

**Credential AREA: Illinois Director Credential (Level II)**  
**TOPIC: PPS-OWC-MPR Custom Assessment**  
**Professional Development Portfolio**

**I. Assessment Competency & Standard Alignment**

<b>Gateways Competencies Assessed</b>
<b>PPS1:</b> Identify strategies to support personal and professional development
<b>PPS2:</b> Develop and demonstrate effective leadership skills, including culturally and linguistically responsive communication skills and an intentional management philosophy
<b>OWC1:</b> Design and disseminate effective external communication artifacts
<b>MPR1:</b> Develop and/or implement strategic marketing and/or public relations strategies to build or sustain a high-quality program
<b>PPS3:</b> Implement reflective and intentional administrative practices
<b>OWC2:</b> Demonstrate formal presentation skills in professional forums
<b>TEC2:</b> Develop and/or implement training and resources to support teachers in the appropriate use of technology to improve children’s learning in the classroom

**II. Assessment Task Description/ Directions**

**Overview:** In this assessment, you will develop/ revise a professional development portfolio to demonstrate your competency and skills as a leader in the field. Your portfolio will include a section communicating your leadership skills including those related to reflective supervisory practices, a professional development plan, and artifacts exemplifying communication skills.

<b>Option 1</b> (for those wanting to become leaders in the field)	<b>Option 2</b> (for those who are already leaders in the field at a licensed site)
<ul style="list-style-type: none"> <li>You will create a professional portfolio that could be used as an asset when you begin to interview for positions in the field. You will <b>develop</b> artifacts that provide clear evidence of your competency as an early childhood/ school-age leader and a plan for your professional development.</li> </ul>	<ul style="list-style-type: none"> <li>You will create/ revise and curate a professional portfolio to showcase your work and provide evidence of career growth. You will <b>create/ provide</b> artifacts from your work in your current position and a clear plan for professional growth and development.</li> </ul>

## Specific Steps for Either Option

You are required to include the following components in your professional development portfolio:

- **Section I: Leadership Skills**

- Management philosophy, including commentary regarding communication skills, cultural competence, and respect for children and families who are culturally, linguistically, ethnically, socioeconomically, and ability diverse.
- Description of reflective supervision and intentional administrative practices and evidence of reflective supervision simulation with a peer/ implementation with a co-worker/ staff member. Evidence can include a recording, a descriptive reflection, feedback from participant, etc.
- A description of the relationship between research and early childhood and/or school-age policy and practice

Technology Option:  
- Website options

- **Section II: Professional Development Plan**

- Professional goals statement: An overview of your professional goals using a goal setting tool (e.g., SMART goal strategy)
- A list of at least five professional resources (e.g., books, websites, workshops) that will guide your development and support your professional goals
- An overview of strategies that you will use to support balance between personal and professional obligations

- **Section III: Communication Skills Artifacts**

- You are required to develop or provide evidence of one artifact from each category below:
  - Communication with families, e.g. newsletters, websites, emails, family communication platforms (e.g., Tadpoles, Seesaw, Shutterfly Sites)
  - Professional social media participation and curating (i.e. sharing relevant news, articles, videos, and infographics as they relate to the field on your professional social media), e.g. Facebook, Twitter, Instagram, LinkedIn, Blogs, Listservs, Pinterest
  - Marketing/public relations, e.g. marketing materials, media interview, social media strategies, press releases,
  - Formal Presentation (include slides or documentation of a presentation that you have formally presented), e.g., for a college course, professional conference, professional development workshop, or staff training, etc.
  - Staff Development: an example of a technology training (include documentation of training and resources to support teachers in the appropriate use of technology to improve children's learning in the classroom/ setting)
- Artifact dissemination

Technology Option:  
← Embedded

- Create a dissemination plan for how you will or have dispersed each artifact to the target audience and in what type of format (paper or digital)
- Discuss your rationale for selecting this dissemination method
- After choosing or developing your artifacts, reflect on each by summarizing:
  - The strengths of the artifact and any feedback received from target audience if applicable
  - The impact of the artifact and how the choice of communication type best served the audience
  - How the artifact represents cultural competence
  - How the communication could be improved, expanded for future use, or used in other contexts

## **Sample Professional Portfolio IDC Level I Table of Contents**

### **I. Leadership Skills**

- a. Management philosophy
- b. Reflective supervision statement
- c. Research, policy, and practice statement

### **II. Professional Development Plan**

- a. Professional goals statement
- b. Professional resources
- c. Work/life balance strategies

### **III. Communication Skills Artifacts**

- a. Communication with families
  - i. Artifact 1: Family newsletter
  - ii. Dissemination plan for family newsletter
  - iii. Reflection on family newsletter
- b. Professional social media
  - i. Artifact 2: Curated articles on center Facebook page
  - ii. Dissemination plan for Facebook page (e.g., schedule of posting)
  - iii. Reflection on Facebook page
- c. Marketing and public relations
  - i. Artifact 3: Center advertisement
  - ii. Dissemination plan for center advertisement
  - iii. Reflection on center advertisement
- d. Formal presentation
  - i. Artifact 4: Slides from presentation to advisory board
  - ii. Reflection on advisory board presentation
- e. Staff development

- i. Artifact 5: Slides from staff training on using iPads in the classroom
- ii. Reflection on iPad staff training

### III. Assessment Rubric

<b>IDC Professional Development Portfolio Level I Custom Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>PPS1:</b> 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	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>PPS2:</b> 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	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>OWC1:</b> Design and disseminate effective external communication artifacts	Consistently creates effective, substantive external communication artifacts and describes	Consistently creates effective, substantive external communication artifacts and describes	Attempts to create external communication artifacts and describes external communication	Creates external communication artifacts that are general, confusing or	

	external communication dissemination processes to meet the varying needs of families and staff (online, hard copy, face-to-face)	external communication dissemination processes.	dissemination processes.	disseminated in ways that do not consider the preferred communication styles and needs of families and staff	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>MPR1:</b> Develop and/or implement strategic marketing and/or public relations strategies to build or sustain a high-quality program	Produces and/or puts into effect strategic marketing and/or public relations strategies to build or sustain a high-quality program	Produces and/or puts into effect marketing and/or public relations strategies to build or sustain programs	Attempts to put into effect marketing and/or public relations strategies	Produces and/or puts into effect detrimental marketing and/or public relations strategies that hinder program sustainability	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>PPS3:</b> 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	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>OWC2:</b> Demonstrate formal presentation skills in professional forums	Models formal presentation skills in a variety of professional forums and supports these skills in other ECE professionals	Exhibits formal presentation skills in a variety of professional forums.	Assists others in delivering formal presentations in a variety of professional forums	Avoids presenting or presents inappropriately in public presentation forums	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>TEC2:</b> Develop training and resources to support teachers in the	Creates replicable technology models and disseminates through	Creates and disseminates training and resources to support other ECE	Assists in training other ECE professionals in the appropriate use of	Is unable or unwilling to share resources and expertise through	

appropriate use of technology to improve children’s learning in the classroom	training and resources to support other ECE professionals in the appropriate use of technology to improve children’s learning in the classroom	professionals in the appropriate use of technology to improve children’s learning in the classroom	technology	training and support in the appropriate use of technology to improve children’s learning in the classroom	
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Level I—Beige

Level II—Blue

#### IV. Data Collection & Analysis Tool

Competencies	Cumulative Assessment Data				
	Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory
<b>PPS1:</b> Identify strategies to support personal and professional development					
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