

ECE Practicum: Practicum Portfolio

Assessment Activity: *Professional Practicum Portfolio*

Standards: 1c, 2b, 3c&d, 4c, 5a&c, 6c

Supportive Skills 1-5: self- assessment and self-advocacy, applying general education concepts, written and verbal communication, connecting prior knowledge and new learning, identifying and using professional resources

Student Instructions: Please read your syllabus and check D2L for further details on the requirements of this practicum / field experience, to include contact hours, placement information, orientation time and location, assignment requirements. The following is a summary of the practicum assignments:

Part 1 – Use the following resources to support your learning experiences: (SS5)

Review your PPCC ECE Student Handbook and Lab Manual, paying close attention to the topics of confidentiality and professionalism.

<http://www.maine.gov/education/fouryearold/documents/infantsandtoddlerguidelines.pdf> (ECE 112 & 113)

<http://www.cde.state.co.us/early/EarlyLearningStandards.htm> (ECE 102, ECE 192, ECE 261)

http://www.cdhs.state.co.us/childcare/PDFs/SP_Attachment_5.2.1-Voluntary_Early_Learning_Guidelines.pdf

<http://cospl.coalliance.org/fez/eserv/co:2199/ed14202m412003internet.pdf>

Part 2- Reflective Journal: Reflective journaling creates an opportunity for you to think about your learning - a way for you to process what you are seeing, experiencing, and learning and analyze how it applies to your decision-making as an early childhood professional. Your journal entries are required to be thoughtful and extended and need to illustrate a variety of different experiences that you are having in your classroom. You will periodically respond to the following questions:

- a. Knowing and understanding young children’s development, characteristics, and needs should guide our decision-making in the classroom. What are you currently experiencing that makes you think about children’s stages of development? (Std 1)
- b. Each child comes to you from a family setting of some sort. Provide a brief illustration of how you or your cooperating teacher made a decision that supported building family relationships or engaged the family in decision-making for their child. (Std 2)
- c. Based on what you are observing about a child or group of children in this classroom, what will you do differently or what might you implement to support their development and learning? (Std 3)
- d. Classrooms that utilize developmentally appropriate approaches to learning result in greater child outcomes. What teaching strategies have your observed being used or have you tried, and how did they work? (Std 4)
- e. Intentional teachers and high-quality classrooms have meaningful curriculum. Discuss the strengths and areas of development in relation to curriculum and children’s learning. Provide an example to help illustrate your point. (Std 5)
- f. Early childhood professionals are life-long learners. Respond to one of the following:
 - a. What have you changed your mind about as a result of this practicum experience?
 - b. What did you previously think to be true but now know to be wrong?
 - c. How has your self-image of yourself evolved as a teacher? What is new about this?
- g. Summarizing Activity: Capture the spirit of your learning experiences thus far in a few sentences.

Part 3- Observation and Assessment: During the course of your practicum experience, you will complete both formal and informal assessments. See your syllabus for further instructions.

- a. Environmental Rating Scales
 - i. ECERS
 - ii. ITERS
 - iii. SACERS
 - iv. FCCERS
- b. Child Observations
 - i. Developmental Checklist
 - ii. Ounce Scale; Work Sampling
 - iii. Anecdotal Notes, Running Record, Time Sampling, Event Sampling, Portfolio
- c. Evaluations
 - i. Self-evaluations
 - 1. Questionnaire
 - 2. Video
 - ii. Supervising Teacher
 - iii. Instructor

Part 4- Curriculum Experiences: Learning opportunities abound in early childhood classrooms, both planned and unplanned learning experiences. Using the 'Learning Activity Plan' included in your syllabus, record five different learning experiences that you observe the teacher implementing with the children or that you have planned and implemented in unison with your mentor teacher.

Part 5 – Other: Identify other sources of learning throughout your practicum experience and include them as documentation of learning. Examples might include classroom newsletter, sample curriculum plan, attendance at a staff or parent event, participation in a program activity, special recognition you receive, samples of children's art or other activity, photo documentation of your experience in this classroom.

ECE Practicum Portfolio Rubric

	Beginning (2)	Applying (3)	Integrating(4)	Innovating (5)
Reflective Journaling (quality of thinking)	Exploration Exploring ideas Inquiring about a specific focus “Learning the territory” Assessing information Observing students Listening to others	Organization Practicing routines Putting in place procedures Recognizing pedagogy and links to practice Placing events in sequence	Connection Making connections between one teaching situation and another Connecting pedagogy to teacher decisions Interpreting, modifying, and altering plans to accommodate student needs	Reflection Making informed decisions based on reflection Teaching responses are based on reflection from all the previous criteria
Standard 6c Engaging in continuous, collaborative learning to inform practice	The journal entries show initial indication of the <u>reflection cycle</u> . Some evidence of <u>connections</u> as well as examples from the field experience, child development knowledge, and professional readings. Some evidence of thinking about ways to improve own practices.	The journal entries contain elements of the reflection cycle listed on the field experience handout. Connections between field experiences and the student’s understanding of teaching are somewhat clear; thinking about ways to improve own practices. Multiple examples, critical thinking, and reflections are not necessarily evident.	The journal entries show an understanding of the reflection cycle. The entries include a description and analysis of a specific event, activity or incident from the student’s field experience or notes; some insightful connections between field experiences and the student’s understanding of teaching; critical and reflective thinking in response to the topic. Evidence of thinking about ways to improve own practices	The journal entries reflect a thorough understanding of the reflection guidelines and reflection cycle. The entries include a detailed description and thorough analysis of events, activities, and incidents from the student’s field experience; insightful connections between field experiences and the student’ understanding of teaching; critical and reflective thinking and responses to improve own practice
Observation & Assessment-				
Standard 3d Understanding and practicing responsible assessment to promote positive child outcomes	Shows the beginning skills in observing and documenting children’s learning and the learning environment; assessment tools are appropriate; attempts at teacher objectivity is evident	Demonstrates an ability to observe and document children’s learning and the learning environment; assessment tools are appropriate; assessment is used in decision-making; teacher objectivity is evident	Typically demonstrates the ability to observe and document children’s learning and the learning environment; assessment tools are appropriate; assessment is used in decision-making; teacher objectivity is evident	Consistently demonstrates the strong ability to objectively observe and document children’s learning and the learning environment; assessment tools are appropriate; assessment is used to guide decision-making
Curriculum (PLE forms)-				
Standard 5c Using own knowledge, appropriate learning guidelines, other resources to design, implement, evaluate curr	Incomplete planned learning experiences curriculum forms for planned and unplanned learning opportunities in the classroom (content, learning guidelines, skills, objectives)	Completes planned learning experiences curriculum form for planned and unplanned learning opportunities in the classroom (content, learning guidelines, skills, objectives)	Accurately completes planned learning experiences curriculum form for planned and unplanned learning opportunities in the classroom (content, learning guidelines, skills, objectives); ability to ‘see’ learning is evident	Accurately completes planned learning experiences curriculum form for planned and unplanned learning opportunities in the classroom (content, learning guidelines, skills, objectives) with specific steps identified and feedback on effectiveness
Faculty Observations -				
Standard 1c Using dev. knowledge to create healthy, respectful, supportive, challenging	Decision-making shows initial evidence of using knowledge of child development, best practices, and high quality care and education	Decision-making is more intentional and is regularly based on what we know about child development, best practices, and high quality care and	Decision-making consistently is intentional and is based on what we know about child development, best practices, and high quality care and education	Decision-making is consistently intentional and is based on what we know about child development, best practices, and high quality care and education; can easily analyze children’s

learning env.		education		needs and explain decisions
Standard 2b Supporting & engaging families and communities through respectful, reciprocal relationships	Teacher candidate makes reasonable effort to develop relationships with families, informally or formally; Teacher candidate greets parents, shares information about child	Relationships with families is evident; teacher candidate greets parents, shares information about child evident with a level of comfort	Relationships with families is evident with meaningful content to discussions and conversations; Teacher candidate employs various strategies for family relations; shares child information; authenticity is evident	Authentic relationships with families is evident with meaningful content to discussions and conversations; Teacher candidate employs various strategies that support developing family partnerships; Uses family's names; Shares child info
Standard 3c Knowing about & using observation, documentation, and other appropriate assessment tools and approaches	Teacher candidate shows attempts at observations of children in their play to guide decisions and to respond to children's needs.	Teacher candidate uses some observations of children in their play to guide decisions and attempts to respond to children's needs.	Teacher candidate uses authentic observations of children in their play to guide decisions and knows how to respond to children's needs.	Teacher candidate uses a broader repertoire of authentic observations, formal and informal, of children in their play to guide decisions and know how to respond to children's needs.
Standard 4c Using a broad repertoire of developmentally appropriate teaching and learning approaches	Initial evidence that teacher candidate provides engaging materials, asks thought-provoking questions, supports spontaneous activities, addresses challenging behaviors appropriately, uses a variety of teaching strategies	More comfortably and confidently, teacher candidate provides engaging materials, asks thought-provoking questions, supports spontaneous activities, addresses challenging behaviors appropriately, uses a variety of teaching strategies	Rather consistently, teacher candidate provides engaging materials, asks thought-provoking questions, supports spontaneous activities, addresses challenging behaviors appropriately, uses a variety of teaching strategies	Teacher candidate shows strong evidence of automaticity as it relates to approaches, interactions, decisions with children and families
Standard 5a Understanding content knowledge and resources in disciplines	Learning content is evident in conversations with children; some missed opportunities to extend children's learning; attempts to meet children's unique and diverse needs	Meaningful content is evident in conversations with children; opportunities to extend children's learning are readily used; meets children's needs	Meaningful content is evident in conversations with children; opportunities to extend children's learning are consistently used; meets children's unique and diverse needs;	Meaningful content is evident in conversations with children; opportunities to extend children's learning are used; readily uses teachable moments; effectively meets children's unique and diverse needs; manages content knowledge
Standard 6a Identifying & involving oneself with the EC field	Appropriate dress; maintain confidentiality; dependable; punctual; evidence of professionalism	Demonstrates a professional attitude in teaching; appropriate dress; punctual; dependable; reliable; maintains confidentiality	Demonstrates a professional attitude in teaching; appropriate dress; punctual; dependable; reliable; maintains confidentiality; mature in performing duties	Demonstrates complete professionalism; identifies oneself as a professional; works collaboratively

Self & Mentor Teacher Evaluations-	SS1			
SS1 Self-Assessment & Advocacy	Initial attempt at self-evaluation; mentor teacher evaluations was given to teacher	Evidence of learning from self and mentor teacher evaluations	Teacher candidate provides accurate insight on self-evaluation; mentor teacher evaluation is read and understood	Teacher candidate provides candid and thoughtful insight on self-evaluation; mentor teacher evaluation is used for self-reflection
SS 2 Apply Gen Ed concepts	Little accuracy/evidence Ex. Use of technology, communication skills,	Accurate but seldom Ex. Use of technology, communication skills,	Comfortable; often used Ex. Use of technology, communication skills, critical	Solid use; frequent Ex. Use of technology, communication skills, critical

	critical thinking, active listening, information literacy, social sciences, math	critical thinking, active listening, information literacy, social sciences, math	thinking, active listening, information literacy, social sciences, math	thinking, active listening, information literacy, social sciences, math
SS3 Written & verbal comm.	Initial demonstration of the ability to present verbal instructions clearly to the children and colleagues; Practicum portfolio has many written errors	Demonstrates the ability to present verbal instructions clearly to the children and colleagues; Practicum portfolio has some written errors	Demonstrates the ability to present verbal instructions clearly to the children and colleagues; Practicum portfolio has very few written errors	Demonstrates articulate ability to present verbal instructions clearly to the children and colleagues; Practicum portfolio has little to no written errors
SS4 Connect prior experiences with new learning	Shows some evidence of reflecting on classroom experiences and past learning; may try to assesses own performance and make adjusts	Regularly reflects on classroom experiences and past learning to assesses own performance; tries various adjustments	Reflects on classroom experiences and past learning to readily assesses own performance and makes adjusts accordingly	Reflects on classroom experiences and past learning to readily assesses own performance and makes adjusts accordingly; repeats process with confidence and perseverance
SS 5 Professional resources	Knows about professional resources; accesses when instructed	Knows about professional resources to further one's learning when needed	Knows about and can access professional resources to further one's learning when needed	Knows about and accesses professional resources to further one's learning when needed; refers to the code of ethics