

**FCC Family Child Care Management Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b><u>FCEM1:</u></b> 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><b>NAEYC:</b> 6a <b>IPTS:</b> N/A <b>FCC:</b> 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><b><u>FCEM2:</u></b> Explains routines and schedules for transitioning between different uses of family child care spaces at different times of the day.</p> <p><b>NAEYC:</b> 6a <b>IPTS:</b> N/A <b>FCC:</b> 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><b><u>FCEM3:</u></b> 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><b>NAEYC:</b> 2a, 2c, 6a <b>IPTS:</b> 1A, 1K, 1L <b>FCC:</b> 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>	

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<p><b><u>FCEM4:</u></b> 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><b>NAEYC:</b> 6a <b>IPTS:</b> N/A <b>FCC:</b> 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><b><u>FCEM5:</u></b> Develops routines and schedules for transitioning between different uses of family child care spaces at different times of the day.</p> <p><b>NAEYC:</b> 2b, 6a <b>IPTS:</b> N/A <b>FCC:</b> 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><b><u>FCEM6:</u></b> 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><b>NAEYC:</b> 2b, 3b, 4b, 4c, 6a, 6c <b>IPTS:</b> 1G, 2L, 3E, 3N, 4K, 4M, 5C, 5N, 5O, 7N, 8M, 9M, 9T <b>FCC:</b> 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>	

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<p><b><u>FCEM7:</u></b> 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><b>NAEYC:</b> 4b, 6C <b>IPTS:</b> 2L, 3E, 3N, 4K, 4M, 5C, 5N, 5O <b>FCC:</b> 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><b><u>FCEM8:</u></b> Chooses appropriate recordkeeping, communication and management technology tools for use in the family child care environment which are safe, secure, and accessible.</p> <p><b>NAEYC:</b> 2b, 3b, 6a <b>IPTS:</b> 1G, 2L, 8M, 9M, 9T <b>FCC:</b> 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>	
<p><b><u>FCEM9:</u></b> Creates a 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><b>NAEYC:</b> 2c, 4b, 4c <b>IPTS:</b> 8Q, 9L <b>FCC:</b> 2-4K15-16, 5K13-16</p>	<p>Models and promotes a 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>Builds and supports a 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>Builds a social environment of family child care to build a program community where children and families feel a sense of group belonging</p>	<p>Neglects or hinders the social environment of family child care which negatively impacts program community and/or creates an environment where children and families do not feel valued and included.</p>	

Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5