

**Credential AREA: Technical Assistance (Level 5)**  
**TOPIC: Integrated Domains Assessment Example**  
**Case Study & Plan**

**I. Assessment Competency & Standard Alignment**

| Gateways Competencies Assessed  |
|---|
| <b>LPS3:</b> Provides leadership to promote quality improvement and the growth and development of programs and staff.   |
| <b>LPS4:</b> Utilizes various modes of service delivery and effective coaching, mentoring, and professional development methods and techniques.   |
| <b>C2:</b> Utilizes communication and collaboration skills to support collaborative problem solving, mediation, planning, and group cohesiveness.   |
| <b>AL3:</b> Utilizes engaging techniques supportive of self- directed learning, reflection, and meaningful application that capitalize on each learner’s unique strengths, characteristics, and life experiences. |
| <b>AL4:</b> Designs learning experiences that support ongoing insight into and reflection on the early childhood profession, children and families, and high-quality practices.                                   |
| <b>CR2:</b> Recognize and build on strengths, assets, capabilities and capacities of people and programs.   |
| <b>CR3:</b> Develops and models professional relationships based on clear goals, boundaries, and expectations.  |
| <b>CR4:</b> Use shared decision-making and mutual agreement to design quality improvement plans.  |
| <b>AP3:</b> Uses logical reasoning and insight to synthesize data gathered with knowledge of standards and apply knowledge gained to practice.  |
| <b>CP3:</b> Supports professionals in their development through providing evidence-based materials and resources.   |
| <b>CP4:</b> Facilitates individual and organizational readiness for change and the progression through the change process.  |

**II. Assessment Task Description/ Directions**

**Instructor Guidelines**

Students should be familiar with the Early Childhood Environmental Rating Scale (ECERS-3), Infant-Toddler Environmental Rating Scale (ITERS), Family Child Care Environmental Rating Scale (FCCERS), and Program Assessment Scale (PAS) tools used in evaluating program quality in Illinois (i.e., licensed child care, family/group child care homes, school-based preschools, Head Start/Early Head Start). They also need to know the processes and procedures followed

by site personnel (including directors) and external evaluators in conducting program quality reviews for ExceleRate Illinois (<https://bit.ly/2RxfQCx>), as well as the criteria for achieving various levels of quality recognition (e.g., Bronze, Gold).

This assignment assumes students can confidently recognize how the Illinois Early Learning Guidelines (IELG)/Illinois Early Learning and Development Standards (IELDS) are reflected in a program's quality evaluation results, and are ready to apply all this knowledge to guiding center personnel in their program improvement efforts. It also assumes they are able to use the NAEYC Code of Ethical Conduct for Early Childhood Adult Educators (<https://bit.ly/2T2ea4V>) as their framework for how they conduct their work as Technical Assistants.

Although this assignment uses a case study of a *hypothetical* birth-preschool center, it can be readily adapted for use with another type of site or program, based upon the instructor's ability to secure other sample program quality reviews. The assignment as written requires students to work with only one age range (i.e., infant/toddler or preschool) and focuses more so on the center's staff. Instructors might prefer to rework the assignment so it requires students to submit materials for both age groups under study. Instructors also might want to include more interaction and planning activities with the center's director.

## Student Assessment Guidelines

This assignment requires you to put yourself in the shoes of a technical assistant who's been asked by an infant/toddler and preschool center to help them develop a quality improvement plan, based on feedback they received from external evaluators during their application for recognition by ExceleRate Illinois (<https://bit.ly/31dTznz>). You complete this assignment in three phases:

- To begin, you'll review the (hypothetical) scenario below along with the corresponding quality evaluation feedback documents received. You'll look across these reports as a way to familiarize yourself with this center, its programs, and its populations served. You'll also make plans for how you will develop a sense of 'who' the staff are, and how best to approach them when you initiate the change process as their technical assistant.

**Technology Option:**  
- Video or Audio record  
feedback for future reflection

- Once you complete the first phase, you'll then use the feedback data to develop more specific plans for technically assisting this center's staff and director in effecting their desired changes. These plans might involve on-site coaching, classroom modeling, curriculum development, training, mentoring, or a combination of approaches. You decide, and justify your rationale.
- In the final phase of this assignment, you'll develop 'what next' plans that include how you'll guide the staff and director in reflecting upon their accomplishments after they've finished their work with you. You'll also explain how you'll help them set new continuous improvement goals; identify ways to reach them; and establish a completion timeline. You'll also provide lists of recommended resources they should use in making those new plans and setting those additional goals.

### **Scenario**

*The director and staff at ABC Child Center applied for quality review through ExceleRate Illinois. Their goal is to achieve the Gold Circle of Quality. The external evaluators made on-site visits and reviewed the self-assessment documentation submitted by the center's director and staff. The evaluators then prepared feedback reports using the ITERS-R, ECERS-R, and the PAS assessments they conducted with the center personnel who care for children from birth-age 5y. Upon receipt of these reports, the center director realized the need for a Technical Assistant to work with her and the staff in addressing the areas for improvement identified by the evaluators. You have agreed to support these program personnel and their administrator through this process. As part of your work, you will be using your coaching, mentoring and professional development expertise, along with the site's results from their environmental rating assessment, to establish goals for program improvement, design plans for improved training, and provide guidance through the change process. The center's director is eager to have your help and will be meeting with you regularly to hear and share your progress with the staff.*

*Since you have to start somewhere, you will begin with only one age group, infants/toddlers or preschool.*

### *External Evaluators' Program Review Report Documents*

ITERS-R Summary Report

ECER-R Summary Report

PAS Summary Report

## Phase One: Gathering and Assessing Data

Using the *NAEYC Code of Ethical Conduct for Early Childhood Adult Educators* (<https://bit.ly/2T2ea4V>) as your guide, begin learning more about the ABC Child Center from the evaluation reports made available to you. Complete the following tasks for the age level you've chosen as your initial focus (i.e., infant/toddler or preschool):

- ✓ Analyze the Strengths and Opportunities for Growth for this group/classroom identified in the feedback reports. Summarize in writing (a) the nature of the strengths (e.g., Center Operations, Interactions) noted by the evaluators plus (b) the program aspects (e.g., Program Structure, Family Partnerships) identified as needing further attention and refinement. (Be sure to reference the specific report's title and its relevant page numbers where you found these data.) Look across the data provided in the reports (i.e., compare the PAS with the ITERS or the ECERS). Do not simply summarize what the evaluators wrote. After you summarize these strengths and relative weaknesses, explain what else needs attention, based upon your reviews, if anything. (CR2)
- ✓ Keeping the external evaluators' observations and recommendations in mind, summarize in writing what you now understand about the work you'll do as this center's technical assistant. Explain the following:
  - What you anticipate will need to change in order for this quality improvement to be realized. (CP4)
  - Which relative strengths identified by the evaluators you'll use to support making the changes you identify as necessary for program quality refinement and overall improvement. (CR2)

**Technology Option:**  
- Develop a website or  
password protected site with  
all of the information

How you'll identify the learner characteristics of the staff you'll work with initially (based upon your chosen age group), in order to assist them in their change processes. (AL3)

## **Phase Two: Developing and Integrating Support**

Using your Phase One written analyses and summaries, focus now on the types of support you'll need to give, as well as the ways you'll work with the center's personnel:

Design a plan for coaching, in-group mentoring, consulting, and/or training support you will provide for the center stakeholders you identified (e.g., director, teaching staff, support staff, parents, advisory board). Be sure to include online resources that can be accessed and perused by busy professionals on their own time, as need be. (LP4 & AL4)

- ✓ Describe the strategies for communication and collaboration with these stakeholders that you'll use to insure you establish and maintain a good relationship throughout the process. (COM 2)
- ✓ Prepare a brief video or a written script for a video (if video is not possible at your institution) in which you introduce yourself to the center's staff by explaining your position on the growth and development of staff in early childhood education, and how you'll work with them to affect their desired change. (Use the NAEYC Code of Ethical Conduct for Early Childhood Adult Educators (<https://bit.ly/2T2ea4V>) to help frame your introduction's contents.) (LP3)
- ✓ Create a script for what you'll say when you meet with the center's staff and any other stakeholders to conduct goal-setting and reflection sessions. Remember to adjust your script as necessary, based upon the stakeholder with whom you're working as well as the content of the sessions. (CR2, CR3, & CR4)

## **Phase Three: Reflecting on and for Change**

This phase assumes you've now completed your technical assistance work with the center personnel, so are ready to wrap up what they've done with you, and to move them forward in their continuous improvement efforts:

- ✓ Explain in writing how you'll jointly construct a plan with the center's staff to continue their improvement progress beyond this opportunity to work with you. Include timelines, data collection tools and methods, and other relevant means for insuring the plan you create can be readily followed and achieved. (AL3 & AP3)
  
- ✓ Create a list of additional tools, resources, and other guidance for quality improvement for the center to use after you've finished your contracted time with them as their technical assistant. Tailor your recommendations to the needs you identified in Phases One and Two. Remember to include online-accessed resources. (CP3)

### III. Assessment Rubric

| Technical Assistance Adult Learning Assessment (Level 5): Case Study & Plan Rubric   |  |  |   |  |                  |
|--|--|--|---|--|------------------|
| Competency   | Distinguished  | Competent  | Developing  | Unsatisfactory   | Unable to Assess |
| <b>LPS3:</b> Provides leadership to promote quality improvement and the growth and development of programs and staff                           | Consistently demonstrates guidance, direction and influence to promote quality improvement and the positive growth and development of individual staff in tandem with program needs and goals                | Demonstrates guidance, and direction to promote quality improvement and the positive growth and development of individual staff  | Somewhat guides others to promote quality improvement   | Influence, direction and example diminish positive growth and development of individuals, having a negative impact on in program needs and goals       |                  |
| Competency   | Distinguished  | Competent  | Developing  | Unsatisfactory   | Unable to Assess |
| <b>LPS4:</b> Utilizes various modes of service delivery and effective coaching, mentoring, and professional development methods and techniques | Supports and advocates through consistent example various effective coaching, mentoring, and professional development methods and techniques which meet the individual needs of mentees and program contexts | Chooses and purposefully implements various effective coaching, mentoring, and professional development methods and techniques which meet the individual needs of mentees and program contexts | Chooses coaching, mentoring, and professional development methods and techniques that are generally effective, not necessarily specific to individual needs | Uses ineffective coaching, mentoring, and professional development methods and techniques. Ignores individual needs of mentees and/or program contexts |                  |
| Competency   | Distinguished  | Competent  | Developing  | Unsatisfactory   | Unable to Assess |
| <b>C2:</b> Utilizes communication and collaboration skills to support collaborative problem-solving, mediation, planning, and                  | Develops and employs communication skills and collaborative strategies to support problem-solving, mediation, planning, and group cohesiveness   | Employs communication skills and collaborative strategies to support problem-solving, planning, and group cohesiveness   | Employs communication skills to support problem-solving and attempts to support group cohesiveness  | Communication skills are disrespectful, biased, or and/or inconsistent. Communication style is a barrier to collaboration, problem-solving and         |                  |

|   |   |  |  |  |                         |
|---|---|--|--|--|-------------------------|
| group cohesiveness  | within varied contexts  |  |  | group function   |                         |
| <b>Competency</b>   | <b>Distinguished</b>  | <b>Competent</b>   | <b>Developing</b>  | <b>Unsatisfactory</b>  | <b>Unable to Assess</b> |
| <b>AL3:</b> Utilizes engaging techniques supportive of self-directed learning, reflection, and meaningful application that capitalize on each learner's unique strengths, characteristics, and life experiences | Uses specific knowledge of each adult learner's unique characteristics, strengths and experiences to choose and employ techniques to encourage and support self-directed learning, reflection, and meaningful application                   | Uses knowledge of each adult learner's unique characteristics and experiences to choose techniques to encourage and support self-directed learning and meaningful application      | Attempts to acknowledge of each adult learner's unique characteristics and experiences to choose techniques to support learning                  | Disregards the adult learner's unique characteristics and experiences and/or chooses techniques which discourage self-directed learning and/or meaningful application                                    |                         |
| <b>Competency</b>   | <b>Distinguished</b>  | <b>Competent</b>   | <b>Developing</b>  | <b>Unsatisfactory</b>  | <b>Unable to Assess</b> |
| <b>AL4:</b> Designs learning experiences that support ongoing insight into and reflection on the early childhood profession, children and families, and high-quality practices                                  | Plans and organizes engaging, supportive learning experiences that support the adult learner in ongoing reflection on the early childhood profession, children and families, and high-quality practices and connects reflection to practice | Plans and organizes learning experiences that support the adult learner in ongoing reflection on the early childhood profession, children and families, and high-quality practices | Tries to plan learning experiences that support the adult learner in ongoing reflection on the early childhood profession, children and families | Plans learning experiences that support the adult learner in ongoing reflection on the early childhood profession, children and families, and high-quality practices and connects reflection to practice |                         |
| <b>Competency</b>   | <b>Distinguished</b>  | <b>Competent</b>   | <b>Developing</b>  | <b>Unsatisfactory</b>  | <b>Unable to Assess</b> |
| <b>CR2:</b> Recognize and build on strengths, assets, capabilities and capacities of people and programs  | Coaches others in identifying and utilizing the strengths, assets, capabilities and capacities of people and programs   | Identifies and utilizes the strengths, assets, and capabilities of people and programs   | Makes an effort to identify the strengths and capabilities of people and programs  | Is unable to Identify the strengths, assets, capabilities and/or capacities of people and programs   |                         |

| <b>Competency</b>   | <b>Distinguished</b>  | <b>Competent</b>   | <b>Developing</b>   | <b>Unsatisfactory</b>  | <b>Unable to Assess</b> |
|---|---|--|---|--|-------------------------|
| <b>CR3:</b> Develops and models professional relationships based on clear goals, boundaries, and expectations                                 | Expands, nurtures and reflects professional relationships based on clear goals, boundaries, and expectations  | Nurtures professional relationships based on clear goals, boundaries, and expectations   | Attempts to create professional relationships based on common goals                                   | Nurtures professional relationships based on clear goals, boundaries, and expectations             |                         |
| <b>Competency</b>   | <b>Distinguished</b>  | <b>Competent</b>   | <b>Developing</b>   | <b>Unsatisfactory</b>  | <b>Unable to Assess</b> |
| <b>CR4:</b> Use shared decision making and mutual agreement to design quality improvement plans   | Employs shared decision making and mutual agreement to build quality improvement plans  | Employs shared decision making to build quality improvement plans  | Employs some shared decision making to attempt to create improvement plans                            | Creates shallow or non-substantive improvement plans which are devoid of shared decision making    |                         |
| <b>Competency</b>   | <b>Distinguished</b>  | <b>Competent</b>   | <b>Developing</b>   | <b>Unsatisfactory</b>  | <b>Unable to Assess</b> |
| <b>AP3:</b> Uses logical reasoning and insight to synthesize data gathered with knowledge of standards and apply knowledge gained to practice | Coaches in others in employing logical reasoning and intuitive understanding to synthesize data gathered with knowledge of standards and applies resulting understanding to decisions, practice and personal reflection | Employs logical reasoning to synthesize data gathered with knowledge of standards and applies resulting understanding to decisions, practice and personal reflection | Summarizes data gathered with knowledge of standards and applies resulting understanding to decisions | Does not synthesize data gathered and/or ignores knowledge of standards in decisions and practices |                         |
| <b>Competency</b>   | <b>Distinguished</b>  | <b>Competent</b>   | <b>Developing</b>   | <b>Unsatisfactory</b>  | <b>Unable to Assess</b> |

|  |   |   |  |  |                         |
|--|---|---|--|--|-------------------------|
| <b>CP3:</b> Supports professionals in their development through providing evidence-based materials and resources | Mentors others through change opportunities to promote individualized and group development and growth through evidence-based materials and resources | Takes advantage of change opportunities to promote individualized development and growth through evidence-based materials and resources | Demonstrates awareness of change opportunities to promote growth   | Is unsupportive or ignores the impacts of change on individuals and groups                     |                         |
| <b>Competency</b>  | <b>Distinguished</b>  | <b>Competent</b>  | <b>Developing</b>  | <b>Unsatisfactory</b>  | <b>Unable to Assess</b> |
| <b>CP4:</b> Facilitates organizational readiness for change and the progression through the change process       | Models and supports readiness at the classroom and program level to accept and advance change in healthy ways that reflect the change process         | Encourages readiness at the classroom and program level to accept change in healthy ways that reflect the change process                | Encourages readiness at the classroom level to accept change in healthy ways that reflect the change process | Discourages readiness at all levels to accept and change and or is toxic in the change process |                         |

#### IV. Data Collection & Analysis Tool

| Competency & Standards Alignment  | Cumulative Assessment Data |               |            |                   |                |
|---|----------------------------|---------------|------------|-------------------|----------------|
|   | Competency                 | Distinguished | Proficient | Needs Improvement | Unsatisfactory |
| <b>LPS3:</b> Provides leadership to promote quality improvement and the growth and development of programs and staff.   |                            |               |            |                   |                |
| <b>LPS4:</b> Utilizes various modes of service delivery and effective coaching, mentoring, and professional development methods and techniques.   |                            |               |            |                   |                |
| <b>C2:</b> Utilizes communication and collaboration skills to support collaborative problem solving, mediation, planning, and group cohesiveness.   |                            |               |            |                   |                |
| <b>AL3:</b> Utilizes engaging techniques supportive of self- directed learning, reflection, and meaningful application that capitalize on each learner’s unique strengths, characteristics, and life experiences. |                            |               |            |                   |                |
| <b>AL4:</b> Designs learning experiences that support ongoing insight into and reflection on the early childhood profession, children and families, and high-quality practices.                                   |                            |               |            |                   |                |
| <b>CR2:</b> Recognize and build on strengths, assets, capabilities and capacities of people and programs.   |                            |               |            |                   |                |

| Competency & Standards Alignment   | Cumulative Assessment Data |            |                   |                |                  |
|--|----------------------------|------------|-------------------|----------------|------------------|
| Competency   | Distinguished              | Proficient | Needs Improvement | Unsatisfactory | Unable To Assess |
| <b>CR3:</b> Develops and models professional relationships based on clear goals, boundaries, and expectations.                                 |                            |            |                   |                |                  |
| <b>CR4:</b> Use shared decision-making and mutual agreement to design quality improvement plans.   |                            |            |                   |                |                  |
| <b>AP3:</b> Uses logical reasoning and insight to synthesize data gathered with knowledge of standards and apply knowledge gained to practice. |                            |            |                   |                |                  |
| <b>CP3:</b> Supports professionals in their development through providing evidence-based materials and resources.                              |                            |            |                   |                |                  |
| <b>CP4:</b> Facilitates individual and organizational readiness for change and the progression through the change process.                     |                            |            |                   |                |                  |