**Credential AREA: Early Childhood Credential (Level 5)**

**TOPIC: PPD Domain-Specific Stackable Assessment Example**

**Personal Philosophy of Education**

**I. Assessment Competency & Standard Alignment**

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| **Gateways Competencies Assessed** | **Competency Alignment** | | | |
| **NAEYC**  **Standards**  **(Draft 2020)** | **NAEYC**  **Competencies**  **(Draft 2020)** | **IPTS (2013)** | **InTASC (2019)** |
| **ECE PPD2:** 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) |
| **ECE PPD3**: 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) |
| **ECE PPD6**: 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) |
| **ECE PPD7**: Describes processes, procedures and identified roles within successful early childhood teams | 6c | 6c-LVL3-3 | 5Q, 8B, 8D, 8E, 8F, 8G | 10(n), 10(r) |
| **ECE PPD9**: Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings | 6b, 6c | 6b-LVL3-3, 6c-LVL3-1 & 2 | 1D, 3A, 3O, 4F, 7H, 7N, 8F, 9E, 9I, 9P, 9R, 9S | 2(a), 2(h), 4(n), 7(b), 7(g), 9(c), 9(d), 9(f), 9(j), 10(i), 10(k), 10(p), 10(s) |
| **ECE PPD10**: Designs and/or participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served | ------- | ------- | 8J, 8K, 8O, 8P, 8Q, 9P, 9Q | 9(d), 10(a), 10(b), 10(d), 10(j), 10(k), 10(t) |

**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 key concepts in the field: Developmentally appropriate practice, anti-bias education, cultural linguistic

**Technology Option:**

- Video/audio record options

- Website options

and ability diversity (CLAD), and ethical guidelines, then write your ECE philosophy statement.

There are four 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

**Technology Option:**

- Video/audio record options

- Website options

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)

**Part 4: Enhanced Personal Philosophy**

* Building on the beliefs delineated in parts 1, 2 and 3, enhance your statement of your philosophy of education. (PPD 2, 3, 4, 6, 7, 9, 10) Include in this statement the following sections:
  + Explain your beliefs about the role of an Early Childhood Educator: an educator as

facilitator of learning, as an assessor, as a nurturer of social/emotional needs, as a

creator of community, as a partner with families, as an advocate, as an ethical

**Technology Option:**

- Video/audio record options

- Website options

professional, as an effective member of an early childhood team. (PPD7, 9, 10)

**III. Assessment Rubric**

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| **ECE Professionalism Master Rubric** | | | | | |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD2**: 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  **NAEYC**: 6a (6a-LVL1-2, 6a-LVL2-1-3, 6a-LVL2-1 & -3)  **IPTS**: 1F, 9G  **InTASC**: 3(g), 4(q), 10(s) | Describes historical, theoretical and philosophical foundations of the fields of early childhood general education, early childhood special education  Articulates how current research, values and experiences within each field influence professional practice, perspective, program design  and structure  Describes the influence of public policy on practice within each of these fields | Describes historical, theoretical and philosophical foundations of the fields of early childhood general education, early childhood special education  Articulates how current research, values and experiences within each field influence professional practice, perspective, program design and structure | Describes historical, theoretical and philosophical foundations of the field of early childhood general education  Articulates how current research, values and experience influence professional practice, perspective, program design and structure within the early childhood field | Describes historical, theoretical and philosophical foundations of the field of early childhood general education inaccurately  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 |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD3**: 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  **NAEYC**: 6b (6b-LVL1-1-4, 6b-LVL2-3)  **IPTS**: 1D, 3A, 3O, 4F, 7N, 8I, 9B, 9C, 9I, 9R, 9S  **InTASC**: 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) | 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  Aligns and justifies professional practice with applicable standards and guidelines and legal and ethical considerations  Articulates the importance of confidentiality and impartiality  Models a professional code of ethics | Aligns professional practice with applicable standards and guidelines and legal and ethical considerations  Articulates the importance of confidentiality and impartiality  Connects to professional organizations and aligns behavior with a professional code of ethics | Aligns professional practice with applicable standards and guidelines and legal and ethical considerations  Articulates the importance of confidentiality and impartiality  Partial connections to professional organizations and demonstration of behavioral alignment with professional code of ethics | Alignment of professional practice with applicable standards and guidelines and legal and ethical considerations not present  The importance of confidentiality and impartiality not described  Lacking connections to professional organizations and demonstration of behavioral alignment with professional code of ethics |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD6**: Creates a professional philosophy that guides development as a practitioner and advocate  **NAEYC**: 6a, 6b, 6d (6a-LVL2-4, 6b-LVL2-2, 6d-LVL2-1)  **IPTS**: 9D, 9E, 9I, 9K, 9O, 9P, 9Q  **InTASC**: 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 |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD7**: Describes processes, procedures and identified roles within successful early childhood teams  **NAEYC**: 6c (6c-LVL3-3)  **IPTS**: 5Q, 8B, 8D, 8E, 8F, 8G  **InTASC**: 10(n), 10(r) | Describes own role and roles of others in successful early childhood teams  Describes processes and procedures that influence the success of early childhood teams  Describes the role of families and appropriate professionals who can enhance processes and procedures supporting children and programs within early childhood teams | Describes own role and roles of others in successful early childhood teams  Describes processes and procedures that influence the success of early childhood teams | Describes own role and roles of others in successful early childhood teams | Describes early childhood teams. Description lacking understanding of roles, processes and procedures |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD9**: Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings  **NAEYC**: 6b, 6c (6b-LVL3-3, 6c-LVL3-1 & 2)  **IPTS**: 1D, 3A, 3O, 4F, 7H, 7N, 8F, 9E, 9I, 9P, 9R, 9S  **InTASC**: 2(a), 2(h), 4(n), 7(b), 7(g), 9(c), 9(d), 9(f), 9(j), 10(i), 10(k), 10(p), 10(s) | Effectively and professionally leads teams and individuals to encourage collaboration.  Develops and facilitates program decisions based on professional standards.  Protects confidentiality and privacy and promotes impartiality in procedures and practices  Professionalism and leadership evidenced by leading teams in application of legal, ethical, and regulatory standards to decision-making within early childhood settings  Models interpersonal skills supportive of working collaboratively with teams and individuals  Leads teams in protecting confidentiality and privacy and promoting impartiality in procedures and practices. | Professionalism and leadership evidenced by application of legal, ethical, and regulatory standards to decision-making within early childhood settings  Utilizes interpersonal skills to work collaboratively with teams and individuals  Protects confidentiality and privacy and promotes impartiality in procedures and practices | Professionalism evidenced by application of legal, ethical, and regulatory standards to decision-making within early childhood settings    Utilizes interpersonal skills to work with teams and individuals  Protects confidentiality and privacy and promotes impartiality in procedures and practices | Professionalism not evidenced due to inaccurate/incomplete  application of legal, ethical, and regulatory standards to decision-making within early childhood settings  Utilizes underdeveloped interpersonal skills to work with teams and individuals  Does not consistently protect confidentiality and privacy and promote impartiality in procedures and practices |  |
| **Competency** | **Distinguished** | **Competent** | **Developing** | **Unacceptable** | **Unable to Assess** |
| **PPD10**: Designs and/or participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served  **NAEYC**: -----  **IPTS**: 8J, 8K, 8O, 8P, 8Q, 9P, 9Q  **InTASC**: 9(d), 10(a), 10(b), 10(d), 10(j), 10(k), 10(t) | Designs and/or participates in collaborative approaches with professionals supportive of interagency collaboration  Models visionary leadership through the development of program policies and procedures that reflect federal, state, and local regulations and ensure the healthy functioning of the early childhood program/ agency and the children and families served | Designs and/or participates in collaborative approaches with professional  Demonstrates leadership through the development of program policies and procedures that reflect federal, state, and local regulations and ensure the healthy functioning of the early childhood program/ agency and the children and families served | Designs and/or participates in collaborative approaches with professionals  Develops program policies and procedures that reflect federal, state, and local regulations and ensure the healthy functioning of the early childhood program/ agency and the children and families served | Lacks participation in collaborative approaches with professionals  Program policies and procedures developed do not reflect federal, state, and local regulations and fail to ensure the healthy functioning of the early childhood program/ agency and the children and families served |  |

Yellow = Level 2 Green = Level 4 Orange = Level 5 Blue = Level 5

**IV. Data Collection & Analysis Tool**

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| 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** |
| **ECE PPD2:** 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) |  |  |  |  |  |
| **ECE PPD3**: 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) |  |  |  |  |  |
| **ECE PPD6**: 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) |  |  |  |  |  |
| **ECE PPD7**: Describes processes, procedures and identified roles within successful early childhood teams | 6c | 6c-LVL3-3 | 5Q, 8B, 8D, 8E, 8F, 8G | 10(n), 10(r) |  |  |  |  |  |
| **ECE PPD9**: Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings | 6b, 6c | 6b-LVL3-3, 6c-LVL3-1 & 2 | 1D, 3A, 3O, 4F, 7H, 7N, 8F, 9E, 9I, 9P, 9R, 9S | 2(a), 2(h), 4(n), 7(b), 7(g), 9(c), 9(d), 9(f), 9(j), 10(i), 10(k), 10(p), 10(s) |  |  |  |  |  |
| **ECE PPD10**: Designs and/or participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the early childhood program/agency and the children and families served | ------- | ------- | 8J, 8K, 8O, 8P, 8Q, 9P, 9Q | 9(d), 10(a), 10(b), 10(d), 10(j), 10(k), 10(t) |  |  |  |  |  |