining opportunities for engagement within your program. In part two, you will develop a handbook for staff outlining program policies and practices supportive of family engagement and partnership.

#### **Part One: Family Handbook**

**Introduction:** Include in your introduction a statement regarding the importance of family engagement as it relates to children's learning and development.

**Handbook Components:** Your handbook is required to include each of the following components:

- An overview of the program's philosophy, curriculum, and general operations.
- A description of how family choices and goals inform the program's curriculum.
- A description of how families can participate in program activities.
- An overview of how families can assess program practices and materials.
- A description of family opportunities for involvement in program governing and advisement.
- An overview of family communication strategies used within the program.
- A description of family orientation processes.
- An overview of family opportunities for engagement in educational experiences.
- An overview of supportive services available within the program and broader community.
- A description of referral processes and partnering agencies.

#### **Part Two: Staff Family Engagement Handbook**

**Introduction:** Include in your introduction a statement regarding the importance of family engagement, family partnership, and strength-based interactions.

**Handbook Components:** Your handbook is required to include each of the following components:

- The program's philosophy with regards to building collaborative relationships with families.
- How organizational components contribute to the development of collaborative relationships with families.
- Strategies designed to promote partnership between families and staff regarding the identification of family and child goals.
- Strategies used by the program to promote family engagement inclusive of the orientation process.
- How family relationship and engagement strategies are designed based on each family's individual strengths.

**Assessment Rubric**

| <b>IDC Family Partnerships Master Rubric</b>                                                                                                                                                                                                                 |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                         |
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| <b>Competency</b>                                                                                                                                                                                                                                            | <b>Distinguished</b>                                                                                                                                                                                                                     | <b>Proficient</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Needs Improvement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Unsatisfactory</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Unable to Assess</b> |
| <p>FP1: Create processes, procedures, and program plans that support and enhance family functioning, cultivate respectful, responsive relationships, foster family engagement, support family goal setting, and facilitates bidirectional communication.</p> | <p>Advocates and supports processes, procedures, and program plans that support and enhance family functioning, cultivate respectful, responsive relationships, foster family engagement, and facilitate bidirectional communication</p> | <p>Plans developed are comprehensive and include opportunities for family participation in program activities, family assessment of program practices and materials, governing and advisement, family communication, and family orientation.</p> <p>Strategies supporting partnership with families through the creation of culturally and linguistically appropriate educational experiences and supportive services are created.</p> <p>Processes, procedures, and plans support family connection to and engagement with community resources; appropriate referral processes; and program philosophy, curriculum plans, and operations.</p> <p>Policies and plans include engaging intake procedures designed to solicit family choices and goals.</p> | <p>Plans developed include opportunities for family participation in program activities, family assessment of program practices and materials, governing and advisement, family communication, and family orientation.</p> <p>Strategies supporting partnership with families through the creation of educational experiences and supportive services are created.</p> <p>Processes, procedures, and plans support family awareness of community resources; appropriate referral processes; and program philosophy, curriculum plans, and operations.</p> <p>Policies and plans include for intake procedures designed to solicit family choices and goals.</p> | <p>Plans for program activities for families, family awareness of program practices and materials, governing and advisement, family communication, and family orientation are created.</p> <p>Information for families regarding educational experiences and supportive services is created.</p> <p>Processes, procedures, and plans outline community resources; and/or appropriate referral processes; and/or program philosophy, curriculum plans, and operations.</p> <p>Policies and plans for intake procedures are present.</p> |                         |

**IDC Family Partnerships Master Rubric**

| <b>Competency</b>                                                                                                                                                               | <b>Distinguished</b>                                                                                                                                                                                        | <b>Proficient</b>                                                                                                                                                                                                                                                                                                                                                                                           | <b>Needs Improvement</b>                                                                                                                                                                                                                                                                                               | <b>Unsatisfactory</b>                                                                                                                                                                                                                                    | <b>Unable to Assess</b> |
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| <p>FP2: Develop, implement, and assess organizational systems that support and enhance family relationships, family goal setting, and promote meaningful family engagement.</p> | <p>Encourages and supports other ECE professionals in cultivating, infusing and assessing organizational systems that support and enhance family relationships and promote meaningful family engagement</p> | <p>Organizational system designed to build collaborative relationships with families and to facilitate partnership in the identification of child and family goals is developed.</p> <p>System of family engagement created supports partnership, beginning with the orientation process, capitalizes on family strengths, and provides multiple opportunities for engagement based on their strengths.</p> | <p>Organizational system designed to build relationships with families and to solicit information to identify child and family goals is developed.</p> <p>System of family engagement created supports partnership, beginning with the orientation process, and provides multiple opportunities for participation.</p> | <p>Organizational system designed does not include attention to building relationships with families and soliciting information to identify child and family goals is developed.</p> <p>System of family engagement created contradicts partnership.</p> |                         |

Level I—Beige Level III—Purple