

**Credential AREA: Early Childhood Credential (Level 4)**  
**TOPIC: PPD Domain-Specific Assessment Example**  
**Personal Philosophy of Education**

**I. Assessment Competency & Standard Alignment**

Gateways Competencies Assessed	Competency Alignment			
	NAEYC Standards (Draft 2020)	NAEYC Competencies (Draft 2020)	IPTS (2013)	InTASC (2019)
<b>ECE PPD2:</b> Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields	6a	6a-LVL1-2, 6a-LVL2-1-3, 6a-LVL2-2 & 3	1F, 9G	3(g), 4(q), 10(s)
<b>ECE PPD3:</b> Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations	6b	6b-LVL1-1-4, 6b-LVL2-3	1D, 3A, 3O, 4F, 7N, 8I, 9B, 9C, 9I, 9R, 9S	2(a), 2(h), 4(n), 7(b), 7(g), 9(a), 9(c), 9(f), 9(g), 9(j), 9(k), 9(o), 10(i), 10(j)
<b>ECE PPD6:</b> Creates a professional philosophy that guides development as a practitioner and advocate	6a, 6b, 6d	6a-LVL2-4, 6b-LVL2-2, 6d-LVL2-1	9D, 9E, 9I, 9K, 9O, 9P, 9Q	9(a), 9(d), 9(k), 10(i), 10(j), 10(k), 10(s)

**II. Assessment Task Description/ Directions**

**Write an Overview of Early Childhood Education and Early Childhood Educators and your ECE Philosophy (suggestion-7-10 pages)**

A personal philosophy is a living document that changes with time for every Early Childhood Educator. One’s philosophy is *personal*, but it should also be framed by historical and philosophical perspectives as well as current trends in the field. Personal experiences influence and shape one’s knowledge base and beliefs. Before writing your personal philosophy, it’s important to map out an overview of the profession. In addition, please identify concepts in the field: Developmentally appropriate practice, anti-bias education, cultural linguistic and ability diversity (CLAD), and ethical guidelines, then write your ECE philosophy statement.

**Technology Option:**  
 - Video/audio record options  
 - Website options

key

There are three parts to this task:

**Part 1: Overview of Early Childhood Education**

- Write an Overview of Early Childhood Education identifying key concepts in the field: theoretical and philosophical perspectives (PPD 2)
  - Identify at least two key historical perspectives that have influenced the profession.
  - Be sure to include early childhood education, special education, and early intervention. How do those historical perspectives influence current practices in the field? (PPD2)

**Part 2: Enhanced Overview of Early Childhood Education**

- Extend Your Overview of Early Childhood Education identifying key concepts in the field: developmentally appropriate practice; anti-bias education; Cultural Linguistic and Ability Diversity (CLAD), ethical guidelines (PPD 3)
  - Discuss how professional standards and guidelines such as Developmentally Appropriate Practices (DAP), Cultural Linguistic and Ability Diversity (CLAD), and anti-bias education are incorporated into early childhood curriculum and teaching (PPD3)
  - Explain your beliefs about bias and the role of anti-biased practices in early childhood education (PPD3)
  - Describe the role of legal and ethical practices in early childhood education (PPD3)

**Part 3: Personal Philosophy**

- Compose your Personal Philosophy, based on the theoretical and philosophical perspectives and key practices in the field that resonate with you. (PPD 6)
  - Describe your beliefs about young children: children as learners, as members of a classroom community, as members of diverse family units, as members of the larger societal community. (PPD6)
  - Explain 1-2 specific theoretical and/or philosophical perspectives that have influenced your beliefs about young children and how they learn and develop. (PPD2)
  - Describe the classroom environment and approaches to curriculum and pedagogy that you consider most effective. Articulate your beliefs about professional guidelines and standards: Developmentally Appropriate Practices (DAP), Cultural Linguistic and Ability Diversity (CLAD), anti-bias curriculum and ethical guidelines. (PPD3)
  - Describe the role of legal and ethical practices in early childhood education (PPD3)

**Technology Option:**  
 - Video/audio record options  
 - Website options

**III. Assessment Rubric**

<b>ECE Professionalism Master Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>PPD2:</b> Describes historical and	Describes historical, theoretical and philosophical	Describes historical, theoretical and philosophical	Describes historical, theoretical and philosophical	Describes historical, theoretical and	

<p>present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields</p> <p><b>NAEYC:</b> 6a (6a-LVL1-2, 6a-LVL2-1-3, 6a-LVL2-1 &amp; -3)  <b>IPTS:</b> 1F, 9G  <b>InTASC:</b> 3(g), 4(q), 10(s)</p>	<p>foundations of the fields of early childhood general education, early childhood special education</p> <p>Articulates how current research, values and experiences within each field influence professional practice, perspective, program design and structure</p> <p>Describes the influence of public policy on practice within each of these fields</p>	<p>foundations of the fields of early childhood general education, early childhood special education</p> <p>Articulates how current research, values and experiences within each field influence professional practice, perspective, program design and structure</p>	<p>foundations of the field of early childhood general education</p> <p>Articulates how current research, values and experience influence professional practice, perspective, program design and structure within the early childhood field</p>	<p>philosophical foundations of the field of early childhood general education inaccurately</p> <p>Articulates how current research, values and experience influence professional practice, perspective, program design and structure within the early childhood field in a way that is inaccurate</p>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<p><b>PPD3:</b> Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations</p> <p><b>NAEYC:</b> 6b (6b-LVL1-1-4, 6b-LVL2-3)  <b>IPTS:</b> 1D, 3A, 3O, 4F, 7N, 8I, 9B, 9C, 9I, 9R, 9S  <b>InTASC:</b> 2(a), 2(h),</p>	<p>Explains and justifies professional practice with applicable standards and guidelines and legal and ethical considerations. Articulates reasons for confidentiality and impartiality. Values participation in professional organizations and models a professional code of ethics</p> <p>Aligns and justifies professional practice with applicable standards and guidelines and legal and ethical considerations</p>	<p>Aligns professional practice with applicable standards and guidelines and legal and ethical considerations</p> <p>Articulates the importance of confidentiality and impartiality</p> <p>Connects to professional organizations and aligns behavior with a professional code of ethics</p>	<p>Aligns professional practice with applicable standards and guidelines and legal and ethical considerations</p> <p>Articulates the importance of confidentiality and impartiality</p> <p>Partial connections to professional organizations and demonstration of behavioral alignment with professional code of ethics</p>	<p>Alignment of professional practice with applicable standards and guidelines and legal and ethical considerations not present</p> <p>The importance of confidentiality and impartiality not described</p> <p>Lacking connections to professional organizations and demonstration of behavioral alignment with professional code of ethics</p>	

4(n), 7(b), 7(g), 9(a), 9(c), 9(f), 9(g), 9(j), 9(k), 9(o), 10(i), 10(j)	Articulates the importance of confidentiality and impartiality  Models a professional code of ethics				
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>PPD6:</b> Creates a professional philosophy that guides development as a practitioner and advocate  <b>NAEYC:</b> 6a, 6b, 6d (6a-LVL2-4, 6b-LVL2-2, 6d-LVL2-1) <b>IPTS:</b> 9D, 9E, 9I, 9K, 9O, 9P, 9Q <b>InTASC:</b> 9(a), 9(d), 9(k), 10(i), 10(j), 10(k), 10(s)	Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate  Includes theory and evidence-base for philosophy and attention to factors that support ongoing development as a professional  Philosophy includes attention to contextual factors that will nurture and support ongoing development	Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate  Includes theory and evidence-base for philosophy and attention to factors that support ongoing development as a professional	Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate	Produces a professional philosophy that is limited in explore of current and future role, and lacks exploration of theory, evidence base, and supportive contextual factors	

Yellow = Level 2

Green = Level 3

Orange = Level 4

#### IV. Data Collection & Analysis Tool

Competency & Standards Alignment					Cumulative Assessment Data				
Competency	NAEYC Stand. (Draft 2020)	NAEYC Comp. (Draft 2020)	IPTS (2013)	InTASC (2019)	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<b>ECE PPD2:</b> Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields	6a	6a-LVL1-2, 6a-LVL2-1-3, 6a-LVL2-2 & 3	1F, 9G	3(g), 4(q), 10(s)					

<b>ECE PPD3:</b> Aligns professional practice with applicable standards and guidelines, legal and ethical considerations for confidentiality and impartiality, state and federal laws, and the expectations of relevant professional organizations	6b	6b-LVL1-1-4, 6b-LVL2-3	1D, 3A, 3O, 4F, 7N, 8I, 9B, 9C, 9I, 9R, 9S	2(a), 2(h), 4(n), 7(b), 7(g), 9(a), 9(c), 9(f), 9(g), 9(j), 9(k), 9(o), 10(i), 10(j)					
<b>ECE PPD6:</b> Creates a professional philosophy that guides development as a practitioner and advocate	6a, 6b, 6d	6a-LVL2-4, 6b-LVL2-2, 6d-LVL2-1	9D, 9E, 9I, 9K, 9O, 9P, 9Q	9(a), 9(d), 9(k), 10(i), 10(j), 10(k), 10(s)					