



WISCONSIN  
INDIANHEAD  
TECHNICAL  
COLLEGE

# Experiential Learning Portfolio for 10307195 ECE: Family and Community Relationships

## 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 7 of the 9 competencies.**

**10307195 ECE: Family and Community Relationships**, 3 Associate Degree Credits

**Course Description:** In this 3-credit course you will examine the role of relationships with family and community in early childhood education. Course competencies include: implement strategies that support diversity and anti-bias perspectives when working with families and community; analyze contemporary family patterns, trends, and relationships; utilize effective communication strategies; establish ongoing relationships with families; advocate for children and families; work collaboratively with community resources.

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

**Competency 1: Implement strategies that support diversity and anti-bias perspectives when working with families and community.**

Criteria: Performance will be satisfactory when you:

- describe variations in family structures, beliefs and values
- describe how a family's culture influences their values, perceptions, beliefs, celebrations and child-rearing practices
- develop strategies for communicating with families in ways that are culturally sensitive
- involve families in the development and implementation of celebrations and activities that respect their traditions and values

Learning Objectives:

- a. Describe the influence of family and community on a child's behavior.
- b. Identify anti-bias resources that focus on family and community.
- c. Investigate cultural differences in the way that families and communities guide children's behavior.

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**

**Competency 2: Analyze contemporary family patterns, trends, and relationships.**

Criteria: Your performance will be successful when your analysis includes:

- a definition of family that is inclusive and diverse
- various family patterns
- trends affecting families

Learning Objectives:

- a. Define family.
- b. Explore family patterns.
- c. Identify trends affecting families.

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**

**Competency 3: Utilize effective communication strategies.**

Criteria: Performance will be satisfactory when you:

- utilize effective communication techniques
- identify barriers to effective communication
- recognize how personal patterns affect communication style

Learning Objectives:

- a. Explore effective oral and written communication techniques ("I" messages, reflective listening, open-ended questions, etc.)
- b. Examine barriers to communication.
- c. Identify personal behavior patterns and communication styles.

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**

**Competency 4: Establish ongoing relationships with families.**

Criteria: Performance will be satisfactory when you:

- identify cooperative partnership techniques with families
- identify elements of culture
- describe how cultural beliefs influence family function
- identify strategies for conflict resolution
- describe elements of a successful family-teacher conferences
- identify various ways to involve the family in the program
- analyze barriers to teacher-family relationships
- identify strategies for initial encounters with children and families

Learning Objectives:

- a. Examine cooperative partnership techniques with families.
- b. Define culture.
- c. Examine value systems and beliefs of families within a cultural framework.
- d. Explore strategies for conflict resolution.
- e. Discuss family-teacher conferences.
- f. Identify methods to involve the family in the program.

**Required Artifacts: None**

**Suggested Artifacts: Newsletters or other artifacts showing methods of family involvement and communication. Family conference record keeping forms. Conflict resolution processes.**

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

**Met/ Not Met Evaluator Feedback:**

**Competency 5: Advocate for children and families.**

Criteria: Performance will be satisfactory when you:

- describe your role as a child and family advocate
- explore public policy that affects children and families
- examine the role of public policy
- demonstrate advocacy following instructor guidelines

Learning Objectives:

- a. Explore public policy that affects children and families.
- b. Examine the role of public policy.
- c. Investigate methods used to affect public policy.
- d. Define advocacy.
- e. Describe the role of the advocate.

**Required Artifacts: None**

**Suggested Artifacts: None**

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

**Met/ Not Met Evaluator Feedback:**

**Competency 6: Work collaboratively with community resources.**

Criteria: Performance will be satisfactory when you:

- follow the guidelines of "The Anti-bias Curriculum: Tools for Empowering Young Children" or a similar anti-bias resource
- identify services provided by local community organizations
- develop personal file of resource agencies

Learning Objectives:

- a. Organize resource information.
- b. Identify appropriate resource information according to related need(s).
- c. Examine networking opportunities within the local community.
- d. Define collaboration as a professional strategy for caregiving.
- e. Discuss issues of confidentiality and ethics when working with community resources.
- f. Participate as a partner on family and community teams.

**Required Artifacts: None**

**Suggested Artifacts: Lists of resources**

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

**Met/ Not Met Evaluator Feedback:**



