

Credential AREA: Illinois Director Credential (Level III)
TOPIC: Leadership & Advocacy Assessment Example
Case Study Project

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
LA3: Engage staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families
LA4: Advocate for effective early childhood and school age systems and the advancement of the field

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)
<ul style="list-style-type: none"> ● Conduct a mini-case study of one program, school, or center director who works in a licensed program about his/ her leadership and advocacy practices ● Phase 1 Interview: Interview this director about strategies used to support each of the domains outlined 	<ul style="list-style-type: none"> ● Conduct a mini-case study about your own leadership and advocacy 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

<p>in the steps below and conduct an assessment with at least one reliable and valid tool related to these practices</p> <ul style="list-style-type: none"> ● Phase 2 Recommendation Report: Following the interview, summarize findings, analyze strategies utilized and identify potential problems. Then develop a recommendation report for improving leadership and advocacy 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. ● Phase 3 Advocacy Statement: As a part of your Recommendation Report, build in a comprehensive advocacy statement for promoting early childhood education / school-age-youth development within society and for best practices in ECE/ SAYD settings with specific advocacy strategies to recommend to this program/ school/ center 	<ul style="list-style-type: none"> ● Phase 2 Implementation Plan: Following your self-study, you will summarize findings, analyze strategies utilized, and identify potential problems. Then develop implementation plan for improving leadership and advocacy strategies and practices within your early childhood 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. ● Phase 3 Advocacy Statement: As a part of your Implementation Plan, build in a comprehensive advocacy statement for promoting early childhood education/ school-age-youth development within society and for best practices in ECE/ SAYD settings with specific advocacy strategies you will implement with your plan
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Specific Steps for Option 1

This task consists of three 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

Technology Option:
- Video/audio record options

- 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
- Advocacy Strategies & Practices
 - Overview of strategies and practices used to promote the role of early childhood/ school-age education within society and best practices within ECE/ SAYD
 - Specifically enquiring about advocacy practices with different stakeholders including family, staff, and the larger community
- Tool Implementation
 - Select one assessment tool used and implement this tool with the targeted audience at this site

Phase 2: Recommendation Report

- Provide a summary of your interview
 - 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
 - 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 and advocacy practices
 - These recommendations should include:
 - Best practices you have identified related to leadership and advocacy practices
 - Potential problems you have identified related to leadership and advocacy practices
 - Possible solutions that include clear objectives and related action plans for this program, school, or center
 - 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
 - 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

Phase 3: Advocacy Statement Addition

- Based on your analysis completed in Phase 2, add onto your Recommendation Report by developing an advocacy statement and overview of advocacy strategies that would be beneficial to the program
 - Your advocacy statement should include a comprehensive description of how investments in early childhood and/or school-age education promotes societal changes
 - Identified advocacy strategies should include a focus on the alignment of standards, high-quality learning environments, and effective curricular practices across the early childhood/ school-age learning continuum

Specific Steps for Option 2

This task consists of three main phases, including:

Phase 1: Self-Study & Tool Implementation

- Introduce your program
 - Provide a descriptive overview of your early childhood/ school-age program
 - 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 and advocacy practices at this site, including those related to:
 - 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

Technology Option:
 - Video/audio record options

- 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
 - Advocacy Strategies & Practices
 - Overview of strategies and practices used to promote the role of early childhood/ school-age education within society and best practices within ECE/ SAYD
 - Specifically enquiring about advocacy practices with different stakeholders including family, staff, and the larger community
- Tool Implementation
 - Select one assessment tool used and assess your early childhood/ school-age program with this tool

Phase 2: Implementation Plan

- Provide a summary of your self-study
 - Include background and reflection about your leadership and advocacy practices
 - 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 and advocacy practices
 - These recommendations should include:
 - Best practices you have identified related to leadership and advocacy practices
 - Potential problems you have identified related to leadership and advocacy practices
 - Possible solutions that include clear objectives and related action plans for your program, school, or center
 - 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 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.
 - Documentation should include:
 - Identification of roles/personnel suggested to carry out specified change
 - Suggested timeline for change implementation
 - Resources needed for implementation

Phase 3: Advocacy Statement Addition

- Based on your analysis completed in Phase 2, add onto your Implementation Plan by developing an advocacy statement and overview of advocacy strategies that will be beneficial to your program and that you plan to implement
 - Your advocacy statement should include a comprehensive description of how investments in early childhood and/or school-age education promotes societal changes
 - Identified advocacy strategies should include a focus on the alignment of standards, high-quality learning environments, and effective curricular practices across the early childhood/ school-age learning continuum

Technology Option:
 - Interactive options
 - Collaboration options

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	Self-study process is cohesive, supportive of continuous quality improvement, and based on data	Self-study process is cohesive, supportive of continuous quality improvement, and partially based on data	Self-study process is not related to data or continuous quality improvement	

	effectiveness and utilize data to inform continuous quality improvement efforts	Multiple stakeholders are engaged in continuous quality improvement efforts	A partial group of stakeholders are engaged in continuous quality improvement	Stakeholders are not engaged in continuous quality improvement	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
LA3: Engage staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families	Models and advocates collaborative strategies that include staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families	Strategies identified and engaged in support family, staff, and community engagement in coordinated advocacy efforts, including targeted advocacy toward as high-quality, inclusive services and equitable compensation	Strategies identified and engaged in support coordinated advocacy efforts, including targeted advocacy toward as high-quality, inclusive services and equitable compensation	Strategies identified and engaged fail to support coordinated advocacy efforts	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
LA4: Advocate for effective early childhood and school age systems and the advancement of the field	Promotes and encourages effective early childhood and school age systems and the advancement of the field at all levels	Comprehensive description of how investments in early childhood and/or school-age education support societal changes provided Advocacy strategies outlined support alignment of standards, high-quality learning environments, and effective teaching and assessment practices across the early childhood/school age learning continuum	A description of how investments in early childhood and/or school-age education support societal changes provided Advocacy strategies outlined partially support alignment of standards, high-quality learning environments, and effective teaching and assessment practices across the early childhood/school age learning continuum	A description of how investments in early childhood and/or school-age education support societal changes is not provided or is inaccurate Advocacy strategies outlined do not support alignment of standards, high-quality learning environments, and effective teaching and assessment practices across the early childhood/school age learning continuum	

Level I—Beige

Level II—Blue

Level III—Purple

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					
LA3: Engage staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families					
LA4: Advocate for effective early childhood and school age systems and the advancement of the field					