

## Illinois Director Credential (IDC) Educational Programming—Leadership & Advocacy Assessment (Levels I-II) Case Study Project

<b>IDC Competencies</b>	<p><b>EP1:</b> Describe, plan, and implement instructional strategies, curriculum, and environmental plans that reflect evidence-based practice and support and enhance the development and learning of young children and their families.</p> <p><b>EP2:</b> Develop policies and procedures that promote smooth transitions for children entering and exiting the program.</p> <p><b>EP3:</b> Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.</p> <p><b>EP4:</b> Evaluate the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design.</p> <p><b>EP5:</b> Develop, implement, interpret, and evaluate child assessment policies and practices</p> <p><b>LA1:</b> Evaluate organizational climate and program and classroom quality, using valid and reliable tools, and implement improvement plans based on data gathered.</p> <p><b>LA2:</b> Collaboratively evaluate program effectiveness and utilize data to inform continuous quality improvement efforts.</p>
<b>Original Gateways IDC Benchmarks</b>	EP Intro, EP1, EP2, EP3, EP4, EP5, EP6, PPS7, LFM10, LA1, LA2, LA3, LA4

### Assessment Guidelines

For this assessment, you will conduct three case studies of the educational policies, procedures, curricula, assessment and transition policies of 3 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 analysis of specific artifacts utilized by the site which overview:

- Curriculum:
  - Center/school curriculum by age group served
  - Instructional scheduling and group management strategies per age group served
  - Process and procedures for choosing and implementing center/school curriculum
  - Curricular connections to and inclusion of families
  - Systematic evaluation of curriculum by center/school stakeholders including parents
  - Initial and on-going professional development of staff supporting school/center curriculum
- Assessment
  - Center/school screening, formative and summative assessment instruments and practices by age group served
  - Instructional scheduling per age group served
  - Process and procedures for choosing and implementing center/school assessment practices
  - Inclusion of families and communication with families in assessment and screening practices
  - Systematic evaluation of assessment and screening practices by center/school stakeholders including parents
  - Initial and on-going professional development of staff supporting school/center assessment and screening practices

Provide a summary of each case study institution. Using these case study data and evidence-based practice resources, write a reflection which includes your recommendations for curricular and assessment choices, implementation and evaluation.

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

<b>IDC Educational Programming—Leadership &amp; Advocacy Assessment (Levels I-II): Case Study Project Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<p><b>EP1:</b> Describe, plan, and implement instructional strategies, curriculum, and environmental plans that reflect evidence-based practice and support and enhance the development and learning of young children and their families.</p> <p><b>IDC:</b> EP1, EP2, EP5, EP6, PPS7</p>	<p>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.</p>	<p>Defines, plans, and implements instructional strategies, curriculum, and environmental plans that support and enhance the development and learning of young children and their families.</p>	<p>Implements established instructional strategies, curriculum, and environmental plans that support the development and learning of young children and their families.</p>	<p>Intentionally ignores the development and learning of young children and their families in instructional strategies, curriculum, and environmental plans</p>	
<p><b>EP2:</b> Develop policies and procedures that promote smooth transitions for children entering and exiting the program.</p> <p><b>IDC:</b> EP Intro</p>	<p>Creates and consistently supports policies and procedures that promote smooth transitions for children entering and exiting the program and reflect consideration of family needs and context</p>	<p>Devises policies and procedures that promote smooth transitions for children entering and exiting the program.</p>	<p>Attempts to create policies and procedures that promote smooth transitions for children entering and exiting the program.</p>	<p>Neglects the importance of planning for smooth transitions for children entering and exiting the program.</p>	
<p><b>EP3:</b> Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.</p> <p><b>IDC:</b> EP3, EP4, LFM10</p>	<p>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>	<p>Protects and ensures utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices.</p>	<p>Utilizes ethical, confidential, developmental screening tools and summative child assessment practices.</p>	<p>Disregards ethical, confidential, research-based, principles in choosing developmental screening tools appropriate formative and summative child assessment practices.</p>	

## IDC Educational Programming—Leadership & Advocacy Assessment (Levels I-II): Case Study Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>EP4:</b> Evaluate the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design.</p> <p><b>IDC:</b> EP1</p>	<p>Articulates replicable models for assessing the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design.</p>	<p>Specifically assesses the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design.</p>	<p>Attempts to assess the appropriateness and effectiveness of curricula and management strategies</p>	<p>Does not assess the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design when making programmatic decisions</p>	
<p><b>EP5:</b> Develop, implement, interpret, and evaluate child assessment policies and practices</p> <p><b>IDC:</b> EP4</p>	<p>Establishes, implements, interprets, and evaluates developmentally appropriate, high-quality child assessment policies and practices that include families in assessment considerations</p>	<p>Establishes and applies developmentally appropriate child assessment policies and practices</p>	<p>Tries to apply child assessment policies and practices</p>	<p>Promotes developmentally inappropriate child assessment policies and practices</p>	
<p><b>LA1:</b> Evaluate organizational climate and program and classroom quality, using valid and reliable tools, and implement improvement plans based on data gathered.</p> <p><b>IDC:</b> LA2, LA3</p>	<p>Establishes and models the consistent use of established, valid and reliable tools to assess the organizational climate and program and classroom quality, and implements improvement plans based on data gathered</p>	<p>Chooses and implements the consistent use of established, valid and reliable tools to assess the organizational climate and program and classroom quality, and uses data gathered to make data driven program decisions.</p>	<p>Implements tools to assess the organizational climate and program and classroom quality but does not consistently utilize data gathered</p>	<p>Does not assess the organizational climate and program and classroom quality in valid and reliable ways, and/or ignores data in program decision making</p>	
<p><b>LA2:</b> Collaboratively evaluate program effectiveness and utilize data to inform continuous quality improvement efforts.</p> <p><b>IDC:</b> LA1, LA4</p>	<p>Creates and supports an environment where ECE professionals and families consistently and substantively assess and collect data on program effectiveness and utilize data to inform continuous quality improvement efforts.</p>	<p>Works effectively with peers and families to assess and collect data on program effectiveness and utilize data to inform improvement efforts.</p>	<p>Involves others in some program assessment and data collection efforts.</p>	<p>Does not involve peers and families in program assessment and data collection efforts.</p>	

Level I—Beige

Level II—Blue