



Experiential Learning Portfolio for 10307160 ECE: Field Experience 1

Student Contact Information:

Name: _____ Student ID#: _____

Email: _____ Phone: _____

*It is **required** that you speak with the Credit for Prior Learning Coordinator, Rob Ecker, prior to completing a portfolio.*

Portfolio Requirements:

Hours

You must provide documentation of at least 1000 hours in any combination of the following roles within the last five years:

- Assistant Child Care Teacher
- Licensed/Certified Family Child Care Provider
- Assistant Teacher/Early Childhood program
- Assistant Teacher/Head Start
- Teacher/Early Childhood
- Other approved roles

Documentation could include:

- Signed letter from employer(s)
- Registry certificate
- Family child care provider license or certificate

Required Documents: Submit the following documents with your portfolio.

- Completed Department of Children and Families caregiver background check requirements with fingerprinting.
- Department of Children and Families staff health report or DCF letter confirming CBC and health form clearance
- Wisconsin Model Early Learning Standards certificate of completion from the 15 – 18-hour WMELS training or a transcript showing a 1 credit Wisconsin Model Early Learning Standards class.
- Completion of 10-307-167 ECE: Health Safety and Nutrition course or the following certificates or a WI Registry Training Record that specifically lists each of the following trainings and training dates:
 - Abusive Head Trauma (AHT) or Shaken Baby Syndrome (SBS) Certificate
 - Sleep Baby Safe or Sudden Infant Death Syndrome (SIDS) Certificate

- Child Abuse Prevention or Mandated Reporter Online Training Certificate earned within the last two years
- If your artifacts include photos of children, you must include appropriate consent forms or statement of permission. Contact the college for more information.

My work sample for (competency) is _____. It fits this competency because _____ (explain how and why this work sample fits the competency and how you will be able to use it in the future.) I chose it as the best example of my work because _____ (explain the impact this work sample had on you and/or your work environment.) I learned about _____ (write 4-5 sentences to describe what you learned about the competency, not the work sample, addressing the course competency and how you have applied the knowledge you have gained.) My work sample shows my knowledge and understanding of the role this competency plays in quality early childhood programming by _____.

Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
 - What did you learn?
 - How did you learn through your experience?
 - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
 - Label artifacts as noted in the competency
 - Scan paper artifacts
 - Provide links to video artifacts
 - Attach all artifacts to the end of the portfolio
5. Write a conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

To receive credit for this course, you must receive “Met” on 10 of the 10 competencies.

10307160 ECE: Field Experience 1, 3 Associate Degree Credits

Course Description: This 3-credit introductory field experience course, introduces the foundations of early childhood education under guided supervision of a mentor teacher in an early childhood setting, working with children birth through age 8. This course meets the requirements for the Wisconsin Model Early Learning Standards 18-hour training.

Rating Criteria	Rating: Met or Not Met
Sufficient artifacts are provided to show competency achievement	
Artifacts are relevant and appropriate for the competency	
Rationale provides valid connections between the artifacts and the competency	
Rationale includes how you have applied or would apply the competency in real world situations	

Introduction: Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

Portfolio Requirements :

<p>Documentation of at least 1000 hours in any combination of the following roles within the last five years:</p> <ul style="list-style-type: none"> • Assistant Child Care Teacher • Licensed/Certified Family Child Care Provider • Assistant Teacher/Early Childhood program • Assistant Teacher/Head Start • Teacher/Early Childhood • Other approved roles <p>Documentation could include:</p> <ul style="list-style-type: none"> • Signed letter from employer(s) • WI Registry certificate or learning record • Family child care provider license or certificate 	Met or Not Met
<p>Completed Department of Children and Families caregiver background check requirements with fingerprinting.</p>	Met or Not Met
<p>Completed Department of Children and Families staff health report or health form clearance.</p>	Met or Not Met
<p>Completion of 10-307-167 ECE: Health Safety and Nutrition course, the following certificates, or a WI Registry Training Record that specifically lists each of the following trainings and training dates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Abusive Head Trauma (AHT) or Shaken Baby Syndrome (SBS) Certificate <input type="checkbox"/> Sleep Baby Safe or Sudden Infant Death Syndrome (SIDS) Certificate <input type="checkbox"/> Child Abuse Prevention or Mandated Reporter Online Training Certificate earned within the last two years 	Met or Not Met
<p>Completion of WMELS certificate (transcript or certificate) OR WI Registry Record indicating completion of 15-18 hour course</p>	Met or Not Met

Competency 1: Outline components of the WI Early Learning Standards framework

Criteria: Performance will be satisfactory when:

- reflect on the purpose and design of WMELS
- reflect on the 9 Guiding Principles
- reflect on the Teaching Cycle: Assessment, Planning and Curriculum Goals, and Implementation
- delineate the 5 developmental domains in terms of domain, rationale, performance and program standards, developmental continuum, sample behaviors of children, and sample strategies for adults

Learning Objectives:

- a. Discuss how the how WI Model Early Learning Standards are applicable for all children birth to first grade
- b. Explain the purpose and design of WMELS
- c. Describe how the nine guiding principles are the foundation of the WMELS
- d. Identify the steps in the teaching cycle
- e. Explain the health and physical development domain in terms of domain, rationale, performance and program standards, and developmental continuum
- f. Explain the social emotional domain in terms of domain, rationale, performance, and program standards, and developmental continuum
- g. Explain the language development and communication domain in terms of domain, rationale, performance, and program standards, and developmental continuum.
- h. Explain the approaches to learning domain in terms of domain, rationale, performance, and program standards
- i. Explain the cognitive domain in terms of domain, rationale, performance, program standards, and developmental continuum
- j. Describe specific examples of developmental skills and tasks in each developmental domain

Required Artifacts: Wisconsin Model Early Learning Standards certificate of completion from the 15 – 18-hour WMELS training or a transcript showing a 1 credit Wisconsin Model Early Learning Standards class.

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Apply WI Early Learning Standards to child development

Criteria: Performance will be satisfactory when:

- reflect on developmentally appropriate practices
- reflect on how you implement each step of the Teaching Cycle: Assessment, Planning and curriculum Goals, and Implementation
- complete a child web assessment that describes a child’s developmental tasks, skills, unique strengths and characteristics

Learning Objectives:

- a. Define developmentally appropriate practices according to NAEYC
- b.
- c. Define each step of the Teaching Cycle: Assessment, Planning/Curriculum Goals, and Implementation
- d. Incorporate all developmental domains in the concept of "the whole child"
- e. List the developmental behaviors of a focus child in each developmental domain
- f. Complete a child web assessment that describes a child’s developmental tasks, skills, unique strengths and characteristics

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Explain program application of WI Early Learning Standards

Criteria: Performance will be satisfactory when:

- determine the program application of the Teaching Cycle: Assessment, Planning and Curriculum Goals, and Implementation
- explain how WMELS is implemented at the field site

Learning Objectives:

- a. Reflect on the application of the Teaching Cycle in the field experience site
- b. Explain how WMELS is related to the establishment of learning goals in the field experience site
- c. Explain how WMELS is related to the planning of appropriate curriculum and activities in the field experience site
- d. Explain how WMELS is used to the measure progress toward learning goals in the field experience site

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Identify developmentally appropriate learning experiences that promote child development and learning through play

Criteria: Performance will be satisfactory when:

- identify learning experiences that are relevant, meaningful, and appropriately challenging
- identify learning experiences that are developmentally, culturally, and linguistically appropriate
- identify learning experiences that are age and individually appropriate
- identify learning experiences that reflect the Teaching Cycle: Assessment, Planning and Curriculum Goals, and Implementation
- identify learning experiences that incorporate the WMELS Framework
- identify learning experiences that include effective transitions

Learning Objectives:

- a. Explain how play promotes learning across all developmental domains.
- b. Describe learning experiences that are relevant, meaningful, and appropriately challenging for the children in your field site
- c. Describe learning experiences that are developmentally, culturally, and linguistically appropriate for the children in your field site
- d. Identify learning experiences that are age and individually appropriate for children in your field site
- e. Describe ways learning experiences reflect the Teaching Cycle in your field site
- f. Identify learning experiences that incorporate the WMELS Framework in your field site
- g. Explore effective transitions
- h. Identify learning experiences that include effective transitions in your field site

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Examine developmentally appropriate learning experiences that promote child development and learning through care routines

Criteria: Performance will be satisfactory when:

- explore established caregiving routines (meals, toileting, naptime, etc.) following established guidelines (licensing regulations, DAP, etc.)
- analyze caregiving routines to meet individual child needs

Learning Objectives:

- a. Define caregiving routines (meals, toileting, naptime, etc.) that follow established guidelines (licensing regulations, DAP, etc.)
- b.
- c. Identify established caregiving routines (meals, toileting, naptime, etc.) following established guidelines (licensing regulations, DAP, etc.) at the field site
- d. Identify caregiving routines that meet individual child needs at the field site

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Examine the standards of governmental regulations

Criteria: Performance will be satisfactory when:

- explore the standards of WI licensing regulations
- reflect on the application of licensing regulations in the early childhood practicum setting
- adhere to WI Licensing Regulations in the practicum setting

Learning Objectives:

- a. Identify the standards of WI licensing regulations that apply to your field experience site (Department of Children and Families Child Care Licensing, YoungStar, etc.)
- b. Reflect on the application of licensing regulations in the early childhood field experience setting
- c. Adhere to WI Licensing Regulations in the practicum setting (health and safety, ratios, staff qualifications, documentation, etc.)

Required Artifacts: None

Suggested Artifacts: Reflection on most recent licensing non-compliance report, Reflection on how your center's policies follows a licensing regulation

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Demonstrate professional and ethical behaviors

Criteria: Performance will be satisfactory when:

- adhere to the NAEYC Code of Ethical Conduct
- comply with college code of conduct
- comply with practicum placement guidelines
- demonstrate college-specific life and workforce skills

Learning Objectives:

- a. Examine the NAEYC Code of Ethical Conduct
- b. Adhere to the NAEYC Code of Ethical Conduct
- c. Comply with college code of conduct
- d. Comply with field experience placement guidelines
- e. Demonstrate college-specific life and workforce skills (i.e.: Employability Essentials)

Required Artifacts: One reflection on the NAEYC Code of Ethical Conduct and its application to practice including:

- Reflection includes established guidelines for respectful interactions with children (NAEYC Code of Ethical Conduct, Developmentally Appropriate Practice, employability soft skills, etc.)
- Reflection includes how you follow established guidelines for respectful interactions with families (NAEYC Code of Ethical Conduct, Developmentally Appropriate Practice, employability soft skills, etc.)
- Reflection includes how you follow established guidelines for respectful interactions with colleagues (NAEYC Code of Ethical Conduct, Developmentally Appropriate Practice, employability soft skills, etc.)

Suggested Artifacts: Letter of recommendation from a supervisor, parent of a child, volunteer coordinator; performance evaluation by supervisor, reflection on employability soft skills, your membership on a committee (i.e. advocacy)

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Demonstrate positive relationship skills with children and adults

Criteria: Performance will be satisfactory when:

- define positive interpersonal skills
- follow established guidelines for respectful interactions (i.e.,NAEYC Code of Ethical Conduct)
- develop positive relationships with others
- communicate effectively with others
- collaborate effectively with others
- maintain composure under pressure

Learning Objectives:

- a. Define positive interpersonal skills
- b. Follow established guidelines for respectful interactions (i.e.,NAEYC Code of Ethical Conduct)
- c. Develop and maintain positive relationships with others in the field site
- d. Communicate effectively with others in the field site
- e. Collaborate effectively with others in the field site
- f. Identify strategies for stress reduction and composure under pressure in the field site
- g. Maintain composure under pressure in the field site

Required Artifacts: None

Suggested Artifacts: Reflection on how developmentally appropriate practice is implemented in a classroom, examples of communication with families, photos of your classroom that show how you build relationships with children, certificate of training for Pyramid Model, certificate of training for Conscious Discipline

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Examine diversity, equity, and inclusion principles

Criteria: Performance will be satisfactory when:

- identify the human differences present within the practicum setting
- identify ways to support the full inclusion of all children given the differences in culture, family structure, language, racial identity, gender, abilities and disabilities, religious beliefs, or economic class.
- examine the learning environment and materials for evidence to support examples of diversity, equity, and inclusion

Learning Objectives:

- a. Describe the elements of an anti-bias approach to Diversity, Equity and Inclusion in an early childhood setting
- b. Identify the human differences present within the field experience setting
- c. Identify ways to support the full inclusion of all children given the differences in culture, family structure, language, racial identity, gender, abilities and disabilities, religious beliefs, or economic class in an early childhood setting
- d. Examine the learning environment and materials for evidence to support examples of diversity, equity, and inclusion in the field site

Required Artifacts: Completed anti-bias checklist with reflection

Suggested Artifacts: Photographs of the classroom environment, newsletters, activity plans, and family communication.

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 10: Examine positive guidance strategies

Criteria: Performance will be satisfactory when:

- identify challenging behaviors observed
- identify positive guidance strategies observed

Learning Objectives:

- a. Explore best practices in behavior guidance for young children (effective transitions, relationship building, strategies to teach and manage emotions, etc.)
- b. Identify challenging (mistaken) behaviors observed in the field site
- c. Identify positive guidance strategies observed in the field site

Required Artifacts: Reflection on workplace center guidance policy and implementation of positive guiding strategies

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

