

## Personal and Professional Development Assessment Dispositions

<b>Gateways ECE Competencies</b>	<p><b>PPD1:</b> Demonstrates professionalism in image, behavior, and disposition.</p> <p><b>PPD4:</b> Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams.</p> <p><b>PPD5:</b> Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth.</p>
<b>IPTS</b>	1A, 1C, 1D, 1E, 1F, 1L, 2A, 2B, 2C, 2E, 3A, 3B, 3C, 3D, 3F, 6A, 6B, 6C, 6E, 6R, 7H, 7J, 7P, 8A, 8B, 8D, 8E, 8F, 8H, 8J, 8K, 8L, 8N, 8O, 8P, 8Q, 8S, 8T, 9A, 9D, 9E, 9F, 9H, 9I, 9K, 9L, 9M, 9N, 9O, 9P, 9Q, 9S, 9T
<b>NAEYC</b>	1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4d, 6a, 6b, 6c, 6d, 6e

Successfully supporting the development and learning of young children, and their families, requires that early childhood educators acquire extensive knowledge and skills within the field of early childhood education. As well, it is critical that dispositions--reflecting beliefs and values that translate into behavior—are congruent with those supported and advanced by the larger early childhood field.

According to NCATE (2000), dispositions refer to the “values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth...” It is critical that early childhood preparation programs define dispositions, include these dispositions within the program curriculum, and regularly assess them.

The following provides an overview of the three IL ECE Competencies that reflect dispositions, defining benchmarks, and an accompanying rubric. It is suggested that each of these are assessed in a variety of ways, including student-practitioner reflection, faculty assessment and peer assessment. Each of these dispositions should be assessed throughout the early childhood program. Following presentation of the dispositions and rubric, self-assessment and faculty assessment tools are presented.

### **PPD1: Demonstrates professionalism in image, behavior, and disposition.**

- The candidate demonstrates professional work habits including:
  - Dependability
  - Time management
  - Independence
  - Teamwork
  - Responsibility
- The candidate demonstrates professional dispositions and program standards related to:
  - Personal appearance
  - Hygiene
  - Work habits
- The candidate responds positively and constructively feedback as a member of the early childhood team.

PPD1: Demonstrates professionalism in image, behavior, and disposition.	Exhibits and models professional behavior and demeanor through dependability, responsibility, work habits, personal appearance and	Exhibits professional behavior and demeanor through dependability, responsibility, work habits, personal appearance and disposition	Exhibits inconsistent professional behavior and demeanor through dependability, responsibility, work habits, personal appearance and	Exhibits unprofessional behavior and demeanor through any of the following: a lack of dependability, a lack of responsibility, poor work
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	<p>disposition</p> <p>Responds positively and constructively to feedback as a member of the early childhood team.</p> <p>Applies feedback to professional performance in overt and meaningful way.</p>	<p>Responds positively and constructively to feedback as a member of the early childhood team.</p>	<p>disposition</p> <p>Responds neutrally to feedback as a member of the early childhood team.</p>	<p>habits, unprofessional personal appearance and unprofessional disposition.</p> <p>Responds negatively to feedback as a member of the early childhood team.</p>
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**PPD4:** Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams.

- The candidate:
  - Discusses the effects of bias on children, families, and communities
  - Demonstrates oral communication skills with children, and with adults, that are responsive to diverse communication styles, abilities, and situations
  - Demonstrates effective collaboration skills with all children and adults including those who may be linguistically diverse
  - Demonstrates sensitivity when interacting with a diversity of children, family members, and other adults
  - Adapts communication style and practices to reflect diversity among children, family members, and other adults
  - Participates as a member of an early childhood team
  - Demonstrates effective collaboration skills when working with team members
  - Demonstrates communication strategies with children, colleagues, and families that reflect knowledge of professional skills and ethical conduct
  - Interacts with others in a professional manner and to treat others with respect

<p>PPD4: Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams.</p>	<p>Utilizes, models, and leads others in using respectful, responsive, culturally and linguistically sensitive communication and collaboration skills when interacting with children, families, and as a member of an early childhood team.</p> <p>Communication and collaboration skills used are ethical and supportive of advocacy.</p>	<p>Utilizes respectful, responsive, culturally and linguistically sensitive communication and collaboration skills when interacting with children, families, and as a member of an early childhood team. Communication and collaboration skills used are ethical and supportive of advocacy.</p>	<p>Utilizes communication and collaboration skills when interacting with children, families, and as a member of an early childhood team.</p>	<p>Utilizes communication and collaboration skills when interacting with children, families, and as a member of an early childhood team lacking in respect, responsiveness, and cultural and linguistic sensitivity.</p>
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**PPD5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth.**

The candidate is able to:

- Demonstrate and reflect on positive and respectful interaction skills with children, families, and colleagues
- Respond to feedback from others in a professional manner
- Explain ways to use self-reflection and feedback from others to improve practice
- Engage in self-assessment and reflection on professional practices with children, families, and colleagues
- Explain ways to improve professional practices
- Modify professional practices based on self-evaluation
- Describe the purpose of, and identify options for, professional growth activities

- Develop a well-reasoned professional development plan based on personal data and knowledge of the profession
- Prepare and carry out a professional development plan that evaluates own performance and set goals to advance knowledge in the field
- Analyze progress toward meeting goals, on an ongoing basis
- Prioritize areas for seeking professional development
- Reflect on and analyze one’s personal and professional perspectives and assesses how those beliefs might bias interpretations of behavior and interactions with children and their families and program planning

PPD5: Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth.	Designs a professional development plan that incorporates self-reflection and self-assessment.  Includes within professional development plan attention to current professional role and plans to continue professional development and growth.  Develops meaningful, specific, collaborative goals to support attainment of plan.	Designs a professional development plan that incorporates self-reflection and self-assessment.  Includes within professional development plan attention to current professional role and plans to continue professional development and growth.	Designs a professional development plan that incorporates self-reflection and self-assessment.	Designs a professional development plan lacking in self-reflection and self-assessment.	
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Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5

### Disposition Self-Assessment

The following competencies represent professional dispositions that are considered essential for practitioners within the early childhood field. Throughout your studies, you will be asked to assess your own dispositional strengths and challenges. As well, program faculty will also be providing you with feedback. Please use this information to reflect on opportunities for growth.

<b>Professionalism in image, behavior, and disposition, including:</b>					
	No opportunity to demonstrate	Distinguished	Proficient	Needs Improvement	Unsatisfactory
1. Dependability					
2. Time management					
3. Independence					
4. Teamwork					
5. Responsibility					
<b>Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams.</b>					
	No opportunity to demonstrate	Distinguished	Proficient	Needs Improvement	Unsatisfactory
I discuss the effects of bias on children, families, and communities.					
I demonstrate oral communication skills with					

children, and with adults, that are responsive to diverse communication styles, abilities, and situations.					
I demonstrate effective collaboration skills with all children and adults including those who may be linguistically diverse.					
I demonstrate sensitivity when interacting with a diversity of children, family members, and other adults					
I adapt communication style and practices to reflect diversity among children, family members, and other adults.					
I participate as a member of an early childhood team.					
I demonstrate effective collaboration skills when working with team members.					
I demonstrate communication strategies with children, colleagues, and families that reflect knowledge of professional skills and ethical conduct.					
I interact with others in a professional manner and treat others with respect.					
<b>Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth.</b>					
	No opportunity to demonstrate	Distinguished	Proficient	Needs Improvement	Unsatisfactory
I am able to demonstrate and reflect on positive and respectful interaction skills with children, families, and colleagues.					
I respond to feedback from others in a professional manner.					

I explain ways to use self-reflection and feedback from others to improve practice.					
I engage in self-assessment and reflection on professional practices with children, families, and colleagues.					
I explain ways to improve professional practices.					
I modify professional practices based on self-evaluation.					
I reflect on and analyze one's personal and professional perspectives and assesses how those beliefs might bias interpretations of behavior and interactions with children and their families and program planning.					
Notes/Evidence					

## Disposition Faculty Assessment

The following competencies represent professional dispositions that are considered essential for practitioners within the early childhood field. Throughout the program, students will be assessed on dispositional strengths and challenges based on each adapted benchmark below and assessment via the provided Rubric. Ideally, this information will be used in identifying opportunities for growth.

<b>Professionalism in image, behavior, and disposition, including:</b>					
	No opportunity to demonstrate	Distinguished	Proficient	Needs Improvement	Unsatisfactory
1. Dependability					
2. Time management					
3. Independence					
4. Teamwork					

5. Responsibility					
<b>Utilizes effective, ethical, culturally competent communication and collaboration skills when interacting with children families, and colleagues and as a member of early childhood teams.</b>					
	No opportunity to demonstrate	Distinguished	Proficient	Needs Improvement	Unsatisfactory
I discuss the effects of bias on children, families, and communities.					
I demonstrate oral communication skills with children, and with adults, that are responsive to diverse communication styles, abilities, and situations.					
I demonstrate effective collaboration skills with all children and adults including those who may be linguistically diverse.					
I demonstrate sensitivity when interacting with a diversity of children, family members, and other adults					
I adapt communication style and practices to reflect diversity among children, family members, and other adults.					
I participate as a member of an early childhood team.					
I demonstrate effective collaboration skills when working with team members.					
I demonstrate communication strategies with children, colleagues, and families that reflect knowledge of professional skills and ethical conduct.					
I interact with others in a professional manner and treat others with respect.					
<b>Engages in reflection and the design of a professional development plan with the goal of improving professional practice and fostering professional growth.</b>					

	No opportunity to demonstrate	Distinguished	Proficient	Needs Improvement	Unsatisfactory
I am able to demonstrate and reflect on positive and respectful interaction skills with children, families, and colleagues.					
I respond to feedback from others in a professional manner.					
I explain ways to use self-reflection and feedback from others to improve practice.					
I engage in self-assessment and reflection on professional practices with children, families, and colleagues.					
I explain ways to improve professional practices.					
I modify professional practices based on self-evaluation.					
I reflect on and analyze one's personal and professional perspectives and assesses how those beliefs might bias interpretations of behavior and interactions with children and their families and program planning.					
Notes/Evidence					