

## Illinois Director Credential (IDC) Educational Programming—Leadership & Advocacy Assessment (Levels I-III) 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>EP6:</b> Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program. Collaboration skills reflect visionary leadership and support others in developing as professionals.</p> <p><b>EP7:</b> Utilizes results of data gathered to impact program decision-making and design.</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> <p><b>LA3:</b> Collaborate with staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families.</p> <p><b>LA4:</b> Advocate for effective early childhood and school age systems and the advancement of the field.</p>
<b>Original Gateways IDC Benchmarks</b>	EP Intro, EP1, EP2, EP3, EP4, EP5, EP6, PPS7, LFM10, LA Intro, LA1, LA2, LA3, LA4, LA5, LA6, LA7

### 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
- Partnership Transitions
  - Policies and procedures for transitioning children in and out of the school/center
  - Collaborative practices and communication efforts to work with partner schools/centers on smoothing transitions for children and families
- Program Evaluation and Assessment Data Use
  - Use of curriculum and assessment evaluation data to systematically inform program design and improvement efforts
  - Use of child assessment and screening data to inform program design and improvement efforts
  - Inclusion of stakeholders in the assessment and curriculum evaluation processes (partner schools, parents etc.)

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. Include in your reflection specific plans and procedures for systematic program evaluation, instrument choices that are reliable, and valid and data use.

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

<b>IDC Educational Programming—Leadership &amp; Advocacy Assessment (Levels I-III): 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><u>EP1:</u></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><u>EP2:</u></b> Develop policies and procedures that promote smooth transitions for children entering and exiting the</p>	<p>Creates and consistently supports policies and procedures that promote smooth transitions for children entering and exiting</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>	

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

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>program.</p> <p><b>IDC:</b> EP Intro</p>	<p>the program and reflect consideration of family needs and context</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>	
<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>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</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</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>	

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

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>IDC:</b> LA2, LA3</p>	<p>plans based on data gathered</p>	<p>driven program decisions.</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>	
<p><b>EP6:</b> Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program. Collaboration skills reflect visionary leadership and support others in developing as professionals.</p> <p><b>IDC:</b> EP Intro</p>	<p>Models and supports collaborative efforts that promote smooth transitions for children entering and exiting the program and reflect consideration of family needs and context. Collaboration skills reflect visionary leadership and support others in developing as professionals.</p>	<p>Works consistently with external organizations and agencies to promote smooth transitions for children entering and exiting the program.</p>	<p>Attempts to work with external organizations and agencies to promote smooth transitions for children entering and exiting the program.</p>	<p>Neglects the importance of working consistently with external organizations and agencies to promote smooth transitions for children entering and exiting the program.</p>	
<p><b>EP7:</b> Utilizes results of data gathered to impact program decision-making and design.</p> <p><b>IDC:</b> LA Intro</p>	<p>Models sustainable and replicable models for using data gathered to impact program decision-making and design</p>	<p>Effectively puts to use data gathered to impact program decision-making and design.</p>	<p>Tries to use data gathered to impact program decision-making and design</p>	<p>Gathers useless data and/or ignores data gathered in program decision-making and design</p>	
<p><b>LA3:</b> Collaborate with staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children</p>	<p>Models and advocates collaborative strategies that include staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young</p>	<p>Strives to work with staff, families and community stakeholders in support of high-quality early childhood services for young children and their families.</p>	<p>Attempts to work with staff, families and community stakeholders, in support of services for young children and their families.</p>	<p>Ignores staff, families, community stakeholders, and professional organizations in in center and programmatic policy making</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
and their families.  <b>IDC: LA6, LA7</b>	children and their families.				
<u><b>LA4:</b></u> Advocate for effective early childhood and school age systems and the advancement of the field.  <b>IDC: LA5</b>	Promotes and encourage at all levels effective early childhood and school age systems and the advancement of the field.	Supports through consistent example and involvement. effective early childhood and school age systems	Supports early childhood and school age systems.	Does not see self as a professional model or promoter of effective early childhood and school age systems	

Level I—Beige

Level II—Blue

Level III—Purple