

Family Specialist Curriculum Master Rubric

Competency	Distinguished	Meets	Approaching	Unacceptable	Unable to Assess
<p>CPD1: Identifies culturally and linguistically appropriate family service strategies, programs and approaches.</p> <p>FS: D1, D3</p>	<p>Identifies the philosophies, major concepts, and approaches to intervention of a comprehensive range of family- and child-focused prevention and intervention services.</p> <p>Identifies the broad purposes and goals of a comprehensive range of community-based child and family programs.</p> <p>Identifies culturally and linguistically responsive service-delivery programs and approaches.</p>	<p>Identifies the philosophies, major concepts, and approaches to intervention of a comprehensive range of family- and child-focused prevention and intervention services.</p> <p>Identifies the broad purposes and goals of a comprehensive range of community-based child and family programs.</p>	<p>Identifies the philosophies, major concepts, or approaches to intervention of a limited range of family- and child-focused prevention and intervention services</p> <p>Identifies the broad purposes or goals of a limited range of community-based child and family programs.</p>	<p>Identifies inaccurate philosophies, major concepts, or approaches to intervention of a range of family- and child-focused prevention and intervention services</p> <p>Identifies inaccurate purposes or goals of a range of community-based child and family programs.</p>	
<p>CPD2: Describes techniques, technologies, learning environments and methods supportive of family competence, confidence and resilience and responsive to individual learning styles, strengths, and opportunities for growth.</p> <p>FS: D5, D6, D10, D17, D11, D12, D13, D18, D19, D20</p>	<p>Compares the legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions.</p> <p>Categorizes the broad purposes and goals of home visits and parent groups in a range of community-based child, family and parent-child programs.</p> <p>Compares and contrasts a selection of common home visiting and parent group curricula in relation to purposes, structures, formats, processes, strengths, weaknesses, and adherence to family-centered and strength-based values.</p>	<p>Compares the legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions.</p> <p>Categorizes the broad purposes and goals of home visits and parent groups in a range of community-based child, family and parent-child programs.</p> <p>Compares and contrasts a selection of common home visiting and parent group curricula in relation to purposes, structures, formats, processes, strengths, weaknesses, and adherence to family-centered and strength-based values.</p>	<p>Identifies legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions.</p> <p>Identifies the broad purposes and goals of home visits and parent groups in a range of community-based child, family and parent-child programs.</p> <p>Identifies a selection of common home visiting and parent group curricula in relation to purposes, structures, formats, processes, strengths, weaknesses, and adherence to family-centered and strength-based values.</p>	<p>Inaccurately or incompletely identifies legal, policy and research frameworks that underlie different perspectives on various types of parent group interventions.</p> <p>Inaccurately or incompletely identifies the broad purposes and goals of home visits and parent groups in a range of community-based child, family and parent-child programs.</p> <p>Inaccurately or incompletely identifies a selection of common home visiting and parent group curricula in relation to purposes, structures, formats, processes, strengths, weaknesses, and adherence to</p>	

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	Describes culturally and linguistically responsive techniques, technologies, learning environments and methods supportive of family competence, confidence and resilience.			family-centered and strength-based values.	
<p>CPD3: Analyzes the impact of theoretical constructs and historical human service concepts and principles of family functioning, sociocultural contexts, family development, and family systems on family service practice.</p> <p>FS: A1, A2, A3, A5</p>	<p>Analyses the impact of historic and current human service practices through utilizing the concepts and principles of major theories of human development, family functioning and family services.</p> <p>Analyses the impact of the characteristics of family, neighborhood, cultural and linguistic environments on individual and family development, learning, and functioning, including implications for family services.</p> <p>Analyses the impact of family service practices and approaches based on current and historical views of families, family development, and family systems.</p> <p>Uses research and current theory to support analyses.</p>	<p>Analyses the impact of historic and current human service practices through utilizing the concepts and principles of major theories of human development, family functioning and family services.</p> <p>Analyses the impact of the characteristics of family, neighborhood, cultural and linguistic environments on individual and family development, learning, and functioning, including implications for family services.</p> <p>Analyses the impact of family service practices and approaches based on current and historical views of families, family development, and family systems.</p>	<p>Identifies the impact of historic and current human service practices through utilizing the concepts and principles of major theories of human development, family functioning and family services.</p> <p>Identifies the impact of the characteristics of family, neighborhood, cultural and linguistic environments on individual and family development, learning, and functioning, including implications for family services.</p> <p>Identifies the impact of family service practices and approaches based on current and historical views of families, family development, and family systems.</p>	<p>Provides inaccurate or incomplete description of the impact of historic and current human service practices through utilizing the concepts and principles of major theories of human development, family functioning and family services.</p> <p>Provides inaccurate or incomplete description of the impact of the characteristics of family, neighborhood, cultural and linguistic environments on individual and family development, learning, and functioning, including implications for family services.</p> <p>Provides inaccurate or incomplete description of the impact of family service practices and approaches based on current and historical views of families, family development, and family systems.</p>	
CPD4: Develops, implements	Develops culturally and	Develops culturally and	Develops family service plans	Develops incomplete or	

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<p>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>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 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</p>	<p>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 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</p>	<p>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 the parent-child relationship.</p> <p>Assesses service coordination plans and activities.</p>	<p>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> <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>plans and activities from a best practice perspective of emphasizing family strengths, considering 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>plans and activities from a best practice perspective of emphasizing family strengths, considering neighborhood, community, and programmatic strengths, resources, and services.</p>			
<p>CPD5: Creates, implements, and assesses a comprehensive, cohesive system of family services that support family resilience and well-being within the context of typical, everyday environments.</p> <p>FS: A6, A7, D4</p>	<p>Creates comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments using evidence-based and values-based standards.</p> <p>Implement comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments.</p> <p>Uses evidence-based and values-based standards to evaluate comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments.</p> <p>Research is used to support design, implementation, and analyses.</p>	<p>Creates comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments using evidence-based and values-based standards.</p> <p>Implement comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments.</p> <p>Uses evidence-based and values-based standards to evaluate comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments.</p>	<p>Creates comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments.</p> <p>Implement comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments.</p> <p>Evaluates comprehensive, cohesive systems of family services that support family resilience and well-being within the context of typical, everyday environments.</p>	<p>Creates incomplete systems of family services that are partially responsive to family resilience and well-being.</p> <p>Implements incomplete systems of family services that partially support family resilience.</p> <p>Evaluation of comprehensive, cohesive systems of family services is incomplete or inaccurate.</p>	

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<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>FS: D24, D25, D26</p>	<p>Identifies different purposes for using technology in human service programs, and classifies current technologies appropriate to each purpose.</p> <p>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.</p> <p>Uses research and evidence-based practice to support selections made.</p>	<p>Identifies different purposes for using technology in human service programs, and classifies current technologies appropriate to each purpose.</p> <p>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.</p>	<p>Identifies different purposes for using technology in human service programs.</p> <p>Selects technologies to support communication and resource sharing with families, coordinate services, or monitor service delivery in relation to program standards and stated goals.</p>	<p>Provides inaccurate or incomplete identification of different purposes for using technology in human service programs, and classifies current technologies appropriate to each purpose.</p> <p>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.</p>	

Green=Level 3

Orange=Level 4

Blue=Level 5