Illinois Director Credential (IDC) Educational Programming (EP) Levels I - III
Case Study Project

IDC Competencies	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. 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 identity 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.

Assessment Guidelines

For this assessment, you will conduct three case studies of the educational policies, procedures, curricula, and assessment of three different established centers, schools or organizations serving young children and families. Your case study should include at least three interviews with center/school staff (Director, teacher(s), curriculum coordinator, assessment coordinator, etc.) and a critical analysis of program policies and practices. Prior to providing your analyses, provide an overview of the program, including populations served. Required analysis factors include the following:

Curriculum, Instructional Strategies, and Environmental Plans
In this section of your assessment, you work required to describe and analyze instructional strategies, curriculum, and environmental plans for the reflection of evidence-based practice that supports and enhances the healthy development and learning of young children. Analyses factors include the following:

- 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

- o   Analysis processes for individual and group management strategies
- o   How the curriculum practices and infuses cultural competence
- o   Strategies utilized to evaluate curricula appropriateness
- o   Strategies utilized to compare and contrast the effectiveness of varied curricula
- o   Policies and processes used to evaluate and support implementation of trauma informed practices
- Transition Policies and Procedures
  - o   Comprehensiveness of written transition policies
  - o   Extent to which transition policies encourage and enhance partnerships with families
- Screening Tools and Formative and Summative Child Assessment Practices
  - o   Use of research-based, developmentally appropriate screening tools and assessment processes
  - o   Identification and application of confidentiality and ethical standards
  - o   Effectiveness of policies, practices, and tools supporting formative and summative child assessment
- Data gathering and usage
  - o   Processes utilized to gather formal and informal data
  - o   Processes utilized to support data interpretation
  - o   Utilization of comprehensive strategies supporting data aggregation and analysis
  - o   Application of formal and informal data results to program design, decision-making, and the development of comprehensive goals
- Staff Development
  - o   Efficacy of staff feedback/development systems, inclusive of modeling, observation and feedback, in peer-to-peer learning opportunities
  - o   Inclusion of adult learning strategies, inclusive of strength-based coaching
- Collaboration with External Organization/Agencies
  - o   Effectiveness of collaborative partnerships supporting cross-sector and/or cross-program support for children and families
  - o   The effectiveness of written policies and procedures regarding data sharing and use of confidential data
  - o   Use of aggregated data to support effective collaboration with community partners
- Continuous Quality and Program Improvement Strategies
  - o   Utilization of comprehensive strategies to support the application of aggregated data to continuous quality program improvement practices
  - o   Comprehensiveness of quality improvement plan based on aggregated data
  - o   Use of aggregated data to inform advocacy efforts in the areas of targeted funding and policy

Based on your analyses, provide a summary of each case study completed. Using case study data and evidence-based practice resources, write a reflection which includes your recommendations for program curricular and assessment choices, implementation and evaluation. Include in your reflection specific plans and procedures for systematic program evaluation, including instrument choices that are reliable, and valid and data use.

Assessment Rubric (pulled from IDC Master Rubrics)

IDC Educational Programming Master Rubric					
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 that supports and enhances the development and learning of young children.	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.	Curricular practices developed are research-based, developmentally and culturally appropriate, and build and the interests of children and families.

Curricular practices developed, including IEPs and IFSPs, support collaboration with families and are reflective of the individual needs of each and every child.

Program policies and practice support continuity of relationships, developmentally appropriate guidance, and cultural competence. | Curricular practices developed build and the interests of children and families.

Curricular practices developed, including IEPs and IFSPs, are reflective of the individual needs of each and every child.

Program policies and practice support continuity of relationships, and/or developmentally appropriate guidance, and/or cultural competence. | Curricular practices developed do not reflect developmentally appropriate practice.

Curricular practices developed, including IEPs and IFSPs, are not individually or developmentally appropriate.

Program policies and practice contradict what is known about evidence-based practice supporting continuity of relationships, and/or developmentally appropriate guidance, and/or cultural competence. | |
| 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 | Written transition policies are comprehensive and developed in partnership with families. | Written transition policies are comprehensive. | Written transition policies are absent or lack comprehensiveness. | |
| 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. | Policies and practices ensure implementation of research-based, developmental screening tools and assessment processes reflect developmental appropriateness and available resources.

Policies and practices | Policies and practices ensure implementation screening tools and assessment processes.

Policies and practices developed for assessment reflect confidentiality and/or ethical standards. | Policies and practices fail to support implementation screening tools and assessment processes.

Policies and practices developed for assessment contradict confidentiality and/or ethical standards. | |

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		developed for assessment support confidentiality and ethical standards.			
EP4: 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. 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. 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. Plans and processes created do not incorporate data from formal, standardized instruments to inform program design.	
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.	A critical and evidence-based evaluation of the appropriateness and effectiveness of different curricula/program designs is provided. A critical, evidence-based analysis of individual and group management strategies is provided. Policies and procedures support implementation of trauma-informed practices.	Evaluates the appropriateness and effectiveness of different curricula/program designs. Analyzes individual and group management strategies. Policies and procedures developed partially support implementation of trauma-informed practices.	Conducts an incomplete evaluation of the appropriateness and/or effectiveness of different curricula/program designs. Conducts a, incomplete analysis of individual and group management strategies. Develops inaccurate or inappropriate policies and procedures that support implementation of trauma-informed practices.	
EP6: Develop, implement, interpret, and evaluate child assessment policies and	Models and supports collaborative efforts that support leadership in the development,	Evidence-based policies, practices, and tools supporting comprehensive formative and summative child assessment	Policies, practices, and tools supporting formative and summative child assessment are identified and/or	Effective policies, practices, and tools supporting formative and summative child assessment are	

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practices.	implementation, interpretation, an evaluation of child assessment policies and practices.	are developed and/or implemented. Processes that support the interpretation of data gathered from formal, standardized instruments are identified and/or implemented.	implemented. Processes that support the interpretation of data gathered from formal, standardized instruments are partially identified and/or implemented.	incorrectly identified and/or implemented. Processes that support the interpretation of data gathered from formal, standardized instruments are incorrectly identified and/or implemented.	
EP7: Aggregate and analyze data to identity 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	Comprehensive strategies that allow for the aggregation and analysis of data are developed and implemented. Strategies that support analysis and application of aggregated data that contributes to continuous quality program improvement are developed and implemented.	Strategies that allow for the aggregation and analysis of data are developed and implemented. Strategies that support analysis and/or application of aggregated data that contributes to continuous quality program improvement are developed and implemented.	Strategies that allow for the aggregation and analysis of data are incorrectly developed and implemented. Strategies that support analysis and/or application of aggregated data that contributes to continuous quality program improvement are incorrectly developed and implemented.	
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.	An effective system for staff feedback that includes modeling, observation and feedback, and peer-to-peer learning opportunities is developed. Adult learning strategies	A system for staff feedback that includes modeling, observation and feedback, and peer-to-peer learning opportunities is developed. Adult learning strategies are used in support of staff	An ineffective or incomplete system for staff feedback that includes modeling, observation and feedback, and peer-to-peer learning opportunities is developed. Adult learning strategies are	

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		through strength-based coaching are used in support of staff development.	development.	used in a manner that impedes staff development.	
EP9: Collaborate with external organizations and agencies to promote smooth transitions for children entering and exiting the program.	Collaborative skills supportive of smooth transitions serve to empower partnering agencies and families.	Effective collaboration skills are identified and implemented in support of cross-sector and/or cross-program support for children and families. Written policies and procedures about sharing and using confidential data are developed and/or implemented.	Effective collaboration skills are identified and/or implemented. Written policies and procedures about sharing data are developed and/or implemented.	Effective collaboration skills are not identified and/or implemented. Written policies and procedures developed are ineffective in providing supportive information regarding sharing data.	
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.	Aggregate data serves to empower stakeholders in advocacy, policy, in collaboration efforts.	A comprehensive continuous quality improvement plan is developed based on aggregated data. Aggregated data is incorporated into advocacy efforts targeting funding and policy. Effective practices supporting collaboration with community partners based on aggregated	A continuous quality improvement plan is developed based on aggregated data. Aggregated data is partially incorporated into advocacy efforts targeting funding and policy. Strategies supporting collaboration with community partners based on aggregated	An incomplete or irrelevant continuous quality improvement plan is developed based on aggregated data. Aggregated data is inaccurately incorporated into advocacy efforts targeting funding and policy. Strategies supporting collaboration with	

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		data is developed and/or implemented.	data is developed and/or implemented.	community partners based on aggregated data are not developed and/or implemented.	

Level I—Beige   Level II—Blue   Level III—Purple