

Credential AREA: Illinois Director Credential (Level I)
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

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

II. Assessment Task Description/ Directions

Overview: In this assessment, you will...

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)
<ul style="list-style-type: none"> • 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. In the plan, you will outline the strategies you plan to implement related to your leadership skills and in support of others' professional development. 	<ul style="list-style-type: none"> • 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.

Specific Steps for Option 1

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
- 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

Technology Option:
- Website options
- Collaboration options

Technology Option:
- Video/audio record options

Specific Steps for Option 2

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
- 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

Technology Option:
 - Website options
 - Collaboration options

Technology Option:
 - Video/audio record 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	Strives to acquire and exhibit through example effective leadership skills, including culturally and linguistically responsive communication skills and an intentional management	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	

	philosophy	philosophy			
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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					