

Credential AREA: Illinois Director Credential (Level III)

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
EP4: Utilize data generated from children and families to ensure integrity in program design, decision-making, and goals
EP5: Evaluate the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design
EP6: Develop, implement, interpret, and evaluate child assessment policies and practices
EP7: Aggregate and analyze data to identify opportunities for program improvement and to inform program goals
EP8: Develop, implement, and evaluate system for providing feedback and support to teaching staff
EP9: Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program
EP10: Utilize aggregate data to inform program planning and improvement, advocacy supportive of funding and policy changes, and collaborative community partnerships that support community/program teaching and learning goals.

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

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.

<p style="text-align: center;">Option 1 (for those wanting to become leaders in the field)</p>	<p style="text-align: center;">Option 2 (for those who are already leaders in the field at a licensed site)</p>
<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 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. 	<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 ● 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. 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

Specific Steps for Option 1

Part 1: Data Collection Over Time

Select one established program/ school/ center that serves children within the early childhood/ school-age age range. Identify multiple professionals within this setting to interview, including administrators and/or staff at the site. The domains covered in the collection of data for this comprehensive case study are plentiful and are most likely easier to digest for interviewees if spread out. Suggestions for addressing this include either interviewing more than one professional at this setting or setting up a series of interviews with one interviewee to learn more over time. Based on your choice, develop your interview protocols 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
- Staff Development
 - Efficacy of staff feedback/development systems, inclusive of modeling, observation and feedback, in peer-to-peer learning opportunities
 - Inclusion of adult learning strategies, inclusive of strength-based coaching
- Collaboration with External Organization/Agencies
 - Effectiveness of collaborative partnerships supporting cross-sector and/or cross-program support for children and families
 - The effectiveness of written policies and procedures regarding data sharing and use of confidential data
 - Use of aggregated data to support effective collaboration with community partners
- Continuous Quality and Program Improvement Strategies
 - Utilization of comprehensive strategies to support the application of aggregated data to continuous quality program improvement practices
 - Comprehensiveness of quality improvement plan based on aggregated data
 - Use of aggregated data to inform advocacy efforts in the areas of targeted funding and policy

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 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
 - Staff development, specifically regarding:
 - systems for providing feedback and support to teaching staff (possibly including modeling, observation and feedback, and peer to peer learning opportunities)
 - how adult learning strategies were utilized
 - Collaboration, specifically regarding:
 - how partnerships with external organizations promoted smooth transitions for children and families
 - policies and procedures for sharing confidential information

- 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

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

- 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.
 - Documentation should include:
 - How to utilize aggregated data to inform planning and improvement
 - How to incorporate aggregated data into advocacy efforts targeting funding and policy
 - How to incorporate aggregated data into effective practices that support collaboration
 - The feasibility plan should include
 - Identification of roles/personnel suggested to carry out specified change
 - 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. The domains covered in the collection of data for this comprehensive case study are plentiful and are most likely easier to digest when spread out over time. You are encouraged to pace yourself in regard to this self-study.

Begin by introducing 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

Technology Option:
- Video/audio record options

- 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
 - Staff Development
 - Efficacy of staff feedback/development systems, inclusive of modeling, observation and feedback, in peer-to-peer learning opportunities
 - Inclusion of adult learning strategies, inclusive of strength-based coaching
 - Collaboration with External Organization/Agencies
 - Effectiveness of collaborative partnerships supporting cross-sector and/or cross-program support for children and families
 - The effectiveness of written policies and procedures regarding data sharing and use of confidential data
 - Use of aggregated data to support effective collaboration with community partners
 - Continuous Quality and Program Improvement Strategies

- Utilization of comprehensive strategies to support the application of aggregated data to continuous quality program improvement practices
- Comprehensiveness of quality improvement plan based on aggregated data
- Use of aggregated data to inform advocacy efforts in the areas of targeted funding and policy

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
 - Staff development, specifically regarding:
 - systems for providing feedback and support to teaching staff (possibly including modeling, observation and feedback, and peer to peer learning opportunities)
 - how adult learning strategies are utilized
 - Collaboration, specifically regarding:
 - how partnerships with external organizations promoted smooth transitions for children and families
 - policies and procedures for sharing confidential information
 - 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

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

- 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.
 - Documentation should include:
 - How to utilize aggregated data to inform planning and improvement
 - How to incorporate aggregated data into advocacy efforts targeting funding and policy
 - How to incorporate aggregated data into effective practices that support collaboration

 - The feasibility plan should include
 - Identification of roles/personnel suggested to carry out specified change
 - 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 the program leadership and/or other staff and discuss feasibility of implementation or areas of revision.

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	Orchestrates and models instructional strategies, curriculum, and	Defines, plans, and implements instructional strategies, curriculum, and	Implements established instructional strategies, curriculum, and	Intentionally ignores the development and learning of young	

environmental plans that reflect evidence-based practice and support and enhance the development and learning of young children and their families	environmental plans that reflect high-quality, evidence-based practice and support and enhance the development and learning of young children and their families	environmental plans that support and enhance the development and learning of young children and their families	environmental plans that support the development and learning of young children and their families	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 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	Protects and ensures utilization of ethical, confidential, research-based, developmental screening tools and developmentally appropriate formative and summative child assessment practices	Utilizes ethical, confidential, developmental screening tools and summative child assessment practices	Disregards ethical, confidential, research-based, principles in choosing developmental screening tools appropriate formative and summative child assessment practices	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
EP4: Utilize data generated from children	Establishes, implements, interprets, and evaluates	Plans developed support the utilization of the	Plans that support the utilization of the results of	Plans that impede the appropriate utilization of	

and families to ensure integrity in program design, decision-making, and goals	developmentally appropriate, high-quality child assessment policies and practices that include families in assessment considerations	results of informal data to support program design, decision-making, and the development of comprehensive goals 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	informal data to support program design, decision-making, and/or the development of comprehensive goals are developed Plans and processes to incorporate data from formal, standardized instruments to inform program design are developed	the results of informal data to support program design, decision-making, and/or the development of comprehensive goals are provided Plans and processes created do not incorporate data from formal, standardized instruments to inform program design	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
EP5: 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
EP6: 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
EP7: 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>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
EP8: Develop, implement, and evaluate system for providing feedback and support to teaching staff	Evaluation system developed for providing feedback and support to teaching staff promotes staff empowerment in leadership	<p>An effective system for staff feedback that includes modeling, observation and feedback, and peer-to-peer learning opportunities is developed</p> <p>Adult learning strategies through strength-based coaching are used in support of staff development</p>	<p>A system for staff feedback that includes modeling, observation and feedback, and peer-to-peer learning opportunities is developed</p> <p>Adult learning strategies are used in support of staff development</p>	<p>An ineffective or incomplete system for staff feedback that includes modeling, observation and feedback, and peer-to-peer learning opportunities is developed</p> <p>Adult learning strategies are used in a manner that impedes staff development</p>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess

<p>EP9: Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program</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>Competency</p>	<p>Distinguished</p>	<p>Competent</p>	<p>Developing</p>	<p>Unacceptable</p>	<p>Unable to Assess</p>
<p>EP10: Utilize aggregate data to inform program planning and improvement, advocacy supportive of funding and policy changes, and collaborative community partnerships that support community/program teaching and learning goals.</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>	

Level I—Beige

Level II—Blue

Level III—Purple

IV. Data Collection & Analysis Tool

Competency & Standards Alignment	Cumulative Assessment Data				
Competency	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					
EP4: Utilize data generated from children and families to ensure integrity in program design, decision-making, and goals					
EP5: Evaluate the appropriateness and effectiveness of different curricula, individual and group management strategies, and program design					
EP6: Develop, implement, interpret, and evaluate child assessment policies and practices					
EP7: Aggregate and analyze data to identify opportunities for program improvement and to inform program goals					
EP8: Develop, implement, and evaluate system for providing feedback and support to teaching staff					
EP9: Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program					

EP10: Utilize aggregate data to inform program planning and improvement, advocacy supportive of funding and policy changes, and collaborative community partnerships that support community/program teaching and learning goals					
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