<p style="text-align:center">Credential AREA: Illinois Director Credential (Level II)
TOPIC: Leadership & Advocacy Assessment Example
Case Study Project</p>

I. Assessment Competency & Standard Alignment

Gateways Competencies Assessed
LA1: Evaluate organizational climate and program and classroom quality, using valid and reliable tools, and implement improvement plans based on data gathered
LA2: Collaboratively evaluate program effectiveness and utilize data to inform continuous quality improvement efforts

Suggested Competency Cross-Alignments (with a few edits to this assessment task, these additional competencies could also be assessed with this task)
EP1: Describe, plan, and implement instructional strategies, curriculum, and environmental plans that reflect evidence-based practice that supports and enhances the development and learning of young children.
TEC1: Demonstrate technological literacy

II. Assessment Task Description/ Directions

Overview:

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)
- Conduct a mini-case study of one program, school, or center director who works in a licensed program about his/ her leadership practices - Phase 1 Interview: Interview this director about strategies used to support each of the domains outlined in the steps below and conduct an assessment with at least one reliable and valid tool related to these practices - Phase 2 Recommendation Report: Following the interview, summarize findings, analyze strategies	- Conduct a mini-case study about your own leadership practices in your early education site - Phase 1 Self-Study: Reflect about which strategies you use to support each of the domains outlined in the steps below and conduct an assessment with at least one reliable and valid tool related to these practices - Phase 2 Implementation Plan: Following your self-study, you will summarize findings, analyze strategies utilized, and identify potential problems. Then develop

utilized and identify potential problems. Then develop a recommendation report for improving leadership strategies and practices within this early childhood/ school-age program. In this phase, you will share your analysis and recommended strategies for improvement with the program leadership and discuss feasibility of implementation and document these plans.	implementation plan for improving leadership strategies and practices within your early childhood/ school-age program. In this phase, you will share your analysis and recommended strategies for improvement with your program leadership team and teaching staff and discuss feasibility of implementation and document these plans.

<u>Specific Steps for Option 1</u>

This task consists of two main phases, including:

Phase 1: Leader Interview & Tool Implementation

- Select a program, school, or center that serves children within the early childhood or school-age age range
- Identify an administrator at this site to interview
- Interview domains should include:
  - Organizational Climate:
    - Strategies used to assess organizational climate
    - How data from organizational climate is used to improve organizational culture and climate
    - Identification of actual tools used to engage in these practices
  - Program and Classroom Assessment Strategies
    - Overview of classroom and program assessment strategies utilized, including identification of specific tools
    - How program improvement plans are derived from data collected
    - Identification of actual tools used to engage in these practices
  - Licensure/ Accreditation Processes
    - Overview of self-study process and how process informs continuous quality improvement
    - Description of stakeholder engagement in continuous quality improvement processes
    - Identification of actual tools used to engage in these practices
- Tool Implementation
  - Select one assessment tool used and implement this tool with the targeted audience at this site

Technology Option:
- Video/audio record options

Phase 2: Recommendation Report

- Provide a summary of your interview

- o Include background about your interviewee, the program, school, or center in which he/ she works and the roles and responsibilities of this leader in this setting
  - o Outline details about how the leader of this site utilizes strategies and supports related to each of the interview domains outlined in Phase 1
- Using data gathered from your interview and evidence-based practice resources you have learned, write a recommendation report for the program's leadership practices
  - o These recommendations should include:
    - Best practices you have identified related to leadership practices
    - Potential problems you have identified related to leadership practices
    - Possible solutions that include clear objectives and related action plans for this program, school, or center
  - o Overarching recommendations should include:
    - Strategies for reducing job stress and burnout
    - Specific models of supervision either from a supervisor, trainer, or mentor perspective
    - Plans for ongoing evaluation
    - Use of participatory management strategies for this early childhood/ school-age setting
- Share your analysis and recommended strategies for improvement with the program leadership and discuss feasibility of implementation. Discuss possible methods to maintain continuous improvement plans. Document specific plans that result from these discussions and note the outcome expectations
  - o Documentation should include:
    - Identification of roles/personnel suggested to carry out specified change
    - Suggested timeline for change implementation
    - Resources needed for implementation

Technology Option:
- Interactive options
- Collaboration options

Specific Steps for Option 2

This task consists of two main phases, including:

Phase 1: Self-Study & Tool Implementation

- Introduce your program
  - o Provide a descriptive overview of your early childhood/ school-age program
  - o This overview should include information about the program's history, sponsorship, legal structure, size (both number of children and staff), programs offered, and children's ages served
- Reflect on your leadership practices at this site, including those related to:
  - o Organizational Climate:
    - Strategies used to assess organizational climate

- How data from organizational climate is used to improve organizational culture and climate
- Identification of actual tools used to engage in these practices
  - o Program and Classroom Assessment Strategies
    - Overview of classroom and program assessment strategies utilized, including identification of specific tools
    - How program improvement plans are derived from data collected
    - Identification of actual tools used to engage in these practices
  - o Licensure/ Accreditation Processes
    - Overview of self-study process and how process informs continuous quality improvement
    - Description of stakeholder engagement in continuous quality improvement processes
    - Identification of actual tools used to engage in these practices
- Tool Implementation
  - o Select one assessment tool used and assess your early childhood/ school-age program with this tool

Technology Option:
- Video/audio record options

Phase 2: Implementation Plan

- Provide a summary of your self-study
  - o Include background and reflection about your leadership practices
  - o Outline details from your practices and conducted assessment from Phase 1
- Using data gathered from your interview and evidence-based practice resources you have learned, write an implementation plan for your leadership practices
  - o These recommendations should include:
    - Best practices you have identified related to leadership practices
    - Potential problems you have identified related to leadership practices
    - Possible solutions that include clear objectives and related action plans for your program, school, or center
  - o Overarching recommendations should include:
    - Strategies for reducing job stress and burnout
    - Specific models of supervision either from a supervisor, trainer, or mentor perspective
    - Plans for ongoing evaluation
    - Use of participatory management strategies for this early childhood/ school-age setting

Technology Option:
- Interactive options
- Collaboration options

- Share your analysis and recommended strategies for improvement 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.
  - o Documentation should include:
    - Identification of roles/personnel suggested to carry out specified change

- ▪ Suggested timeline for change implementation
- ▪ Resources needed for implementation

III. Assessment Rubric

IDC Leadership & Advocacy Master Rubric					
Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	**Unable to Assess**
LA1: Evaluate organizational climate and program and classroom quality, using valid and reliable tools, and implement improvement plans based on data gathered	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	Organizational climate assessment plans are comprehensive and related to improving organizational culture and climate Program improvement plans are based on data derived from program and classroom assessment through use of valid and reliable tools	Organizational climate assessment plans are related to improving organizational culture and climate Program improvement plans are based on data derived from program and classroom assessment	Organizational climate assessment plans are not related to improving organizational culture and climate Program improvement plans are not based on data derived from program and classroom assessment	
Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	**Unable to Assess**
LA2: Collaboratively evaluate program effectiveness and utilize data to inform continuous quality improvement efforts	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	Self-study process is cohesive, supportive of continuous quality improvement, and based on data Multiple stakeholders are engaged in continuous quality improvement	Self-study process is cohesive, supportive of continuous quality improvement, and partially based on data A partial group of stakeholders are engaged in continuous quality improvement	Self-study process is not related to data or continuous quality improvement Stakeholders are not engaged in continuous quality improvement	

Level I—Beige   Level II—Blue

IV. Data Collection & Analysis Tool

Competencies	Cumulative Assessment Data				
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
LA1: Evaluate organizational climate and program and classroom quality, using valid and reliable tools, and implement improvement plans based on data gathered					
LA2: Collaboratively evaluate program effectiveness and utilize data to inform continuous quality improvement efforts					