

## Illinois Director Credential (IDC) Family Partnerships Assessment (Level I) Family Handbook

<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.
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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 requires that you develop a handbook for families outlining opportunities for engagement within your program.

#### **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.

## Assessment Rubric

<b>IDC Family Partnerships Master Rubric</b>					
<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 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>	

Level I—Beige