



# Experiential Learning Portfolio for 10307174 ECE: Practicum 1

## Student Contact Information:

Name: \_\_\_\_\_ Student ID# \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

*It is highly recommended that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.*

## 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 12 competencies.**

### **10307174 ECE: Practicum 1, 3 Associate Degree Credits**

**Course Description:** In this 3-credit practicum course you will learn about and apply the course competencies in an actual child care setting. The course competencies include: document children's behavior; explore the standards for quality early childhood education; explore strategies that support diversity and anti-bias perspectives; implement activities developed by the co-op teacher/instructor; demonstrate professional behaviors; practice caregiving routines as curriculum; practice positive interpersonal skills with children and adults; analyze the guiding principles and the five developmental domains related to the WI Early Learning Standards; integrate the WI Early Learning Standards into the program's teaching cycle (ongoing assessment, planning and curriculum goals, and implementation); evaluate learning and assessment activities using the early learning standards for each individual child. Students must complete or have on file a Staff Health Report – Child Care Provider form (physical form) and current, valid Background Information Disclosure (BID) and Caregiver Background Check (annual Wisconsin and/or Minnesota as applicable) forms, as part of this course.

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

#### **Competency 1: Document children's behavior**

Criteria: Performance will be satisfactory when:

- the observation follows established guidelines

Learning Objectives:

- a. Describe the importance of documentation
- b. List the components of observation
- c. Discuss the importance of objective observation
- d. Differentiate between objective and subjective observations
- e. Use descriptive language

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met    Evaluator Feedback:**

**Competency 2: Explore the standards for quality early childhood education**

Criteria: Performance will be satisfactory when:

- you reflect upon standards for quality early childhood education

Learning Objectives:

- a. Examine how licensing standards are applied in the practicum setting
- b. Discuss the importance of following licensing standards
- c. Define the components of quality early childhood educations according to NAEYC

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met    Evaluator Feedback:**

**Competency 3: Explore strategies that support diversity and anti-bias perspectives**

Criteria: Performance will be satisfactory when:

- you identify your own attitudes and beliefs about human differences
- you identify the human differences present within the practicum setting and the surrounding community
- you recognize and address children's behavior that is pre-prejudicial and exclusionary
- you recognize how teaching practices align with child-rearing practices of families in the practicum setting

Learning Objectives:

- a. Describe the elements of an anti-bias approach
- b. Recognize elements of anti-bias approach
- c. Explain the impact of anti-bias strategies

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met    Evaluator Feedback:**

**Competency 4: Implement activities developed by the co-op teacher/instructor/student**

Criteria: Performance will be satisfactory when:

- you identify quality teacher practices through observation
- you assess the effectiveness of the activity

Learning Objectives:

- a. Articulate the purpose of the learning activity
- b. Identify strategies that would meet the objective of the activity
- c. Interpret the coop-teacher's activity plan
- d. Discuss the importance of planning
- e. Identify the importance of how teaching plans meet individual needs

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met    Evaluator Feedback:**

**Competency 5: Demonstrate professional behaviors**

Criteria: Performance will be satisfactory when:

- you comply with personal and professional program guidelines

Learning Objectives:

- a. Identify the elements of professional behavior

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met    Evaluator Feedback:**

**Competency 6: Practice caregiving routines as curriculum**

Criteria: Performance will be satisfactory when:

- you follow established caregiving guidelines

Learning Objectives:

- a. Explain how caregiving routines are curriculum
- b. Identify basic caregiving routines specific to the setting
- c. Describe how routines promote health and safety of young children
- d. Assist in daily routines

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met    Evaluator Feedback:**



**Competency 7: Practice positive interpersonal skills with children and adults**

Criteria: Performance will be satisfactory when:

- you follow established guidelines for respectful interactions with children
- you follow established guidelines for respectful interactions with adults

Learning Objectives:

- a. Describe how to interact with children respectfully
- b. Explain developmentally appropriate practice
- c. Discuss the importance of confidentiality

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met    Evaluator Feedback:**

**Competency 8: Analyze how WI Early Learning Standards provide a framework of guiding principles, developmental expectations, and program and performance standards to delineate the five developmental domains that embody delivery of quality education and care to young children**

Criteria: Performance will be satisfactory when:

- you reflect on how the nine guiding principles are the foundation of the WMELS
- you delineate the health and physical development domain in terms of domain, rationale, performance and program standards, and developmental continuum
- you delineate the social emotional domain in terms of domain, rationale, performance and program standards, and developmental continuum
- you delineate the language development and communication domain in terms of domain, rationale, performance and program standards, and developmental continuum
- you delineate the approaches to learning domain in terms of domain, rationale, performance, and program standards
- you delineate the cognitive domain in terms of domain, rationale, performance, and program standards
- you include specific examples of developmental skills and tasks in each of the domains

Learning Objectives:

- a. Characterize work style in relation to others
- b. Identify the important developmental tasks of a child birth through entrance of first grade
- c. Incorporate all developmental domains in the concept of “the whole child”
- d. List the developmental behaviors of a focus child in each developmental domain
- e. Incorporate the different “lenses” (Keeping the child at the center, Ecological thinking, Intentionality, and Experiential learning) used in teaching
- f. Examine the guiding principles that informed the development and application of the early learning standards
- g. Explain why the early learning standards are important
- h. Recognize the intended purpose and use of the early learning standards as a framework for determining curriculum and assessment, interactions with children and families, and early childhood programming
- i. Examine each of the domains in terms of domain, rationale, performance and program standards, and developmental continuum
- j. Examine the developmental continuum in each of the domains
- k. Classify observed child behaviors according to appropriate developmental domain
- l. Review information on statewide initiatives that support child development

**Required Artifacts: None**  
**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met    Evaluator Feedback:**

**Competency 9: Incorporate WI Early Learning Standards with the principles of developmentally appropriate practice, intentionality and the teaching cycle to examine child development**

Criteria: Performance will be satisfactory when:

- you create a web of a child (between birth and entrance to first grade) that describes child's developmental tasks and skills and characteristics as a "whole child"
- you include a description of the skills and characteristics of the child in each domain
- you include written observations of the child in each domain
- observations are objective, descriptive, and of appropriate number and variety

Learning Objectives:

- a. Identify assessment, planning and implementation as the steps of the teaching cycle
- b. Recognize the principles of developmentally appropriate practice
- c. Examine intentionality as a core element of developmentally appropriate practice
- d. Incorporate observation as an essential element of the teaching cycle
- e. Differentiate between objective and subjective observation records
- f. Recognize ongoing assessment as a "snapshot" of a child's developmental skills that when put together, form a "movie" of the child's development
- g. Practice documenting child behavior and progress with objective observation techniques

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met    Evaluator Feedback:**

**Competency 10: Evaluate program integration of WI Early Learning Standards into the teaching cycle of Ongoing assessment, Planning and curriculum goals, and Implementation**

Criteria: Performance will be satisfactory when:

- you write a report of your interview with a colleague regarding their curriculum and assessment methods
- report describes and analyzes curriculum model used
- report describes and analyzes activity planning used
- report describes and analyzes assessment methods used
- report explains how WMELS are used in the program
- report includes a summary of what you learned in the interview
- report provides relevant details and overall analysis of the curriculum and assessment methods used
- report includes personal reflections and conclusions that evaluate the information gathered in the interview

Learning Objectives:

- a. Identify the steps in the teaching cycle
- b. Practice the steps in the teaching cycle
- c. Observe and record behavior and skills
- d. Relate the WMELS to the establishment of learning goals
- e. Relate the WMELS to the planning of appropriate curriculum and activities
- f. Relate the WMELS to the measurement of progress toward learning goals

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met**    **Evaluator Feedback:**

**Competency 11: Identify specific goals and learning and assessment activities to promote the development of a focus child utilizing the WI Early Learning Standards**

Criteria: Performance will be satisfactory when:

- you complete goal setting and planning forms for a focus child
- you describe the child's current level of functioning in each developmental domain
- you identify which assessment tool was used to evaluate child
- you list child's current level of development which is related to the outcomes in the identified assessment tool
- you include at least one goal for the child which is related to the current levels described
- you include an appropriate activity or strategy to support the child in reaching the goal
- you include appropriate method to measure and document child's progress toward the goal
- you identify a daily care routine (hand washing, diapering/toileting, tooth brushing, eating, dressing/undressing)
- you include examples of 5 performance standards related to the goal that can be promoted during that daily care routine

Learning Objectives:

- a. Discuss how the WI Model Early Learning Standards are applicable for all children birth to first grade including children with disabilities
- b. Explain how the WI Model Early Learning Standards are used to guide the development of an Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) for children with disabilities
- c. Explain how goals determined for children are related to the WI Model Early Learning Standards
- d. Demonstrate proper use of assessment and goal setting to develop curriculum plans
- e. List performance standards in each developmental domain that address children's self-help skills and daily routines

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met    Evaluator Feedback:**

**Competency 12: Develop a plan for child learning utilizing the performance standards, developmental continuum and developmental domains from the WI Model Early Learning Standards that is based on experiential learning**

Criteria: Performance will be satisfactory when:

- you create a learning plan for your focus child
- plan includes large group goal/s and appropriate activity or activities
- plan includes small group goal/s and appropriate activity or activities
- plan includes individualized small group goal/s and appropriate activity or activities
- plan includes individualized goal/s and appropriate activity or activities based on your focus child's needs
- plan includes examples of how learning goals will be embedded in daily routines and schedules
- plan includes topic/theme/unit based on child needs, interests, and goals
- plan includes materials and experiences in each of the learning centers
- plan description of materials and experiences in learning centers includes how goals will be addressed
- plan includes description of how progress toward goals will be measured/documented
- you assess your understanding and implementation of the WI Model Early Learning Standards

Learning Objectives:

- a. Compare and contrast experiential and non-experiential teaching activities
- b. Discuss stages of learning during play and the importance of planning extended time for children to play
- c. Determine goals for children based on their developmental age levels
- d. Implement plans for developmentally appropriate environments and experiences that support children's approach to learning and accomplishment of goals
- e. Assess knowledge and application of WI Model Early Learning Standards into daily teaching practice

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

