

## Family Specialist Custom Assessment (Level 5) Family Services Program Analysis

Family Specialist Custom Assessment (Level 5) Family Services Program Analysis	
<b>FS Competencies</b>	<p>HSW2: Identifies standards, policies, and procedures supportive of family living that foster physical and social well-being.</p> <p>HSW4: Designs collaborative plans, policies and services at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living.</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>CPD6: Evaluates and selects a broad range of technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery in relation to program standards and stated goals.</p> <p>OA4: Develops engaging and collaborative assessment partnerships with families designed to understand family strengths, assets, concerns, priorities and goals, including those related to parenting their children.</p> <p>OA6: Develops respectful, culturally and linguistically responsive formats for sharing observation and assessment information with families and other providers.</p> <p>OA7: Maintains legal, ethical, organized records of service delivery.</p> <p>IRE1: 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>IRE5: Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community.</p> <p>FCR5: Compares and contrasts family, neighborhood and community risk, protective, and promotional relationship factors that may influence family functioning and development.</p> <p>FCR6: Designs program policies and practices that promote family engagement and collaboration through the provision of meaningful engagement opportunities, involvement in decision-making processes, and demonstrating respect for family's preferred language and modes of communication.</p> <p>FCR7: Develops, implements, and assesses--in partnership with families and other providers—evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthens the family functioning through their ability to access and manage resources, including the family's role in parenting children.</p> <p>FCR8: Distinguishes between appropriate and inappropriate use of different communication technologies, and develops program standards related to these technologies.</p> <p>FCR9: Integrates theory and research on human and family development, functioning, and family systems to plan a comprehensive and cohesive system of family supports that build on and enhance family strengths to address family needs, concerns, priorities, and goals.</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</p>

	<p>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> <p>PPD6: Designs and participates in collaborative systems and proactive, visionary leadership that address structural inequities in society and human service systems and support family cohesion and well-being.</p> <p>PPD7: Designs and participates in collaborative systems and proactive, visionary leadership addresses structural inequities in society and human service systems and mitigates against family cohesion and well-being.</p>
<b>Original Gateways FS Benchmarks</b>	B4, B5, B6, B7, B8, B9, B11, B12, B14, C19, C20, C21, D2, D7, D8, D9, D14, D15, D16, D21, D22, D23, D24, D25, D26, E8, E9, E12, E13, F5, F6, F7, F8, F9, F12, F13, F14, F15, F16, F17, G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G10, G11, G12

### **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 four 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 suggest modifications to program practices. In Part Four, 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 support family assets and goals and address family concerns.
  - d. How the program evaluates service delivery, including support for family resilience and well-being within typical, everyday environments.
  - e. How the program incorporates technology into its service delivery system.
  - f. How the program works to support families regarding their understanding of family development, including the sharing of assessment information.
  - g. How the program collaborates with other organizations and families to address structural inequities.
  - h. Strategies the program uses to support families within context, including addressing family, neighborhood and community risk factors and promoting resilience.
  - i. How constituents served, including family members, are supported in engaging in leadership and policy development within and outside of the program.
  - j. 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 online, 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.
5. Program effectiveness based on coordination plans and activities in emphasizing family strengths within the context of neighborhood and community.
6. Program effectiveness in supporting child and family development.
7. Integration of appropriate legal and ethical practices into program practice.

8. How effectively the programs written standards, Policies, and program requirements respond to legal and ethical standards
9. How effectively the program response to community goals and is collaborative in nature.

**Part Three:**

In Part Three of your assessment, you will be suggesting modifications to program practices based on information gained. Identify opportunities for development in each of the following areas. If you do not have specific suggestions, please identify program practices that currently meet the areas described below:

1. Practices and policies supportive of family resilience and well-being.
2. Culturally and linguistically responsive family service plans that are family and child focused.
3. Opportunities for additional curricula focused on health and wellness, social and emotional development and mental health, including home visits and parent group sessions, based evidence-based practice, family service goals, and the utilization of family strengths to address family needs, concerns, priorities, and goals.
4. Opportunities to support family engagement and collaboration.
5. Additional technologies supportive of communication and collaboration.
6. Opportunities for collaboration amongst community services.
7. Opportunities for the development of program practices and conditions supportive of personal safety, health, and mental health, and suggest ways to strengthen them.

**Part Four:**

In Part Four 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:

1. Current strengths in demonstrating behavior consistent with required professional role
2. Current strengths and opportunities in demonstrating behavior that is congruent with program philosophy, beliefs, and values.
3. 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.

- 1.
- 2.
- 3.
- 4.

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

<b>Family Specialist Custom Assessment (Level 5): Family Services Program Analysis</b>					
<b>HSW Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<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>PPD1: Demonstrates professionalism in appearance, behavior, and disposition.  <b>FS: F9</b></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.</p> <p>Adjusts practices to address personal bias and to strengthen cultural and linguistic responsiveness.</p> <p>Creates a professional development plan with the goal of improving professional practice and fostering professional growth and cultural competence.</p> <p>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.</p> <p>Adjusts practices to address personal bias and to strengthen cultural and linguistic responsiveness.</p> <p>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.</p> <p>Adjusts practices based on reflection.</p> <p>Creates a professional development plan.</p>	<p>Does not identify connection between professional values and related practices.</p> <p>Practices to address personal bias and to strengthen cultural and linguistic responsiveness are not recognized or adjusted.</p> <p>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</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</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)</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</p>	

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	<p>status and communicable diseases) and emotional well-being (such as 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>Uses research and evidence-based practice to support standards, policies, and procedures identified and described.</p>	<p>status and communicable diseases) and emotional well-being (such as 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>and emotional well-being (such as emotional distress and addiction).</p> <p>Describes policies and practices ensuring cleanliness and sanitation, including health care monitoring and universal precautions using standards and required procedures.</p>	<p>as health status and communicable diseases) and emotional well-being (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><b>FS:</b> 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 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 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</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</p>	

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	<p>Develops home visit plans and parent group sessions that reflect agency purpose and different family 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</p>	<p>Develops home visit plans and parent group sessions that reflect agency purpose and different family 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</p>	<p>incorporate a range of strategies to establish partnerships with families.</p> <p>Develops parent-child group sessions that focus on the parent-child relationship.</p> <p>Assesses service coordination plans and activities.</p>	<p>purpose and different family service goals or incorporate a range of strategies to establish partnerships with families.</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>neighborhood, community, and programmatic strengths, resources, and services.</p> <p>Uses current research and evidence-based practice to support programs, interventions, and family service plans development, implementation, and analyses.</p>	<p>neighborhood, community, and programmatic strengths, resources, and services.</p>			
<p>IRE4: Assesses program standards and curricular approaches from the perspective of supporting family engagement in children’s development and learning.</p> <p><b>FS: E12</b></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>FCR5: Compares and contrasts family, neighborhood and community risk, protective, and promotional relationship factors that may influence</p>	<p>Compares and contrasts family, neighborhood and community risk, protective, and promotional relationship factors that may influence family functioning and</p>	<p>Compares and contrasts risk, protective and promotional relationship factors within the nuclear and extended family environment in relation to their potential implications</p>	<p>Identifies risk, protective and promotional relationship factors within the nuclear and extended family environment in relation to their potential implications for family</p>	<p>Identifies risk, protective and promotional relationship factors within the nuclear and extended family environment in relation to their potential implications for family</p>	

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family functioning and development.	<p>development.</p> <p>Uses research to support comparison and contrast.</p>	<p>for family functioning, development, and access to resources.</p>	<p>functioning, development, and access to resources.</p>	<p>functioning, development, and access to resources in an incorrect or incomplete way.</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><b>FS: G1</b></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>Demonstrates behavior congruent with underlying philosophy, beliefs and values.</p> <p>Identifies plan for ongoing reflection and incorporating beliefs and values into practice.</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>Demonstrates behavior congruent with underlying philosophy, beliefs and values.</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> <p>Demonstrates behavior that is incongruent with the values of the human services field.</p>	

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<p>OA4: Develops engaging and collaborative assessment partnerships with families designed to understand family strengths, assets, concerns, priorities and goals, including those related to parenting their children.</p>	<p>Collaboratively develops culturally and linguistically responsive program and interactive strategies with families to engage families in identifying strengths, assets, concerns, priorities and goals, including those related to their parenting roles.</p> <p>Collaboratively designs age-appropriate developmental screening with families as a tool for assessing children’s development and family perceptions of their child’s development and knowledge of normative child development</p> <p>Collaboratively develops culturally and linguistically responsive strategies with families to engage families and support problem-solving abilities in the assessment process.</p> <p>Uses research and the evidence-based as a rationale for strategies and tools developed.</p>	<p>Collaboratively develops culturally and linguistically responsive program and interactive strategies with families to engage families in identifying strengths, assets, concerns, priorities and goals, including those related to their parenting roles.</p> <p>Collaboratively designs age-appropriate developmental screening with families as a tool for assessing children’s development and family perceptions of their child’s development and knowledge of normative child development</p> <p>Collaboratively develops culturally and linguistically responsive strategies with families to engage families and support problem-solving abilities in the assessment process.</p>	<p>Develops program and interactive strategies to engage families in identifying strengths, assets, concerns, priorities and goals, including those related to their parenting roles.</p> <p>Designs age-appropriate developmental screening as a tool for assessing children’s development and family perceptions of their child’s development and knowledge of normative child development.</p> <p>Develops culturally and linguistically responsive strategies to engage families and support problem-solving abilities in the assessment process.</p>	<p>Develops program and interactive strategies that do not fully identify family strengths, assets, concerns, priorities and goals.</p> <p>Designs incomplete or inaccurate developmental screening as a tool to assess children’s development and family perceptions of their child’s development.</p> <p>Develops strategies that do not support families in developing their problem-solving abilities in the assessment process.</p>	
<p>OA6: Analyzes respectful, culturally and linguistically responsive formats for sharing observation and assessment information with families and other providers.</p>	<p>Organizes results from initial and ongoing data collected across services and families.</p> <p>Analyzes different written formats for sharing respectful, understandable, family-centered assessment and observation information with families and other providers, from the perspective of demonstrating respect for family understandings, abilities, values,</p>	<p>Organizes results from initial and ongoing data collected across services and families.</p> <p>Analyzes different written formats for sharing respectful, understandable, family-centered assessment and observation information with families and other providers, from the perspective of demonstrating respect for family understandings, abilities, values,</p>	<p>Organizes results from initial and ongoing data collected.</p> <p>Analyzes different written formats for sharing respectful, understandable, family-centered assessment and observation information with families and other providers.</p>	<p>Initial and ongoing data collected not organized.</p> <p>Analysis of written formats does not include attention to sharing respectful, understandable, family-centered assessment and observation information with families and other providers.</p>	

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	and strengths.  Analysis focused on ensuring respectful partnerships and cultural competence.	and strengths.			
IRE5: Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community. FS: E8, E9	Analysis of program practices includes support for child and family development as well as connections to the classroom and larger community.  Research is used to support analyses.	Analyzes program practices for their effectiveness in supporting of child and family development (e.g. transitions, consistency) within the classroom and community.	Analyzes program practices.	Analysis of program practices is inefficient in providing information supportive of child and family development.	
HSW4: Designs collaborative plans, policies and services at the individual, family, and community level, that foster physically and emotionally healthy approaches to family living.  FS: B6, B7, B8, G2	Collaboratively develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)  Identifies appropriate, supportive family resources in the areas of health and wellness, social and emotional development and mental health.  Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental	Collaboratively develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)  Identifies appropriate, supportive family resources in the areas of health and wellness, social and emotional development and mental health.  Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development and mental	Develops plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)  Identifies appropriate, family resources in the areas of health and wellness, social and emotional development or mental health.  Identifies procedures for modeling skills and strategies supportive of health and wellness, social and emotional development or mental health within context of	Develops incomplete non-supportive plans for teaching family members about health and wellness, social and emotional development and mental health (including requirements for mandated reporting)  Identifies incomplete or inaccurate family resources in the areas of health and wellness, social and emotional development and mental health.  Identifies incomplete of inaccurate procedures for modeling skills and strategies supportive of health and wellness, social	

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	<p>health within context of daily routines.</p> <p>Collaboratively designs an array of appropriate community services supportive of child and family health and wellness, social and emotional development and mental health.</p> <p>Identifies strengths and areas of challenge regarding programmatic conditions that promote personal safety, health, and mental health, and suggest ways to strengthen them.</p> <p>Uses research and evidence-based practice to support plans, policies and services at the individual, family, and community level supportive of physically and emotionally healthy approaches to family living.</p>	<p>health within context of daily routines.</p> <p>Collaboratively designs an array of appropriate community services supportive of child and family health and wellness, social and emotional development and mental health.</p> <p>Identifies strengths and areas of challenge regarding programmatic conditions that promote personal safety, health, and mental health, and suggest ways to strengthen them.</p>	<p>daily routines.</p>	<p>and emotional development and mental health within context of daily routines.</p>	
<p>CPD6: Evaluates and selects a broad range of technologies to support communication and resource sharing with families, coordinate services, and monitor</p>	<p>Identifies different purposes for using technology in human service programs, and classifies current technologies appropriate to each purpose.</p>	<p>Identifies different purposes for using technology in human service programs, and classifies current technologies appropriate to each purpose.</p>	<p>Identifies different purposes for using technology in human service programs.</p> <p>Selects technologies to support communication</p>	<p>Provides inaccurate or incomplete identification of different purposes for using technology in human service programs, and classifies current technologies appropriate to</p>	

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HSW Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
service delivery in relation to program standards and stated goals.  <b>FS: D24, D25, D26</b>	Selects appropriate technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery in relation to program standards and stated goals.  Uses research and evidence-based practice to support selections made.	Selects appropriate technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery in relation to program standards and stated goals.	and resource sharing with families, coordinate services, or monitor service delivery in relation to program standards and stated goals.	each purpose.  Selects inappropriate technologies to support communication and resource sharing with families, coordinate services, and monitor service delivery in relation to program standards and stated goals.	
OA7: Maintains legal, ethical, organized records of service delivery.  <b>FS: C20, C21</b>	Maintains organized, legal and ethical documentation of service delivery.  Service delivery documentation and organization supportive of ongoing reflection.	Maintains organized, legal and ethical documentation of service delivery.	Maintains documentation of service delivery.	Documentation of service delivery is not maintained.	
FCR6: Designs program policies and practices that promote family engagement and collaboration through the provision of meaningful engagement opportunities, involvement in decision-making processes, and demonstrating respect for family's preferred language and modes of communication.  <b>FS: F5, F6, F7, F8, F12,</b>	Designs meaningful program practices that support family engagement and collaboration, including involvement in decision-making processes.  Demonstrates respect for each family's preferred language and modes of communication.  Provides research-based rationale for the	Designs meaningful program practices that support family engagement and collaboration, including involvement in decision-making processes.  Demonstrates respect for each family's preferred language and modes of communication.	Designs program practices supportive of family engagement.	Designs program practices that undermine family engagement.	

**Family Specialist Custom Assessment (Level 5): Family Services Program Analysis**

HSW Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
G10, G12	importance of culturally and linguistically responsive program practices.				
<p>FCR7: Develops, implements, and assesses-- in partnership with families and other providers—evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthens the family functioning through their ability to access and manage resources, including the family's role in parenting children.</p> <p><b>FS:</b> F15, F16, F17, G11</p>	<p>Develops evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning.</p> <p>Implements evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning.</p> <p>Assesses evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning.</p> <p>Uses research to support rationale for program development, implementation, and assessment.</p>	<p>Develops evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning.</p> <p>Implements evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning.</p> <p>Assesses evidence-based, integrated, comprehensive, legal and ethical programs and plans that strengthen family functioning.</p>	<p>Develops, implements, and assesses evidence-based, integrated, comprehensive, and legal family programs and plans.</p>	<p>Develops, implements, and assesses family programs and plans.</p>	

**Family Specialist Custom Assessment (Level 5): Family Services Program Analysis**

<b>HSW Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<p>FCR8: Distinguishes between appropriate and inappropriate use of different communication technologies, and develops program standards related to these technologies.</p> <p><b>FS: G7</b></p>	<p>Identifies appropriate use of communication technologies.</p> <p>Develops program standards supportive of appropriate use of communication technologies.</p> <p>Uses research to support rationale for technology selection and program standards.</p>	<p>Identifies appropriate use of communication technologies.</p> <p>Develops program standards supportive of appropriate use of communication technologies.</p>	<p>Identifies communication technologies.</p> <p>Develops program standards supporting use of communication technologies.</p>	<p>Identification of community technologies inaccurate or incomplete.</p> <p>Program standards identified underlying effective use of communication technologies.</p>	
<p>FCR9: Integrates theory and research on human and family development, functioning, and family systems to plan a comprehensive and cohesive system of family supports that build on and enhance family strengths to address family needs, concerns, priorities, and goals.</p> <p><b>FS: B12, B14</b></p>	<p>Plans a comprehensive and cohesive system of family supports that integrates theory and research and builds on and emphasizes family strengths to address family needs, concerns, priorities, goals.</p> <p>Develops communication plan for sharing developed family support plan.</p>	<p>Plans a comprehensive and cohesive system of family supports that integrates theory and research and builds on and emphasizes family strengths to address family needs, concerns, priorities, goals.</p>	<p>Plans a comprehensive and cohesive system of family supports that integrates theory and research and builds on and emphasizes family strengths to address family needs, concerns, priorities, goals.</p>	<p>Plans a system of family supports.</p>	
<p>PPD6: Designs and participates in collaborative systems and proactive, visionary leadership that address structural inequities in society and human service systems and support family cohesion and well-</p>	<p>Participates collaboratively in the design of systems supporting human services including law and policy.</p> <p>Collaborates with others to guide and enhance family and child program policies</p>	<p>Participates collaboratively in the design of systems supporting human services including law and policy.</p> <p>Collaborates with others to guide and enhance family and child program policies</p>	<p>Participates in systems supporting human services including law and policy.</p> <p>Participates in systems to guide and enhance family and child program policies and practices.</p>	<p>Does not participate in systems supporting human services including law and policy.</p> <p>Collaboration with others to guide and enhance family and child program policies and practices not</p>	

**Family Specialist Custom Assessment (Level 5): Family Services Program Analysis**

HSW Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>being.</p> <p><b>FS: G8, G9</b></p>	<p>and practices address structural inequities in society and human service systems.</p> <p>Analyzes advocacy organization activities at local, state, and national levels for adherence to strength-based, family-centered standards and practices.</p> <p>Uses research and evidence-based practice to guide system design and collaborative efforts.</p>	<p>and practices address structural inequities in society and human service systems.</p> <p>Analyzes advocacy organization activities at local, state, and national levels for adherence to strength-based, family-centered standards and practices.</p>	<p>Analyzes advocacy organization activities at local, state, and national levels for adherence to legal mandates and designated standards.</p>	<p>conducive to productivity.</p> <p>Does not identify relevant points of analysis for advocacy organization activities at local, state, and national levels or their ability to adhere to strength-based, family-centered standards and practices.</p>	
<p>PPD7: Designs and participates in collaborative systems and proactive, visionary leadership addresses structural inequities in society and human service systems and mitigates against family cohesion and well-being.</p> <p><b>FS: C19, F13, F14, G8, G9, G10</b></p>	<p>Compares, contrasts, and evaluates sources of reliable, timely professional information on law, policy, advocacy and practices for adherence to strength-based, family-centered standards and practices. Works to mitigate inequities</p> <p>Identifies and reflects on policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family service program</p>	<p>Compares, contrasts, and evaluates sources of reliable, timely professional information on law, policy, advocacy and practices for adherence to strength-based, family-centered standards and practices. Works to mitigate inequities</p> <p>Identifies and reflects on policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family service program</p>	<p>Provides a partial comparison, contrast, and evaluation of sources of reliable, timely professional information on law, policy, advocacy and practices for adherence to strength-based, family-centered standards and practices. Works to mitigate inequities</p> <p>Identifies policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family</p>	<p>Provides an inaccurate comparison, contrast, and evaluation of sources of reliable, timely professional information on law, policy, advocacy and practices for adherence to strength-based, family-centered standards and practices. Works to mitigate inequities</p> <p>Identifies inappropriate policies and programmatic opportunities for family members to participate in leadership and policy development within and outside of a specific family</p>	

**Family Specialist Custom Assessment (Level 5): Family Services Program Analysis**

HSW Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	<p>Critiques written standards, policies, and program requirements of an operating family service program in comparison to legal and ethical standards, ability to support community goals, adherence to requirements, and potential for collaboration.</p> <p>Identifies strategies to support others in addressing structural inequities.</p>	<p>Critiques written standards, policies, and program requirements of an operating family service program in comparison to legal and ethical standards, ability to support community goals, adherence to requirements, and potential for collaboration.</p>	<p>service program</p> <p>Summarizes written standards, policies, and program requirements of an operating family service program in comparison to legal and ethical standards, ability to support community goals, adherence to requirements, and potential for collaboration.</p>	<p>service program</p> <p>Incorrectly summarizes written standards, policies, and program requirements of an operating family service program in comparison to legal and ethical standards, ability to support community goals, adherence to requirements, and potential for collaboration.</p>	

Level 2 – Yellow

Level 3- Green

Level 4 – Orange

Level 5 - Blue