

Credential AREA: Early Childhood Credential (Level 4)
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) |
| ECE PPD1: Demonstrates professionalism in image, behavior, and disposition | 6a, 6b | 6a-LVL1-1; 6b-LVL1-2 | 9H, 9I, 9T | 3(r), 10(i) |
| ECE PPD4: 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) |
| ECE PPD5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth | 4d, 6c, 6d | 4d-LVL2-1 & 2; 6c-LVL1-1, 6c-LVL2-3, 6c-LVL3-1; 6d-LVL1-1-4 | 1F, 9D, 9E, 9I, 9K | 4(q), 9(a), 9(b), 9(e), 9(k), 9(l), 9(m), 9(n), 10(f), 10(i), 10(s) |

II. Assessment Task Description/ Directions

This assessment incorporates two aspects of professionalism: the candidate’s dispositions, as measured by observable behaviors in academic as well as early childhood settings, and the candidate’s commitment to her/his own professional growth, as evidenced by the creation of a professional development plan.

A. 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 (i.e., 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 assessment for Level 4 is focused on professional role and professional development.

Professional role and professional development. (PPD 5)

The candidate is able to:

- Demonstrate and reflect on positive and respectful interaction skills with children, families, and colleagues.
- Respond to feedback from others in a professional manner.
- Explain ways to use self-reflection and feedback from others to improve practice.
- Engage in self-assessment and reflection on professional practices with children, families, and colleagues.
- Explain ways to improve professional practices.
- Modify professional practices based on self-evaluation.
- Describe the purpose of, and identify options for, professional growth activities.

Technology Option:
- Video/audio record options

- Develop a well-reasoned professional development plan based on personal data and knowledge of the profession.
- Prepare and carry out a professional development plan that evaluates own performance and set goals to advance knowledge in the field.
- Analyze progress toward meeting goals, on an ongoing basis.
- Prioritize areas for seeking professional development.
- Reflect on and analyze one’s personal and professional perspectives and assesses how those beliefs might bias interpretations of behavior and interactions with children and their families and program planning.

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.

| PPD 5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth. | | | | | |
|---|-------------------------------|---------------|------------|-------------------|----------------|
| | No opportunity to demonstrate | Distinguished | Proficient | Needs Improvement | Unsatisfactory |
| I am able to demonstrate and reflect on positive and respectful interaction skills with children, families, and colleagues. | | | | | |
| I respond to feedback from others in a professional manner. | | | | | |
| I explain ways to use self-reflection and feedback from others to improve practice. | | | | | |
| I engage in self-assessment and reflection on professional practices with children, families, and colleagues. | | | | | |
| I explain ways to improve professional practices. | | | | | |
| I modify professional practices based on self-evaluation. | | | | | |
| I reflect on and analyze one’s personal and professional perspectives | | | | | |

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| and assesses how those beliefs might bias interpretations of behavior and interactions with children and their families and program planning, | | | | | |
| 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.

| PPD 5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth. | | | | | |
|---|-------------------------------|---------------|------------|-------------------|----------------|
| | No opportunity to demonstrate | Distinguished | Proficient | Needs Improvement | Unsatisfactory |
| Is able to demonstrate and reflect on positive and respectful interaction skills with children, families, and colleagues. | | | | | |
| Responds to feedback from others in a professional manner. | | | | | |
| Explains ways to use self-reflection and feedback from others to improve practice. | | | | | |
| Engages in self-assessment and reflection on professional practices with children, families, and colleagues. | | | | | |

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|--|--|--|--|--|--|
| Explains ways to improve professional practices. | | | | | |
| Modifies professional practices based on self-evaluation. | | | | | |
| Reflects on and analyze one's personal and professional perspectives and assesses how those beliefs might bias interpretations of behavior and interactions with children and their families and program planning, | | | | | |
| Notes/Evidence | | | | | |

B. Professional Development Plan

Every early childhood educator, no matter how long they are in the profession, should have an ongoing professional plan that evolves and changes over time. The Professional Development plan should incorporate goals set by the candidate for him/herself, based on self-reflection of strengths and challenges and on personal philosophy. In this section, the candidate will write his or her Professional Development Plan informed by self-reflection and personal philosophy.

Based on self-reflection and personal philosophy, the candidate should ask: what more do I need to learn in order to improve my effectiveness and live by my own philosophy?

Write your Professional Development Plan - be sure to address each point below (PPD5):

- Based on your personal philosophy, examine your current strengths and challenges and list 1-2 of each.

- List 3-5 short-term and long-term professional development goals: goals that build from your strengths and goals that help you to address your challenges (Use the S.M.A.R.T. strategy below as a guide).
- Explain what you need to do in order to achieve those goals - what are your strategies?
- Assess 2-3 types of training or resources and explain how they will support your goals
- Design a method for documenting and reflecting on your progress - how will you know if you are achieving your goals? (see optional planning chart)

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

NOTE: See the Resources section below for examples

RESOURCES SECTION

Feel free to use the resources below as a guide as you develop your professional development plan

S.M.A.R.T strategy for writing your goals. Make sure each of your goals are:

Specific
Measurable
Attainable
Realistic
Timely

- **Specific:** For example, a general goal might be, “Get a job in ECE.”. Instead, make it more specific. Such as, “Within one year of degree/certificate completion, obtain a position in public school, pre-K, or kindergarten.”
- **Measurable:** Ask yourself, how will I know if I have accomplished it?
- **Attainable:** Writing a goal down helps you begin to see ways in which you can attain it and recognize opportunities that bring you closer to reaching your goal.
- **Realistic:** Do you truly believe you can accomplish it?
- **Timely:** The goal should be time-bound; otherwise, there is no urgency to complete it.

Example: Strategies/activities

- Find a coach/mentor to work with you
- Do professional reading
- Keep a log or journal of your activities, including participation in workshops, seminars, professional reading and meetings with coaches/mentors
- Get involved with a professional organization
- Learn to use new technology

Example: Document reflection opportunities and ongoing documentation plans.

- How will you document and track professional development activities and accomplishments? What specific system will you use to organize documentation, evidence of practice etc.?
- How will you organize the system for your easy referral and reference?
- How will you systematically and consistently reflect on your professional development and growth?

- How will you actively participate in professional organizations and model a professional code of ethics?

Brief Checklist:

- Are your goals clear?
- Does your personal philosophy and your professional development plan accurately reflect your beliefs and goals?
- Does your plan involve new learning & growth, not just time & effort?
- What do you see as your current strengths and challenges? How does your plan reflect support for each of these?
- Does your plan include time for reflection followed by appropriate adjustments?

Optional chart for planning your plan

| Professional Development Plan | | |
|--------------------------------------|----------------------------------|--|
| Goals | Strategies and Activities | Documentation and Reflection Strategies |
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Adapted from National Staff Development Council's *By Your Own Design*

III. Assessment Rubric

| ECE Professionalism Master Rubric | | | |
|--|---|--|------------------|
| Competency | Competent | | Unable To Assess |
| | Checklist Criteria | | |
| PPD1: Demonstrates professionalism in image, behavior, and disposition NAEYC: 6a, 6b (6a-LVL1-1-2, 6b-LVL1-2) IPTS: 9H, 9I, 9T InTASC: 3(r), 10(i) | Interactions & Communication: | | |
| | | 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 | |
| | Ethics & Responsibility: | | |
| | | 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 | | | | |
|---|--|---|---|---|------------------|
| | Reflection & Flexibility: | | | | |
| | 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>PPD4: 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>NAEYC: 6c, 6e (6c-LVL1-1, 6c-LVL2-2, 6e-LVL1-1-4)</p> <p>IPTS: 4J, 6E, 7N, 8C, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 9L, 9M</p> <p>InTASC: 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> | |
| Competency | Distinguished | Competent | Developing | Unacceptable | Unable to Assess |
| <p>PPD5: Engages in reflection and the design of a professional development plan</p> | <p>Designs a professional development plan that incorporates self-reflection and self-assessment</p> | <p>Designs a professional development plan that incorporates self-reflection and self-assessment</p> | <p>Designs a professional development plan that incorporates self-reflection and self-assessment</p> | <p>Designs a professional development plan lacking in self-reflection and self-assessment</p> | |

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|--|---|---|--|--|--|
| <p>with the goal of improving professional practice and fostering professional growth</p> <p>NAEYC: 4d, 6c, 6d (4d-LVL2-1 & 2, 6c-LVL1-1, 6c-LVL2-3, 6c-LVL3-1, 6d-LVL1-1-4)</p> <p>IPTS: 1F, 9D, 9E, 9I, 9K</p> <p>InTASC: 4(q), 9(a), 9(b), 9(e), 9(k), 9(l), 9(m), 9(n), 10(f), 10(i), 10(s)</p> | <p>Includes within professional development plan attention to current professional role and plans to continue professional development and growth</p> <p>Develops meaningful, specific, collaborative goals to support attainment of plan</p> | <p>Includes within professional development plan attention to current professional role and plans to continue professional development and growth</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 |
| ECE PPD1: Demonstrates professionalism in image, behavior, and disposition | 6a, 6b | 6a-LVL1-1; 6b-LVL1-2 | 9H, 9I, 9T | 3(r), 10(i) | | | | | |
| ECE PPD4: 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) | | | | | |
| ECE PPD5: Engages in reflection and the design of a professional development plan with the goal of | 4d, 6c, 6d | 4d-LVL2-1 & 2; 6c-LVL1-1, 6c- | 1F, 9D, 9E, 9I, 9K | 4(q), 9(a), 9(b), | | | | | |

| | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| improving professional practice and fostering professional growth | | LVL2-3, 6c- LVL3-1; 6d- LVL1-1-4 | | 9(e), 9(k), 9(l), 9(m), 9(n), 10(f), 10(i), 10(s) | | | | | |
|---|--|--|--|--|--|--|--|--|--|