

**Credential AREA: Early Childhood Credential (Level 3)**  
**TOPIC: PPD Domain-Specific Assessment Example**  
**Professional Development Assessment**

**I. Assessment Competency & Standard Alignment**

Gateways Competencies Assessed	Competency Alignment			
	NAEYC Standards (Draft 2020)	NAEYC Competencies (Draft 2020)	IPTS (2013)	InTASC (2019)
<b>ECE PPD1:</b> Demonstrates professionalism in image, behavior, and disposition	6a, 6b	6a-LVL1-1; 6b-LVL1-2	9H, 9I, 9T	3(r), 10(i)
<b>ECE PPD4:</b> Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood team	6c, 6e	6c-LVL1-1, 6c-LVL2-2; 6e-LVL1-1-4	4J, 6E, 7N, 8C, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 9L, 9M	3(f), 8(q), 9(c), 9(d), 10(a), 10(b), 10(c), 10(d), 10(g), 10(k)

**II. Assessment Task Description/ Directions**

This assessment focuses on the candidate’s dispositions, as measured by observable behaviors in academic as well as early childhood settings.

**Assessment of Dispositions**

According to NCATE (2000), dispositions refer to the “values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth...” It is critical that early childhood preparation programs define dispositions, include these dispositions within the program curriculum, and regularly assess them.

The disposition inventory for Levels 2-5 contains 21 items asking early childhood teacher candidates to reflect and assess their own dispositions. The list of dispositions consists of the following categories:

- dependability;
- time management;
- independence;
- teamwork;
- responsibility;
- communication skills;
- collaborative skills;

- professionalism.

#### Recommendations:

- This disposition inventory can be administered to undergraduate and graduate students enrolled in the early childhood teacher preparation programs.
- The early childhood teacher candidates can be assessed at the entrance of the program and at the exit of the program. Ongoing monitoring can be used to assess problematic disposition areas of early childhood teacher candidates.
- The students can be assessed in each professional development class because of the different relationships with each faculty member.
- When assessing dispositions of early childhood preservice teachers who are in field internship experiences, the inventory should be administered to students, cooperating teachers, principals, university supervisors, and professors.
- The disposition inventory might be administered to early childhood preservice secondary education students in the Master's program to measure perceptions of their readiness to teach when they exit the program.
- To support collaborative assessment between mentors and beginning early childhood teachers, dispositions might be assessed at the beginning of the school year, at the mid-year point, and at the end of the academic year.

In this Assessment, professional dispositions will be assessed at least by two parties: by the candidate and by one of the faculty members (ie, field experience or student teaching supervisor). Results will be compared. Any differences will be discussed. If needed, further disposition development plan will be created. Two sample checklists, one for the candidate and one for the faculty member, are included below. The focus of this assessment is professional communication and collaboration.

#### **Professional communication and collaboration. (PPD 4)**

The candidate:

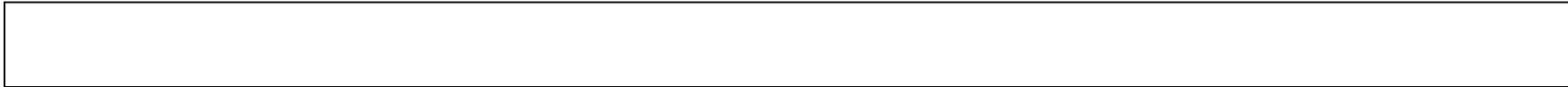
- Discusses the effects of bias on children, families, and communities.
- Demonstrates oral communication skills with children, and with adults, that are responsive to diverse communication styles, abilities, and situations.
- Demonstrates effective collaboration skills with all children and adults including those who may be linguistically diverse.
- Demonstrates sensitivity when interacting with a diversity of children, family members, and other adults.
- Participates as a member of an early childhood team.
- Demonstrates effective collaboration skills when working with team members.
- Demonstrates communication strategies with children, colleagues, and families that reflect knowledge of professional skills and ethical conduct.
- Interacts with others in a professional manner and to treat others with respect.

Technology Option:  
- Video/audio record options

### **Disposition Self-Assessment**

The following competencies represent professional dispositions that are considered essential for practitioners within the early childhood field. Throughout your studies, you will be asked to assess your own dispositional strengths and challenges. As well, program faculty will also be providing you with feedback. Please use this information to reflect on opportunities for growth.

<b>PPD 4: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams.</b>					
	No opportunity to demonstrate	Distinguished	Proficient	Needs Improvement	Unsatisfactory
I discuss the effects of bias on children, families, and communities.					
I demonstrate oral communication skills with children, and with adults, that are responsive to diverse communication styles, abilities, and situations.					
I demonstrate effective collaboration skills with all children and adults including those who may be linguistically diverse.					
I demonstrate sensitivity when interacting with a diversity of children, family members, and other adults					
I participate as a member of an early childhood team.					
I demonstrate effective collaboration skills when working with team members.					
I demonstrate communication strategies with children, colleagues, and families that reflect knowledge of professional skills and ethical conduct.					
I interact with others in a professional manner and treat others with respect.					
Notes/Evidence					



## Disposition Faculty Assessment

The following competencies represent professional dispositions that are considered essential for practitioners within the early childhood field. Throughout the program, students will be assessed on dispositional strengths and challenges based on each adapted benchmark below and assessment via the provided Rubric. Ideally, this information will be used in identifying opportunities for growth.

<b>PPD 4: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams.</b>					
	No opportunity to demonstrate	Distinguished	Proficient	Needs Improvement	Unsatisfactory
Discusses the effects of bias on children, families, and communities.					
Demonstrate oral communication skills with children, and with adults, that are responsive to diverse communication styles, abilities, and situations.					
Demonstrates effective collaboration skills with all children and adults including those who may be linguistically diverse.					
Demonstrates sensitivity when interacting with a diversity of children, family members, and other adults					
Adapts communication style and practices to reflect diversity among children, family members, and other adults.					

Participates as a member of an early childhood team.					
Demonstrates effective collaboration skills when working with team members.					
Demonstrates communication strategies with children, colleagues, and families that reflect knowledge of professional skills and ethical conduct.					
Interacts with others in a professional manner and treat others with respect.					
Notes/Evidence					

### III. Assessment Rubric

ECE Professionalism Master Rubric			
Competency	Competent		Unable To Assess
	Checklist Criteria		
<b>PPD1:</b> Demonstrates professionalism in image, behavior, and disposition  <b>NAEYC:</b> 6a, 6b (6a-LVL1-1-2, 6b-LVL1-2) <b>IPTS:</b> 9H, 9I, 9T <b>InTASC:</b> 3(r), 10(i)	<b>Interactions &amp; Communication:</b>		
		Listens and responds with an open mind to suggestions	
		Communicates with honesty, respect, & integrity	
		Addresses conflict appropriately	
		Seeks and considers the opinions of others	
		Demonstrates empathy	
		Seeks to understand individual perspectives (cultural, gender, socio-economic, etc.)	
		Verbal and non-verbal language, behaviors and interactions demonstrate emotional control and maturity	
	Responds appropriately to actions and reactions of others		
	Identifies personal responsibility in conflict		

	<b>Ethics &amp; Responsibility:</b>	
	Protects and Maintains confidentiality	
	Is dependable and responsible in time management (Present, on time, engaged, meets deadlines, responds in a timely manner)	
	Is on-task, engaged & prepared	
	Maintains accurate records	
	Uses digital devices responsibly and appropriately	
	Respects student and family privacy both hard copy and electronically	
	Uses social media in respectful and professional ways	
	Dresses professionally for context/situation	
	Maintains professional interactions with staff & families	
	<b>Reflection &amp; Flexibility:</b>	
	Seeks and uses feedback from others	
Incorporates feedback in subsequent practice		
Reflects accurately regarding own strengths and weaknesses		
Adapts to unexpected or new situations		

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p><b>PPD4:</b> Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams</p> <p><b>NAEYC:</b> 6c, 6e (6c-LVL1-1, 6c-LVL2-2, 6e-LVL1-1-4)</p> <p><b>IPTS:</b> 4J, 6E, 7N, 8C, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 9L, 9M</p> <p><b>InTASC:</b> 3(f), 8(q), 9(c), 9(d), 10(a), 10(b), 10(c), 10(d), 10(g), 10(k)</p>	<p>Utilizes, models, and leads others in using respectful, responsive, culturally and linguistically sensitive communication and collaboration skills when interacting with children, families, and as a member of an early childhood team</p> <p>Communication and collaboration skills used are ethical and supportive of advocacy</p>	<p>Utilizes respectful, responsive, culturally and linguistically sensitive communication and collaboration skills when interacting with children, families, and as a member of an early childhood team. Communication and collaboration skills used are ethical and supportive of advocacy</p>	<p>Utilizes communication and collaboration skills when interacting with children, families, and as a member of an early childhood team</p>	<p>Utilizes communication and collaboration skills when interacting with children, families, and as a member of an early childhood team lacking in respect, responsiveness, and cultural and linguistic sensitivity</p>	



Yellow= Level II

Green=Level III

Orange=Level IV

Blue=Level V

### 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 PPD1:</b> Demonstrates professionalism in image, behavior, and disposition	6a, 6b	6a-LVL1-1; 6b-LVL1-2	9H, 9I, 9T	3(r), 10(i)					
<b>ECE PPD4:</b> Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood team	6c, 6e	6c-LVL1-1, 6c-LVL2-2; 6e-LVL1-1-4	4J, 6E, 7N, 8C, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 9L, 9M	3(f), 8(q), 9(c), 9(d), 10(a), 10(b), 10(c), 10(d), 10(g), 10(k)					