

Illinois Director Credential (IDC) Personal & Professional Self-Awareness Assessment (Levels I-II) Professional Development Plan

IDC Competencies	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. PPS3: Implement reflective and intentional administrative practices.
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Assessment Guidelines

This assessment requires that you develop a Professional Development Plan. Required components of your plan include the following:

- A description of the relationship between research and early childhood and/or school-age policy and practice
- An overview of your personal goals. Please use the S.M.A.R.T goal strategy to develop your goals.
- An overview of professional resources that guide your development
- 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 how you incorporate reflective supervision and intentional administrative practices into your work
- An overview of how you will use evidence-based strategies to support staff development and program strategic planning

IDC Personal & Professional Self-Awareness Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
PPS1: Identify strategies to support personal and professional development.	Models personal strategies and techniques to support personal and professional development and supports peers in professional development and growth.	<p>Clearly articulates relationships between research and early childhood and/or school-age policy and practice.</p> <p>Provides a comprehensive overview of professional resources, personal goals, and strategies supporting balance between personal and professional obligations.</p>	<p>Provides a partial description of relationships between research and early childhood and/or school-age policy and practice.</p> <p>Provides an overview of professional resources, personal goals, and strategies supporting balance between personal and professional obligations.</p>	<p>Provides an inaccurate or incomplete description of relationships between research and early childhood and/or school-age policy and practice.</p> <p>Provides an inaccurate or incomplete overview of professional resources, personal goals, and strategies supporting balance between personal and professional obligations.</p>	

IDC Personal & Professional Self-Awareness Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	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.	<p>Management philosophy developed is comprehensive.</p> <p>Communication skills reflect cultural competence and are respectful of children and families who are culturally, linguistically, ethnically, socioeconomically, and ability diverse.</p>	<p>Management philosophy is developed.</p> <p>Communication skills are appropriate within context.</p>	<p>Management philosophy is absent or inappropriate.</p> <p>Communication skills are inappropriate within context.</p>	
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	<p>Evidence-based strategies identified are inclusive of reflective and intentional administrative practices.</p> <p>Evidence-based strategies identified include appropriate reflective supervision strategies for staff and are inclusive of program strategic planning.</p>	<p>Strategies identified are inclusive of reflective and intentional administrative practices.</p> <p>Strategies identified include appropriate reflective supervision strategies for staff and are inclusive of program strategic planning.</p>	<p>Strategies identified are not inclusive of reflective and intentional administrative practices.</p> <p>Strategies identified do not include appropriate reflective supervision strategies for staff and are inclusive of program strategic planning.</p>	

Level I—Beige

Level II—Blue