

**Assignment 3: Professional Development Project (100 points)**  
Meets standards NAEYC 2b, 3d, 6a, 6b, 6e; CTC 1.3.4, 2.8.2, 2.8.6, 2.8.7

**Due Date:** 12/18/20 at Midnight via Canvas

**Goal**

Students design and reflect on their implementation of professional development unit that enhances ECE quality in an ECE setting such as a school/center, home visiting program, or organization in the local community. One central purpose of this leadership activity is to provide students with an opportunity to work collaboratively with staff or families. This activity is a critical demonstration of the candidate's ability to plan and facilitate effective professional learning grounded in research and best practice and to be an advocate for data driven, continuous quality improvement. Students can choose to design a new activity or to join an ongoing activity and contribute their expertise and help. The goals of this assignment are to give students experience and practice with the following NAEYC Key Elements: 3d, 6a, 6b, 6e.

Examples of possible leadership activities for ECE Teacher Leaders include:

- Planning a workshop for families on the importance of play in preparing for success in Kindergarten and beyond;
- Planning an in-service day on anti-bias curriculum resources or children's literature.
- Developing a workshop for family-based ECE providers on obesity prevention in children.

**Project Directions**

Design, implement, and reflect on a leadership activity that enhances ECE quality in an ECE setting such as a setting such as a school/center, home visiting program, or organization in the local community. You have two options:

- A. You can implement the activity in real world context.
- B. You can implement a 15-minute portion of your plan in the final two weeks of class. **Please let me know what you intend to do by 12/2/19 via google sheets.** I will email the link to the sheet to you so you can easily access it.

Each Professional Development Project should include the following three parts:

1. Professional Development Plan- estimated length 2 pages single spaced pages:

**DRAFT DUE 11/15/20 in Canvas for Peer Review**

- a. Select a professional learning topic based on personal experience, literature review, and/or needs assessment.
- b. Develop a Professional Development Plan; outline of the leadership activity, short description of what you propose to do, timeline, audience, collaborative partners and identify at **least 6-8 resources** from the course readings or credible sources related to your topic that you research on your own. **(Use the Group PD Plan Template as a guide/template)**
- c. Implement the professional development plan in A) Real World Context or B) In Class as the end of the semester; Do a short, 15 min. version of the plan.
- d. Evaluate your activity / get feedback from target audience.

2. Coaching Plan- *estimated length 2 pages single spaced pages.*
  - a. Identify someone to mentor such as a colleague, paraprofessional, or student.
  - b. Drawing on the strategies discussed in class, develop a coaching plan to support their individual development and learning in the field; Your plan would likely include the following:
    - i. Who are you coaching or mentoring? Where do they work? (school, center, organization, etc.)
    - ii. Where do you meet with your mentee/coachee?
    - iii. How often will you mentor/coach? (number of sessions)
    - iv. How long are your mentor/coach sessions? (minutes or hours)
    - v. What will you do during your mentor/coach sessions? How will you structure your time mentoring/coaching?
    - vi. How will you approach your mentor/coach practice? **Use at least 2 readings** from the course to explain why you chose your approach.
  - c. Implement the coaching plan in a real world context.
  - d. Evaluate your activity / get feedback from mentee/coachee.
  
3. Final PD Project & Reflection - *estimated length 3-5 double spaced pages.*

Submit to Canvas your professional development plan, your coach plan, a reflective summary of your experience designing and implementing your professional development and coaching plan.

  - a. Submit your finalized professional development plan and coaching plan.
  - b. Submit a reflection of your experience facilitating adult learning and development.
    - i. Given where we have journeyed together this semester, how has your thinking about leading, teaching, and learning been impacted? What does being a leader mean to you?
    - ii. What went well? What would you change and improve or continue working on in terms of your own leadership development?
    - iii. What is your call to leadership action beyond this semester?

Meets standards NAEYC 3d, 6a, 6b, 6e; CTC 1.3.4, 2.6.4, 2.8.2, 2.8.6, 2.8.7

| <p><b>NAEYC Advanced Standard/Key Element &amp; Graduate Program Composition Expectations</b></p>  | <p><b>Emerging<br/>1-4</b></p>   | <p><b>Proficient<br/>5-8</b></p>  | <p><b>Distinguished<br/>9-10</b></p>   | <p><b>Score<br/>out of 100</b></p> |
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| <p><b>STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</b><br/>Key Element 3d: Demonstrating ability to collaborate effectively to build assessment partnerships with families and with professional colleagues to build effective learning environments</p>   | <p>The PD and Coach Plan confuses cooperation with collaboration; it does not have provisions for collaborative work with families and colleagues. There is little or no evidence of observation or assessment being used.</p> | <p>The PD and Coach Plan includes some type of initial observation or assessments. The Activity incorporates collaborative discussion and planning that involves families or professional colleagues.</p> | <p>The PD and Coach Plan includes a collaborative approach to building effective learning environments. The PD and Coach Plan are based on the results of analyzing observations, assessment data and input from stakeholders.</p>   |                                    |
| <p><b>STANDARD 6. GROWING AS A PROFESSIONAL</b><br/><b>Key Element 6a:</b> Demonstrating Professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession</p> | <p>Little evidence of participating in partnerships or contributing to positive changes in the profession.<br/><br/>Time spent mentoring/coaching: 1 hour or less</p>  | <p>The PD and Coach plan provides some evidence of taking a leadership role, and of working with others to achieve positive professional outcomes.<br/><br/>Time spent mentoring/coaching: 2-3 hours</p>  | <p>The PD and Coach plan clearly demonstrates that the candidate is assuming a leadership role. There is evidence of working collaborative with others on the chosen topic or issue. The PD and Coach plan produces a positive outcome.<br/><br/>Time spent mentoring/coaching: 4-10 hours or more</p> |                                    |
| <p><b>Key Element 6b:</b> In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role</p>   | <p>No mention of the NAEYC Code of Ethical Conduct or professional guidelines in the PD or Coach Plan. Parts of the activity are not in alignment with established codes.</p>  | <p>The NAEYC Code of Ethical Conduct is referenced in the PD or Coach Plan and the activity is in complete alignment with established codes.</p>  | <p>There is evidence of understanding the NAEYC Code of Ethical Conduct and using it to guide decision-making, with specific references to the Code with in the PD or Coach Plan.</p>  |                                    |

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| <p><b>Key Element 6e:</b><br/>Engaging in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies</p> | <p>Little or no evidence of using research to design or evaluate the PD or Coach plan. Position is unclear or disconnected to professional practices and public policy. The PD or Coach plan does not address a community/family need.</p> | <p>Some evidence of PD or Coach plan being based on research. At least 8 resources cited. Position taken is clear but not connected to professional practices and public policy. The PD or Coach plan is generally related to a community/family need.</p> | <p>Evidence of PD and Coach plan is based on research. <b>At least 10 resources cited.</b> Position clearly articulated and connected to sound professional practices and public policy. The PD or Coach plan is clearly and explicitly related to a focused community/family need.</p> |  |
| <p><b>Connections to Practice</b></p>  | <p>Facilitation of adult learning and mentoring/coaching practice and personal experiences are minimally mentioned.</p>  | <p><u>Specific examples</u> of facilitation of adult learning and mentoring/coaching practice are discussed.</p>   | <p><u>Specific examples</u> of facilitation of adult learning and mentoring/coaching practice or understandings are discussed. Practices are connected to the course readings and used to critique the scholarship or to improve your practice.</p>                                     |  |
| <p><b>Integration of the course literature</b></p>   | <p>The paper contains minimal references to the literature. The literature is summarized rather than critiqued and does not support, further or clarify the position of the author.</p>  | <p>The paper contains multiple references to the literature. The literature presented is analyzed rather than summarized.</p>  | <p>The paper contains frequent references to the literature. The literature presented is analyzed and critiqued. The literature referenced supports, furthers, and clarifies the position of the author.</p>  |  |
| <p><b>Reflective Qualities</b></p>   | <p>Minimal attempt at self-criticism, no demonstration of a new awareness, new understanding, personal biases, etc.</p>  | <p>New modes of thinking are evident. Attempts to analyze experience and develop an increased understanding of self, teaching and learning are evident.</p>  | <p>New modes of thinking are evident. The ability of the student to question their own biases and preconceptions are clear. Analysis of experiences and an increased understanding of self, teaching and learning are clearly demonstrated.</p>   |  |

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| <b>Conventions</b>   | Weak organization and a lack of a clear or relevant focus. Errors in grammar and format. Lacks a narrative quality. Does not use first person. | Inconsistent logic and organization evident. Adequate language use. Grammatical errors do not hinder the clarity and style. Exhibits a narrative quality. Uses first person point of view. | Well-constructed, strong and varied structure uses of language. Overall, grammar and usage are correct; errors do not hinder the clarity and style. Clear narrative quality. Uses first person point of view effectively. |  |
| <b>Course Themes</b> | Limited understanding of the course themes are demonstrated.   | Adequate understanding of the course themes are demonstrated.  | A strong understanding of the course themes are demonstrated.   |  |
| <b>Total Score</b>   |  |  |   |  |