

Credential AREA: Illinois Director Credential (Level III)
TOPIC: PPS-OWC-MPR-TEC-LA Custom Assessment
Professional Development Portfolio

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
OWC1: Design and disseminate effective external communication artifacts
MPR1: Develop and/or implement strategic marketing and/or public relations strategies to build or sustain a high-quality program
PPS3: Implement reflective and intentional administrative practices
OWC2: Demonstrate formal presentation skills in professional forums
TEC2: Develop and/or implement training and resources to support teachers in the appropriate use of technology to improve children’s learning in the classroom
PPS4: Develop, implement, and assess plans that support personal and professional development as well as the status of the profession
OWC4: Demonstrate effective communication and collaboration skills that reflect visionary leadership and supporting others in developing as professionals
OWC5: Demonstrate advanced written communication skills
LA3: Engage staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families
LA4: Advocate for effective early childhood and school age systems and the advancement of the field

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.

Option 1 (for those wanting to become leaders in the field)	Option 2 (for those who are already leaders in the field at a licensed site)
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<ul style="list-style-type: none"> 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 develop artifacts that provide clear evidence of your competency as an early childhood/ school-age leader and a plan for your professional development. 	<ul style="list-style-type: none"> You will create/ revise and curate a professional portfolio to showcase your work and provide evidence of career growth. You will create/ provide artifacts from your work in your current position and a clear plan for professional growth and development.
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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
- Advocacy statement: Include a comprehensive description of how investments in early childhood and/or school-age education promotes societal changes. Also include an overview of advocacy strategies with focus on alignment of standards, high-quality learning environments, and effective curricular practices across the early childhood/school age learning continuum.

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
- A description of how you evaluate and assess your participation in professional organizations and your engagement with other professionals

Technology Option:
← Embedded

- **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. Listervs, 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) PLUS one other artifact, e.g., reflective supervision recording/ documentation, tech/ communications from staff meetings, other staff trainings, workshops, etc.
 - Dissemination of professional expertise, e.g., a professional presentation at a local/ state/ or national conference, publications including an article, book chapter, or book, or other contributions to professional literature (e.g., agency reports, grants, project reports, etc.)
- Artifact dissemination
 - 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

Technology Option:
← Embedded

Overall Portfolio Requirements:

- Writing throughout is free of grammatical and spelling errors
- Formatting throughout is consistent and clear
- Overall presentation of the portfolio is professional

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
 - d. Advocacy statement
- II. Professional Development Plan**
 - a. Professional goals statement
 - b. Professional resources
 - c. Professional organizations
 - d. 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. Artifact 6: Minutes from staff meeting
 - iv. Reflection on staff meeting
 - f. Dissemination of professional expertise
 - i. Artifact 7: Slides from presentation at Sharing a Vision conference
 - ii. Reflection on Sharing a Vision presentation

III. Assessment Rubric

IDC Professional Development Portfolio Level I Custom 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
OWC1: Design and disseminate effective external communication artifacts	Consistently creates effective, substantive external communication artifacts and describes external communication dissemination processes to meet the varying needs of families and staff (online, hard copy, face-	Consistently creates effective, substantive external communication artifacts and describes external communication dissemination processes.	Attempts to create external communication artifacts and describes external communication dissemination processes.	Creates external communication artifacts that are general, confusing or disseminated in ways that do not consider the preferred communication styles and needs of families and	

	to-face)			staff	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
MPR1: 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	
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
OWC2: 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	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
TEC2: Develop training and resources to support teachers in the appropriate use of technology to improve children's learning in the classroom	Creates replicable technology models and disseminates through training and resources to support other ECE professionals in the appropriate use of	Creates and disseminates training and resources to support other ECE professionals in the appropriate use of technology to improve children's learning in the	Assists in training other ECE professionals in the appropriate use of technology	Is unable or unwilling to share resources and expertise through training and support in the appropriate use of technology to improve children's learning in the	

	technology to improve children's learning in the classroom	classroom		classroom	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
PPS4: Develop, implement, and assess plans that support personal and professional development as well as the status of the profession	Supports others, through example, in producing, carrying out and evaluating plans that support personal and professional development as well as the status of the profession	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	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
OWC4: Demonstrate effective communication and collaboration skills that reflect visionary leadership and supporting others in developing as professionals	Advocates and promotes effective communication and collaboration skills that reflect visionary leadership and supporting others in developing as professionals	Describes and models by example, effective communication and collaboration skills that reflect sound leadership and support others	Describes effective communication and collaboration skills	Describes or implements ineffective communication skills and/or practices that diminish or hinder collaboration	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
OWC5: Demonstrate advanced written communication skills	Written communication is stellar and can be used as a model Reflective of appropriate professionalism and context Free of grammatical and spelling errors	Written communication is consistent Reflective of appropriate professionalism and context Free of grammatical and spelling errors	Attempts to reflect appropriate professionalism and context Some grammatical and spelling errors	Written communication skills are careless and/or confusing	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to

					Assess
LA3: Engage staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families	Models and advocates collaborative strategies that include staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families	Strategies identified and engaged in support family, staff, and community engagement in coordinated advocacy efforts, including targeted advocacy toward as high-quality, inclusive services and equitable compensation	Strategies identified and engaged in support coordinated advocacy efforts, including targeted advocacy toward as high-quality, inclusive services and equitable compensation	Strategies identified and engaged fail to support coordinated advocacy efforts	
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
LA4: Advocate for effective early childhood and school age systems and the advancement of the field	Promotes and encourages effective early childhood and school age systems and the advancement of the field at all levels	Comprehensive description of how investments in early childhood and/or school-age education support societal changes provided Advocacy strategies outlined support alignment of standards, high-quality learning environments, and effective teaching and assessment practices across the early childhood/school age learning continuum	A description of how investments in early childhood and/or school-age education support societal changes provided Advocacy strategies outlined partially support alignment of standards, high-quality learning environments, and effective teaching and assessment practices across the early childhood/school age learning continuum	A description of how investments in early childhood and/or school-age education support societal changes is not provided or is inaccurate Advocacy strategies outlined do not support alignment of standards, high-quality learning environments, and effective teaching and assessment practices across the early childhood/school age learning continuum	

Level I—Beige

Level II—Blue

Level III—Purple

IV. Data Collection & Analysis Tool

Competencies	Cumulative Assessment Data				
Competency	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					
OWC1: Design and disseminate effective external communication artifacts					
MPR1: Develop and/or implement strategic marketing and/or public relations strategies to build or sustain a high-quality program					
PPS3: Implement reflective and intentional administrative practices					
OWC2: Demonstrate formal presentation skills in professional forums					
TEC2: Develop and/or implement training and resources to support teachers in the appropriate use of technology to improve children’s learning in the classroom					
PPS4: Develop, implement, and assess plans that support personal and professional development as well as the status of the profession					
OWC4: Demonstrate effective communication and collaboration skills that reflect visionary leadership and supporting others in developing as professionals					
OWC5: Demonstrate advanced written communication skills					
LA3: Engage staff, families, community stakeholders, and professional organizations in support of high-quality early childhood services for young children and their families					
LA4: Advocate for effective early childhood and school age systems and the advancement of the field					