Illinois Director Credential (IDC) Leadership & Advocacy Assessment (Levels II-III)
Case Study Project

IDC Competencies	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.

Assessment Guidelines

Leadership and efficacy are essential characteristics to support the early childhood/school-age field. In this assessment, you will interview a program, school, or center director who works at an accredited program. Your interview focus includes strategies used by the director to support positive organizational climate, classroom quality, program effectiveness and continuous quality improvement, stakeholder engagement, and advocacy efforts. Following your interview, you will analyze strategies utilized and develop a comprehensive advocacy statement and related strategies for the program.

Part One: Interview
Select a program, school, or center that serves children within the early childhood or school-age age range. Prior to providing information regarding each of the variables below, provide an overview of the role you interviewed into the program they work within. After providing this overview, please provide an overview of program practices for each of the following:

Organizational Climate:
- Strategies used to assess organizational climate
- How data from organizational climate is used to improve organizational culture and climate

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

Accreditation Processes
- Overview of self-study process and how process informs continuous quality improvement
- Description of stakeholder engagement in continuous quality improvement processes

Stakeholder Engagement
- Descriptions of strategies used to support family, staff, and community stakeholder engagement in advocacy efforts

Part Two: Analysis
Provide a summary a summary of your interview. Using data gathered from your interview and evidence-based practice resources, write a reflection which includes your recommendations for the program's leadership and advocacy practices.

8.26.17

Part Three: Identification of Advocacy Strategies
Based on your analysis completed in Part Two, develop 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. Advocacy strategies identified should include a focus to earn the alignment of standards, high-quality learning environments, and effective curricular practices across the early childhood/school age learning continuum.

IDC Leadership & Advocacy Master Rubric					
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.	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.	
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.	
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.	
LA4: Advocate for effective early childhood and school age	Promotes and encourage at all levels effective early	Comprehensive description of how investments in early	A description of how investments in early childhood	A description of how investments in early	

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systems and the advancement of the field.	childhood and school age systems and the advancement of the field.	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.	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.	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 II—Blue　　　　Level III—Purple