



ECE Competencies-based Self-Assessment Toolkit

Tools for Professional Development

Project Description

The purpose of the CompSAT project is to develop a set of integrated, interactive, multi-media tools for early childhood educators that will take them through a guided, self-paced process of reflection and authentic assessment of their professional knowledge, skills, and dispositions. CompSAT will be the companion guide to the ECE Competencies that makes the size, scope, and complexity of the Competencies manageable and useful to practitioners. CompSAT will include specific tools to assist practitioners in learning, practicing, examining, and mastering strategies to improve practice. It will assist in gauging knowledge and skills in any particular competency area at any point along one's career path. It will provide guidance in documenting professional experiences and growth, and formulating action plans for continued professional development. It will also help to determine what practitioners need to know and should be able to do to progress to higher levels of competence. The intent of CompSAT is to make self-reflection and authentic assessment indispensable aspects of daily practice for every early childhood professional.

Early Childhood Educator Competencies

The California Department of Education Child Development Division and First 5 California produced the Early Childhood Educator Competencies (Competencies), which were released in 2011. The Competencies provide the ECE field with a thorough description of qualified early childhood educators along a continuum of practice from entry to advanced levels. The Competencies describe the knowledge, skills, and dispositions that are required of early childhood educators in order for them to support the development and learning of infants, toddlers, and preschool children. It is a lengthy, multi-level document delineating, in detail, expectations for best practice. CompSAT will put tools into the hands of early educators that make the Competencies come alive.

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