



Experiential Learning Portfolio for 10307179 ECE: Child Development

Student Contact Information:

Name: _____ Student ID#: _____

Email: _____ Phone: _____

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 7 of the 8 competencies.

10307179 ECE: Child Development, 3 Associate Degree Credits

Course Description: This 3-credit course examines child development within the context of the early childhood education setting. This course focuses on children ages 3-8 years of age.

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 _____.

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

Competency 1: Analyze development of children ages three through eight

Criteria: Performance will be satisfactory when:

- describe developmental domains (i.e., WMELS framework)
- summarize the inter-relationship of all developmental domains
- describe the impact of heredity on development
- describe elements of developmentally appropriate practice

Learning Objectives:

- a. Describe development within each domain during the preschool years
- b. Explain the interrelationship of all developmental domains through the preschool years
- c. Apply theories to a child's growth and development during the preschool years

Required Artifacts: None

Suggested Artifacts: Detailed learning experience/lesson plan/s, child observation portfolio/s, screening tools, curriculum plans focusing on the whole child and DAP

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Summarize child development theories

Criteria: Performance will be satisfactory when:

- describe how child development theories are used in early childhood setting
- identify diverse theoretical perspectives on child development
- relate child development research methods and findings to teaching practice

Learning Objectives:

- a. Explain the importance of theories in assessing development.
- b. Identify developmental theories.
- c. Compare developmental theories.
- d. Contrast developmental theories.

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Analyze health and physical development of children

Criteria: Performance will be satisfactory when:

- describe the progression of health and physical development
- relate abilities to specific physical developmental skills
- identify methods that strengthen gross and fine motor development
- explain how health concerns impact children’s development
- apply child development theory related to health and physical development to early childhood practice
- explore the types and purposes of developmental screening tools related to health and physical development
- explore the types and purposes of environmental rating scales related to health and physical development

Learning Objectives:

- a. Explain the effects of heredity on development
- b. Explain the effects of environment on development
- c. Explain the effects of adverse childhood experiences on development
- d. Explain the effects of toxic stress on development
- e. Describe the interplay of the effects of heredity and the environment on mental health

Required Artifacts: None

Suggested Artifacts: Detailed learning experience/lesson plan/s, child observation portfolio/s, curriculum plans focusing on physical development

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Analyze social and emotional development of children

Criteria: Performance will be satisfactory when:

- describe the progression of social and emotional development
- describe identity formation in childhood
- apply child development theory related to social and emotional development to early childhood practice
- explore the types and purposes of developmental screening tools related to social and emotional development
- explore the types and purposes of environmental rating scales related to social and emotional development

Learning Objectives:

- a. Identify family mental health issues impacting child development
- b. Identify the impact of technology on child development

Required Artifacts: None

Suggested Artifacts: Detailed learning experience/lesson plan/s, child observation portfolio/s, curriculum plans focusing on social/emotional development

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Analyze the language development and communication of children

Criteria: Performance will be satisfactory when:

- describe the progression of language development and communication
- identify methods to promote language development
- examine bilingual language development
- apply child development theory related to language development and communication to early childhood practice
- explore the types and purposes of developmental screening tools related to language development and communication
- explore the types and purposes of environmental rating scales related to language development and communication

Learning Objectives:

- a. Explain the process and stages of language development
- b. Relate children’s abilities to specific language developmental skills
- c. Relate child development theory and language development to early childhood practice
- d. Describe developmentally appropriate language experiences for children ages three through eight
- e. Explore the types and purposes of developmental screening tools related to language development and communication
- f. Explore the types and purposes of environmental rating scales (ECERS, FCCERS, etc.) related to language development and communication
- g. Describe ways to enhance the language development of monolingual children ages three through eight
- h. Describe ways to enhance the language development of bilingual children ages three through eight

Required Artifacts: None

Suggested Artifacts: Detailed learning experience/lesson plan/s, child observation portfolio/s, curriculum plans focusing on language development

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Analyze the approaches to learning of childrenCriteria: Performance will be satisfactory when:

- describe how approaches to learning impact individualization in development
- explore the impact of family and culture on development
- describe strategies that support diversity, equity, inclusion
- apply child development theory related to approaches to learning in early childhood practice
- explore the types and purposes of developmental screening tools related to approaches to learning
- explore the types and purposes of environmental rating scales related to approaches to learning

Learning Objectives:

- a. Define the Approaches to Learning (Curiosity Engagement & Persistence, Creativity & Imagination, and Diversity in Learning) outlined in the Wisconsin Model Early Learning Standards
- b. Describe how each of the approaches to learning impact individualization in development
- c. Identify the impact of family and culture on development
- d. Describe strategies that support diversity, equity, inclusion for children ages three through eight
- e. Describe how child development theory is related to approaches to learning in early childhood practice
- f. Explain the types and purposes of developmental screening tools related to approaches to learning
- g. Explain the types and purposes of environmental rating scales related to approaches to learning for children ages three through eight

Required Artifacts: None

Suggested Artifacts: detailed learning experience/lesson plan/s, child observation portfolio/s, curriculum plans, examples of family-specific communication (child records, newsletters, etc.), ITERS/ECERS/FCCERS reports

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Analyze cognitive development and general knowledge of children.

Criteria: Performance will be satisfactory when:

- describe the progression of cognitive development and general knowledge
- apply child development theory related to cognitive development and general knowledge to early childhood practice
- explore the types and purposes of developmental screening tools related to cognitive development and general knowledge
- explore the types and purposes of environmental rating scales related to cognitive development and general knowledge

Learning Objectives:

- a. Define cognition and cognitive functions
- b. Describe the progression of cognitive development and general knowledge in children ages three through eight
- c. Describe child development theory (Piaget, Vygotsky, etc.) as it relates to cognitive development and general knowledge in early childhood practice
- d. Identify the types and purposes of developmental screening tools related to cognitive development and general knowledge
- e. Identify the types and purposes of environmental rating scales related to cognitive development and general knowledge

Required Artifacts: None

Suggested Artifacts: Detailed learning experience/lesson plan/s, child observation portfolio/s, curriculum plans focusing on cognitive development

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Analyze the effect of trauma on development of children

Criteria: Performance will be satisfactory when:

- describe brain growth and functions
- explain the impact of the environment, including the effects of toxic stress, on brain development
- identify optimal and critical periods of brain development
- identify family mental health issues impacting child development
- analyze the impact of trauma informed care on development

Learning Objectives:

- a. Explain the development of neural pathways in children ages three through eight
- b. Describe brain functions in children ages three through eight
- c. Explain the impact of Adverse Childhood Experiences on development
- d. Explain the impact of the environment on brain development
- e. Identify optimal and critical periods of brain development for children ages three through eight
- f. Identify activities that contribute to the brain development of children from age three through eight
- g. Identify environments that contribute to the brain development of children from age three through eight

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

