

PROFESSIONAL PORTFOLIO

As a culminating experience to both this course and the ECE degree, you will construct a professional portfolio highlighting all of your hard work that can be used for interviews, professional endeavors, or just to impress yourself and others. It can be put together in whatever way you choose and should include items you are particularly proud of. Most people will use a 3-ring notebook with dividers to organize their materials and for easy modification later. We suggest beginning by going back through what you already have from classes, work...

Just as with the rest of this course, there is not “one size fits all” approach. The finished products are as unique as you. While you have participated in many assignments and activities in your classes, you may also have experiences with volunteering, work, organizations and community events outside of college. Include them all! You never know what will spark interest.

Consider:

- your purpose(s) and audience
- a table of contents for easy access
- An introductory section with:
 - An introductory letter introducing you, your professional philosophy and goals
 - A resume
 - Immunizations and transcripts for easy access to show them you are “ready to go”
 - Certificates, permits, memberships,
 - Experience - professional growth activities, volunteerism, community service (related to
 - children or to some other aspect of a teachers role (technology, record keeping,...)
 - Letters of recommendation, Thank you notes,...
- A section that demonstrates your skills & experiences with ALL children and families
 - Activity/Lesson Plans
 - Observations and Assessments
 - Resource list of books, activities,...
 - Flannel pieces, puppets or other materials you may have created
- A section that demonstrates your understanding of key concepts through brief statements
 - Portfolio pieces were assigned throughout the semester for just this use
 - (employers are often looking for someone who has an understanding of Developmentally Appropriate Practices, Interactions and Relationships, Guiding Behavior, Families, Observation and Assessments, and Curriculum including resources, environments, routines, activities,...)

Have fun! Start early! Be proud!
We will share with the class on our last day!

PORTFOLIO ASSESSMENT RUBRIC

Meets Expectations			Does Not Yet Meet		
Expectations					
	Exemplary	Proficient	Emerging	Beginning	Missing
Professional Information (ie: resume, immunizations, transcripts,...) -----/25 pts	Accurate and thorough documentation of professional information.	Accurate but not thorough documentation of professional information.	Vague documentation of professional information.	Inaccurate or incomplete documentation of professional information.	0
	25-----22	21-----17	17-----9	8-----1	
Demonstration of skills (ie: relevant course material, curriculum, observations, portfolio pieces, ...) -----/55 pts	Accurate and thorough demonstration of skills.	Accurate but not thorough demonstration of skills.	Vague demonstration of skills.	Inaccurate or incomplete demonstration of skills.	0
	55-----50	54-----28	27-----14	13-----1	
Reflected on finished product, integrating peer perspectives. -----/10 pts	Thoroughly and thoughtfully reflected on strength and growth areas after peer review.	Reflected, but not in a thorough or thoughtful manner, after peer review.	Partial reflection, but did not cover strength and growth areas after peer review.	Very little reflection after peer review.	0
	10-----9	8-----6	5-----3	2-----1	
Formatting, Spelling, & Grammar -----/10 pts	All information was present. Information was in order. Clear categories. Very few spelling and grammar errors.	All information was present. Information was in order. Some noticeable spelling and grammar errors, but content is still clear.	Some information was missing. Information was in order.	Information was missing. Information was unorganized. Spelling and grammar errors cause issues with clarity.	0
	10-----9	8-----6	5-----3	2-----1	
-----/100 pts TOTAL					

PROFESSIONAL PORTFOLIO PIECES

As mentioned above, as a culminating experience to both this course and the ECE degree, you will develop a professional portfolio highlighting all of your hard work that can be used for interviews, professional endeavors, or just to impress yourself and others. You will collect past and present assignments and materials to showcase the best you. A complete description of items to include is found in this packet. In addition to those materials, you will also develop various written statements demonstrating your beliefs and competencies in important early childhood areas of content. These will be written throughout the semester and included in your portfolio. You are presented here with an overall list, followed by a “worksheet” for each topic. Use this as a springboard to develop your ideas. Each finished product should be typed, and care should be taken to both content and format. Professional creativity is encouraged! (*earn up to 7 points each*)

Wk 1: Your Core Beliefs About How Young Children Learn and How Adults Best Teach
including Professionalism and Risk Taking

Wk 3: Developmentally Appropriate Practices

Wk 4: The Importance of Relationships, Interactions & Communication

Wk 5: Developmental “Ages and Stages”

Wk 6: Thoughts about Creating Environments, Implementing Activities and
3 Resources for gathering Curriculum Ideas

Wk 8: Why Observe?

Wk 9: Young Children’s Behavior – Why and How?

Wk 10: Theories in Action (Grid)

Wk 11: Including Families, Why and How?

Wk 12: Transitions – Why and 3 Transition Ideas

These topics will inform our lecture discussions on the week they are presented and your practicum lens in your training classroom, forming the focus of your weekly journal.

PRACTICUM PORTFOLIO PIECE WORKSHEET - Core Beliefs

Things you believe are important in working with children and families and why?

a)

b)

c)

d)

Thoughts about ethical behavior and professionalism:

What resource(s) would you recommend? (books, websites, articles,...)

PRACTICUM PORTFOLIO PIECE WORKSHEET (Recommended) - Observation

Why Observe?

Tips and Techniques:

Other thoughts:

What resource(s) would you recommend? (books, websites, articles,...)

PRACTICUM PORTFOLIO PIECE WORKSHEET - Developmentally Appropriate Practices

Summarize what “Developmentally Appropriate Practices” means to you:

Why are they important?

What resource(s) would you recommend? (books, websites, articles,...)

PRACTICUM PORTFOLIO PIECE WORKSHEET - Interpersonal Connections / Relationships
(Adult-Child, Child-Child, Adult-Adult)

Why are relationships important in early childhood?

What can adults do to foster these relationships?

1)

2)

3)

4)

5)

What communication strategies should be implemented to foster these relationships? Give examples as applicable.

1)

2)

3)

What resource(s) would you recommend? (books, websites, articles,...)

PRACTICUM PORTFOLIO PIECE WORKSHEET - Curriculum for Early Learning

What is “early childhood curriculum”?

What role does observation play in curriculum planning and implementation?

What can adults do to foster “whole child” learning in early childhood settings?

What resource(s) would you recommend?

a) (books, websites, articles,...)

b) actual classroom activities

(This section of your portfolio should include any activity plans, documentations, etc...from previous classes or work. Documentations and samples are valuable additions)

PRACTICUM PORTFOLIO PIECE WORKSHEET - Understanding Behavior

Why do children behave as they do?

Tips and Techniques to guide behavior:

1)

2)

3)

Other thoughts:

What resource(s) would you recommend? (books, websites, articles,...)

PRACTICUM PORTFOLIO PIECE WORKSHEET - Theories in Action

Use this worksheet to develop your ideas and then create a professional looking document for your portfolio. Collect data from your practicum classroom and focus child.

Name of Theory	Description of Theory	Classroom Application

Eyrich, S., 2014

What resource(s) would you recommend? (books, websites, articles,...)

PRACTICUM PORTFOLIO PIECE WORKSHEET - Partnering with Families

Reflect on the following questions to form a portfolio piece with your thoughts...

What is the role of a parent / family in their child's life?

Why is it important for you to partner with families?

What are some concrete strategies you can develop to include families?

1.

2.

3.

What resource(s) would you recommend? (books, websites, articles,...)

PRACTICUM PORTFOLIO PIECE WORKSHEET - Transitions

What are transitions?

Why should we plan for them in early childhood programs?

Transitions ideas / considerations:

1)

2)

3)

What resource(s) would you recommend? (books, websites, articles,...)

PRACTICUM PORTFOLIO PIECE WORKSHEET (Recommended) - Ethical Behavior

What is the Ethical Code of Conduct?

Why is it important?

Tips to adhere to ethics in early childhood work:

What resource(s) would you recommend? (books, websites, articles,...)

PRACTICUM PORTFOLIO PIECE WORKSHEET (Optional) - Career Interest

I am interested in the following career:

What are the basic duties of this career:

What education is needed:

What experience is needed:

What personality / dispositional traits would be useful:

The strengths I would bring to this career are:

Other thoughts:

What resource(s) would you recommend? (books, websites, articles,...)

PORTFOLIO REFLECTION

2 things I am proudest of:

A)

B)

2 things I may change:

A)

B)

2 thoughts about the Professional Portfolio assignment:

A)

B)

College of the Canyons
CHLD 141 Practicum/Experience in Early Childhood Education

KEY ASSESSMENT AND SIGNATURE ASSIGNMENT: DAY IN CHARGE

PURPOSE

Through this assessment students will focus on:

NAEYC Standards:

- 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
- 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance drama, visual arts, mathematics; science, physical activity, physical activity, physical education, health and safety; and social studies.
- 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
- 6a. Identifying and involving oneself with the early childhood field.
- 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d. Integrating knowledge, reflective, and critical perspectives on early education.

Contents of this Assessment

You will find each of the following in this assessment packet. Please make sure you read through each carefully.

- Directions
- Checklist
- Planning Considerations
- Lesson Plan (Blank)
- Lesson Plan (Sample)
- Classroom Teacher Feedback
- Reflection
- Assessment Rubric

DAY IN CHARGE

DIRECTIONS

As you involve yourself in the early childhood field (*Standard 6a*) this assignment affords you the opportunity to put in to practice the knowledge and skills you have studied up until this point as you plan, implement and reflect upon a day where you will be in charge.

As you prepare for this assignment you are encouraged to begin by identifying goals for yourself as a professional that can inform your practices and incorporate those into this experience.

Next, be sure to use a broad repertoire of developmentally appropriate teaching/learning approaches (*Standard 4c*) and consider content knowledge and resources in all learning disciplines (*Standard 5a*).

Consider:

- social/emotional skills,
- language and literacy,
- the arts (music, movement, drama, visual arts),
- math and science,
- physical activity,
- health and safety,
- technology

Using central concepts, inquiry tools, and structures of content areas (*Standard 5b*) you will be involving yourself in the early childhood field (*Standard 6a*) at a higher level as you take charge of your training classroom for a day.

Continuing your collaborative learning with your training teacher to inform your practices, you will develop a professional packet to share with peers and as a professional resource (*Standard 6c*). This packet will include a:

- 1) Planning Sheet
- 2) Lesson Plan
- 3) Reflection
- 4) Teacher Feedback

It is expected that you will uphold ethical standards and professional guidelines (*Standard 6b*) at all times and will integrate knowledgeable, reflective, and critical perspectives on early education (*Standard 6d*) as you plan, implement, and reflect on your day.

Important note: please save this assessment for your professional portfolio.

DAY IN CHARGE

CHECK LIST

Prior to your day in charge:

- ___ Professionally complete the Planning Considerations Sheet. Be thorough and accurate.
- ___ Make time to discuss this assignment with your coach / mentor. Share Planning Sheet.
- ___ Collaborating with your coach/mentor, discuss intentional practices that will be valuable to implement on this day, including ethical behavior. Share your goals.
- ___ Develop a completed Lesson Plan using the attached template. Present a professional version to your coach/mentor and include a copy in your professional portfolio.
- ___ Check in for success.

On your day in charge:

- ___ Arrive early for set up.
- ___ Have all materials prepared and organized.
- ___ Check in with your coach/mentor.
- ___ Refer to your planning grid as needed.
- ___ Uphold professional and ethical behavior.
- ___ Modify as needed.
- ___ Be sure to clean up after you have completed the day.

After your "day in charge":

- ___ Check in with your coach / mentor.
- ___ Professionally complete the Reflection page.
- ___ Turn in your Planning Considerations Sheet, Lesson Plan, Reflection page and coach/mentor feedback for grading.
- ___ Include a professional copy of these in your professional portfolio.

Name:

Training Teacher:

Day in charge Date and Time

Age & Number of children:

DAY IN CHARGE

PLANNING CONSIDERATIONS

(To be completed and discussed with your coach/mentor prior to your day in charge)

1) Refer back to the goals you set for yourself at the beginning of class and consider how those will inform your practices for your day in charge. *(Include at least 2) (6d)*

Goal 1:

Goal 2:

2) Review the daily routine during hours you are there and enter into your planning grid. *(6c)*

3) Consider the children in your program. Based on their development and interests, and using your knowledge of appropriate learning and resources, what type of learning experiences would be meaningful? *(Include at least 3) (5a, 5b, 5c)*

a)

b)

c)

4) List at least 3 resources you will use in planning and implementing developmentally meaningful experiences *(5a)*

a)

b)

c)

5) Consider at least 3 ways to extend learning through interactions and conversations *(4c)*.

a)

b)

c)

6) List at least 2 ethical considerations will you need to uphold *(6b)*.

a)

b)

7) List other questions or concerns you have about this assignment to be discussed with your coach/mentor. *(Include at least 2) (6c)*

a)

b)

Once completed, set up a time to discuss with your coach/mentor. Be sure to bring this Planning Sheet and your Lesson Plan, along with clear questions you may have about the day. This meeting should occur at least 1 week prior to your implementation so that you can modify as needed based on discussion points.

DAY IN CHARGE

LESSON PLAN

(Complete thoroughly for the time frame you are in training) (5c, 6a)

Segment / Time	Activity with Brief Description	Materials & Considerations	Purpose / Learning / Development	Intentional Interactions & Conversations	Notes / Other

(add rows as needed to accommodate additional information)

DAY IN CHARGE

LESSON PLAN - SAMPLE

Segment / Time	Activity with Brief Description	Materials & Considerations	Purpose / Learning / Development	Intentional Interactions and Conversations	Notes / Other
ARRIVAL 9:00 am	-Greet parents and children -Health check	-Familiarity with families	-Positive start to day -Smooth transition from home to school -Connecting with families -Sense of belonging -Basic health check	-Get down to children's level -Watch non-verbal language -Be present -"welcome", "So glad to see you", "You look..."	-Check with teacher to see how parents should be addressed -Report any issues parents may bring up to teacher
GREETING CIRCLE 9:10 am	-Sing good morning song -Discuss activities for the day	-CD -CD Player – cue up song ahead of time and check it is working -Carpet squares for children to sit on, placed in semi-circle as they arrive -samples or pictures of activities _be sure to know activities ahead of time	-Listening and speaking skills -Social skills (waiting, learning about peers,...) -Spatial relations (staying on carpet) -Problem solving (making choices)	-Be sure each child can see -Sit at their level -Give children time to respond -Validate each child's comments -Notice positive behavior -Rely on team if issues arise -Encourage children to correct inaccurate words or tunes	-Discuss behavior strategies with teacher prior -Know activities -Know words to song
CENTERS 9:20 -10:15	ART: Bingo marker painting SCIENCE: Ooblick	ART: colored bingo markers, large coffee filters...place on table and encourage children to create SCIENCE: mix cornstarch and water in tub. Encourage children to wash their hands and then join in exploration. Add spoons, small rocks and food color to mixture as desired.	-Foster creativity -Sense of self -Curiosity & problem solving -Fine motor skills -Social skills -Spatial relations (on, in, ...)	-Allow children to do their own work -"tell me about", "you are working really hard on that" -Refer children to other children -"How does that feel?" -"What are some ideas?" "How could you solve that?" "Interesting"	Keep in mind E's sensory issues and provide rubber gloves or place materials in baggie if needed.
CLEAN UP 10:15	Transition warning and cleaning up classroom	Transition warning: 5 minutes until clean up time, 2 minutes until clean up time Finish up what you are doing Sing clean up song	-Self help skills -Fine and gross motor -Cognitive – matching, spatial, time -Sense of pride -Sense of collaboration & community	"What will you clean up first" "Do you want to put away this or this" "You do one and then I will do one" "When we are done we can have snack"	-Be sure to watch clock -Speak loudly -Follow through -Discuss strategies with teacher prior

SNACK 10:20	-Wash hands and sit at table -Fruit Kabobs	-Place “skewers” (skinny straws) and fruit on table on platters -Encourage children to make kabobs and then eat them	-Health & nutrition -Fine motor skills -Language skills (listen and discuss) -Cognitive (categorize, label,...)	-Sit with children -Informally extend discussions on fruit, colors, textures,...	-Check for allergies
OUTSIDE 10: 40 – 11:30	-After snack transition outside -OBSTACLE COURSE -STORY STATION -at end transition inside	Encourage children to participate if desired (if not, regular yard set up is available): OBSTACLE COURSE: Balls, bean bags, targets, rope balance beam, chalk drawn path, hula hoop STORY STATION: Books spread out on blanket under tree	- Gross motor skills - Fine motor skills -Eye hand coordination -Balance -Literacy -Social with peers and adults	-Encourage collaboration -Can you do it together” “Who would you like to do it with” - Sharing – “how will you decide who will have it first?” “You tried hard” “Let’s do it together” “Are there other ways to do it?” “How should we put them away?”	-Be sure teacher is outside at all times. -Encourage children to use restroom before going out -Have plan for obstacle course but be flexible based on children’s interests -Create cozy area for stories -Clean up transition at 11:30
CIRCLE 11:40	-Sit on carpet squares -CLASS BOOK - 3 BEARS RAP -FAREWELL SONG	-Encourage children to sit on carpet -CLASS BOOK: Adult starts “once upon a time” and then each child adds a sentence. Record on phone or chart paper and then transcribe later and add to book area -3 BEARS RAP – encourage children to participate in song and movements (use CD if needed) -Take 5 calming breaths -FAREWELL SONG (use CD if needed)	-Literacy skills -Taking turns -Sequencing -Gross and fine motor -Keeping a steady beat -Counting -Transitioning	-Make sure everyone can see -Speak clearly -Show joy in their sentences -Clarify before writing words down -Notice and appreciate patience -“you are waiting so nicely for your turn” -“it’s hard to wait isn’t it?” “Feel your body getting calmer with your breaths”. “Think of your favorite thing today” (recap)	-As teacher or other team member to record story -Know words and movements to songs -Record teacher singing farewell song and practice
DEPARTURE 12:00	-Open door for parents -Share highlights of day	-Check cubbies	-Transition from school to home -Connecting with families -Closure	-Smile and greet parents -Encourage children to share favorite part of day.	-Be sure to let teacher know of any issues

	-Debrief with teacher				-Reflect on day with team & celebrate!
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DAY IN CHARGE

CLASSROOM TEACHER FEEDBACK

(to be completed by classroom teacher) (6c)

Name _____ Classroom Teacher

Teacher Feedback: *(Please include both strengths and areas to continue to grow as applicable. Consider each area below. Comments will assist student in growing and instructor in scoring. You do not need to assign scores. Please continue on back if/as needed. Thank you!)*

PLANNING DISCUSSION PRIOR TO IMPLEMENTATION DAY *(knowledge, intention,...)*

LESSON PLAN *(thorough and complete, well thought out, intentional, appropriate ,...)*

SET UP *(material prepared ahead of time and set up in a smooth and timely manner,...)*

IMPLEMENTATION *(engaged and facilitated interactions with children & team,...)*

CLEAN UP *(cleaned up, returned environment to former state)*

PROFESSIONALISM *(professional & ethical behavior,...)*

REFLECTION DISCUSSION *(well thought out, professional mindset, shared with teacher,...)*

DAY IN CHARGE

REFLECTION

Please reflect thoughtfully and thoroughly on the following segments of your experience as they relate to your professional development in early childhood educations. (6b, 6d) Please:

- a) type and present a professional document*
- b) include your Planning Considerations Sheet (professionally documented)*
- c) include your Lesson Plan (professionally documented)*
- d) include your Teacher Feedback form*

1) I am the proudest of (6d):

2) I wish the following had been done differently (6d):

3) The learning experiences I provided for the children (5a, 5b, 5c):

4) The interactions, conversations and approaches I used (4c, 5b):

5) The goals I set for myself have developed in the following ways (6d):

6) The biggest thing I learned about myself is (6d):

7) The learning lessons I will take with me about teaching are (6a,6b, 6d):

8) The learning lessons I will take away about ethics and professionalism are (6a, 6b):

9) Other

Thank you for your contribution to the field of ECE!