

**PORTFOLIO ASSESSMENT GUIDE for ECDPT 294A Practicum**

**What is a Portfolio**: A Portfolio is a formal means of requesting assessment of your prior work/life experience from which you have developed sufficient college-level learning to earn credit for a specific class.

**Purpose of this Guide**: This document is intended for student self-assessment purposes only. Review it carefully to determine if you are ready to write and submit a Portfolio for the course indicated above. Your self-assessment is not a guarantee that you will be awarded credit for the course. Faculty with expertise in the subject matter will evaluate whether your Portfolio provides sufficient evidence that you have demonstrated appropriate college-level mastery of the course content through experiential learning. Enrolling in the course may be your best option.

**General Guidelines:**

* All work must be word-processed, except for documentation provided.
* Written portions should demonstrate college-level writing skills, including appropriate citations for any quoted or paraphrased material from other sources.
* Use the provided template, located on **page 3** of the guide, to format the portfolio appropriately.
* Your Portfolio will not be returned. Make copies of the contents before you submit. You may include clear copies of documentation and keep the originals.
* Submit your completed Portfolio, along with the approved Course Portfolio Assessment Form, to the Adult Learning Coordinator.

**Determination of Portfolio Assessment Outcome:**

You will need to do the following to be awarded credit through Portfolio Assessment for this course:

* Provide all required documentation as listed within the template to support the Learning Outcomes.
* Possibly participate in an interview with the Portfolio evaluator.
* When evaluated, students must demonstrate experience or proficiency in >=70% to earn credit in the course.

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| **ECDPT 294A Practicum Portfolio Assessment** |
| **Learning Outcome:**  | **Score** |
| 1. Apply and integrate concepts, language, and classroom learning in a real-world classroom environment
 |  |
| 1. Practice and refine professional skills
 |  |
| 1. Develop professional relationships in the field of early childhood education
 |  |
| 1. Develop professional dispositions in settings that include cultural, linguistic, racial and ethnic diversity in families and communities
 |  |
| 1. Develop professional dispositions to promote development and learning of young children across the entire developmental period of early childhood
 |  |
| 1. Apply child development theory and principles to the early childhood classroom, families, and communities
 |  |
| 1. Contribute to the maintenance of physically and psychologically safe early learning environments for young children
 |  |
| 1. Participate in self-reflection to evaluate effectiveness as an early childhood educator
 |  |

**SCORING:**

* Exceeds Expectations (4): Documentation provided demonstrates exceptional knowledge and mastery of learning outcomes. Work is thorough and complete, and free of errors in conceptualization.
* Meets Expectations (3): Documentation provided demonstrates adequate knowledge and mastery of learning outcomes. Work is mostly thorough and complete, and has minimal errors in conceptualization.
* Needs Improvement (2): Documentation provided demonstrates inadequate knowledge and mastery of learning outcomes. Work is incomplete with weak evidence and errors are present in conceptualization.
* Does not Meet Expectations (1): Work provides very little evidence of knowledge or mastery of learning outcomes. Significant errors or inaccuracies are evident, as well as, major errors in conceptualization.



CREDIT FOR PRIOR LEARNING PORTFOLIO

ECDPT 294A Practicum

(DATE)

BY

(YOUR NAME)

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Statement of Academic Honesty

The material contained in this Portfolio honestly and accurately reflects my life, learning, and work experience. I understand that the penalty for falsifying any information or documentation will result in an award of no credit for the Portfolio with no resubmission allowed and may result in other sanctions as described in the Student Code of Conduct.

Print Name LCSC ID Number

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Signature Date

Course Description

ECDPT-294A Practicum

Students in the ECDPT 294A Practicum spend the majority of their internship hours interacting and participating in all areas of the classroom day. Students will spend a portion of the semester integrating themselves into the classroom routine and observing the skills of their mentor teacher facilitating daily activities. As students begin creating lesson plans for each of the learning domains, mentor teachers will provide support with regard to collaborating on the details of the lesson planning, observing the student implement the lesson plans, and providing constructive feedback to the student after the lesson plans are implemented. Students will conduct a pre-assessment (observation/documentation) of children’s skills in the domains of learning to guide the selection of appropriate learning objectives from early learning guidelines, plan and implement lesson plans in each learning domain, and evaluate the effectiveness of lesson plans to determine what next steps are necessary to support children’s growth and development.

Learning Outcomes

1. Apply and integrate concepts, language, and classroom learning in a real-world classroom environment
2. Practice and refine professional skills
3. Develop professional relationships in the field of early childhood education
4. Develop professional dispositions in settings that include cultural, linguistic, racial and ethnic diversity in families and communities
5. Develop professional dispositions to promote development and learning of young children across the entire developmental period of early childhood
6. Apply child development theory and principles to the early childhood classroom, families, and communities
7. Contribute to the maintenance of physically and psychologically safe early learning environments for young children
8. Participate in self-reflection to evaluate effectiveness as an early childhood educator

Educational Goals

**Goals, Motivation, and Time Frame**

What are your goals? What are the reasons (professional and personal) you are pursuing your goals? What is a realistic time frame for completing your education?

**Prior Learning to Goals**

How will the prior learning credit you are requesting fit into their future educational and career goals?

Chronological Resume

Include a chronological resume that will support your request for prior learning. List all jobs held, including volunteer, as they relate to the course that you are trying to receive credit. List duties, skills and expertise used in performing job tasks. When possible, use language similar to that used in the outcomes for the courses.

Examples of Experience:

* Employment, Work Experience
* Workshops, Webinars, Training, Seminars, Professional Development
* Volunteer Activities, Community Service, Committees, Groups
* Military Experience, Occupations, Training
* Licenses, Certificates, Industry Credentials
* Non-credit Courses
* Publications

Learning and Experience Autobiography

The autobiography will serve as an introduction to the evaluator and help them understand the context of your learning for the particular course you are requesting. It is a complete picture of you and your experiences as it relates to the course for which you are creating this portfolio. Relate the relevant experiences to the course in a general explanation (Specifics will be included in the Acquired Learning and Knowledge Narrative). Demonstrate why you have selected this particular course and detail your work and life experiences using your resume as a guide.

This should be two+ pages and summarize the significant learning experiences in your life and describe how your experiences will validate your knowledge of the course content and meet the course outcomes being petitioned for credit.

Acquired Learning and Knowledge Narrative

The narrative is a detailed explanation of how your activities and the resulting competencies were achieved. This is to complement your resume and autobiography. Be sure to link your accomplishments to the course learning outcomes. This will be similar to your autobiography, but will detail your chronological work and life experience history while focusing on the things you have already learned through training and experiences, as it relates to your target course.

Note that a key goal of this section is the learning process itself as you reflect on how your experience relates to key concepts within the learning outcomes in the target course. Clearly focus on the learning objectives (what you know and can do) rather than the experience.

For each experience indicated within the Portfolio, the student must:

* Label each heading, Learning Outcome 1, Learning Outcome 2, etc.
* Include the experience; time spent in activity; description of duties and activities.
* Describe the learning and how it relates to the Learning Outcomes for the course.
* Describe how the learning was acquired.
* Provide documentation as evidence of the experience in relation to the course learning outcomes, and as an indication of the level and appropriateness of content.
* Describe how this experience has influenced and impacted other areas of your life.

This will be 2+ pages in length. Make sure it is clear, concise, and free of errors in sentence structure, grammar, and spelling. It needs to demonstrate college-level writing and critical thinking.

Bibliography

**This is not required.** The bibliography will include any reading done on the course subject. If you have studied manuals or used other texts to gain your prior learning, include them here. References should be cited in American Psychological Association (APA) style, but your instructor may suggest another format.

Documentation

Each of your experiences and competencies will require verification (evidence). This evidence can take several forms:

* Completion of training programs, workshops, seminars, etc., may be verified through:
	+ Certificates
	+ Personnel records
* Performance reviews showing competencies
* Job descriptions
* Transcripts
* Samples of work
* A videotape of your speech, theatre work, or music recital
* Licenses
* Honors or award
* Samples of your painting, drawing, photography, or ceramics for a studio art course
* Certificates of attendance
* Letters of verification listing proven competencies from instructors or employers
* Products designed or created by you
* Military records

Each piece of documentation for a workshop or training program must be accompanied by a description page of content for each workshop, training program, or seminar and must show how the evidence relates to the course learning outcomes.