

Personal and Professional Development Assessment (Levels 2-4)

Personal Philosophy of ECE & Professional Development Plan

Gateways ECE Competencies	<p>PPD2: Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields.</p> <p>PPD3: Aligns professional practice 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>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>PPD6: Creates a professional philosophy that guides development as a practitioner and advocate.</p>
NAEYC Standards	1a, 1b, 2a, 2b, 2c, 3c, 4a, 4c, 5c, 6a, 6b, 6c, 6d, 6e
IPTS	1C, 1D, 1E, 1F, 2A, 2B, 3A, 3O, 4F, 7H, 7N, 8D, 8E, 8F, 8I, 8K, 8L, 8O, 8P, 8Q, 8T, 9A, 9B, 9D, 9E, 9F, 9G, 9I, 9J, 9K, 9L, 9M, 9N, 9O, 9P, 9Q, 9R

This Assessment is designed to support the development of a personal philosophy and professional development plan. You will be exploring and reflecting on how your understanding of child development, theory, and developmentally appropriate practice informs your philosophy. You will then use this information as a basis for developing your professional development plan.

Your Assessment has two parts. In Part 1, you will be developing your philosophy of education. In Part 2, you will be developing your professional development plan.

Part I: Philosophy of Education

Your philosophy of education describes your beliefs and attitudes regarding supporting the development and learning of young children. For each of the following prompts, please provide an overview of your current beliefs and attitudes. In total, your response will be 2-3 pages in length.

- Describe your beliefs and attitudes about young children
 - What are your fundamental beliefs about young children...
 - As learners?
 - As members of a classroom community?
 - As members of diverse family units?
 - As members of the larger societal community?
 - What specific theoretical and philosophical perspectives have informed your beliefs, as outlined above?

- Describe your beliefs and attitudes about the role of the teacher
 - What are your beliefs about the role of the early childhood teacher...
 - As facilitator of learning?
 - As an assessor?
 - As a nurturer of social/emotional needs?
 - As a creator of community?

- As a partner with families?
 - As an advocate?
 - As an ethical early childhood professional?
 - As an effective member of an early childhood team?
- What specific philosophical, professional, and ethical perspectives from the fields of early childhood general education, early childhood special education, and early intervention have informed your beliefs, as outlined above?
 - In what ways has current research and values from the fields of early childhood general education, early childhood special education, and early intervention informed your beliefs, as outlined above?
 - What processes and procedures will support your development as a contributing partner and teammate?
 - What relevant standards and guidelines in the field of early childhood education currently inform or will inform your practice?

Part II: Professional Development Plan

In this portion of your Assessment, you will develop a Professional Development Plan. Developing your plan requires that you consider your philosophy of education, your goals within the field, as well as your plan for achieving these goals.

As you consider your goals, please consider both short and long-term professional goals. Short term goals have a window of less than one-year in terms of a time frame, while long-term goals typically have a time frame of three to five years.

Your plan needs to include each of the following components.

Goals: Identify 3-5 professional goals. Criterion for your goals include the following:

- Use the S.M.A.R.T strategy to develop 3-5 professional goals. Be sure that each of your goals are:
 - **Specific**
A general goal would say, “Get a job in ECE.”
A specific goal would say, “Within one year of degree/certificate completion, obtain a position in a 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.

Strategies/activities: Outline strategies and activities that will help you accomplish your goals. Examples include:

- 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

Assessment Rubric

Professionalism Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable To Assess
PPD2: Describes historical and present-day representations of the fields of early childhood general education, early childhood special education, and early intervention and how individual experiences and values influence perspective and practice within these fields.	<p>Describes historical, theoretical and philosophical foundations of the fields of early childhood general education, early childhood special education.</p> <p>Articulates how current research, values and experiences within each field influence professional practice, perspective, program design and structure.</p> <p>Describes the influence of public policy on practice within each of these fields.</p>	<p>Describes historical, theoretical and philosophical foundations of the fields of early childhood general education, early childhood special education.</p> <p>Articulates how current research, values and experiences within each field influence professional practice, perspective, program design and structure.</p>	<p>Describes historical, theoretical and philosophical foundations of the field of early childhood general education.</p> <p>Articulates how current research, values and experience influence professional practice, perspective, program design and structure within the early childhood field.</p>	<p>Describes historical, theoretical and philosophical foundations of the field of early childhood general education inaccurately.</p> <p>Articulates how current research, values and experience influence professional practice, perspective, program design and structure within the early childhood field in a way that is inaccurate.</p>	
PPD3: Aligns professional practice 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>Explains and justifies professional practice with 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>Actively participates in professional organizations and models a professional code of ethics.</p>	<p>Aligns professional practice with applicable standards and 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>Aligns professional practice with applicable standards and 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>Alignment of professional practice with applicable 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>	
PPD5: Engages in reflection and the design of a professional	Designs a professional development plan that incorporates self-reflection and	Designs a professional development plan that incorporates self-reflection and	Designs a professional development plan that incorporates self-reflection and	Designs a professional development plan lacking in self-reflection and self-	

Professionalism Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable To Assess
development plan with the goal of improving professional practice and fostering professional growth.	<p>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>self-assessment.</p> <p>Includes within professional development plan attention to current professional role and plans to continue professional development and growth.</p>	self-assessment.	assessment.	
PPD6: Creates a professional philosophy that guides development as a practitioner and advocate.	<p>Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate.</p> <p>Includes theory and evidence-base for philosophy and attention to factors that support ongoing development as a professional.</p> <p>Philosophy includes attention to contextual factors that will nurture and support ongoing development.</p>	<p>Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate.</p> <p>Includes theory and evidence-base for philosophy and attention to factors that support ongoing development as a professional.</p>	Produces a professional philosophy that is holistic in its exploration of current and future roles as a practitioner and advocate.	Produces a professional philosophy that is limited in explore of current and future role, and lacks exploration of theory, evidence base, and supportive contextual factors.	

Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5