

Credential AREA: Illinois Director Credential (Level I)
TOPIC: Educational Programming Assessment
Case Study Project

I. Assessment Competency & Standard Alignment

Gateways Competencies Assessed
EP1: 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
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

Suggested Competency Cross-Alignments (with a few edits to this assessment task, these additional competencies could also be assessed with this task)
TEC1: Demonstrate technological literacy

II. Assessment Task Description/ Directions

Overview: In this assessment, you will conduct a case study of one early childhood/ school-age program in an established and licensed program/ center/ school to explore and learn about its curriculum, instructional strategies, and environmental plans.

Option 1 (for those wanting to become leaders in the field)	Option 2 (for those who are already leaders in the field at a licensed site)
<ul style="list-style-type: none"> • Part 1: Data Collection: Identify and interview program/ center/ school staff about their educational program following protocol provided in this assessment • Part 2: Analysis: Following your interview, summarize findings, analyze program policies and 	<ul style="list-style-type: none"> • If you would like to study another early childhood/ school-age program, please select Option 1 or if you would prefer to conduct a self-study of your own program: • Part 1: Data-Collection: Review your current early education site’s educational program following protocol provided in this assessment

practices, and identify areas of strength and possible areas of need or improvement	<ul style="list-style-type: none"> • Part 2: Analysis: Following your self-study, summarize findings, analyze program policies and practices, and identify areas of strength and possible areas of need or improvement
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Specific Steps for Option 1

Part 1: Data Collection

Select one established program/ school/ center that serves children within the early childhood/ school-age age range. Identify administrators or staff at the site to interview and develop your interview protocol with the interview domains outlined below as your guide.

- Interview domains should include:
 - 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

Technology Option:
 - Video/audio record options

Part 2: Comprehensive Analysis

- Analyze your interview data

- Provide a summary of findings
 - Include background about your interviewee(s), the program/ school/ center in which this professional works and the roles and responsibilities of center or school staff or personnel
 - Provide an overview of the program's populations served

- Outline details about the program's practices for each of the following domains outlined in Phase I:
 - Curriculum
 - Transition Policies and Procedures
 - Screening Tools and Formative and Summative Child Assessment Practices

- Utilizing data gathered from your interview(s) and evidence-based practice resources, develop a comprehensive set of recommendations for this educational program, including:
 - Best practices you have identified related to curriculum and assessment for young children
 - Possible areas of need or improvement you have identified related to curriculum and assessment for young children
 - Thoroughness of written plans for transitions
 - Possible areas of need or improvement you have identified related to transition policies
 - Possible solutions that include clear objectives and related action plans for the school or center
 - Plans for ongoing and systematic evaluation

Technology Option:
 - Video/audio record options
 - Interactive options
 - Collaboration options

Specific Steps for Option 2

Part 1: Data Collection

In this part of the assessment, if you are pursuing the self-study option to explore your own site as a case, decide upon a format for data collection whether that be written, dictated, etc. Introduce your program and provide a descriptive overview of your early childhood/ school-age program. Be sure to include information about your program's history, sponsorship, legal structure, size (both number of children and staff), programs offered, and children served to begin the self-study.

- Reflect on your educational program and practices at your current site, including those related to:
 - 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

Technology Option:
 - Video/audio record options
 - Interactive options
 - Collaboration options

Part 2: Comprehensive Analysis

- Analyze your self-study data from Part 1
 - Provide a summary of findings
 - Include your background and the roles and responsibilities at your early education site
 - Provide an overview of the program's populations served
 - Outline details about your program's practices for each of the following domains outlined in Phase I:
 - Curriculum
 - Transition Policies and Procedures
 - Screening Tools and Formative and Summative Child Assessment Practices
- Utilizing data gathered from your self-study and evidence-based practice resources, develop a comprehensive set of recommendations for your educational program, including:
 - Best practices you have identified related to curriculum and assessment for young children
 - Possible areas of need or improvement you have identified related to curriculum and assessment for young children
 - Thoroughness of written plans for transitions
 - Possible areas of need or improvement you have identified related to transition policies
 - Possible solutions that include clear objectives and related action plans for the school or center
 - Plans for ongoing and systematic evaluation

Technology Option:
 - Video/audio record options
 - Interactive options
 - Collaboration options

III. Assessment Rubric

IDC Educational Programming Master Rubric					
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
EP1: 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	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	Defines, plans, and implements instructional strategies, curriculum, and environmental plans that support and enhance the development and learning of young children and their families	Implements established instructional strategies, curriculum, and environmental plans that support the development and learning of young children and their families	Intentionally ignores the development and learning of young children and their families in instructional strategies, curriculum, and environmental plans	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
EP2: Develop collaborative transition policies and procedures that promote smooth transitions for children entering and exiting the program.	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	Devises policies and procedures that promote smooth transitions for children entering and exiting the program	Attempts to create policies and procedures that promote smooth transitions for children entering and exiting the program	Neglects the importance of planning for smooth transitions for children entering and exiting the program	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
EP3: Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and	Supports other ECE professionals in the consistent utilization of ethical, confidential, research-based, developmental screening tools and	Protects and ensures utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and	Utilizes ethical, confidential, developmental screening tools and summative child assessment practices	Disregards ethical, confidential, research-based, principles in choosing developmental screening tools appropriate formative	

summative child assessment practices	developmentally appropriate formative and summative child assessment practices	summative child assessment practices		and summative child assessment practices	
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IV. Data Collection & Analysis Tool

Competency & Standards Alignment Competency	Cumulative Assessment Data				
	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
EP1: 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					
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					