# PORTFOLIO ASSESSMENT GUIDE for

# ECDPT 208 Curriculum Development

**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.

# 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 Programs Office.

# 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.
* Submit an essay with indicated examples of evidence listed in the Scoring Rubric, to support each of the listed Learning Outcomes. Label each submission, **Learning Outcome 1, Learning Outcome 2,** etc. You must earn a 3 or higher for each of the Learning Outcomes.
* When evaluated, students must demonstrate experience or proficiency in >=70% to earn credit in the course.
* Possibly participate in an interview with the Portfolio evaluator.

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| --- | --- |
| 1  Does not Meet  Expectations | Evidence demonstrates very low level of mastery of this outcome. The evidence is unconvincing, incomplete, very inadequate, contains many inaccuracies, and/or is marked by major conceptual problems. |
| 2  Needs Improvement | Evidence demonstrates inadequate mastery of this outcome. Although some aspects of the work may be acceptable, too much of the evidence is unconvincing, incomplete, inadequate, contains multiple inaccuracies, and/or demonstrates major conceptual problems. |
| 3  Adequately Meets  Expectations | Evidence demonstrates adequate mastery of this outcome. Although it is not perfect, the work is fairly complete, accurate, and free of major conceptual problems. |
| 4  Exceeds Expectations | Evidence demonstrates sophisticated mastery of this outcome. Work is complete, accurate, and free of conceptual problems. |

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# Portfolio Assessment Scoring Rubric:

For each of the learning outcomes listed below, provide an essay describing your knowledge and experience related to the outcome. In addition, please see the “Examples of Evidence” for ideas of the documents that may serve as the evidence to support your essay.

|  |  |
| --- | --- |
| ECDPT 208: Curriculum Development Scoring Rubric | |
| Learning Outcomes | Score |
| **Learning Outcome 1:** Define developmentally appropriate practice (DAP) explain the three tenants of it, and describe how you have used it in your work with children and families. |  |
| **Learning Outcome 2: Assessing and Evaluating Children’s Learning**   * Examples of Evidence: Describe what is meant by authentic assessment and discuss strategies for effectively and accurately tracking children’s learning.   + Provide evidence of your use of a variety of authentic assessment tools (e.g., anecdotal records, work samples, checklists, running records, time samples, frequency counts, etc.) |  |
| **Learning Outcome 3: Planning and Implementing of Effective Small and Large Group Activities**   * Examples of Evidence: Demonstrate knowledge of creating lesson plans for both groups of children and individual children that include: goals, learning objectives, content, materials, procedures, and individualization for each child.   + Provide a domain-specific (cognitive, social/emotional, physical, language/literacy, creative arts) small group **and** large group lesson plan demonstrating connection between documentation (assessment) of children’s skills and intentional planning to support further growth in the identified area of growth.   + Show knowledge about individual children, content information, and how teaching strategies are incorporated into daily teaching practices. |  |
| **Learning Outcome 4: Organizing Space and Materials**   * Examples of Evidence: Explain how organizing the physical environment (indoors and outdoors) and the use of learning centers in the classroom supports children’s self-directed learning and appropriate behaviors.   + Provide a classroom assessment tool you have used, or your classroom has been observed with to assess the effectiveness of the arrangement of indoor and outdoor spaces, and the materials provided in these spaces.   + Provide an explanation of the process you use to meet the needs of one or more children in promoting positive behaviors through the environment. |  |
| **Learning Outcome 5: Providing Developmentally Appropriate Child Guidance**   * Examples of Evidence: Describe how development influences self-regulation and the role it plays in children’s social and emotional development impacting their relationships with others and future learning success. * Philosophy of guiding young children. * Examples of classroom rules, social/emotional curricula used, observation and assessment of behaviors, behavior plans, etc. |  |
| **Learning Outcome 6: Engaging with Families**   * Examples of Evidence: Discuss the importance of family engagement in early childhood education and provide specific family techniques.   + Provide examples of formal and informal family communication strategies you use to support the home-school relationship.     - Program software, daily messages, newsletters, family/teacher conferences, family events or education meetings, program/classroom involvement, kindergarten transition, etc. |  |
| **Trainings, formal education, and experience will also be considered as support for meeting these learning outcomes. Any documentation for training hours/education must be specific to ECDPT 208 Curriculum Development.** |  |
| **Total Points** |  |
| **Total Credits** |  |

CREDIT FOR PRIOR LEARNING PORTFOLIO

ECDPT 208 Curriculum Development

[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 208 Curriculum Development

This course focuses on a comprehensive approach to conceptualizing, planning, implementing and evaluating curriculum for children ages 3 to 8 years old. Developmental domains, the research basis for a developmentally appropriate curricular approach and practical applications of teaching strategies within these domains are studied in order to explore the relationships between developmental theory, philosophy, practice, and development of curriculum based upon the needs and interests of children who are culturally, linguistically and ability diverse.

Learning Outcomes

**Note: Use the “Portfolio Assessment Scoring Rubric” learning outcomes for your portfolio!**

1. Define developmentally appropriate practice (DAP), explain why it is needed in early childhood education, and describe the historic influences and research supports for DAP.
2. Demonstrate how the knowledge of the principles of child development and learning connect to daily teaching practices and how to integrate early learning standards into DAP curriculum.
3. Explain the intentional nature of developmentally appropriate curriculum planning and identify the parts of a developmentally appropriate activity plan that includes the individualization of lesson plans and activities for each child.
4. Describe what is meant by authentic assessment and discuss strategies for effectively and accurately tracking children’s learning in the classroom.
5. Explain how knowledge about individual children, content information, and teaching strategies are incorporated into daily teaching practices.
6. Discuss key principles and developmental milestones of the aesthetic, affective, cognitive, language, physical, and social domains and how this knowledge supports the planning of developmentally appropriate experiences for young children.
7. Demonstrate how to design small-group and large-group lesson plans to meet the needs of diverse learners.
8. Understand how organizing the physical environment (indoors and outdoors) and the use of learning centers in the classroom supports children’s self-directed learning and appropriate behaviors.
9. Demonstrate knowledge of how to select developmentally appropriate materials for each curricular domain.
10. Describe how development influences self-regulation and the role it plays in children’s social and emotional development impacting their relationships with others and future learning success.
11. Understand the differences amongst adult discipline styles and how they affect children’s behavior positively and negatively.
12. Discuss the importance of family engagement in early childhood education and provide specific family engagement techniques.
13. Provide examples of strategies teachers can use to connect with community partners.

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 your 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 work, 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 Learning Outcomes for the course.

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 Awards
* 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.