

Credential AREA: Early Childhood Credential (Levels 2-5)
TOPIC: PPD Domain-Specific Stackable 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 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.

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 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;
- team work;
- 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 assessment is in 4 parts:

1. Professional image, behavior, and disposition.
2. Professional communication and collaboration.
3. Professional role and professional development.
4. Professional written and verbal communication that support effective program functioning.

Part 1: Professional image, behavior, and disposition. (PPD 1)

The candidate demonstrates professional work habits including:

- Dependability
- Time management
- Independence
- Teamwork
- Responsibility

The candidate demonstrates professional dispositions and program standards related to:

- Personal appearance
- Hygiene
- Work habits

The candidate responds positively and constructively to feedback as a member of the early childhood team.

Part 2: 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.

Part 3: 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.

Technology Option:
- Video/audio record options
(i.e. photo)

Technology Option:
- Video/audio record options

- Describe the purpose of, and identify options for, professional growth activities.
- 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.

Part 4: 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
- 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 1: Professionalism in image, behavior, and disposition, including:					
	No opportunity to demonstrate	Distinguished	Proficient	Needs Improvement	Unsatisfactory
1. Dependability					
2. Time management					
3. Independence					
4. Teamwork					
5. Responsibility					
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.					
	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.					

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

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 1: Professionalism in image, behavior, and disposition, including:					
	No opportunity to demonstrate	Distinguished	Proficient	Needs Improvement	Unsatisfactory
1. Dependability					
2. Time management					
3. Independence					
4. Teamwork					
5. Responsibility					
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.					
	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.					

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.					
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,					
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					

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

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	
PPD3: Aligns professional practice	Explains and justifies professional practice with	Aligns professional practice with applicable standards and	Aligns professional practice with applicable standards and	Alignment of professional practice with applicable		

<p>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>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>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>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>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 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) IPTS: 4J, 6E, 7N, 8C, 8K, 8L, 8M, 8N, 8O, 8P, 8Q, 8R, 8S, 9L, 9M</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>	

InTASC: 3(f), 8(q), 9(c), 9(d), 10(a), 10(b), 10(c), 10(d), 10(g), 10(k)					
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p>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>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>Designs a professional development plan that incorporates self-reflection and self-assessment</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>Designs a professional development plan that incorporates self-reflection and self-assessment</p> <p>Includes within professional development plan attention to current professional role and plans to continue professional development and growth</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>	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<p>PPD8: Engages in written, verbal and non-verbal communication skills with children, families, and colleagues that support culturally, linguistically, and ability diverse populations; program functioning; family and community</p>	<p>Models examples and evidence of written, verbal and non-verbal communication with children, 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</p>	<p>Provides examples and evidence of written, verbal and non-verbal communication with children, 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>Provides examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues</p> <p>Communication supported by infrastructure that includes effective record maintenance</p>	<p>Provides incomplete/inaccurate examples and evidence of written, verbal and non-verbal communication with children, families, and colleagues</p> <p>Communication lacks infrastructure that includes effective record maintenance</p>	

collaboration; and healthy child development and learning 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)	infrastructure that includes effective record maintenance system that promotes program functioning, and connections to community resources	Communication supported by infrastructure that includes effective record maintenance that promotes program functioning, and connections to community resources			
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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,	3(f), 8(q), 9(c), 9(d), 10(a), 10(b), 10(c), 10(d), 10(g), 10(k)					

			8S, 9L, 9M						
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)					