

Understanding the ePortfolio

- What is it? Why?
A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas over time. For more information about ePortfolios, see Introduction to ePortfolios by Dr. Helen Bartlett at <https://sites.google.com/site/helenbarrettportfolio/videos>

ePortfolio example before the course used self-study method:

Below is a link providing an example of the assignment. Please note that the purpose of this example is to give you a bit of visual sense about the portfolio. You are not required to complete your ePortfolio exactly in this way, however it is recommended that you use it as template or model. Having said that, use your creativity, knowledge, and skills to develop your own. Here is the link: <https://sites.google.com/a/mail.fresnostate.edu/brandl-portfolio/>

Sharing Option Recommendation:

Use Google Sites and set your sharing options to the following so that you can offer those in your pictures and videos increased protection of their identities:

- Specific People (which means you would have to give them a link to have permission to see your site)
- Request that public search engines do not display your site.
- Go here to learn more about [Publishing your Google Site and Changing the Sharing Options](#)

The Assignment: Self-Study in ECE ePortfolio (100 points)

The Self-Study in ECE ePortfolio is the major requirement for LEE 241. You are required to use Google site or other preferable websites to create an ePortfolio for the assessment. This assignment includes the following components:

- **Introduction (5 points)**
 - Introduce yourself (e.g., professional experiences), with a photo that presents yourself as an ECE leader & a short caption.
 - Describe/represent your practitioner philosophy
 - Introduce your topic of interest or focus/purpose of your self-study
- **Framing my Self-Study ePortfolio (5 points)**
 - Mini-Literature Review
 - Guiding Research Questions
 - Methodological Approach and Rationale
 - Research Design and explanation of how this is a self-study project
- **Data Sources Informing my Self-Study ePortfolio**
 - Data Gathering Procedures
 - Minimum of 4 new collected data sources for purposes of practicing triangulation

- Include that collected *two video sources* in the four that document your fieldwork experience in two ECE levels (infant/toddler, preschool, K-3 grades) and two of the main types of ECE programs education settings (early school grades, child care centers and homes, Head Start programs). The video should include at least one activity or lesson and may also include supplemental activities to provide a more complete picture of your field experience. The length of each video should be between 2-10 minutes in length. If you have other evidence such as photos, work samples or products, you can make them into a video and combine it with the activity video into *one* video. **Obtain consent of those in your videos (can explain that you are not sharing their personal information and the images will not be shared publicly unless given specific permission).**
- Analytic Procedures
- Trustworthiness/Validity
- **Self-Study Reflections on Your Findings (60 points):**
 - Report/discuss your findings of your self-study.
 - Reflect on what you learned from your documentation and findings connected to each of the seven ECE Professional Standards.
 - Include previous knowledge, course work or professional development and work experiences in the seven areas as you reflect on your professional growth?
 - Ask yourself questions like the ones from Samaras and Freese Ch. 4 p. 70-71; including but not limited to: What did I learn from this experience? How did this experience change my thinking?
 - To understand better the NAEYC requirements, [see the complete description and explanation of the NAEYC Standards starting on p. 44](#).
 - For each standard, discuss what you learned from readings and lectures or assignments from at least 2 ECE graduate courses, for example, CI 285 (Psychological Foundations) - Action Research Project; LEE 171 (Trends and Issues)- Parent Brochure; LEE 235 (Concept Development) - Piaget assessments; LEE 232 (Reading) - Literacy Case Study, classroom videos in your presentation; LEE 233 (Curriculum) Diaries and other Documentation such as classroom videos in your presentation; LEE 250 (Leadership) - community outreach project and any other field-based assignments; LEE 271 (Diversity) – Culture Interview
 - You only need two pieces of evidence per each standard. You only need to identify evidence for the first six standards in your ePortfolio as Assessment 1 Field Experience Participation and Preparedness meets this standard.
 - You may use lesson plans, a case study, etc. from your current LEE 241 field study log and reflections as evidence.
 - You may use your reflections from the LEE 241 Assessment 5 Self-Study Journaling as documentation of your reflective qualities.
 - You may also use assignments from graduate courses that involve observation or work with children and families in ECE settings.
- **Final Thoughts on the Impact of your Self-Study on your Professional Growth Plan (10 points)**

- Write the professional growth plan based on your self-assessment and the field placements you are using. It is composed of the following parts:
 - Specify any short-term and long-term goals you have related to each standard. As you conduct your self-analysis, develop your growth plans, and reflect on your progress; check for congruence with your philosophy statement.
 - Strengths and weaknesses: Identify and describe your strengths and weaknesses based on the self-assessment and the NAEYC Professional Standards.

**Note.* As long as you complete the above sub-assignments, you will get the basic points attached to each sub-assignment. Below is the rubric to evaluate the quality of the whole portfolio. Your final grade for this assignment is a sum of these two types of scores.

The Self-Study in ECE ePortfolio Rubric

The Self-Study in ECE ePortfolio addresses 10 NAEYC Advanced Program Standards. Each standard is scored based on portfolio evidence. Please see the Rubric below for detailed information on scoring of this evidence. To pass LEE 241, the minimum score of 2 must be obtained for each standard. A score of 2 = 1.5 points, a score of 3= 3 points. To receive an A in the class, at least 6 standards (including standard 7a and 7b covered in LEE 241) in the Portfolio must receive a score of 3.

Scoring Guide for The Portfolio

Analytic Scoring:

Does Not Yet Meets Expectations = 1;

Meets Expectations = 2;

Exceeds Expectations = 3

Holistic Scoring:

Does Not Yet Meet Expectations = 10-19;

Meets Expectations = 20-25;

Exceeds Expectations = 26-30

NAEYC STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

*1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

Rubric Score=10; Points= 10

NAEYC STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

*2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning

Rubric Score=10; Points= 10

NAEYC STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

*3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities

Rubric Score=10; Points= 10

*3d: *Demonstrating ability to collaborate effectively* to build assessment partnerships with families and with professional colleagues to build effective learning environments

Rubric Score=10; Points= 10

NAEYC STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES

*4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity.

Rubric Score=10; Points= 10

*4d: Reflecting on own practice to promote positive outcomes for each child

Rubric Score=10; Points= 10

NAEYC STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

*5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Rubric Score=10; Points= 10

NAEYC STANDARD 6. GROWING AS A PROFESSIONAL

*6c: Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role.

Rubric Score=10; Points= 10

NAEYC STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

*7a: Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

Rubric Score=10; Points= 10

*7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Rubric Score=10; Points= 10

RUBRIC TOTAL (10 Standards) = 100

SCORE = 100

**ASSESSMENT 1:
ECE THE FIELD PORTFOLIO RUBRIC AND SCORING PROTOCOL**

This Assignment Addresses These Specific Program Standards for the Professional Growth of Early Childhood Teacher Leaders and Early Childhood Program Leaders:

NAEYC Standards 1.c, 2.c, 3.c, 3.d, 4.c, 4.d, 5.c, 6.c, 7.a, 7.b

THE FIELD PORTFOLIO ELEMENT	UNACCEPTABLE PERFORMANCE	PROFESSIONAL PERFORMANCE	EXEMPLARY PERFORMANCE	SCORE
<p>Standard 1 Promoting Child Development and Learning</p> <p>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</p>	<p>The ePortfolio lacks evidence that the candidate uses developmental knowledge or a theoretical framework that informs their practice in the field. The examples used for evidence and reflections do not shed light on ECE practices or ways to create healthy, respectful, supportive, and challenging environments for young children.</p>	<p>The ePortfolio provides evidence that candidate has developmental knowledge and uses a theoretical framework at the advanced level to inform the candidate’s ECE philosophy, research and practice in the field. The examples used for evidence and reflections include ECE practices that are important for creating healthy, respectful, supportive, and challenging environments for young children.</p>	<p>The ePortfolio provides ample evidence of well-grounded developmental knowledge and familiarity with different theoretical perspectives at the advanced level. The candidate makes a conscious choice of a philosophy that is consistent with the candidate’s views, research and practice. The examples used for evidence and reflections are carefully chosen, integrative and sophisticated. The candidate’s entire ePortfolio demonstrates commitment to creating the highest quality, healthy, respectful, supportive, and challenging environments for young children.</p>	
<p>Standard 2 Building Family and Community Relationships</p>	<p>The ePortfolio lacks evidence of candidate’s knowledge and cultural competence in working</p>	<p>The ePortfolio provides evidence of candidate’s knowledge and cultural competence in working with</p>	<p>The ePortfolio offers ample evidence of the candidate’s ongoing work with families and the community as an integral part of their professional</p>	

<p>2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning</p>	<p>collaboratively with diverse families and communities. The examples of evidence and reflections appear to lack the knowledge and skills needed for effective work with diverse families and communities for enhancing children’s learning and development or the evidence is incomplete.</p>	<p>diverse families and communities. The examples of evidence and reflections demonstrate the knowledge and skills needed for effective collaboration to involve families and communities in children’s learning and development. At least 2 evidence examples document the candidate’s positive relationships and collaboration with colleagues, parents, or the community and show knowledge of family and community, their culture, values and aspirations.</p>	<p>responsibilities and work with children. Multiple examples of evidence show direct experience and collaborative work in developing or using family-oriented resources, activities and programs for diverse families and communities to enhance children’s learning or offer responsive services to them based on knowledge of family and community, their culture, values and aspirations. The importance of ECE and family services for increasing parent participation and as resources for social change and social justice are discussed.</p>	
<p>Standard 3 Observing, Documenting and Assessing to Support Young Children and their Families</p> <p>3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive <i>technology</i> for children with disabilities</p>	<p>The ePortfolio provides insufficient evidence that candidate knows and understands how to use assessment strategies to promote positive outcomes for each child including those with disabilities.</p>	<p>The ePortfolio provides evidence to demonstrate that candidate is familiar with and uses a variety of assessment strategies to promote positive outcomes for each child including those with disabilities. Candidate documents the use and sharing of assessment information with parents in designing effective learning environments, providing enriching home experiences</p>	<p>The ePortfolio provides ample evidence that demonstrate expertise in using a wide variety of assessment or data collection strategies including observation and documentation to understand children’s development, learning and education progress and to plan, select and evaluate curriculum for each child including those with disabilities. Candidate knows the strengths and weaknesses of assessment instruments, including reliability and validity, in order to make meaningful interpretations of</p>	

		and making referrals for additional services. Candidate has familiarity with assistive technology and other learning resources for children with special needs.	assessment data. Candidate has observed or used assistive technology or other learning resources for children with special needs.	
<p>Standard 3 Observing, Documenting and Assessing to Support Young Children and their Families</p> <p>3d: Demonstrating ability to collaborate effectively to build assessment partnerships with families and with professional colleagues to build effective learning environments</p>	<p>Candidate's ePortfolio lacks evidence of the candidate's ability to collaborate to build assessment partnerships with parents or other professionals to build effective learning environments that include children with special needs.</p>	<p>Candidate's ePortfolio has evidence of the candidate's ability to collaborate to build assessment partnerships with parents or other professionals to build effective learning environments that include children with special needs. The candidate has observed or visited an inclusive setting or special needs program or service at least once.</p>	<p>Candidate's Portfolio has evidence of the candidate's ability to collaborate to build assessment partnerships needed for developing individualized educational plans with parent input and participation to build effective learning environments that include children with special needs. Candidate is knowledgeable and comfortable in presenting and discussing assessments with parents and making observations together of the child. The candidate has experience working or volunteering in an inclusive setting or special needs program or service.</p>	
<p>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families</p> <p>4c: Using a broad repertoire of developmentally appropriate</p>	<p>The ePortfolio evidence is insufficient for demonstrating that Candidate uses developmentally appropriate teaching, curriculum and language development approaches for diverse</p>	<p>The Portfolio includes evidence of knowledge and application of a repertoire of developmentally appropriate teaching, curriculum and language development approaches for diverse learners. Two examples of teaching practice demonstrate cultural competence and use</p>	<p>The Portfolio includes evidence of knowledge and application of a repertoire of developmentally appropriate teaching, curriculum and language development approaches for diverse learners. Two or more examples of teaching practice demonstrate a high level of cultural competence and use curriculum, teaching resources or strategies that are responsive to culture,</p>	

<p>teaching/learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity.</p>	<p>learners or does not demonstrate cultural competence in understanding and responding to diversity in culture, language and ethnicity.</p>	<p>curriculum, teaching resources or strategies that are responsive to culture, language or ethnic diversity.</p>	<p>language or ethnic diversity. The Field Portfolio honors diversity and learning experiences that encourage interchange and the sharing of varied perspectives.</p>	
<p>Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families 4d: Reflecting on own practice to promote positive outcomes for each child</p>	<p>The candidate's has limited or incomplete reflective analysis of the evidence or does not demonstrate knowledge, skills, attitudes and the ability needed to connect with children and families to promote positive outcomes for each child. The Portfolio reflections do not include short- and long-term goals for improving ECE practice.</p>	<p>The candidate's reflective analysis of the evidence reveals knowledge, skills, attitudes and the ability needed to connect with children and families to promote positive outcomes for each child. The Portfolio reflections include short- and long-term goals for improving ECE practice.</p>	<p>The candidate's reflective analysis shows understanding of significant ECE issues and actions needed to improve the field and the candidate's own knowledge, skills, experiences and attitudes in order to find new ways to connect with children and families to promote positive outcomes for each child. Portfolio reflections explain in detail the candidate's short- and long-term goals and other plans for improving ECE practice that are specific to professional roles.</p>	
<p>Standard 5 Using Content Knowledge to Build Meaningful Curriculum 5c: Using own knowledge, appropriate</p>	<p>The Portfolio evidence does not demonstrate sufficient knowledge of early learning standards, and other resources needed to design, implement, and evaluate developmentally meaningful</p>	<p>The Portfolio evidence includes two examples of practice as well as other curriculum projects or activities that demonstrate knowledge of appropriate early learning standards, and</p>	<p>The Portfolio evidence includes two examples of practice as well as other curriculum projects or activities that demonstrate a high level of skill and sophisticated knowledge of appropriate early learning standards, and other resources to design, implement, and</p>	

<p>early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</p>	<p>and challenging curriculum for each child.</p>	<p>other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</p>	<p>evaluate developmentally meaningful and challenging curriculum for each child. This evidence confirms the Candidate's skill in implementing standards as well as making adaptations to provide high quality ECE curriculum that meets the needs of individual children.</p>	
<p>Standard 6 Growing as a Professional</p> <p>6c: Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role.</p>	<p>The Portfolio contains limited evidence of candidate's ability to use and apply inquiry skills to examine significant problems, questions or topics in ECE relevant to practice and professional role.</p>	<p>The Portfolio evidence demonstrates that the candidate is able to use and apply inquiry skills to examine two significant problems, questions or topics in ECE by using professional resources, conducting research or engaging in collaborative learning and investigation relevant to practice and professional role.</p>	<p>The Portfolio provides two or more examples of advanced scholarship using inquiry skills to examine two significant problems, questions or topics in ECE by using professional resources, conducting research or engaging in collaborative learning and investigation relevant to practice and professional role. Research and information are synthesized and summarized concisely. Possible scenarios for addressing problems are suggested. Input or participation from others in the field or parents and community were solicited in at least one example.</p>	
<p>Standard 7 Early Childhood Field Experiences</p> <p>7a. Opportunities to observe and practice in at least two of the three early childhood age</p>	<p>Candidate has limited observation, practice opportunities or experience in ECE or only in one classroom or with one age level group. There is incomplete documentation of meeting the 45 hours of</p>	<p>Candidate has documented observation and practice opportunities and experience with two different age levels in two classrooms or settings. Candidate has complete documentation of meeting the 45 hours of Field Work, has</p>	<p>Candidate has well documented observation and practice opportunities and experience with two or more age levels and in two or more classrooms or settings. The candidate includes a reflective analysis of these field experiences and how these experiences enhanced their professional growth.</p>	

groups (birth – age 3, 3-5, 5-8)	Field Work, or the Portfolio lacks two examples of ECE practice or the ECE Field Study was incomplete or the Field Study did not contribute to improving ECE practice.	submitted two examples of ECE practice and completed the ECE Field Study.	Candidate has complete documentation of exceeding the 45 hours of Field Work, two examples of ECE practice with photos, video and student work samples. The ECE Field Study has potential to improve significantly the quality of ECE practice.	
<p>Standard 7 Early Childhood Field Experiences</p> <p>7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)</p>	Candidate has limited observation and practice opportunities and experience or only in one of the main types of early education settings (early school grades, child care centers and homes, Head Start programs). Candidate did not complete the Field Work Leadership Activity.	Candidate has documented observation and practice opportunities and experience in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs). The Candidate completed the Field Work Leadership Activity by presenting the Field Study to an interested audience at one of the ECE programs	Candidate has well documented observation and practice opportunities and experience in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs). The candidate included a reflective analysis of these field experiences and how these experiences enhanced their professional growth. The Candidate completes the Field Work Leadership Activity by presenting the Field Study to an interested audience at one of the ECE programs and assists the staff in formulating an action plan for implementing the findings and recommendations based on the Field Study.	
Total Analytic Score				
Total Holistic Score				
Assignment rubric Points				
Total points for the assignment				

Scoring Guide for The Field Portfolio

Analytic Scoring:

Does Not Yet Meets Expectations = 1-3

Meets Expectations = 4-6

Exceeds Expectations = 7-10

Holistic Scoring:

Does Not Yet Meet Expectations = 50-69

Meets Expectations = 70-89

Exceeds Expectations = 90-100