



Social Sciences & Humanities Division
Child Development and Education Department



CD 50
Principles and Practices in
Teaching Young Children
Winter 2012

Instructor: Mayra E. Cruz, M.A.
408/864-8215 cruzmayra@deanza.edu
www.deanza.edu/faculty/cruzmayra/

CD 50: PRINCIPLES AND PRACTICES IN TEACHING YOUNG CHILDREN

Instructor: Mayra E. Cruz	E-Mail: cruzmayra@deanza.edu	Office: 408/864-8215
Website: http://www.deanza.edu/faculty/cruzmayra/		
Quarter: <i>Winter 2012</i>	Section C D-050.02	Wed 1:30am-4:20pm CD110
Office hours: Wed 9-10am	Office location: CD2-21C	

Course Description: Principles And Practices In Teaching Young Children, 3 quarter units of credit
The underlying theoretical principles of developmentally appropriate practices applied to programs, environments, and teaching strategies.

Standards applicable to this course:

National Association for the Education of Young Children (NAEYC)

STANDARD 4 Teaching and Learning

Students prepared in associate degree programs integrate their understanding of and relationship with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

Sub-Standard 4a. Connecting with children and families

Students know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

Sub-Standard 4b. Using developmentally effective approaches

Students know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children's development and learning.

Sub-Standard 4c. Understanding content knowledge in early education

Students understand the importance of each content area in young children's learning. Students know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding.

Sub-Standard 4d. Building meaningful curriculum

Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

STANDARD 5. Becoming a Professional

Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

5a – Identifying and involving oneself with the early childhood field.

5b – Knowing about and upholding ethical standards and other professional guidelines.

5c - Engaging in continuous, collaborative learning to inform practice.

5d – Integrating knowledgeable, reflective and critical perspectives on early education.

5e – Engaging in informed advocacy for children and the profession.

SUPPORTIVE SKILLS

(1) skills in self assessment and self-advocacy; (3) written and verbal communication skills; (4) skills in making connections between prior knowledge/experience and new learning; and (5) skills in identifying and using professional resources.

NBPTS Standard IV promoting Child Development and Learning; Standard IX Reflective Practice

CEC/DEC Standard 3 Individual learning differences; Standard 5 Learning environments and social interactions; Standard 9 Professional and ethical practice

Requisites: Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Required Text and Materials

1. Gonzales-Mena, Janet (2011) Foundations of Early Childhood Education: Teaching in a Diverse Setting. McGraw Hill:New York.
2. Harms, T., Clifford, R. & Cryer, D. Revised Edition 2005 Early Childhood Rating Scale. Teacher College Press, NY.
3. Read about Early Childhood Rating Scales. Visit <http://ers.fpg.unc.edu/>
4. NAEYC Standards for Early Childhood Professional Preparation, Associate Degree Programs document
5. Child Development and Education Division Student Handbook- on the CDE website www.deanza.edu/cde/program/
6. [A photo for your folder](#)

Course Objectives: Upon the completion of this course, students will:

1. Assess and evaluate the roles and responsibilities of child development teachers.
2. Recognize the development of models of curriculum and pedagogy in the field.
3. Examine the relationship between the child's development and the creation of learning opportunities in the classroom.
4. Identify developmentally appropriate practice and its application to a cross range of early childhood settings.
5. Identify, examine and assess various types of early education environments.
6. Examine the historical antecedents and current research in early childhood education.
7. Critique issues in implementing high quality programs.
8. Examine the conceptual frameworks for teaching adopted by NAEYC, NBTS, and ECE Special education Standards.

Student Learning Outcomes:

1. Recognize the value of the field of child development in providing for the developmental/foundational needs of children through quality program and appropriate practice (Program Observation)
2. Compare and contrast developmentally appropriate and inappropriate practices in ECE settings using NAEYC/DEC Standards and licensing requirements (Exam)

Course Content

1. ECE as a profession and the teacher as a model
2. Health & Safety
3. Communicating with Young Children
4. Facilitating Children's Work and Play
5. Guiding Behavior
6. Modeling Adult Relationships
7. Setting up the environment
8. Creating a social emotional environment
9. Routines
10. Learning experiences and curriculum

Method of Presentation

Presentation will be through lecture, discussion, individual and group activities, guest speakers and other media audio/visual aids.

Method of Evaluating Students Progress

Student's progress will be evaluated through both oral and written reports, reading assignments, projects, critical thinking groups, mid-term exams and final examination.

Course Grading

1. Written observation of the child development program and Interview with an early childhood and education professional	90
2. Portfolio	90
3. CDD Student Orientation (attend one session)	10
4. Student Advising	10
5. 2 Quizzes	50
6. Final Exam	50

Total points: 300

There will be no make-up for missed exams. Failure to attend the final examination means an F for the course (except for those students who miss due to serious illness or emergency).

Grade Scale

A= 90–100%	270-300 points
B= 80 – 89%	240-269 points
C= 70 – 79%	210-239points
D= 60-69%	180-209 points
F= Below 60%	below 180 points

Office Hours

“Mi casa es su casa”. You are welcome to come to see me during office hours. Office hours give you the opportunity to share concerns and discuss issues relevant to your education and career. Other appointments can also be scheduled upon request. My office phone number is: 408/864-8215.

Academic Policies and Accommodations

Attendance: Students are expected to maintain regular and prompt attendance. More than **two** absences in the quarter will result in dropping the student from the class.

Drops: You are responsible for dropping the course or you will receive an "F".

Tardiness: When you arrive late, you are interrupting the learning experience of your classmates. More than **three** tardies in the quarter may result in dropping you from class.

Academic Integrity: Refer to reflection.

Rewrites: **Must** be completed within one week. If not completed, you will receive the initial point value calculated.

Assignments: All assignments must be typed, 12 point font, 1 ½ space (unless specified).

Late assignments: **Will not be accepted.**

Academic Accommodations: Disabled Students Services (DSS) is available on campus. It provides special registration for Adaptive P.E., personal counseling, academic and vocational advisement and equipment loans. It also can help provide note-takers, assistance to and from class, and mobility training for students with blindness. For more information call 864-8753.

Course drop: You are responsible for dropping the course. Failure to do so may result in an "F" for this course.

Incomplete-I: Incomplete academic work for unforeseeable, emergency and justifiable reasons **at the end of the term.** The student and the instructor file a contract for an incomplete grade with the Office of Admissions and Records, indicating the reason the incomplete grade was assigned and the conditions under which the grade of "I" can be removed. Also indicated on the contract form will be the grade to be awarded if the conditions for removal of the "I" are not met within one year. Either the grade earned by meeting the specified conditions or the default grade indicated in the contract will replace the "I" no later than one year from the time the "I" was originally given. (Source: De Anza College Catalog)

Academic Accommodations: Disabled Students Services (DSS) is available on campus. It provides special registration for Adaptive P.E., personal counseling, academic and vocational advisement and equipment loans. It also can help provide note-takers, assistance to and from class, and mobility training for students with blindness. For more information call 864-8753.

Student Success Center: Supports classroom instruction by helping students at all levels become better learners and gain the confidence and skills to achieve their greatest possible

academic success. It offers,

- Drop-in Tutoring
- Weekly Individual Tutoring
- Group Tutoring and Supplemental Instruction
- Study Tables

The Student Success Center has different locations based on subject. Most rooms are on the third floor in the [Advanced Technology Center](#), except for Math, Science & Technology, which is located in [room S43 in the S Quad](#).

- [Writing & Reading \(ATC Room 304\)](#)
- [Math, Science & Technology \(Room S43\)](#)
- [Academic Skills \(ATC Room 302\)](#)
- [General Subject Tutoring \(ATC Room 305\)](#)
- [Listening & Speaking \(ATC Room 305\)](#)

For more information visit www.deanza.edu/studentssuccess/

CD 50

Schedule of Assignments

Fall 2011

	Wed	<i>Class Content</i>	<i>Readings and Assignments from text and syllabus</i>	<i>For Your Portfolio</i>	✓
1	1/11	Review course description and requirements; department resources NAEYC Standards overview	Read Chapters 1 & 6 Read NAEYC Standards for Early Childhood Professional Preparation, Associate Degree Programs document, pages Page 11, 19-22 http://www.deanza.edu/faculty/cruzmayra/NAEYCstandardsAssocDegProg2003.pdf	Review guidelines	
2	1/18	Early Childhood Education as a Profession and the Teacher as a Model	Read Chapter 8 Read about Early Childhood Rating Scales visit http://ers.fpg.unc.edu/	Your goals	
3	1/25	Setting up the Physical and Social Environment Early Childhood Rating Scale (ECERS) presentation & training	Read Chapter 9	Autobiography (why become a teacher) -Personal and career goals	
4	2/1	Quiz #1 Creating a Social Emotional Environment	Read Chapter 2	Transcripts, Degrees, Certificates, or Diplomas transcripts	
5	2/8	Health and Safety	Due: Student Advising Read information included in syllabus, handouts, and websites Read Title 22 and Title 5 regulations Regulations websites: http://www.cde.ca.gov/sp/cd/lr/ (go to California Code of Regulations, Title 5) Community Care Licensing, Title 22- <i>Child care Centers</i> http://www.dss.cahwnet.gov/ord/PG587.htm Community Care Licensing, Title 22- <i>Family Child Care</i> http://www.dss.cahwnet.gov/ord/PG296.htm	Professional Development Record	
6	2/15	State Regulations CA Child Development Permit	Read Chapter 3 Study the Child Development Matrix handout in Student Handbook Review Title 22 and Title 5 packet/Staff qualifications	Resume	
7	2/22	Communicating with Young Children	Read Chapter 4 Due: Student Orientation	Professional evaluations	
8	2/29	Facilitating Young Children Work and Play Quiz #2	Read Chapter 5 Due: Written observation of early childhood program and ECE Educator Interview	Course samples and/or Program plans	
9	3/7	Guiding Children's Behavior	Read Chapter 7	Vision & philosophy	
10	3/14	Modeling Adult Relationships Routines	Read Chapter 12 Due: Portfolio (A-L)		
11	3/21	Observing, recording and assessing	Study for the final exam Due: Portfolio (M-Z)		
12	3/29	Final exam 1:45-3:45pm			

Notes and messages:

<u>CD 50 Requirements</u>	Due date	Point value	Points earned
Observation of Child Development Program Interview with Early Childhood Professional		90	
Portfolio		90	
Student Orientation		10	
Student Advising		10	
Quiz #1		25	
Quiz #2		25	
Final Exam		50	
Total points:		300	
Extra Credit Advising session			

De Anza College
ACADEMIC INTEGRITY

REFLECTION

*Integrity is important in all areas of life.
Integrity is defined as the "firm adherence to a code of moral or ethical values."*

As we engage in exploring new paths we must make a commitment to exercise and model academic integrity.

The principles of academic integrity...

For Class Preparation

I will come prepared to make the class a magical educational experience for you. Preparation includes, rereading materials, clarifying information, preparing for today's challenges, and planning lessons that will inspire you and your imagination. For you it means to come prepared to have an enriching experience. Your preparation includes reading the text before coming to class, clarifying anything you are uncertain about, formulating questions so that you can obtain an answer in class, and reflecting about the issues related to the reading.

In Class

I take my role very seriously and I will treat you with respect. For me it means to show up to class on time, use the time wisely as I meet the goals and objectives of the day, answer your questions or look for answers when I do not know something, encourage you to dialogue and discuss topics and issues, respect the views you express and be sensitive to what you bring with you, culturally and emotionally. For you it means to take all of us seriously and treat us with respect, show up to class, use your time wisely by engaging in learning, asking questions, participating, contributing to the discussion as you have treasures of knowledge and understanding to share. Monitor your participation so as to allow and encourage the participation of others, and respect the ideas and thoughts of others.

With Regard to Exams

For me it means to prepare you well for exams, to be available to see you individually if you need additional support in preparing for exams, develop exams that are meaningful to the course content that will challenge you to think beyond, and to be fair when evaluating them and assigning grades. For you it means to come prepared, including seeking for support, making good use of your time, accepting your limitations and staying away from behaviors that will lead you to trouble such as cheating and copying.

With Regard to Written Assignments

For me it means to devise meaningful assignments that help you discover knowledge and further the work completed in class, provide with a clear description of assignments, be fair and careful in the evaluation of your assignments, and dialogue with you if not handed in work that is entirely your own. For you it means to start research and writing early to ensure you do your best work, hand in a paper which you yourself have done, be challenge by preparing assignments that reflect your best work, seek appropriate help from others when necessary such as proofreading, or discussing ideas, and give full and proper credit to your sources.

"Remember that by its very nature, education and the accumulation of knowledge is a shared experience."

With Regard to Your Final Grade

For me it means to carefully grade and evaluate the course work and to be attentive to the factors that affect your grade, before assigning the final grade. For you it means that if you feel I have made a mistake in computing your final grade, you have the responsibility to come to me as soon as possible prepared to show me why you think I have made a mistake.

I am committed to live up to my responsibilities and if you are dissatisfied you have the right to bring this to the attention of my dean. Live up to your responsibilities, as I will call you on it when you are not doing so.

"We can only be a person of integrity if we practice everyday."

Adapted from "Integrity: Academic and Political A letter to My Students", Bill Taylor.

Also the quotes are from the letter prepared by Bill Taylor, Professor of Political Science, Oakton Community College.

CD 50 Course Assignments: Descriptions

Assignment 1

Observation of a child development program (including a program which serves children with special needs) and Interview with an early childhood and education professional

Due date: _____

Select a licensed child development program, serving children infancy through kindergarten, you are interested in visiting and learning more about for this assignment. The type of programs includes centers, family child care homes, or inclusive centers or family child care homes. Make an appointment to visit the program.

Step 1- Secure observation facility/program. You are responsible to make the site arrangements.

Step 2- Gather data

- a. Review program website, program brochures, parent handbook, staff handbook and other documentation available.

- b. Interview an early childhood program director, teacher, teacher's aide or assistant, or family childcare provider currently working in an early childhood and education program you visited. Formulate a set of questions for your interview and spend some time interviewing the director or the teacher about the following: theoretical framework of the program, program philosophy, mission and values, funding, curriculum, staff development, community visibility and participation, and teacher skills. Include in your questions how the person's philosophy relates to one of the developmental and learning theories covered in class and through readings. Conduct the interview. Record the interview.

- c. Conduct the 1-2 hour observation of at the site using the *Early Childhood Rating Scale (ECERS) instrument/form*. A hard copy will be provided or you can purchase your own copy at <http://www.amazon.com/Early-Childhood-Environment-Rating-Scale/dp/0807745499>
To read more about Early Childhood Rating Scales visit <http://ers.fpg.unc.edu/>
The results of the rating scale will help you prepare the report.

Step 3 Prepare the written report

Prepare a report of the observation and the interview (thread the interview within the content of the report) as complete and comprehensive as possible. The report should include and introduction, detailed observation, and conclusion. Include in the appendix the question/answer dialogue, completed ECERS, handouts, brochures, observation forms used and notes compiled to prepare the report.

Remember the principles of organization in essay writing are: an introduction with the main point clearly stated, support for that main point during the developing phases of the report, and a conclusion that brings your reader back to the main point being made. Include what you learned from the experience and comments

Maximum of four pages typed paper/ 1 ½ space/12 font size (+ the items in the appendix)

Assignment 2**CDE Student Orientation****Due date:** _____

Attend a scheduled Student Orientation. Prepare a one-page summary. The summary must include the following:

- a. A discussion of the topics covered during the session
- b. What you learned from the session relevant to your educational and professional development (record the attendance to the session on your Portfolio Professional Development Record)

Assignment 3**Student Advising-** See requirement on pages 17-18**Due date:** _____**Assignment 4****Portfolio development**

See guideline handouts on pages 19-28

Due date: _____

Observation of a Child Development Program

The following outline has been provided to support the organization and preparation of the report. The components included are those to be evaluated for each program.

- Environment
 - Space – indoor and outdoor
 - Safety and Sanitation considerations
 - Aesthetics
 - Organization
 - Appropriateness of play structures and materials

- Staff
 - Staffing configurations (teacher/aide, Lead of Head teacher, teaching team, etc.)
 - Teacher to child ratio
 - Training and experience of the teachers
 - Staff development and preparation time available for teachers
 - Teachers attitudes toward children
 - Professional behavior of the staff

- Educational Philosophy
 - Explain the theoretical or philosophical approach of the program. How do they believe children learn? How do they describe their program – Montessori, HighScope, Piagetian, Academic?
 - Discuss how their philosophy is implemented in their environment. Do they have special equipment, How is it reflected in their daily routine, or their curriculum planning and activities? How is it reflected in their interactions with children?

- Curriculum
 - Does the curriculum reflect the development of the whole child? (social, cognitive, physical, language and creative)
 - What is the daily routine?
 - What methods of assessment of children do they use?

- Special Considerations
 - What services are provided for children with special needs and their families?
 - What is the program ethnic and cultural composition?
 - How does the program meet the diverse needs of the families they serve?
 - What level of family/parent involvement is encouraged in the program?
 - What level of community involvement is encouraged in the program?
 - What involvement does the program have in advocating for children and families and issues related to early childhood education and care?

A Site Observation Form has been included to document during the observation.

HOW CAN YOU TELL A QUALITY PROGRAM?

If you are thinking of selecting a good early childhood program, the following are important considerations when visiting centers and family child care homes and talking to the directors, teachers, providers and other parents. Here are some things to look for:

1. There should be ample indoor and outdoor space: about 35 square feet of the free space per child indoors and 100 square feet of space per child outdoors.

Is there space for activity play, and still enough other space where quiet play may go undisturbed, both indoor and outdoor? Is there space for children to work alone as well as in-groups?

2. Safe, sanitary and healthy conditions must be maintained.

Does every staff member understand what to do in an emergency? Is there a known and tested practical plan for evacuating children if there is an emergency? Are toilets and sinks sanitary? Is there enough so that children do not have to have long waits for their use?

3. The child's health is protected and promoted.

Does the center require a full written report from a health care resource before a child is admitted? Are there first aid supplies safely stored out of reach of the children? Is there a place provided in case a child who is ill or upset needs rest with an adult away from the group? Are nutritious mid-morning and mid-afternoon snacks provided?

4. A good center helps children develop wholesome attitudes toward their bodies and bodily functions.

Are toileting and undressing handled casually? Are disabilities and illnesses accepted in an honest and open manner?

5. The importance of continuity in the lives of young children is recognized without over-stressing routines or rigid programming.

Does the staff have basic routines in the center day while maintaining flexibility?

6. A good center provides appropriate and sufficient equipment and play materials for each child's enjoyment and development.

Is there a variety of materials and equipment available to foster physical and motor development as well as imaginative play; as well as imaginative play, to stimulate the child's exploration and self-expression? Are materials and activities available to promote problem solve activity?

7. Children are encouraged to use materials to gradually increase their skills for constructive and creative processes.

Do teachers encourage children to make their own products from paints, clay, blocks, and other manipulative materials, recognizing that providing models usually hampers creative expression?

8. Children are helped to increase their use of language and to expand their concepts.

Are the children freely conversing with each other and adults? Are the children encouraged to solve their own problems and develop independent thinking?

9. Opportunities for the child's social and emotional development are provided.

When children feel anger and fear, are they helped to work feelings through without harming themselves or others?

How can you tell a good program?

10. Because young children are so closely linked to their fathers, mothers, primary caregivers, a good center considers the need of both parents and caregivers.

Does the center welcome parents to observe, discuss policies, make suggestions and participate in the work of the center?

11. Considerations are given to the entire family's varying needs, along with special recognitions for the growth and protection of the child enrolled.

Is the staff alert to matters affecting any member of the larger family either directly or indirectly, which may also affect the child? How is this accomplished?

12. There are enough adults both to work with the group and to care for the needs of individual children.

Are there at least one teacher and an assistant with every group of children, regardless of size, so that if one has to be occupied with a particular child the other may be responsible for the rest of the group? A 1 to 4 ratio is excellent.

13. A good center does more than meets the minimum standards set for licensing by the state and/or federal regulating agency.

Does the staff work toward providing better supervision, more equipment, larger space, and more effectively planned programs beyond those required for licensing?

14. Staff members have a positive outlook on life. They realize that human feelings are important.

Are children's true feelings accepted and is the child's individualism observed and respected? Do adults help children feel good about themselves and their activities?

15. The adults in a good center enjoy and understand children and the process by which they learn.

Does the staff exhibit a positive attitude about their responsibilities? Have all staff members had previous supervised experience with young children? Do staff members work collaboratively together in performing their responsibilities?

16. In a good center, staff is alert to observing and recording each child's progress and development.

Does the center staff utilize tools to assess children's development? How are the outcomes of assessment used in program and curriculum planning and individual planning?

17. The good center uses all available community resources and participates in joint community efforts.

Does the center staff know about community services and resources, so that they can refer family members to a suitable agency should the need arise?

How does the center measure up???

The preceding article is condensed from a brochure which is printed by NAEYC. Changes reflecting current language have been made.

Observation Report

Students prepare a 4 page- 12 font size page report based on an observation at the Observation of an early care and education program (including a program which serves children with special needs) and interview with an early childhood and education professional.

Score: 90 points possible for this assignment, the completed Observation Report including information gathered through the interview (thread the interview within the content of the report) as complete and comprehensive as possible. The report should include an introduction, detailed observation, and conclusion. Include in the appendix the question/answer dialogue, handouts, brochures, observation forms and notes compiled to prepare the report.

Remember the principles of organization in essay/report writing are: an introduction with the main point clearly stated, support for that main point during the developing phases of the report, and a conclusion that brings your reader back to the main point being made. Include what you learned from the experience and comments.

On page 16 you will find the rubric to be used to evaluate your report.

Submit with the observation report

CD 50 Foundation of ECE

Rubric for Observation Report

Name: _____ Date: _____

Observation criteria	Developing	Good	Excellent	Points
Does report contain all the required elements*– 25 pts.	Report does not contain all the required elements included in the assignment description	Report contains all the required elements with one or two elements clearly not well developed	Report contains all the required elements and each element is well developed	
Description of the setting 20 pts.	Report contains a very limited description of the setting	Report contains a clear description of the setting	Report contains a clear and very well-written description of the setting	
Summary of the observations – 20 pts.	Report provides very limited summary of the observation	Report contains a full summary of the observation	Report contains a full summary of the observation based on clear identification of main points that came from the observation experience and a clear link between the data of the observation and the points made in summary	
Report weaves interview data– 20 pts.	Report includes inaccurate and vague ideas/information gathered through the interview	Report includes an accurate discussion, of data/information gathered through the interview	Report includes complete and comprehensively discussion of the data/information gathered through the interview	
Overall quality of the report written product – 5 pts.	Written product contains numerous mechanical/grammatical errors that interfere with full understanding of the student’s ideas or that fall below desired standards of report writing	Written product contains few (3-4) mechanical/grammatical errors and meets the desired standards report writing	Written product contains very few (1-2) mechanical/grammatical errors and meets or exceeds the desired standards for report writing	
				___/90

*Educational philosophy, physical environment, adult-child ration, staffing, curriculum, special considerations, program evaluation, weaves interview data and provides support documentation (observation notes, brochures, handbooks, other). Keep the indicators of quality in mind: Relationships: Curriculum, Teaching, Assessment of Child’s progress, Health, Teachers, Family Relations, Community Relations, Physical Environment, Leadership and Management



CD 50 Advising Requirement

Procedure to successfully complete Advising Assignment:

1. Make an appointment for a 15-minute advising session **with an Instructor** in Child Development.
2. Be prepared for the appointment. Your preparation shall include the following:
 - a. Establish you a career goal (tentative or confirmed)
 - b. Bring documents that proof college course accomplished (transcripts, diplomas, training record)
3. Be on time for your appointment.
4. **Complete the advising verification form on page 17 and return to your instructor.**

If you have not established a career goal, the session will give you an opportunity to discuss educational/career goals and to review the programs offered by the Division.

Portfolio Development - Guidelines

Overview

The portfolio is a tool to help secure a teaching position. This portfolio is designed specifically for an external audience, one that will make a career choice based on its contents and other criteria. The portfolio is taken on a job interview to the early childhood education program. The portfolio is also a tool to document professional growth activities as required by the Child Development Permit Matrix.

The Options for a Portfolio

Two types of portfolios are appropriate when searching for a job: the product and showcase portfolios.

The *product portfolio* refers to a tool that shows successful completion of specific program component. If you know the age group, the program, their philosophy, and other information about the program, then you can design a product portfolio. It should contain evidence that demonstrates your specific knowledge, skills, and abilities related to specific job responsibilities. Choose the evidence with the job qualifications in mind. Write a reflection for each category that relates to the specific job and how the evidence shows your qualifications for the position.

The *showcase portfolio* shows your best work accomplished to demonstrate your abilities, knowledge and dispositions. Organize each section or domain with your “best” work. A show case portfolio includes: teaching beliefs, teaching tools such as program plans, classroom environment and management and professional development such as goals for future, professional conferences attended, and memberships to professional organizations. The type of portfolio is the one recommended for new colleagues entering the field.

Mandatory Evidence

1. Three ring binder
2. Nice cover sheet
3. Table of contents
4. Vision and philosophy statement - Explain your vision as an early childhood educator and your hopes and dreams as professional. Consider how your values influenced your decision of entering the field of early childhood education and care. Describe your values for the education of young children.
5. Autobiography - In 1-2 pages outline the significant relationships and events in your life at home and in the world that led you to choosing early childhood education and care as your career.
6. Your goals- What you want to achieve in your career?
7. Resume - Includes education, work experience, references (one page)
8. Transcripts, degrees, certificates or diplomas
9. Course work sample or program plans such as curriculum materials, daily routines and description of the environment.
10. Professional evaluations - Letters of recommendations from managers, parents and community members, teaching observations/evaluations, and child development permits.
11. Professional development record - Over the course of your career you will have opportunities to grow professionally. Your portfolio is an excellent place to keep track of the training and course work completed. Keep any certificates of attendance you received. Develop a training record and be sure to note the date of the training, name of the trainer, sponsoring organization, and number of hours of training.

General considerations

1. Save everything.
2. Choose a container.
3. For external reviews, use plastic sheets to house evidence, not the written documents prepared
4. Create a professional cover.

5. Organize the portfolio by sections and add a brief explanation why items have been included.
6. Include an introductory section.
7. Word-process everything.
8. Double check spelling and grammar.
9. Neat work.
10. Manageable evidence.
11. If videotape is chosen add voice narration, hone your videotaping skills, and focus on videotape content.
12. Have fun developing your portfolio.

Portfolio Development

Mandatory Evidence



Select an open, flexible system that is easy to organize and modify to hold your portfolio. Your portfolio should include items that have direct bearing on your professional abilities and growth. Items selected should have a brief explanation why they have been included.

1. Vision and Philosophy statement – A **vision** is the act or power of anticipating that which will or may come to be. What is your vision as you think about the education of young children? What is your role in this vision?

What is your philosophy in early childhood education?

- **Personal philosophy**- 2 pages that explains your vision for yourself as an early childhood educator and your hopes and dreams as a professional. In developing the personal philosophy, consider how your values influenced your decision to enter the field of early childhood education. Describe your values in the education of young children. Your Personal Philosophy can also include: a **Program Philosophy** which explains what guiding principles will drive your work in an early childhood program setting. In developing the program philosophy, consider how the community or societal values influence an early childhood education program development; and a **Guidance philosophy** which explains your view on how you can develop positive and nurturing relationships with children and how to guide young children. In developing the personal philosophy describe your own values in guiding their behavior and their social interactions. Consider how you would encourage the development of communication, self-concept and awareness of culture and individual differences.

Example from a report: A Personal Philosophy of Early Childhood Education

My own beliefs about early [childhood education](#) are based upon the knowledge that children's growth is developmental. It seems very clear to me that a high quality early childhood program must provide a safe and nurturing environment which promotes a broad spectrum of support for the child's physical, social, emotional, and cognitive development. I strongly agree with the tenets of the National Association for the Education of Young children--that high quality, [developmentally appropriate](#) programs should be available to all children (Bredekamp & Rosegrant, 1992, p. 7). Children under the age of eight have enormous potential for growth and achievement, and it is my belief that they have rights to fulfill their possibilities. A separate statement of the NAEYC divides the concept of appropriateness into two aspects--age appropriateness and individual appropriateness (Bredekamp, 1987, p. 2). This statement coincides with my belief that children are unique individuals who may or may not reflect the usual characteristics of other children of their same age.

Furthermore, I believe that a developmentally appropriate curriculum for young children is correctly tailored to the specifics of each age group. Different ages have different needs, interests, and developmental tasks, and the curriculum should reflect those variations. The most effective early childhood curriculum offers creative expression, social and emotional...

2. Autobiography- 1 to 2 pages that outlines the significant relationships and events in your life at home and in the world that led you to choosing early childhood education and care as your career (why did you decide to become a teacher).

3. Your goals- Discuss the goal/s you are trying to achieve and how would you go about achieving them.

4. Resume - Include your work experience, education, volunteer involvement, skills and abilities, references, Goal and Objectives (What you want to achieve in your career?) or other. See sample of professional resume on page 27.

5. Transcripts, Degrees, Certificates, or Diplomas transcripts- Include transcripts, degrees, certificates or diplomas, and child development permits.

6. Samples of course work or program plans:

Observation completed/conduct an observation – CD 50 course work sample such as program observation, copy of written observation of a child. Describe how you use the information through observation to meet program or child’s needs.

Program plans/ Curriculum Samples- A daily routine and/or schedule; curriculum planning refers to creating an activity plan for different ages; assignment that demonstrates your understanding of early childhood education and care (history); a child’s portfolio that includes observations in every developmental area, photographs and work samples (include the written developmental summary; change name or delete name to preserve confidentiality); write an article for the school newsletter or create a poster to educate others about the value of play; environmental sketch that will show how you might develop an environment; photos of classroom activities

7. Professional Evaluations - Letters of recommendations from managers, parents and community members, and/or teaching observations/evaluations. If you do not have one, request one.

8. Professional Development Record - Over the course of your career you will have opportunities to grow professionally. Your portfolio is an excellent place to keep track of the training and course work completed. Keep any certificates of attendance you received. Develop a training record and be sure to note the date of the training, name of the trainer, sponsoring organization, and number of hours of training.

CD-50 Portfolio Rubric NAEYC Standard 5

Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

5a – Identifying and involving oneself with the early childhood field.

5b – Knowing about and upholding ethical standards and other professional guidelines.

5c - Engaging in continuous, collaborative learning to inform practice.

5d – Integrating knowledgeable, reflective and critical perspectives on early education.

5e – Engaging in informed advocacy for children and the profession.

Supportive Skills: 1) skills in self assessment and self-advocacy; (3) written and verbal communication skills; (4) skills in making connections between prior knowledge/experience and new learning; and (5) skills in identifying and using professional resources.

Name : _____

Date: _____

	2	3	4	5	6	7	8	9	10	Score:
Visual Presentation	Presented one of the basic requirements			Presented two of the basic requirements			Presented all three basic requirements			
	2	3	4	5	6	7	8	9	10	Score:
Vision and Philosophy Statement	Discussed vision and philosophy statement currently in use			Discussed vision and philosophy currently in use mentioning improvements which could be made			Discussed vision and philosophy currently in use including the improvements new philosophies, methods and techniques. Presentation shows deep thinking and planning. Painted a clear picture of the vision and philosophy statement			
	2	3	4	5	6	7	8	9	10	Score:
Autobiography	Indicated one significant relationship and event in life at home or work			Cited three significant relationships and events in life at home or work			Cited at least six significant relationships and events in life at home or work			

	2	3	4	5	6	7	8	9	10	Score:
Career Goals	Described one self goal to achieve in your career			Described at least two self goals to achieve in your career			Painted a clear picture of at least four or more self goals both short and long term to achieve in your career			
	2	3	4	5	6	7	8	9	10	Score:
Resume	Indicated one source of education, work experience and reference			Described two sources of education, work experiences and references			Described clearly all sources of education, work experiences and references			
	2	3	4	5	6	7	8	9	10	Score:
Transcripts, Degrees, Certificates, or Diplomas	Included transcripts, degrees, certificates or diplomas in a disorganized manner and limited basis			Described and included transcripts, degrees, certificates or diplomas in a vague terms			Included all transcripts, degrees, certificates, or diplomas in a clear and well organized manner			
	2	3	4	5	6	7	8	9	10	Score:
Course Work Samples or programs Plans	Presented course work samples or programs plans on a limited basis			Presented in a satisfactory manner the course work samples or programs plans			Presented in an outstanding manner all the course work samples or programs plans			

	2	3	4	5	6	7	8	9	10	Score:
Professional Evaluations	Give light attention to the following items letters of recommendations from managers, parents and community members, teaching observations/evaluations and child development permits			Paid particular attention to the following items letters of recommendations from managers, parents and community members, teaching observations/evaluations and child development permits. Expressed moderate enthusiasm and conviction in the field			Well organized with interesting examples of the following items letters of recommendations from managers, parents and community members, teaching observations/evaluations and child development permits. Expressed high enthusiasm, consistency and conviction in the field			
	2	3	4	5	6	7	8	9	10	Score:
Professional Development Record	Indicated light attention to keep track of the training and course work completed including certificates of attendance, developing of trainings records including the date of the training, name of the trainer, sponsoring organization and number of hours of training			Paid particular attention to keep track of the training and course completed including certificates of attendance, developing training records including the date of the training, name of the trainer, sponsoring organization and number of hours of training			Well organized, interesting. Kept track of all the trainings and course completed including certificates of attendance, developing of training records including the date of the training, name of the trainer, sponsoring organization and number of hours of training. Included depth thinking and planning for opportunities to grow professionally			
Comments:										Total Score:
										____/90

Mayra E. Cruz

Portfolio

Early Care and Education



SAMPLE

Table of Contents

Who am I?

- Vision & Philosophy Statement
- Autobiography
- Resume
- Transcripts

My Goals

Course Outline/Program Plan/Lesson Plan Samples

Professional Evaluations

- Letters
- Teaching Observations
- Permits

Professional Development

- Professional growth record

SAMPLE- Professional Resume

[Click here and type address] [Put Phone, Fax and E-mail here]

Max Benson

Objective	[Click here and type objective]		
Experience	1990–1994	Arbor Shoe	South Ridge, SC
	National Sales Manager		
	<ul style="list-style-type: none"> ▪ Increased sales from \$50 million to \$100 million. ▪ Doubled sales per representative from \$5 million to \$10 million. ▪ Suggested new products that increased earnings by 23%. 		
	1985–1990	Ferguson and Bardwell	South Ridge, SC
	District Sales Manager		
	<ul style="list-style-type: none"> ▪ Increased regional sales from \$25 million to \$350 million. ▪ Managed 250 sales representatives in 10 Western states. ▪ Implemented training course for new recruits — speeding profitability. 		
	1980–1984	Duffy Vineyards	South Ridge, SC
	Senior Sales Representative		
	<ul style="list-style-type: none"> ▪ Expanded sales team from 50 to 100 representatives. ▪ Tripled division revenues for each sales associate. ▪ Expanded sales to include mass-market accounts. 		
	1975–1980	Lit Ware, Inc.	South Ridge, SC
	Sales Representative		
	<ul style="list-style-type: none"> ▪ Expanded territorial sales by 400%. ▪ Received company's highest sales award four years in a row. ▪ Developed Excellence in Sales training course. 		
Education	1971–1975	South Ridge State University	South Ridge, SC
	<ul style="list-style-type: none"> ▪ B.A., Business Administration and Computer Science. ▪ Graduated <i>summa cum laude</i>. 		
Interests	SR Board of Directors, running, gardening, carpentry, computers.		
Tips	Select the text you would like to replace, and type your information.		

CURRENT TITLE 22 STAFF

AIDES

Assists in the care and instruction of children

PROVISIONAL TEACHER

*New hired
Serve in the capacity of the qualified teacher
if continuing education requirements are met

TEACHER

Performs services in the care, instruction,
and supervision of children

CENTER DIRECTOR

Supervises and administers a child care center

Resources

Websites/Links to read for class Sitios y Enlaces para leer para el curso

1. California Code of Regulations, *Title 5*: click on Education Code
Código de regulaciones de California, *Título 5*: enlaza donde dice Education Code (Código de Educación)

<http://www.cde.ca.gov/sp/cd/lr/>

2. Community Care Licensing /Oficina de Licencias para el Cuidado de Niño
Title 22 Regulations/Regulaciones del *Título 22*

www.dss.cahwnet.gov

www.cclcd.ca.gov/BecomingaL_2239.htm

www.cclcd.ca.gov/Informatio_1733.htm

Address/Domicilio: 111 N. Market, Ste. 300
San Jose, CA

Telephone/Teléfono: 408/277-1286

3. National Association for the Education of Young Children

www.naeyc.org

Position Statements/Declaraciones

www.naeyc.org/about/positions.asp

Código de Conducta Ética y Declaración de Compromiso

www.naeyc.org/about/positions/pdf/conductaEtica.pdf

Position Statements on Linguistic and Cultural Diversity

www.naeyc.org/about/positions/linguistic_and_cultural_diversity.asp

Declaraciones sobre la Respuesta a la Diversidad Lingüística y Cultural

<http://www.naeyc.org/about/positions/pdf/PSDISP98.PDF>

Developmentally Appropriate Practice (order Book)

<http://www.naeyc.org/about/positions/pdf/PSDAP98.PDF>

Inclusion/Inclusión de Niños con Discapacidades (Inglés solamente)

<http://www.naeyc.org/about/positions/pdf/PSINC98.PDF>