

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

**I. Assessment Competency & Standard Alignment**

| <b>Gateways Competencies Assessed</b>  |
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| <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 |
| <b>EP2:</b> Develop collaborative transition policies and procedures that promote smooth transitions for children entering and exiting the program   |
| <b>EP3:</b> Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices  |
| <b>EP4:</b> Utilize data generated from children and families to ensure integrity in program design, decision-making, and goals  |
| <b>EP5:</b> Evaluate the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design  |
| <b>EP6:</b> Develop, implement, interpret, and evaluate child assessment policies and practices  |
| <b>EP7:</b> Aggregate and analyze data to identify opportunities for program improvement and to inform program goals   |

| <b>Suggested Competency Cross-Alignments</b><br>(with a few edits to this assessment task, these additional competencies could also be assessed with this task) |
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| <b>TEC1:</b> 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.

| <b>Option 1</b><br>(for those wanting to become leaders in the field)  | <b>Option 2</b><br>(for those who are already leaders in the field at a licensed site)   |
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| <ul style="list-style-type: none"> <li><b>Part 1: Data Collection:</b> Identify and interview program/ center/ school staff about their educational program</li> </ul> | <ul style="list-style-type: none"> <li>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:</li> </ul> |

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| <p>following protocol provided in this assessment</p> <ul style="list-style-type: none"> <li>• <b>Part 2: Analysis:</b> Following your interview, summarize findings, analyze program policies and practices, and identify areas of strength and possible areas of need or improvement. Your analysis and recommended changes for improvement should include feasibility of implementation and possible methods to maintain continuous improvement plans. Share with peers during class discussions. Document these plans with clear outcome expectations.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Part 1: Data-Collection:</b> Review your current early education site's educational program following protocol provided in this assessment</li> <li>• <b>Part 2: Analysis:</b> Following your self-study, summarize findings, analyze program policies and practices, and identify areas of strength and possible areas of need or improvement. Your analysis and recommended changes for improvement should include feasibility of implementation and possible methods to maintain continuous improvement plans. Share with your program leadership team and teaching staff. Discuss feasibility of implementation and explore methods to maintain continuous improvement plans collectively. Document these plans with clear outcome expectations</li> </ul> |
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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
  - Strategies utilized to evaluate curricula appropriateness
  - Strategies utilized to compare and contrast the effectiveness of varied curricula
  - Policies and processes used to evaluate and support implementation of trauma informed practices
- 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
    - Effectiveness of policies, practices, and tools supporting formative and summative child assessment
  - Data gathering and usage
    - Processes utilized to gather formal and informal data
    - Processes utilized to support data interpretation
    - Utilization of comprehensive strategies supporting data aggregation and analysis
    - Application of formal and informal data results to program design, decision-making, and the development of comprehensive goals

**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 1:
    - Curriculum
    - Transition policies and procedures

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

- Screening tools and formative and summative child assessment practices and data gathering and usage, specifically regarding,
  - policies, practices and tools related to formative and summative child assessment
  - processes for interpreting data gathered from formative and summative child assessment
  - processes for gathering data from children and families
  - how policies and processes demonstrate responsiveness and respect to the needs of children, families and staff
- Evaluate the strengths and areas of growth evidenced in this program from your data related to:
  - The appropriateness and effectiveness of various curricula and practices, such as assessment practices
  - Individual and group management strategies
  - Overall program design
- 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
- Your analysis and recommended changes for improvement should include feasibility of implementation and possible methods to maintain continuous improvement plans. Document these plans with clear expectations, including the following:
  - Identification of roles/ personnel suggested to carry out specific recommendations
  - Suggested timeline for change implementation
  - Resources needed for implementation
  - Suggested instrument tools that are reliable and valid for data use
- Share your analysis and recommended strategies for improvement with peers in class discussions.

## **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
    - Strategies utilized to evaluate curricula appropriateness
    - Strategies utilized to compare and contrast the effectiveness of varied curricula
    - Policies and processes used to evaluate and support implementation of trauma informed practices
  - 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
    - Effectiveness of policies, practices, and tools supporting formative and summative child assessment
  - Data gathering and usage
    - Processes utilized to gather formal and informal data
    - Processes utilized to support data interpretation
    - Utilization of comprehensive strategies supporting data aggregation and analysis
    - Application of formal and informal data results to program design, decision-making, and the development of comprehensive goals

**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 and data gathering and usage, specifically regarding,
      - policies, practices and tools related to formative and summative child assessment
      - processes for interpreting data gathered from formative and summative child assessment
      - processes for gathering data from children and families
      - how policies and processes demonstrate responsiveness and respect to the needs of children, families and staff
  - Evaluate the strengths and areas of growth evidenced in this program from your data related to:
    - The appropriateness and effectiveness of various curricula and practices, such as assessment practices
    - Individual and group management strategies
    - Overall program design
- 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
- Your analysis and recommended changes for improvement should include feasibility of implementation and possible methods to maintain continuous improvement plans. Document these plans with clear expectations, including the following:
  - Identification of roles/ personnel suggested to carry out specific recommendations
  - Suggested timeline for change implementation
  - Resources needed for implementation
  - Suggested instrument tools that are reliable and valid for data use

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

- Share your analysis and recommended strategies for improvement with the program leadership and/or other staff and discuss feasibility of implementation or areas of revision.

### III. Assessment Rubric

| <b>IDC Educational Programming Master Rubric</b>   |  |   |   |  |                         |
|--|--|---|---|--|-------------------------|
| <b>Competency</b>  | <b>Distinguished</b>   | <b>Competent</b>  | <b>Developing</b>   | <b>Unacceptable</b>  | <b>Unable to Assess</b> |
| <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 | 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 |                         |
| <b>Competency</b>  | <b>Distinguished</b>   | <b>Competent</b>  | <b>Developing</b>   | <b>Unacceptable</b>  | <b>Unable to Assess</b> |
| <b>EP2:</b> 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   |                         |
| <b>Competency</b>  | <b>Distinguished</b>   | <b>Competent</b>  | <b>Developing</b>   | <b>Unacceptable</b>  | <b>Unable to Assess</b> |
| <b>EP3:</b> Assure utilization of ethical, confidential, research-based,   | Supports other ECE professionals in the consistent utilization of  | Protects and ensures utilization of ethical, confidential, research-  | Utilizes ethical, confidential, developmental screening   | Disregards ethical, confidential, research-based, principles in  |                         |

|   |   |  |  |  |                         |
|---|---|--|--|--|-------------------------|
| developmental screening tools and developmentally appropriate formative and summative child assessment practices                                  | ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices                                 | based, developmental screening tools and developmentally appropriate formative and summative child assessment practices  | tools and summative child assessment practices   | choosing developmental screening tools appropriate formative and summative child assessment practices  |                         |
| <b>Competency</b>   | <b>Distinguished</b>  | <b>Competent</b>   | <b>Developing</b>  | <b>Unacceptable</b>  | <b>Unable to Assess</b> |
| <b>EP4:</b> Utilize data generated from children and families to ensure integrity in program design, decision-making, and goals                   | Establishes, implements, interprets, and evaluates developmentally appropriate, high-quality child assessment policies and practices that include families in assessment considerations | Plans developed support the utilization of the results of informal data to support program design, decision-making, and the development of comprehensive goals<br><br>Plans and processes incorporate data from formal, standardized instruments to inform program design and demonstrate responsiveness and respect to the needs of children, families, and staff | Plans that support the utilization of the results of informal data to support program design, decision-making, and/or the development of comprehensive goals are developed<br><br>Plans and processes to incorporate data from formal, standardized instruments to inform program design are developed | Plans that impede the appropriate utilization of the results of informal data to support program design, decision-making, and/or the development of comprehensive goals are provided<br><br>Plans and processes created do not incorporate data from formal, standardized instruments to inform program design |                         |
| <b>Competency</b>   | <b>Distinguished</b>  | <b>Competent</b>   | <b>Developing</b>  | <b>Unacceptable</b>  | <b>Unable to Assess</b> |
| <b>EP5:</b> Evaluate the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design | Articulates replicable models for assessing the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design                | Specifically assesses the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design   | Attempts to assess the appropriateness and effectiveness of curricula and management strategies  | Does not assess the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design when making programmatic decisions  |                         |

| Competency   | Distinguished   | Competent   | Developing   | Unacceptable   | Unable to Assess |
|--|---|---|--|--|------------------|
| <b>EP6:</b> Develop, implement, interpret, and evaluate child assessment policies and practices                      | Establishes, implements, interprets, and evaluates developmentally appropriate, high-quality child assessment policies and practices that include families in assessment considerations | Establishes and applies developmentally appropriate child assessment policies and practices   | Tries to apply child assessment policies and practices   | Promotes developmentally inappropriate child assessment policies and practices   |                  |
| Competency   | Distinguished   | Competent   | Developing   | Unacceptable   | Unable to Assess |
| <b>EP7:</b> Aggregate and analyze data to identify opportunities for program improvement and to inform program goals | Models sustainable and replicable models for using data gathered to impact program decision-making and design   | <p>Comprehensive strategies that allow for the aggregation and analysis of data are developed and implemented</p> <p>Strategies that support analysis and application of aggregated data that contributes to continuous quality program improvement are developed and implemented</p> | <p>Strategies that allow for the aggregation and analysis of data are developed and implemented</p> <p>Strategies that support analysis and/or application of aggregated data that contributes to continuous quality program improvement are developed and implemented</p> | <p>Strategies that allow for the aggregation and analysis of data are incorrectly developed and implemented</p> <p>Strategies that support analysis and/or application of aggregated data that contributes to continuous quality program improvement are incorrectly developed and implemented</p> |                  |

Level I—Beige

Level II—Blue

## IV. Data Collection & Analysis Tool

| Competency & Standards Alignment   | Cumulative Assessment Data |            |                   |                |                  |
|--|----------------------------|------------|-------------------|----------------|------------------|
| Competency   | Distinguished              | Proficient | Needs Improvement | Unsatisfactory | Unable to Assess |
| <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 |                            |            |                   |                |                  |
| <b>EP2:</b> Develop collaborative transition policies and procedures that promote smooth transitions for children entering and exiting the program   |                            |            |                   |                |                  |
| <b>EP3:</b> Assure utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices  |                            |            |                   |                |                  |
| <b>EP4:</b> Utilize data generated from children and families to ensure integrity in program design, decision-making, and goals  |                            |            |                   |                |                  |
| <b>EP5:</b> Evaluate the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design  |                            |            |                   |                |                  |
| <b>EP6:</b> Develop, implement, interpret, and evaluate child assessment policies and practices  |                            |            |                   |                |                  |
| <b>EP7:</b> Aggregate and analyze data to identify opportunities for program improvement and to inform program goals   |                            |            |                   |                |                  |