

Assessment #2:
ECE LEADER PORTFOLIO:
DOCUMENTATION OF ESSENTIAL ECE PROFESSIONAL TOOLS
LEE 241 - Field Work in Early Childhood Education
*This Assignment Addresses These Specific Program Standards Affecting the
Development of Both the ECE Leader and The ECE Program Leader:
NAEYC Standards 1, 2, 3, 4, 5; Essential Tools 1, 2, 3, 4, 5, 6, 7, 8, 9*

Portfolios are used as a cumulating activity in this course. The philosophy statement is an integral unifying component for analyzing and selecting evidence to document learning, and the reflection requirement helps identify goals for future learning.

Cumulative Portfolio:

A major requirement of the course is the development of an ECE professional portfolio. This evaluative portfolio provides cumulative evidence that the graduate student meets the standards of the National Council for Accreditation of Teacher Education (NCATE) for an ECE professional at the advanced level. The National Association for the Education of Young Children (NAEYC) is the professional organization charged with preparing these standards for NCATE. Candidates in advanced programs are expected to demonstrate competence in using each of the nine essential ECE professional tools, as these tools apply to their areas of specialization and professional roles.

In conjunction with the field experience and with additional support from previous ECE course work and assignments, you are to document and organize the cumulative evidence of your ability to use the **nine essential ECE professional tools** identified by NAEYC in order to demonstrate growth as an ECE professional in your identified specialization. Include evidence from ECE graduate studies, fieldwork and professional experiences.

Reflection is a defining feature of a portfolio and is one of the components that set it at a higher level than scrapbooks (collections of artifacts/evidence organized around themes). The role of reflection is that of analysis and interpretation, clarify insights and implications, and to provide projections and planning for the future. Reflections will be included for each professional tool will typically be at least 2-3 paragraphs long.

Include other course requirements in other sections of the portfolio (Professional Growth Plan, Philosophy Statement, Leadership Activity, and Charter School Projects). The Professional Growth Plan and the Philosophy Statement help provide evidence for the Standards and Tools. Two of these course requirements, (Leadership Activity, and Charter School Projects) have separate program assessments.

Documentation and analysis for each of the nine tools will follow the same pattern of 1) beginning with a detailed self-analysis. 2) Next is supporting evidence which includes specific descriptions or other carefully selected evidence that support the builder's claims of competence with regard to knowledge, skills, dispositions, and accomplishments. 3) End with a reflection

that addresses progress and identified next steps, “What’s next - what can I do to enhance my knowledge in this area?”

The Portfolio may be developed as a hard copy, but electronic (CD or DVD) versions are preferred. With electronic copies, links can be created to provide a very user-friendly and professional document.

Philosophy of Education Statement

Your ECE philosophy of education will work as a unifying element for your portfolio. As you conduct your self-analysis, develop your growth plans, and reflect on your progress; check for congruence with your philosophy statement.

*Components of a Philosophy Statement
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Philosophical Foundation: The nature, aim/s, and value of education Theoretical Foundation: The theories and/or research ground the philosophy Learning: The source/s of motivation for learning and how people learn Roles: The teacher’s and student’s roles in learning. The nature of the teacher-student relationship. The relationship between the environment and learning.

*Page 45 from Jones and Shelton, (2006) *Developing Your Portfolio: Enhancing Your Learning and Showing Your Stuff: A guide for the early childhood student or professional.* Routledge.

Self-Assessment and Selection of Artifacts: Conduct an individual self-assessment based on each of the Nine Essential ECE Professional Tools. Write a one-two page description on previous knowledge, course work or professional development and work experiences in the nine areas. Begin by reviewing relevant prior coursework and experiences. Ask yourself questions like: What did I learn from this experience? How did this experience change my thinking? The self-assessment is supported by the careful selection on evidence that support the builder’s claims of competence with regard to knowledge, skills, dispositions, and accomplishments. The goal is to document learning in a succinct fashion.

*General guidelines for selecting and using evidence

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| <ol style="list-style-type: none">1. All evidence should express the voice of the builder.2. All evidence should connect back to, and support, the purpose of the portfolio.3. Each piece of evidence should be weighed against criteria to determine best fit.4. Evidence must be explained to clearly communicate connections and relevance to criteria and/or philosophy.5. The body of chosen evidence should be evaluated to ensure balanced coverage of all criteria. |
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**Pages 66-67 from Jones and Shelton, (2006) Developing Your Portfolio: Enhancing Your Learning and Showing Your Stuff: A guide for the early childhood student or professional. Routledge.*

NINE ESSENTIAL ECE PROFESSIONAL TOOLS

1. Cultural Competence

Demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity within an ECE setting. The term "culture" includes ethnicity, racial identity, economic class, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

Example: Describe personnel practices, program design or family engagement strategies that are responsive to cultural diversity.

2. Knowledge and Application of Ethical Principles

Demonstrate in depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to one's professional role. Evidence should relate to critical issues in the ECE field that require one to consider and apply ethical values of caring, justice, and equity.

Example: Describe the congruence between your professional practice and ethical standards for the profession.

3. Communication Skills

Demonstrate a high level of oral, written, and technological communication skills related to the identified ECE specialization. Communication skills include use of effective presentation techniques, writing a research paper or summary related to specialization and application of technology need for professional role including use of word processing and editing tools, databases, search engines and other Internet tools, and presentation software.

Example: Design and conduct training on an ECE topic of importance.

4. Mastery of Relevant Theory and Research

Demonstrate in depth, critical knowledge of the theory and research relevant to the professional role(s) and specialization by applying critical perspectives in reading, discussing, writing about and evaluating scholarly writing and research in the ECE field.

Example: A Head Start teacher summarizes current research about the effectiveness of Head Start and other interventions and about the gaps in current knowledge.

5. Skills in Identifying and Using Professional Resources

Demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform one's professional roles and to keep abreast of the field's changing knowledge base using relevant library and Internet resources as well as community resources, networks of colleagues, and other sources of knowledge and professional growth. Example: Create a list of resources related to a professional role that you plan to have after completing the graduate program.

6. Inquiry Skills and Knowledge of Research Methods

Using systematic and professionally accepted approaches, demonstrate inquiry skills, showing one's ability to investigate questions relevant to their practice and professional

goal as well as demonstrate strengths and limitations of various research methods, with emphasis on the professional role(s) and specialization area emphasized.

Example: Conduct research or review of literature on an ECE topic related to your area of expertise and present these research findings to a professional ECE audience.

7. Skills in Collaborating, Teaching, and Mentoring

Demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles including collaboration across disciplines and roles. Example: Work on a committee of a professional or community group concerned with children and families.

8. Advocacy Skills

Demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children. Identify and analyze public policy issues, build collaborations or effective coalitions, and communicate early childhood issues to a wide range of stakeholders and decision makers. The position taken should include knowledge about evidence-based approaches to promoting early learning, development, and family strengths, to advocate for appropriate care and education for young children and their families. Example: Participate, write an editorial or give testimony concerning an ECE program, policy or issue that is under consideration by an organization, school board or other agency.

9. Leadership Skills

Reflect on and use abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession. Example: Create or participate in a specific leadership activity related to your specialization or area of expertise that involves parents, others in ECE, etc.

Please note: Some ECE professional activities may provide evidence of the ability to use multiple skills, for example, leadership, advocacy and collaboration.

Portfolio Rubric

PORTFOLIO ELEMENT	UNACCEPTABLE PERFORMANCE	PROFESSIONAL PERFORMANCE	EXEMPLARY PERFORMANCE	score
<p>Standard 1 Promoting Child Development and Learning</p> <p>Knowing young children’s characteristics and needs, understanding multiple influences on development and learning to create healthy, supportive, respectful environments.</p>	<p>Documentation lacks a recognized developmental or learning theoretical framework.</p> <p>Documentation fails to include the multiple influences on development and other contextual factors. The Documentation does not shed light on ECE practices or ways to create responsive environments.</p>	<p>Documentation provides a developmental or learning theoretical framework to inform research and practice that are discussed.</p> <p>Documentation considers multiple influences and the contextual factors important for creating responsive environments.</p>	<p>Documentation examines different developmental and learning theoretical frameworks and makes a conscious choice that is integrative and sophisticated. The complex transactions that occur among various contexts for development and learning are discussed in order to create responsive environments that are fully described.</p>	
<p>Standard 2 Building Family and Community Relationships</p> <p>Candidates know about, understand and value children’s families and communities. They use this understand to create respectful, reciprocal relationships that support, involve and empower families to participate in their children’s education.</p>	<p>Portfolio artifacts provide insufficient evidence of candidate’s knowledge and understanding of families and communities.</p> <p>There appears to be a lack of knowledge and sensitivity to the importance of parental influences on children’s learning and development.</p>	<p>Portfolio artifacts demonstrate that candidate know, understand and appreciate parents and the key role they play in the lives and education of their children and as powerful role models for developing children’s attitudes, dispositions and values. Evidence is presented that documents the candidate’s positive relationships with parents and knowledge of the family’s culture, values and</p>	<p>Portfolio artifacts demonstrate ample evidence of the candidate’s ongoing work with families and the community and in defining their professional responsibilities and work with children. Numerous examples are provided that detail family-oriented resources, activities and programs that have been utilized, developed or for families or to offer specialized services to them. Effective interventions for increasing parent</p>	

		aspirations.	participation are described.	
<p>Standard 3 Observing, Documenting and Assessing to Support Young Children and their Families</p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They use systematic observations, documentation and other strategies in a responsible with and in partnership with families and other professionals to positively influence development and learning.</p>	<p>Portfolio artifacts provide insufficient evidence that candidate knows and understands and uses a variety of assessment strategies,</p>	<p>Portfolio artifacts demonstrate that candidate is familiar with and able to use assessments for systematic observation of children, planning and evaluating curriculum as well as understanding children's development, learning and education progress. Candidate shows evidence of using assessments in the real world including work with children having special needs. Candidate documents the use and sharing of assessment information with parents in designing effective learning environments, providing enriching home experiences and making referrals for additional services.</p>	<p>Portfolio demonstrates that candidate has expertise in using multiple types of assessment procedures, knows assessment instruments and protocols and is able to make meaningful interpretations of assessment data in developing individualized educational plans with parent input and participation of interdisciplinary teams of professionals. Candidate is knowledgeable and comfortable in presenting and discussing assessments with parents and in making observations together of their child. Candidate has evidence of making home visits for assessment purposes.</p>	
<p>Standard 4 Teaching and Learning</p>	<p>Portfolio artifacts are insufficient for demonstrating the core mastery of teaching and</p>	<p>Portfolio artifacts include evidence of knowledge and application of a variety of</p>	<p>Portfolio provides numerous artifacts and multi-faceted evidence of the candidate's ability</p>	

<p>Candidates integrate their understanding of children and families and the importance of positive relationships to develop a wide variety of approaches and strategies for teaching and learning that reflect knowledge of academic disciplines, essential concepts, inquiry tools and structure of content areas to design, implement and evaluate meaningful, developmentally appropriate and challenging learning experiences for all children.</p>	<p>learning for young children, relationships with parents and varied educational approaches for curriculum and program development.</p>	<p>approaches and strategies for teaching and learning that are used in the ECE field. Portfolio demonstrates ability to utilize inquiry tools for research, preparing papers and other completing course activities and projects. Examples of work show that candidate understands the fundamental content, structure and knowledge functions of the various academic disciplines related to teaching and professional work with families.</p>	<p>to use, integrate and apply research, theory and best practice in planning, implementing and evaluating teaching and learning approaches and strategies. Portfolio shows command of subject matter, depth of understanding in the content area and specialization and a repertoire of professional skills in the application of concepts, theory, research and technology to create innovative, thoughtfully designed and executed educational programs and resources for children, teachers and families.</p>	
<p>Standard 5 Growing as a Professional</p> <p>Candidates identify and conduct themselves as members of the ECE profession, use ethical guidelines and professional standards and are powerful advocates for sound practices</p>	<p>The portfolio does not relate evidence to candidate's professional goals and is incomplete.</p>	<p>The portfolio artifacts are a valuable sampling of the candidate's work and professional goals. It provides research, case studies, resources, curriculum or other materials and activities for improving the field. The candidate has a</p>	<p>The portfolio represents the candidate's deep commitment to examining central questions or issues related to the candidate's work or professional goals. The candidate has a clear plan for using the portfolio resources and making them</p>	

		clear plan for using work in the portfolio as a basis for advocating for sound ECE practices and improving the lives of children and families in the real world.	available to other professionals, families or programs.	
<p>Tool 1: Cultural Competence</p> <p>Demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity within an ECE setting. The term "culture" includes ethnicity, racial Identity, economic class, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.</p>	<p>Portfolio artifacts reveal a lack of understanding in responding to cultural, ethnic and language diversity. No evidence is presented regarding culturally diverse learners and their families. Examples of work including curriculum and other ECE practices do not examine cultural aspects of development and learning.</p>	<p>Portfolio artifacts include evidence of attention to cultural, ethnic and language diversity is demonstrated. Several examples are provided of research, curriculum and best practices that specifically deal with issues of diversity such as ethnicity, racial Identity, economic class, family structure, language, and religious and political beliefs. The candidate's reflective analysis of these artifacts reveals knowledge, skills and attitudes demonstrating cultural competence.</p>	<p>Numerous portfolio artifacts provide ample evidence of knowledge and understanding of cultural, ethnic and language diversity and its relation to learning and social conditions, disparities and policies that affect learning, development and equal educational, social and economic opportunities. Documentation demonstrates that candidate honors diversity in creating learning experiences that encourage interchange and the sharing of varied culturally based experiences and perspectives. The importance of social change and social justice are examined in case</p>	

			studies, research papers, class presentations and/or reflections.	
<p>Tool 2: Knowledge and Application of Ethical Principles</p> <p>Demonstrate in depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to one's professional role. Evidence should relate to critical issues in the ECE field that require one to consider and apply ethical values of caring, justice, and equity.</p>	<p>Portfolio artifacts do not document knowledge or concern for ethical guidelines for the profession and work with children and families. No evidence is provided of problem-solving around ethical issues or dilemmas that confront early educators.</p>	<p>Portfolio artifacts demonstrate knowledge thoughtful application of the NAEYC Code of Ethical Conduct. Specific written reference is made to the code and its application in one's professional role and responsibilities with specific examples provided from the field. Several different issues are discussed that required thinking about using ethical values of caring, justice and equity in providing appropriate learning experiences, designing curriculum, working with families and other issues from the world of practice.</p>	<p>Numerous portfolio artifacts demonstrate candidate's deep and abiding concern for ethical aspects of work with children and families and the importance of an "ethics of care" that is required of those who work with young children and parents having varied cultural backgrounds, life experiences and parenting skills. Several examples are presented using the four dimension ethical model for problem solving used in the ECE program that were applied to ethically challenging problems or situations within one's professional setting.</p>	
<p>Tool 3: Communication Skills</p> <p>Demonstrate a high level of oral, written, and</p>	<p>Writing Skills: Portfolio artifacts include writing and reflection that is not up to graduate work standards. Numerous errors in</p>	<p>Writing Skills: Portfolio artifacts include many examples where written expression is graduate-level quality. Writing is</p>	<p>Writing Skills: Portfolio contains numerous examples of writing that is professional and scholarly. APA style is adhered to</p>	

<p>technological communication skills related to the identified ECE specialization. Communication skills include use of effective presentation techniques, writing a research paper or summary related to specialization and application of technology need for professional role including use of word processing and editing tools, databases, search engines and other Internet tools, and presentation software.</p>	<p>spelling, grammar, and/or sentence structure are present in the various assignments and papers. Poor organization of portfolio and limited written reflection detract from the quality of the work and the professionalism of the candidate.</p> <p>Oral Skills: Audience has difficulty following oral presentations made by candidate. Candidate is uncomfortable in presenting case study, leadership activity and portfolio and is able to answer only basic questions.</p>	<p>clear and evidences few errors. Standard English grammar, spelling and punctuation are used. APA format and style are followed with only minor errors. Good organization of the portfolio with evidence for each of the tools presented clearly and logically. Written reflections are included for each standard and tool in the portfolio.</p> <p>Oral Skills: Candidate presents leadership activity, case study and portfolio in logical manner that is easily understood. Candidate is comfortable with expected questions but does not elaborate.</p>	<p>in research papers. Standard English grammar, spelling and punctuation are used consistently. The portfolio is a well-designed, carefully organized demonstration of writing competence. Reflections are thoughtfully written and meaningful. The portfolio is proofread and contains no errors. Excels in the presentation of written evidence for each of the standards and tools. The portfolio represents well the varied and important scholarly accomplishments of the candidate during the program.</p> <p>Oral Skills: The candidate gives an enthusiastic and interesting presentation of leadership activity, case study and/or portfolio. The candidate displays sophisticated analytical skills in the presentation through his/her ability to discriminate,</p>	
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			<p>organize, synthesize, and summarize their cumulative accomplishments during the program and fieldwork. Candidate shows mastery by answering all questions about leadership activity, case study and portfolio.</p>	
	<p>Technology Skills: Candidate has media but doesn't explain or use them effectively. The quality of the media is poor. The candidate is not successful in creating the electronic portfolio.</p>	<p>Technology Skills: Candidate uses multi-media such as graphics, PowerPoint, video, etc. as evidence that enhance and deepen the value of the learning experiences included in the portfolio. The candidate successfully creates the electronic portfolio.</p>	<p>Technology Skills: Student expertly uses multi-media that are polished, aesthetically pleasing and professionally created to enhance their portfolio evidence, leadership activities and presentations that encourage audience understanding and participation in extending the discussion.</p>	
<p>Tool 4 Mastery of Relevant Theory and Research</p> <p>Demonstrate in-depth, critical knowledge of theory and research</p>	<p>Project artifacts fail to demonstrate thoroughness and competence in mastering the theory and research essential for advanced skills in the ECE field.</p>	<p>Portfolio evidence demonstrates mastery of relevant theory and research and skill in interpreting findings and relating the research to work in ECE. Thoughtful, well-organized and</p>	<p>The candidate demonstrates mastery and insight concerning theory, demographic information and research and is constantly reading the latest research and locating new resources of</p>	

		<p>systematic reviews of the literature are carried out in writing research papers and other course assignments. Research includes the main theories, demographic information and important research studies as well as technical reports and descriptive articles on models in the field. The research methodology used and findings from studies included in the review are clearly explained.</p>	<p>information. The candidate also demonstrates skills in building on existing research and theory to propose new ideas and directions for future research projects. Research papers and other assignments examine implications for practice in multiple ECE settings and with different populations. Candidate understands and is able to describe the strengths and weaknesses of different research methodologies and strategies.</p>	
<p>Tool 5: Skills in Identifying and Using Professional Resources Demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform one's professional roles and to keep abreast of the field's changing knowledge base using relevant library and Internet</p>	<p>Portfolio lacks evidence that candidate possesses skills in utilizing professional resources and networks to research educational problems and find solutions.</p>	<p>Portfolio artifacts include evidence that candidate is a competent researcher and professionally capable in accessing human, material and technological resources. Evidence documents candidates participation in professional development conferences and programs to keep informed and</p>	<p>Portfolio artifacts offer direct and meaningful evidence of candidate's abilities as a professional, researcher and leader able to access quickly and efficiently information and research that is specific, up-to-date and high quality. Candidate demonstrates use of these resources in their daily work and habits of practice.</p>	

resources as well as community resources, networks of colleagues, and other sources of knowledge and professional growth.		acquire new educational knowledge and skills. Candidate's work demonstrates ability to use the library and the internet to obtain information, make connections and form action plans for addressing problems of practice.	Candidate participates as a contributor to one or more of these resources, networks and/or professional organizations in building and disseminating resources and ideas to others in the field.	
Tool 6 Inquiry Skills and Knowledge of Research Methods Demonstrate inquiry skills, showing their ability to investigate questions relevant to ECE	Portfolio contains limited documentation of candidate's use standard methods for inquiry and research.	Portfolio artifacts demonstrate candidate's ability to use and apply inquiry skills to research and examine a significant problem or question in ECE.	The portfolio provides numerous and varied examples of inquiry skills to research a problem or question from the field and create and action plan for improving ECE practice. Research and information are synthesized and summarized concisely. Several scenarios for addressing problems are suggested and input from the field including parents and community are included.	
Tool 7: Skills in Collaborating, Teaching, and Mentoring Demonstrate the flexible, varied	Portfolio artifacts do not document collaborative professional work or mentoring of novices or other ECE or human	Portfolio artifacts demonstrate that candidate knows about and values collaboration in teaching, learning and mentoring	Portfolio artifacts document that the candidate views collaboration as a norm for their professional practice.	

<p>skills needed to work collaboratively and effectively with other adults in professional roles including collaboration across disciplines and roles.</p>	<p>service professionals.</p>	<p>processes. The candidate gives at least one example of interprofessional work and its impact on children and families.</p>	<p>Collaboration is seen as a means for interchange, constructive problem-solving and sharing of different views of the world, experience and the meaning of work. Mentoring of others who are less experienced is treated as an important professional obligation so that others may achieve at their optimal level.</p>	
<p>Tool 8: Advocacy Skills</p> <p>Demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children. Identify and analyze public policy issues, build collaborations or effective coalitions, and communicate early childhood issues to a wide range of stakeholders and</p>	<p>There is an absence of advocacy skills in the portfolio artifacts.</p>	<p>Portfolio evidence recognizes the importance of advocacy. Candidate reveals understanding of the steps for effective advocacy- -identify problem or issue, do homework, plan for action and implement the plan. The candidate provides evidence of a concrete advocacy effort for the benefit of a child, parent or group such as writing a letter, making a presentation, attending a policy</p>	<p>Portfolio evidence documents that the candidate has taken a visible and significant role on behalf of others or a cause to make positive change in the lives, education and futures of children and families. The candidate has shown the ability to articulate an issue or problem, explore various strategies to remedy the situation and the courage to move forward and take action through an organized effort with a specific goal</p>	

<p>decision makers. The position taken should include knowledge about evidence-based approaches to promoting early learning, development, and family strengths, to advocate for appropriate care and education for young children and their families.</p>		<p>or political meeting or event.</p>	<p>in mind. The candidate is able to reflect on the success or achievability of the plan and to suggest next steps for accomplishing it more completely.</p>	
<p>Tool 9: Leadership Skills</p> <p>Reflect on and use abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.</p>	<p>Portfolio artifacts provide limited evidence that candidate has leadership skills.</p>	<p>The portfolio gives evidence related to a leadership activity, presentation or other endeavor on an issue that involved working with others to think strategically, build consensus, create change, and achieve a positive outcome concerning the issue.</p>	<p>Portfolio gives ample evidence that the candidate has and is able to assume a variety of leadership roles on relevant projects and work with others to accomplish real change for children and families that enlarges their lives and worldview.</p>	
<p>Holistic Score</p>				

Analytic Scoring: Does Not Yet Meets Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3

Holistic Scoring: Does Not Yet Meet Expectations = 14-27; Meets Expectations = 28-34; Exceeds Expectations = 35-42