

## Illinois Director Credential (IDC) Educational Programming (EP) Level I Case Study Project

<b>IDC Competencies</b>	EP1: Describe, plan, and implement instructional strategies, curriculum, and environmental plans that reflect evidence-based practice that supports and enhances the development and learning of young children. EP2: Develop collaborative transition policies and procedures that promote smooth transitions for children entering and exiting the program. EP3: Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.
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### Assessment Guidelines

For this assessment, you will conduct three case studies of the educational policies, procedures, curricula, and assessment of three different established centers, schools or organizations serving young children and families. Your case study should include at least three interviews with center/school staff (Director, teacher(s), curriculum coordinator, assessment coordinator, etc.) and a critical analysis of program policies and practices. Prior to providing your analyses, provide an overview of the program, including populations served. Required analysis factors include the following:

#### **Curriculum, Instructional Strategies, and Environmental Plans**

In this section of your assessment, you work required to describe and analyze instructional strategies, curriculum, and environmental plans for the reflection of evidence-based practice that supports and enhances the healthy development and learning of young children. Analyses factors include the following:

- Curriculum
  - Research basis for curricular practices
  - Individual, developmental and cultural appropriateness
  - Capacity for the curriculum to build on the interests of children and families
  - Collaborative strategies utilized in developing curriculum
  - How specific individual development and learning goals inform curricular practice and goals
  - Strategies utilized to support continuity of relationships
  - Strategies reflective of appropriate guidance
  - Analysis processes for individual and group management strategies
  - How the curriculum practices and infuses cultural competence
- Transition Policies and Procedures
  - Comprehensiveness of written transition policies
  - Extent to which transition policies encourage and enhance partnerships with families
- Screening Tools and Formative and Summative Child Assessment Practices
  - Use of research-based, developmentally appropriate screening tools and assessment processes

- Identification and application of confidentiality and ethical standards

Based on your analyses, provide a summary of each case study completed. Using case study data and evidence-based practice resources, write a reflection which includes your recommendations for program curricular and assessment choices, implementation and evaluation. Include in your reflection specific plans and procedures for systematic program evaluation, including instrument choices that are reliable, and valid and data use.

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

<b>IDC Educational Programming Master Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
EP1: Describe, plan, and implement instructional strategies, curriculum, and environmental plans that reflect evidence-based practice that supports and enhances the development and learning of young children.	Orchestrates and models instructional strategies, curriculum, and environmental plans that reflect high-quality, evidence-based practice and support and enhance the development and learning of young children and their families.	Curricular practices developed are research-based, developmentally and culturally appropriate, and build and the interests of children and families.  Curricular practices developed, including IEPs and IFSPs, support collaboration with families and are reflective of the individual needs of each and every child.  Program policies and practice support continuity of relationships, developmentally appropriate guidance, and cultural competence.	Curricular practices developed build and the interests of children and families.  Curricular practices developed, including IEPs and IFSPs, are reflective of the individual needs of each and every child.  Program policies and practice support continuity of relationships, and/or developmentally appropriate guidance, and/or cultural competence.	Curricular practices developed do not reflect developmentally appropriate practice.  Curricular practices developed, including IEPs and IFSPs, are not individually or developmentally appropriate.  Program policies and practice contradict what is known about evidence-based practice supporting continuity of relationships, and/or developmentally appropriate guidance, and/or cultural competence.	
EP2: Develop collaborative transition policies and procedures that promote smooth transitions for children entering and exiting the	Creates and consistently supports policies and procedures that promote smooth transitions for children entering and exiting the program and reflect consideration of family needs	Written transition policies are comprehensive and developed in partnership with families.	Written transition policies are comprehensive.	Written transition policies are absent or lack comprehensiveness.	

**IDC Educational Programming Master Rubric**

<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
program.	and context				
EP3: Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.	Supports other ECE professionals in the consistent utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.	<p>Policies and practices ensure implementation of research-based, developmental screening tools and assessment processes reflect developmental appropriateness and available resources.</p> <p>Policies and practices developed for assessment support confidentiality and ethical standards.</p>	<p>Policies and practices ensure implementation screening tools and assessment processes.</p> <p>Policies and practices developed for assessment reflect confidentiality and/or ethical standards.</p>	<p>Policies and practices fail to support implementation screening tools and assessment processes.</p> <p>Policies and practices developed for assessment contradict confidentiality and/or ethical standards.</p>	

Level I—Beige