

Credential AREA: Illinois Director Credential (Level III)
TOPIC: Personal & Professional Self-Awareness Assessment Example
Professional Development Plan

I. Assessment Competency & Standard Alignment

Gateways Competencies Assessed
PPS1: Identify strategies to support personal and professional development
PPS2: Develop and demonstrate effective leadership skills, including culturally and linguistically responsive communication skills and an intentional management philosophy
PPS3: Implement reflective and intentional administrative practices
PPS4: Develop, implement, and assess plans that support personal and professional development as well as the status of the profession

Suggested Competency Cross-Alignments
(with a few edits to this assessment task, these additional competencies could also be assessed with this task)
TEC1: Demonstrate technological literacy
TEC2: Develop training and resources to support teachers in the appropriate use of technology to improve children’s learning in the classroom
TEC3: Develop and/or implement technology policies and appropriate technologies to manage administrative functions
HRD3: Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement
HRD4: Implement and evaluate best practices and provide reflective supervision that enhances professional staff interactions and promotes individualized staff development and collaboration within the context of unique roles

II. Assessment Task Description/ Directions

Overview: In this assessment, you will...

<p style="text-align: center;">Option 1 (for those wanting to become leaders in the field)</p>	<p style="text-align: center;">Option 2 (for those who are already leaders in the field at a licensed site)</p>
<ul style="list-style-type: none"> ● Phase 1—Professional Development Plan: Written from the lens of a leader in the early childhood/ school-age field, you will write a professional development plan that reflects your professional development and career goals. Details in your plan will include: <ul style="list-style-type: none"> ○ The strategies you plan to implement related to your leadership skills and in support of others’ professional development ○ How you plan to utilize reflective supervision and intentional administrative practices in your work ○ An evaluation of your current involvement or anticipated involvement with professional organizations and other professionals in the field ● Phase 2—Reflective Supervision Practice: Using your knowledge of reflective supervision, you will conduct, and audio record, a short reflective supervision session with a classmate. After listening to the recording of the session, you will write a reflection on your strengths and areas for improvement as a reflective supervisor using an evidence-based reflective practice tool. ● Phase 3-Professional Development Peer Review: Critically evaluate a peer’s professional development plan and reflective supervision reflection and provide constructive feedback for improvement 	<ul style="list-style-type: none"> ● Phase 1—Professional Development Plan: Either revising or crafting new, you will write a professional development plan that should be reflective of both the current strategies you use in your professional development, leadership skills, and support of others’ professional development, as well as new strategies that can be employed to foster growth. Other details in the plan will include: <ul style="list-style-type: none"> ○ How you utilize or plan to utilize reflective supervision and intentional administrative practices in your work ○ An evaluation of your current involvement with professional organizations and other professionals in the field, as well as plans for strengthening your professional involvement ● Phase 2—Reflective Supervision Practice: Using your knowledge of reflective supervision, and with permission, you will conduct, and audio record, a short reflective supervision session with one of your coworkers. After listening to the recording of the session, you will write a reflection on your strengths and areas for improvement as a reflective supervisor using an evidence-based reflective practice tool. ● Phase 3-Professional Development Peer Review: Critically evaluate a peer’s professional development plan and reflective supervision reflection and provide constructive feedback for improvement

Specific Steps for Option 1

This task consists of three phases, including:

Phase 1: Professional Development Plan

The following required components must be included in your created professional development plan:

- An overview of your professional goals. Write your goals using a goal setting tool, such as the S.M.A.R.T goal strategy:
 - **Specific**-A general goal would say, “Get a job in ECE.” A specific goal would say, “Within one year of degree/ certificate completion, obtain an Assistant Director Position within and Early Childhood Program.”
 - **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.
- An overview of professional resources (e.g., books, websites, workshops) that will guide your development and support your professional goals
- A description of how you will become involved and assess your participation in professional organizations and your engagement with other professionals
- An overview of strategies that you will use to support balance between personal and professional obligations
- A description of your management philosophy, including commentary regarding communication skills, cultural competence, and respect for children and families who are culturally, linguistically, ethnically, socioeconomically, and ability diverse
- A description of the relationship between research and early childhood and/or school-age policy and practice
- A description of how you will incorporate reflective supervision and intentional administrative practices into your work

Technology Option:
- Website options
- Collaboration options

Technology Option:
- Video/audio record format

Phase 2: Reflective Supervision Practice

Using your knowledge of reflective supervision, you will take turns role-playing being a supervisor and supervisee in short audio-recorded reflective supervision session. You may use the following example scenario or come up with one of your own.

Technology Option:
- VLE options

Example Scenario: *A toddler teacher has approached you about an ongoing issue in her classroom. One of the children is frequently biting other children without any apparent antecedent behaviors. She is seeking guidance to address the biting behavior in the classroom, as well as how to communicate these incidents with the child's caregiver.*

After completing the session, listen to the recording and write a reflection on your strengths and areas for improvement as a reflective supervisor. Use an evidence-based reflective practice tool, such as Gibbs' Reflective Learning Cycle (1988), to guide your reflection:

- **Description:** What happened?
- **Feelings:** What were you thinking and feeling?
- **Evaluation:** What was good and bad about the experience?
- **Analysis:** What sense can you make of the situation?
- **Conclusion:** What else could you have done?
- **Action:** What will you do differently next time?

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

Phase 3: Peer Review of Professional Development Plan:

Read a classmate's Professional Development Plan and complete a written peer review and evaluation of the plan that addresses the following:

1. Review professional goals and ensure they are written according to the selected goal-setting strategy
2. Provide at least three additional suggestions for professional resources based on identified professional goals
3. Suggest additional opportunities for engagement with professionals and professional organizations
4. Outline strengths and areas for growth in the management philosophy
5. Provide suggestions to help clarify and strengthen the linkages between research, policy, and practice in early childhood and/or school age programs
6. Review description of reflective supervision and intentional administrative practices and provide suggestions for improvement

Technology Option:
- Website options
- Collaboration options

Specific Steps for Option 2

This task consists of two phases, including:

Phase 1: Professional Development Plan

The following required components must be included in your revised or created professional development plan:

- An overview of your professional goals. Your goals are not limited to acquiring a new position in the field, they can include further training or education and or obtaining a leadership role in a professional organization. Write your goals using a goal setting tool, such as the S.M.A.R.T goal strategy:
 - **Specific**-A general goal would say, “Get a job in ECE.” A specific goal would say, “Within one year of degree/ certificate completion, obtain an Assistant Director Position within and Early Childhood Program.”
 - **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.
- An overview of professional resources (e.g., books, websites, workshops) that will guide your development and support your professional goals
- A description of how you evaluate and assess your participation in professional organizations and your engagement with other professionals, as well as plans for strengthening your professional involvement
- An overview of current and new strategies that you will use to support balance between personal and professional obligations
- A description of your management philosophy, including commentary regarding communication skills, cultural competence, and respect for children and families who are culturally, linguistically, ethnically, socioeconomically, and ability diverse
- A description of the relationship between research and early childhood and/or school-age policy and practice
- A description of how you incorporate or plan to incorporate reflective supervision and intentional administrative practices into your work

Technology Option:
- Website options
- Collaboration options

Technology Option:
- Video/audio record options

Phase 2: Reflective Supervision Practice

Begin this phase by obtaining written consent from a coworker to audio record a short reflective supervision session. After conducting the session, listen to the recording and write a reflection on your strengths and areas for improvement as a reflective supervisor. Use an evidence-based reflective practice tool, such as Gibbs' Reflective Learning Cycle (1988), to guide your reflection:

After completing the session, listen to the recording and write a reflection on your strengths and areas for improvement as a reflective supervisor. Use an evidence-based reflective practice tool, such as Gibbs' Reflective Learning Cycle (1988), to guide your reflection:

- **Description:** What happened?
- **Feelings:** What were you thinking and feeling?
- **Evaluation:** What was good and bad about the experience?
- **Analysis:** What sense can you make of the situation?
- **Conclusion:** What else could you have done?
- **Action:** What will you do differently next time?

Technology Option:
- VLE options

Phase 3: Peer Review of Professional Development Plan:

Read a classmate's Professional Development Plan and complete a written peer review and evaluation of the plan that addresses the following:

1. Review professional goals and ensure they are written according to the selected goal-setting strategy
2. Provide at least three additional suggestions for professional resources based on identified professional goals
3. Suggest additional opportunities for engagement with professionals and professional organizations
4. Outline strengths and areas for growth in the management philosophy
5. Provide suggestions to help clarify and strengthen the linkages between research, policy, and practice in early childhood and/or school age programs
6. Review description of reflective supervision and intentional administrative practices and provide suggestions for improvement

Technology Option:
- Website options
- Collaboration options

III. Assessment Rubric

IDC Personal & Professional Self-Awareness Master Rubric

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
PPS1: Identify strategies to support personal and professional development	Employs research based personal strategies and techniques to support personal and professional development	Names strategies and techniques to support personal and professional development in specific contexts and situations	Names some general personal and professional development opportunities	Cannot names strategies or techniques to support personal and professional development and/or promotes developmental activities which do not match the professional context or situation	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
PPS2: Develop and demonstrate effective leadership skills, including culturally and linguistically responsive communication skills and an intentional management philosophy	Constantly builds and advocates through example exemplary leadership skills, including culturally and linguistically responsive communication skills and an intentional management philosophy	Strives to acquire and exhibit through example effective leadership skills, including culturally and linguistically responsive communication skills and an intentional management philosophy	Attempts to build leadership skills, including culturally and linguistically responsive communication skills and to express a management philosophy	Models ineffective leadership skills. Cannot articulate a management philosophy	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
PPS3: Implement reflective and intentional administrative practices	Supports other leaders in the implementation of reflective and intentional administrative practices which are substantive and fit the situational context	Puts into effect reflective and intentional administrative practices which are substantive and fit the situational context	Struggles to put into effect intentional administrative practices fit the situational context	Puts into effect reflective and intentional administrative practices which are substantive and fit the situational context	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
PPS4: Develop, implement, and assess plans that support personal and professional development as well as the	Supports others, through example, in producing, carrying out and evaluating plans that support personal	Creates, carries out and evaluates plans that support personal and professional development.	Creates and attempts to carry out plans that support professional development	Cannot create and/or carry out and/or evaluate plans that support personal and professional development	

status of the profession	and professional development as well as the status of the profession				
--------------------------	--	--	--	--	--

Level I—Beige

Level II—Blue

Level III—Purple

IV. Data Collection & Analysis Tool

Competencies	Cumulative Assessment Data				
	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
PPS1: Identify strategies to support personal and professional development					
PPS2: Develop and demonstrate effective leadership skills, including culturally and linguistically responsive communication skills and an intentional management philosophy					
PPS3: Implement reflective and intentional administrative practices					
PPS4: Develop, implement, and assess plans that support personal and professional development as well as the status of the profession					