

**Credential AREA: Early Childhood Credential (Levels 2-5)**  
**TOPIC: PPD Domain-Specific Stackable 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)
<b>ECE PPD7:</b> 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)
<b>ECE PPD9:</b> 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)
<b>ECE PPD10:</b> 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**

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

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

There are four parts to this task:

**To address competencies for Level 2: Part 1: Write an Overview of Early Childhood Education (suggestion-2-3 pages)**

- 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)

**To address competencies for Level 3 : Part 2: Enhance Your Overview of Early Childhood Education (suggestion-2-3 pages)**

- 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)

**To address competencies for Level 4: Part 3: Compose Your Personal Philosophy (suggestion 5-7 pages)**

- 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)

**To address competencies for Level 5: Part 4: Enhance Your Personal Philosophy (suggestion 3-5 pages)**

- Building on the beliefs delineated in parts 1, 2 and 3, enhance your statement of your education. (PPD 2, 3, 4, 6, 7, 9, 10) Include in this statement the following section:
  - 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 professional, as an effective member of an early childhood team. (PPD7, 9, 10)

philosophy of

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

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**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 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	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	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	

<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>public policy on practice within each of these fields</p>				
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<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), 4(n), 7(b), 7(g), 9(a), 9(c), 9(f), 9(g), 9(j), 9(k), 9(o), 10(i), 10(j)</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>Articulates the importance of confidentiality and impartiality</p> <p>Models 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>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>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>PPD6:</b> Creates a professional philosophy that guides development as a practitioner and advocate</p>	<p>Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate</p>	<p>Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate</p>	<p>Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate</p>	<p>Produces a professional philosophy that is limited in explore of current and future role, and lacks exploration of theory, evidence base, and</p>	

<p><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)</p>	<p>Includes theory and evidence-base for philosophy and attention to factors that support ongoing development as a professional</p> <p>Philosophy includes attention to contextual factors that will nurture and support ongoing development</p>	<p>Includes theory and evidence-base for philosophy and attention to factors that support ongoing development as a professional</p>		<p>supportive contextual factors</p>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>PPD7:</b> Describes processes, procedures and identified roles within successful early childhood teams</p> <p><b>NAEYC:</b> 6c (6c-LVL3-3)  <b>IPTS:</b> 5Q, 8B, 8D, 8E, 8F, 8G  <b>InTASC:</b> 10(n), 10(r)</p>	<p>Describes own role and roles of others in successful early childhood teams</p> <p>Describes processes and procedures that influence the success of early childhood teams</p> <p>Describes the role of families and appropriate professionals who can enhance processes and procedures supporting children and programs within early childhood teams</p>	<p>Describes own role and roles of others in successful early childhood teams</p> <p>Describes processes and procedures that influence the success of early childhood teams</p>	<p>Describes own role and roles of others in successful early childhood teams</p>	<p>Describes early childhood teams. Description lacking understanding of roles, processes and procedures</p>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>PPD9:</b> Applies key legal, ethical, regulatory, and interpersonal skills reflective of professionalism and leadership within early childhood settings</p> <p><b>NAEYC:</b> 6b, 6c (6b-LVL3-3, 6c-LVL3-1 &amp; 2)  <b>IPTS:</b> 1D, 3A, 3O, 4F,</p>	<p>Effectively and professionally leads teams and individuals to encourage collaboration.</p> <p>Develops and facilitates program decisions based on professional standards.</p> <p>Protects confidentiality and privacy and promotes impartiality in procedures and practices</p>	<p>Professionalism and leadership evidenced by application of legal, ethical, and regulatory standards to decision-making within early childhood settings</p> <p>Utilizes interpersonal skills to work collaboratively with teams and individuals</p> <p>Protects confidentiality and</p>	<p>Professionalism evidenced by application of legal, ethical, and regulatory standards to decision-making within early childhood settings</p> <p>Utilizes interpersonal skills to work with teams and individuals</p> <p>Protects confidentiality and privacy and promotes</p>	<p>Professionalism not evidenced due to inaccurate/incomplete application of legal, ethical, and regulatory standards to decision-making within early childhood settings</p> <p>Utilizes underdeveloped interpersonal skills to work with teams and individuals</p>	

<p>7H, 7N, 8F, 9E, 9I, 9P, 9R, 9S  <b>InTASC:</b> 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)</p>	<p>Professionalism and leadership evidenced by leading teams in application of legal, ethical, and regulatory standards to decision-making within early childhood settings</p> <p>Models interpersonal skills supportive of working collaboratively with teams and individuals</p> <p>Leads teams in protecting confidentiality and privacy and promoting impartiality in procedures and practices.</p>	<p>privacy and promotes impartiality in procedures and practices</p>	<p>impartiality in procedures and practices</p>	<p>Does not consistently protect confidentiality and privacy and promote impartiality in procedures and practices</p>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>PPD10:</b> 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</p> <p><b>NAEYC:</b> -----  <b>IPTS:</b> 8J, 8K, 8O, 8P, 8Q, 9P, 9Q  <b>InTASC:</b> 9(d), 10(a), 10(b), 10(d), 10(j), 10(k), 10(t)</p>	<p>Designs and/or participates in collaborative approaches with professionals supportive of interagency collaboration</p> <p>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</p>	<p>Designs and/or participates in collaborative approaches with professional</p> <p>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</p>	<p>Designs and/or participates in collaborative approaches with professionals</p> <p>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</p>	<p>Lacks participation in collaborative approaches with professionals</p> <p>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</p>	

Yellow = Level 2

Green = Level 4

Orange = Level 5

Blue = Level 5

## 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)					
<b>ECE PPD7:</b> 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)					
<b>ECE PPD9:</b> 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,	2(a), 2(h), 4(n), 7(b), 7(g), 9(c), 9(d), 9(f), 9(j), 10(i), 10(k),					

			9P, 9R, 9S	10(p), 10(s)					
<b>ECE PPD10:</b> 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)					