

## Illinois Director Credential (IDC) Family Partnerships Assessment (Levels I-III) Website Project

<b>IDC Competencies</b>	<p><b>FP1:</b> Create processes, procedures, and program plans that support and enhance family functioning, cultivate respectful, responsive relationships, foster family engagement, and facilitate bidirectional communication.</p> <p><b>FP2:</b> Develop, implement, and assess organizational systems that support and enhance family relationships and promote meaningful family engagement.</p>
<b>Original Gateways IDC Benchmarks</b>	HRD1, FP1, FP2, FP3, FP4, FP5, FP6, FP7, FP8, FP9

### Assessment Guidelines

For this assessment, you will develop two websites for the purposes of enhancing and supporting family collaboration in your center/school. The websites can be designed using the design tools and platforms of your choosing. The assessment does not require the websites to be live but they must be reviewable via the links you submit. All pages, resources, links and documents must be fully functioning.

#### **Website #1: For Center/School Families**

This website will be designed as a welcome/orientation/resource and collaboration tool for families served by your center/school. The website should include sections, policies, supports, and staff contact information. To do this you will need to develop your center processes and procedures regarding family collaboration and design your website to easily and clearly articulate these processes to families and invite them to participate. As inviting as your website may be and as comprehensive and high your expectations for respectful, responsive parent collaboration, you will need to really focus on how easily navigable and useable your dissemination tool is (in this case a website), how reciprocal the communication opportunities are, and your supports are substantive, genuine and focus on the needs and goals of the families you are serving. Your website should provide parents the following:

- A welcoming overview to your center/ school which includes the center/school philosophy and family collaboration message
- Overview of Center/School policies and procedures (families would need quickly) in an easily searchable, findable way including policies and procedures such as:
  - Center/school curriculum by age group served
  - Instructional scheduling and group management strategies per age group served
  - Process and procedures for choosing and implementing center/school curriculum
  - Systematic evaluation of curriculum by center/school stakeholders including parents
  - Center/school screening, formative and summative assessment instruments and practices by age group served
  - Inclusion of families and communication with families in assessment and screening practices
  - Systematic evaluation of assessment and screening practices by center/school stakeholders including parents
  - Policies and procedures for transitioning children in and out of the school/center
  - Mealtime Expectations & Menu Cycles

- Children with food allergies and food sensitivities
- Snacks and treats from outside for celebrations and special occasions
- Sending ill children home and parent notification
- Isolating children who become ill
- Communicable disease handling & reporting
- Well check/return to school policy
- Child Abuse and Neglect reporting
- Emergency, health and accident plans and reports
- Emergency information for all children
- Center building security/access
- Excursion safety procedures
- Disaster Plan (fire, tornado, threatening persons)
- schedule of emergency drills
- Parent check in and out
- Security and access
- Easily navigated staff contact information by primary responsibilities
- Family involvement/ participation:
  - Contributing to curriculum, instructional, and policy direction and decisions
  - Assisting/volunteering both in classroom activities and outside or off site participation/volunteer opportunities
  - Assisting with special events
    - Serving as a volunteer for fieldtrips and special visitors
    - Organizing special events, visitors, celebrations
  - Assisting with center/ school communications and marketing etc.
- Ways to offer suggestions for improving family collaboration, communication, partnership
- Social media connections, inviting family participation and communication (i.e. Pinterest, Instagram, Twitter, Facebook, etc.)
- Family Support Resources
  - Community agencies with specific contact information
  - Community resources with specific contact information
  - Articles
  - Websites
  - Center-authored (parents and staff) topical blog

### **Website #2: For Center/School Staff**

This website will be designed as an electronic resource/ handbook for orienting new center staff and for existing center staff as they promote collaboration with families served by your center/school. This tool should reflect the resources, procedures and process developed above and from

the staff perspective, provide the information, forms, tools, policies etc. need to support them in the team effort of creating nurturing, responsive, respectful partnerships for parents.

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

<b>IDC Family Partnerships Assessment (Levels I-III): Website Project Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<p><b><u>FP1:</u></b> Create processes, procedures, and program plans that support and enhance family functioning, cultivate respectful, responsive relationships, foster family engagement, and facilitate bidirectional communication</p> <p><b>IDC:</b> HRD1, FP1, FP2, FP3, FP6, FP8, FP9</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>Establishes processes, procedures, and program plans that support and enhance family functioning.</p>	<p>Establishes some processes, procedures, and program plans that attempt to support and enhance family functioning</p>	<p>Perpetuates processes, procedures, and program plans that do not support family functioning, and or are disrespectful and unresponsive</p>	
<p><b><u>FP2:</u></b> Develop, implement, and assess organizational systems that support and enhance family relationships and promote meaningful family engagement.</p> <p><b>IDC:</b> FP4, FP5, FP7</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>Cultivates, infuses and assesses organizational systems that support and promote family engagement.</p>	<p>Attempts to create organizational systems that support and promote family engagement.</p>	<p>Through neglectful or intentional practices, creates organizational systems that do not support and hinder family engagement.</p>	

Level I—Beige

Level III—Purple