

Credential AREA: Early Childhood Credential (Level 5)
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)
ECE PPD8: Communicates in writing, verbally and non-verbally communication skills with children, families, and colleagues that supports culturally, linguistically diverse populations; program functioning; family and community collaboration; and healthy child development and learning	6e	6e-LVL3-1	4J, 6E, 6Q, 7N, 9L, 9N	1(c), 3(a), 3(c), 3(f), 9(c), 10(d), 10(q)

II. Assessment Task Description/ Directions

This assessment is focused 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 of 21 item 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 focus of this assessment is on the candidate's professional written and verbal communications that support effective program functioning.

**Professional written and verbal communication that support effective program functioning.
(PPD 8)**

- Demonstrates written and oral communication skills with children, and with adults, that are responsive to diverse communication styles, abilities, and situations
- Adapts communication style and practices to reflect diversity among children, family members, and other adults
- Uses written and verbal communication to establish strong, collaborative relationships with families
- Uses written and verbal communication to establish strong, collaborative relationships with community organizations

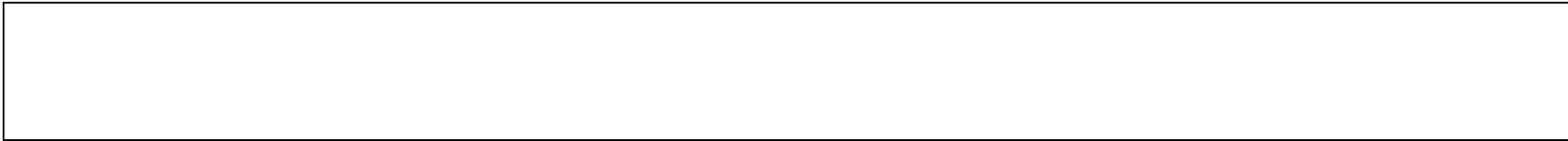
Technology Option:
- Video/audio record options

- Keeps and maintains records in a manner that supports program functioning.
- Applies proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues

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 8: Communicates in writing, verbally and non-verbally communication skills with children, families, and colleagues that supports culturally, linguistically diverse populations; program functioning; family and community collaboration; and healthy child development and learning					
	No opportunity to demonstrate	Distinguished	Proficient	Needs Improvement	Unsatisfactory
I demonstrate written and oral communication skills with children, and with adults, that are responsive to diverse communication styles, abilities, and situations.					
I adapt communication style and practices to reflect diversity among children, family members, and other adults.					
I use written and verbal communication to establish strong, collaborative relationships with families.					
I use written and verbal communication to establish strong, collaborative relationships with community organizations.					
I keep and maintain records in a manner that supports program functioning.					
I apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues					
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 8: Communicates in writing, verbally and non-verbally communication skills with children, families, and colleagues that supports culturally, linguistically diverse populations; program functioning; family and community collaboration; and healthy child development and learning					
	No opportunity to demonstrate	Distinguished	Proficient	Needs Improvement	Unsatisfactory
Demonstrates written and oral communication skills with children, and with adults, that are responsive to diverse communication styles, abilities, and situations.					
Adapts communication style and practices to reflect diversity among children, family members, and other adults.					
Uses written and verbal communication to establish strong, collaborative relationships with families.					
Uses written and verbal communication to establish strong, collaborative relationships with community organizations.					
Keeps and maintains records in a manner that supports program functioning.					

Applies proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues					
Notes/Evidence					

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>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</p> <p>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)</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>PPD4: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children</p>	<p>Utilizes, models, and leads others in using respectful, responsive, culturally and linguistically sensitive communication and collaboration skills when interacting with children,</p>	<p>Utilizes respectful, responsive, culturally and linguistically sensitive communication and collaboration skills when interacting with children, families, and as a member of</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</p>	

families, and colleagues and as a member of early childhood teams NAEYC: 6c, 6e (6c-LVL1-1, 6c-LVL2-2, 6e-LVL1-1-4) IPTS: 4J, 6E, 7N, 8C, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 9L, 9M InTASC: 3(f), 8(q), 9(c), 9(d), 10(a), 10(b), 10(c), 10(d), 10(g), 10(k)	families, and as a member of an early childhood team Communication and collaboration skills used are ethical and supportive of advocacy	an early childhood team. Communication and collaboration skills used are ethical and supportive of advocacy		and linguistic sensitivity	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
PPD5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth NAEYC: 4d, 6c, 6d (4d-LVL2-1 & 2, 6c-LVL1-1, 6c-LVL2-3, 6c-LVL3-1, 6d-LVL1-1-4) IPTS: 1F, 9D, 9E, 9I, 9K InTASC: 4(q), 9(a), 9(b), 9(e), 9(k), 9(l), 9(m), 9(n), 10(f), 10(i), 10(s)	Designs a professional development plan that incorporates self-reflection and self-assessment Includes within professional development plan attention to current professional role and plans to continue professional development and growth Develops meaningful, specific, collaborative goals to support attainment of plan	Designs a professional development plan that incorporates self-reflection and self-assessment Includes within professional development plan attention to current professional role and plans to continue professional development and growth	Designs a professional development plan that incorporates self-reflection and self-assessment	Designs a professional development plan lacking in self-reflection and self-assessment	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
PPD8: Engages in written, verbal and non-verbal communication	Models examples and evidence of written, verbal and non-verbal communication with children,	Provides examples and evidence of written, verbal and non-verbal communication with children,	Provides examples and evidence of written, verbal and non-verbal communication with children,	Provides incomplete/inaccurate examples and evidence of written, verbal and non-	

<p>skills with children, families, and colleagues that support culturally, linguistically, and ability diverse populations; program functioning; family and community collaboration; and healthy child development and learning</p> <p>NAEYC: 6e (6e-LVL3-1) IPTS: 4J, 6E, 6Q, 7N, 9L, 9N InTASC: 1(c), 3(a), 3(c), 3(f), 9(c), 10(d), 10(q)</p>	<p>families, and colleagues supportive of culturally, linguistically, and ability diverse populations; family collaboration and development; and healthy child development and learning</p> <p>Communication supported by infrastructure that includes effective record maintenance system that promotes program functioning, and connections to community resources</p>	<p>families, and colleagues supportive of culturally, linguistically, and ability diverse populations; family collaboration and development; community collaboration; and healthy child development and learning</p> <p>Communication supported by infrastructure that includes effective record maintenance that promotes program functioning, and connections to community resources</p>	<p>families, and colleagues</p> <p>Communication supported by infrastructure that includes effective record maintenance</p>	<p>verbal communication with children, families, and colleagues</p> <p>Communication lacks infrastructure that includes effective record maintenance</p>	
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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)					

<p>ECE PPD5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth</p>	<p>4d, 6c, 6d</p>	<p>4d-LVL2-1 & 2; 6c-LVL1-1, 6c-LVL2-3, 6c-LVL3-1; 6d-LVL1-1-4</p>	<p>1F, 9D, 9E, 9I, 9K</p>	<p>4(q), 9(a), 9(b), 9(e), 9(k), 9(l), 9(m), 9(n), 10(f), 10(i), 10(s)</p>					
<p>ECE PPD8: Communicates in writing, verbally and non-verbally communication skills with children, families, and colleagues that supports culturally, linguistically diverse populations; program functioning; family and community collaboration; and healthy child development and learning</p>	<p>6e</p>	<p>6e-LVL3-1</p>	<p>4J, 6E, 6Q, 7N, 9L, 9N</p>	<p>1(c), 3(a), 3(c), 3(f), 9(c), 10(d), 10(q)</p>					