

BAS Teaching Portfolio for Experience



Wenatchee Valley College values the experience of our students and acknowledges that time spent working in the field may provide students the knowledge and skills taught in some of our courses.

Credit for successful completion of the following courses may be awarded based on the review of each individual applicant's portfolio artifacts (24 quarter credits).

- ECED& 105 Intro to Early Childhood Education 5 credits
- EDUC& 115 Childhood Development 5 credits
- EDUC& 130 Guiding Behavior 3 credits
- EDUC& 150 Child, Family, Community 3 credits
- ECED& 160 Curriculum Development 5 credits
- ECED& 190 Observation and Assessment 3 credits

This document details the requirements for submitting a portfolio for students who have experience working in Early Childhood settings but have not completed the required Early Childhood Education Foundational coursework.

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Early Childhood Education Foundational Coursework

The following course descriptions give a brief summary of each of the required Early Childhood Education courses.

ECED& 105: Intro to Early Childhood Education (5 credits)

Explore the foundations of early childhood education. Examine theories defining the field, issues and trends, best practices, and program models. Observe children, professionals, and programs in action.

EDUC& 115: Childhood Development (5 credits)

Build foundation for explaining how children develop in all domains, conception through early adolescence. Explore various developmental theories, methods for documenting growth, and impact of brain development. Topics addressed: stress, trauma, culture, race, gender identity, socioeconomic status, family status, language, and health issues.

EDUC& 130: Guiding Behavior (3 credits)

Examine the principles and theories promoting social competence in young children and creating safe learning environments. Develop skills promoting effective interactions, providing positive individual guidance, and enhancing group experiences.

EDUC& 150: Child, Family, Community (3 credits)

Integrate the family and community contexts in which a child develops. Explore cultures and demographics of families in society, community resources, strategies for involving families in the education of their child, and tools for effective communication.

ECED& 160: Curriculum Development (5 credits)

Investigate learning theory, program planning, tools and methods for curriculum development promoting language, fine/gross motor, social-emotional, cognitive and creative skills and growth in children birth through age 8 utilizing developmentally appropriate and culturally responsive practice.

ECED& 190: Observation and Assessment (3 credits)

Collect and record observation and assessment data in order to plan for and support the child, the family, the group, and the community. Practice reflection techniques, summarizing conclusions, and communicating findings.

Portfolio Artifact List

The following artifact descriptions give a brief summary of what is required for each of the Portfolio Artifacts.

Artifact 1: Detailed Lesson Plan

Use the Lesson Plan Format ([Appendix i](#)) to plan whole group or small group lesson. Work with the classroom teacher to choose a time to teach the lesson. Submit the lesson plan after you have had a chance to teach it and reflect upon it.

See the Artifact 1 Rubric ([Appendix vi](#)) for information regarding assessment of this artifact.

Artifact 2: Case Study of a Child

Use the Case Study Form ([Appendix ii](#)) to take an in-depth look at one of the children in your classroom. The finalized Case Study should include:

- 1) Description of the Child
- 2) 1-page summary of Observation 1 (child during structured activity)
- 3) 1-page summary of Observation 2 (child during unstructured play)
- 4) 1-page summary of Observation 3 (child during outdoor activity)
- 5) Action Plan
- 6) All observation notes
- 7) Any additional artifacts or information needed to support the Case Study

See the Artifact 2 Rubric ([Appendix vii](#)) for information regarding assessment of this artifact.

Artifact 3: Detailed Description of a Work Environment

Use the Work Environment Description Form ([Appendix iii](#)) to support you in providing a detailed description of your Work Environment. Feel free to provide any additional information you deem necessary in describing the classroom or other work environment.

See the Artifact 3 Rubric ([Appendix viii](#)) for information regarding assessment of this artifact.

Artifact 4: Artifacts of Parent Involvement

Include 4 or more artifacts detailing parent-teacher interaction. (See [Appendix iv](#) for more information)

1. Documentation of a family interview or meeting where student social-emotional or educational needs, goals, and/or progress are discussed. Include a reflection on the meeting.
2. Documentation of parent communication about the classroom.
3. Documentation of parent and/or community involvement in the education of the student.
4. Fliers or information about community resources or agencies that may be helpful for families.

See the Artifact 4 Rubric ([Appendix ix](#)) for information regarding assessment of this artifact.

Artifact 5: Additional Artifacts (Disposition and Professionalism)

Three additional groups of artifacts will be used to determine applicant disposition, professionalism, and educational goals. These are:

1. BAS Application Admissions Essays
2. BAS Application Professional and Academic References
3. Teaching Philosophy Statement (See [Appendix v](#) for additional information)

See the Artifact 5 Rubric ([Appendix x](#)) for information regarding assessment of this artifact.

Appendices

Appendix i: Artifact 1: Detailed Lesson Plan

- Teacher Name:** _____
- Subject:** *Language Arts, Science, Math, etc.*
- Lesson Focus:** *What is the content focus of the lesson?*
- Grade Level(s):** *One grade? Mixed Group? Ages of students (if appropriate)*
- Number of Students:** *Did you complete the lesson with a small group? Whole group? One time? Many times?*
- Lesson Length:** *Time required*
- Standards:** *Academic and/or content standards (State/National)*
- Learning Objective:** *What do you want students to know and be able to do?*
- Academic Language:** *Academic language students need to know to be successful throughout the lesson. This could include sentence frames.*
- Assessment:** *What type of assessments will you use before, during, and/or after the lesson? What will the assessment measure?*
- Instructional Strategies:** *Describe the lesson including the purpose of the various instructional strategies.*
- Differentiation:** *How will you differentiate instruction for learners? How and why did you choose your method of differentiation? Justify your differentiation.*
- Classroom Management:** *What classroom management strategies will you use to keep students safe and focused?*
- Resources and Materials:** *Where did you find the idea for the lesson? What materials do you need? What materials will students need?*
- Reflection on Lesson:** *After the lesson, reflect on the content taught, instructional strategies, classroom management strategies, etc. What would you do the same? And why would you do it the same? How would you change the lesson for next time? Why would you make that change/those changes?*
- Steps Forward:** *How will you use your assessment data to drive your instruction?*

Appendix ii: Artifact 2: Case Study

Pseudonym for the child:

Child's age:

Grade in School:

- 1) Description of the child: Describe the child.
 - a. Include medical and developmental background that pertains to the child.
 - b. Include a description of the child's family/home life.
 - c. Describe your relationship with the child.
 - d. What are the child's strengths?
 - e. What are your concerns with the child?
 - f. What current interventions are being taken to support the child?
 - g. What will be the focus of your observation? (*Social-emotional, physical, language, cognitive*)
- 2) Observation 1: Observe the child in the classroom during a lesson (20-30 minutes – or longer if needed)
 - a. Focus on the child's actions and interactions with others based on your proposed observation focus from 1f.
 - b. Record anecdotal notes about the child.
 - c. Summarize the notes into a 1-page document.
 - d. Include information about the classroom (general education, special education, self-contained, etc.) and the number of students.
- 3) Observation 2: Observe the child in the classroom during non-structured play. (20-30 minutes)
 - a. Focus on the child's actions and interactions with others based on your proposed observation focus from 1f.
 - b. Record anecdotal notes about the child.
 - c. Summarize the notes into a 1-page document.
 - d. Include information about the classroom (general education, special education, self-contained, etc.) and the number of students.
- 4) Observation 3: Observe the child during recess or another outdoor activity. (20-30 minutes)
 - a. Focus on the child's actions and interactions with others based on your proposed observation focus from 1f.
 - b. Record anecdotal notes about the child.
 - c. Summarize the notes into a 1-page document.
 - d. Include information about the classroom (general education, special education, self-contained, etc.) and the number of students.
- 5) Action Plan
 - a. Create an action plan for school and home.
 - b. Include information from your observations.
 - c. List actionable steps parents can take at home to support the child's development and growth.
 - d. List actionable steps you will use in the classroom with the child.

Appendix iii: Artifact 3: Work Environment Description Form

Describe the classroom or other work environment.

1. Draw the physical layout of the space.
2. Describe the physical layout.
 - a. What types of seating does the classroom have?
 - b. What color are the walls?
 - c. How much natural and man-made light does the room have?
 - d. How does the physical arrangement of the classroom support structured play and free play within the classroom?
 - e. How has the classroom been modified or adapted to meet the needs of ability diverse students?
3. Describe the classroom library.
 - a. Estimated number and type of books.
 - b. Explain how/when students access the books.
 - c. Include information about 10 specific books in the classroom library that support the development of children from diverse home cultures and children with various ability levels.
4. Describe the math manipulatives available in the classroom.
 - a. Types of manipulatives (and how they are used by the students and or teachers).
 - b. Explain how/when students can access the manipulatives.
5. Describe a science/discovery/nature center in the classroom.
 - a. Include a detailed description of what the station includes.
 - b. Explain the purpose(s) of the station.
 - c. Explain how/when students can access the station.
6. Describe any additional structured or unstructured learning centers or activity spaces in the classroom.

Appendix iv: Artifact 4: Artifacts of Parent Involvement

1. Documentation of a family interview or meeting where student social-emotional or educational needs, goals, and/or progress are discussed. Include a reflection on the meeting. Options include:
 - a. Documentation of a home visit
 - b. Documentation of a Parent-Teacher conference
2. Documentation of parent communication about the classroom. Options include:
 - a. Introductory letter for parents
 - b. Daily/weekly/monthly/quarterly newsletter
3. Documentation of parent and/or community involvement in the education of the student. Options include:
 - a. Lesson plan involving families and/or community members
 - b. Documentation of parent volunteering in the classroom (including the role of the parent/community member in the educational activity)
 - c. Parent communication detailing an academic game or activity taught in the classroom that parents could work on at home with their child
4. Fliers or information about community resources or agencies that may be helpful for families.

Appendix v: Artifact 5: Additional Artifacts (Disposition and Professionalism)

1. Admissions essays (Submitted as a part of the BAS Application):
 - a. What are your professional goals? How do you believe that obtaining a BAS in Teaching will impact or improve your future practice? (500 words)
 - b. Describe the most pressing educational needs in your community. Identify how you might address those needs as a prepared teacher. (500 words)
2. Professional and/or Academic References (Submitted as a part of the BAS Application)
3. Teaching Philosophy (1 page)
 - a. Include your overall approach and values in education (reference one or more specific pedagogies, philosophies, or philosophers)
 - b. Include your role in your classroom
 - c. Include specific goals for your classroom related to student learning

Appendix vi: Artifact 1: Detailed Lesson Plan Rubric

Artifact 1 will address the following NAEYC Professional Standards: 3a,b; 4b,c; 5b; 6d

<https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

NAEYC Standard	Working Toward Expectations	Meets Expectations
<p>3a: Understand that assessment (formal and informal, formative and summative) is conducted to make informed choices and for planning in early learning settings.</p>	<p>Identify and understand the central purposes of assessment</p> <p>Understand that observation and documentation are central practices in assessment</p> <p>Understand assessment as a positive tool to support young children’s learning and development</p>	<p>Understand the theoretical perspectives and core research base regarding the purposes and use of assessment</p> <p>Understand the essentials of authentic assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understands—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas</p> <p>Understand that assessment approaches should be connected to the learning goals, curriculum and teaching strategies for individual young children</p>
<p>3b: Know a wide-range of types of assessments, their purposes and their associated methods and tools.</p>	<p>Identify common types of assessments that are used in early learning settings</p> <p>Understand the components of an assessment cycle including the basics of conducting systematic observations</p>	<p>Understand the structure, strengths, and limitations of a variety of assessment methods and tools used with young children</p> <p>Understand the components of an assessment cycle including the basics of conducting systematic observations and interpreting those observations</p>
<p>4b: Understand and use teaching skills that are responsive to the learning trajectory of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills is critical for young children.</p>	<p>Understand that there are teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children’s executive function skills.</p> <p>Under supervision of ECE II and ECE III practitioners, use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live</p>	<p>Understand the theoretical perspectives and core research base about various teaching strategies used with young children</p> <p>Differentiate teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children</p> <p>Use teaching practices that incorporate the various types and stages of play that support young children’s development</p> <p>Use teaching practices that support development of</p>

		young children's executive function skills
4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect universal design for learning principles.	Under supervision of ECE II and ECE III practitioners, use developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development and learning and classroom management	Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development and learning and classroom management Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines
5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the educator knowledge and practices described in Standards One through Four to support young children's learning in each content area	Understand how young children learn across core content areas	Understand how children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions Understand how to engage children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in each curriculum area
6d: Engage in continuous, collaborative learning to inform practice	Demonstrate self-motivated commitment to continuous learning that directly influences the quality of their work with young children Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines Participate in and act on guidance and reflective supervision related to strengths and areas for growth.	Have an introductory understanding of the research base and theoretical perspectives related to continuous and collaborative learning and leadership Lead teaching teams in birth through age 5 settings through providing guidance to teaching team members, conducting performance evaluations, identifying professional growth needs in members of the teaching team, and adhering to personnel policies in the early learning setting

Appendix vii: Artifact 2: Case Study Rubric

Artifact 2 will address the following NAEYC Professional Standards: 1a,b,c; 3b,c; 4a; 5a,c

<https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

NAEYC Standard	Working Toward Expectations	Meets Expectations
<p>1a: Understand the developmental period of early childhood from birth through age eight across physical, cognitive, social and emotional, and linguistic domains including bilingual/multilingual development.</p>	<p>Identify and understand fundamental theoretical models of developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains</p> <p>Identify critical aspects of brain development including executive function, learning motivation, and life skills</p> <p>Identify biological, environmental, protective, and adverse factors that impact children’s development and learning</p> <p>Understand the importance of social interaction, relationships and play</p>	<p>Understand the theoretical perspectives and core research base of the developmental periods of early childhood and how development and learning intersect across the domains</p> <p>Understand brain development in young children including executive function, learning motivation and life skills</p> <p>Understand how biology, environment, protective, and adverse factors impact children’s development and learning</p> <p>Understand how social interaction, relationships and play are central to children’s development and learning</p>
<p>1b: Understand and value each child as an individual with unique developmental variations, ability to make choices, strengths, interests, challenges, approaches to learning, experiences and abilities</p>	<p>Identify how each child develops as an individual</p> <p>Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades</p> <p>Identify individual characteristics of each child through family and community relationships, observation and reflection</p> <p>Support young children in ways that respond to their individual developmental, cultural and linguistic variations</p>	<p>Use research and professionally recognized terminology to understand and articulate how each child is an individual with unique developmental variations, ability to make choices, strengths, interests, challenges, approaches to learning, experiences and abilities</p> <p>Understand ways to learn about children (e.g. through observation, play, etc.)</p> <p>Understand developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children</p>
<p>1c: Understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language,</p>	<p>Understand family, social, cultural and community influences on children’s learning and development</p> <p>Identify structural inequities and trauma that</p>	<p>Understand the theoretical perspectives and core research base that shows that family and societal contexts influence young children’s development</p>

<p>community, early learning settings as well as within a larger societal context that includes structural inequities.</p>	<p>adversely impact young children's learning and development Know that quality early childhood education influences children's lives</p>	<p>and learning Understand that children's learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics Understand how structural inequities and trauma adversely impact young children's learning and development Understand how quality early childhood education influences children's lives</p>
<p>3b: Know a wide-range of types of assessments, their purposes and their associated methods and tools.</p>	<p>Identify common types of assessments that are used in early learning settings Understand the components of an assessment cycle including the basics of conducting systematic observations</p>	<p>Understand the structure, strengths, and limitations of a variety of assessment methods and tools used with young children Understand the components of an assessment cycle including the basics of conducting systematic observations and interpreting those observations</p>
<p>3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate to document developmental progress and promote positive outcomes for each child.</p>	<p>Identify the appropriateness of features of assessments for the developmental stage, culture, language, and abilities of the children being assessed Under the supervision of ECE II and ECE III practitioners, support the use of assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice Understand that assessments must be selected or modified to identify and support children with differing abilities Understand legal and ethical issues connected to assessment practices</p>	<p>Select and use assessments that are appropriate for the developmental stage, culture, language, and abilities of the children being assessed Create opportunities to observe young children in play and spontaneous conversation as well as in adult- structured assessment contexts Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice Use assessment resources (such as technology) to identify and support children with differing abilities, including children whose learning is advanced as well as those whose home language is not English, and children with developmental delays and</p>

		<p>disabilities</p> <p>Understand the limitations of various assessment tools and minimize the impact of these tools on young children</p> <p>Analyze data from assessment tools to make instructional decisions and set learning goals for all children</p> <p>Identify implicit bias or the potential for implicit bias in their own assessment practices and use of assessment data</p>
<p>4a: Understand and use positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.</p>	<p>Establish positive and supportive relationships and interactions with young children</p> <p>Understand that each child brings individual experiences, knowledge, interests, abilities, culture and languages to the early learning setting</p> <p>Support a classroom culture that respects and builds on all that children bring to the early learning setting</p>	<p>Understand the theoretical perspectives and core research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children</p> <p>Take primary responsibility for (and support ECE I practitioners in) creating a classroom culture that respects and builds on all that children bring to the early learning setting</p>
<p>5a: Understand content knowledge and resources—the central concepts, methods, inquiry and application tools, and structures—of the academic disciplines in an early education curriculum.</p>	<p>Has preparation in general education content areas as demonstrated through holding a high school credential or equivalent</p>	<p>Has preparation in general education content areas as demonstrated through holding an associate degree</p>
<p>5c: Modify teaching practices by applying, expanding, integrating and updating their content knowledge in the disciplines, knowledge of curriculum content resources, and pedagogical content knowledge.</p>	<p>Identify early learning standards relevant to their state and/or early learning setting</p> <p>Under guidance and supervision of ECE II and ECE III practitioners, support implementation of curriculum across content areas</p>	<p>Combine their understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth-five settings</p> <p>Under guidance and supervision of ECE III practitioners, support the implementation of curriculum across content areas for K-3 settings</p> <p>Use resources from professional organizations representing content areas to support instructional</p>

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Appendix viii: Artifact 3: Work Environment Description Rubric

Artifact 3 will address the following NAEYC Professional Standards: 1c,d; 4b; 5b,c

<https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

NAEYC Standard	Working Toward Expectations	Meets Expectations
<p>1c: Understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, early learning settings as well as within a larger societal context that includes structural inequities.</p>	<p>Understand family, social, cultural and community influences on children’s learning and development</p> <p>Identify structural inequities and trauma that adversely impact young children’s learning and development</p> <p>Know that quality early childhood education influences children’s lives</p>	<p>Understand the theoretical perspectives and core research base that shows that family and societal contexts influence young children’s development and learning</p> <p>Understand that children’s learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics</p> <p>Understand how structural inequities and trauma adversely impact young children’s learning and development</p> <p>Understand how quality early childhood education influences children’s lives</p>
<p>1d: Use this multidimensional knowledge (developmental period of early childhood, individual child, development and learning in cultural contexts) to make evidence-based decisions that support each child.</p>	<p>Support (with guidance and supervision) the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child</p>	<p>Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of young children</p> <p>Use available research evidence, professional judgments and families’ knowledge and preferences — for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child</p>

<p>4b: Understand and use teaching skills that are responsive to the learning trajectory of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills is critical for young children.</p>	<p>Understand that there are teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children's executive function skills.</p> <p>Under supervision of ECE II and ECE III practitioners, use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live</p>	<p>Understand the theoretical perspectives and core research base about various teaching strategies used with young children</p> <p>Differentiate teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children</p> <p>Use teaching practices that incorporate the various types and stages of play that support young children's development</p> <p>Use teaching practices that support development of young children's executive function skills</p>
<p>5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the educator knowledge and practices described in Standards One through Four to support young children's learning in each content area</p>	<p>Understand how young children learn across core content areas</p>	<p>Understand how children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions</p> <p>Understand how to engage children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in each curriculum area</p>
<p>5c: Modify teaching practices by applying, expanding, integrating and updating their content knowledge in the disciplines, knowledge of curriculum content resources, and pedagogical content knowledge.</p>	<p>Identify early learning standards relevant to their state and/or early learning setting</p> <p>Under guidance and supervision of ECE II and ECE III practitioners, support implementation of curriculum across content areas</p>	<p>Combine their understanding of content knowledge, pedagogical content knowledge and early learning standards to select or create an integrated curriculum across content areas for birth-five settings</p> <p>Under guidance and supervision of ECE III practitioners, support the implementation of curriculum across content areas for K-3 settings</p> <p>Use resources from professional organizations representing content areas to support instructional practice</p>

Appendix ix: Artifact 4: Artifacts of Parent Involvement Rubric

Artifact 4 will address the following NAEYC Professional Standards: 1c; 2a,b,c; 3d; 4b,c

<https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

NAEYC Standard	Working Toward Expectations	Meets Expectations
<p>1c: Understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, early learning settings as well as within a larger societal context that includes structural inequities.</p>	<p>Understand family, social, cultural and community influences on children’s learning and development</p> <p>Identify structural inequities and trauma that adversely impact young children’s learning and development</p> <p>Know that quality early childhood education influences children’s lives</p>	<p>Understand the theoretical perspectives and core research base that shows that family and societal contexts influence young children’s development and learning</p> <p>Understand that children’s learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics</p> <p>Understand how structural inequities and trauma adversely impact young children’s learning and development</p> <p>Understand how quality early childhood education influences children’s lives</p>
<p>2a: Know about, understand and value the diversity of families.</p>	<p>Identify and understand diverse characteristics of families and the many influences on families</p> <p>Identify stages of parental and family development</p> <p>Understand some of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children’s lives</p> <p>Understand that children can thrive across diverse family structures and that all families bring strengths</p>	<p>Understand the theoretical perspectives and core research base on family structures and stages of parental and family development</p> <p>Understand the theoretical perspectives and core research base about the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children’s lives</p> <p>Understand the importance of building on the assets and strengths that families bring</p>

<p>2b: Collaborate as partners with families in young children’s development and learning through respectful and reciprocal relationships and engagement.</p>	<p>Identify the importance of having respectful, reciprocal relationships with families</p> <p>Recognize families as the first and most influential “teachers” in their children’s learning and development</p> <p>Affirm and respect families’ cultures, religious beliefs, language(s) (including dialects), various structures of families and different beliefs about parenting</p> <p>Identify effective strategies for building reciprocal relationships and use those to learn with and from family members</p> <p>Under the supervision of ECE II and ECE III practitioners, initiate and begin to sustain respectful relations with families and caregivers that take families’ preferences, values and goals into account</p>	<p>Take primary responsibility for initiating and sustaining respectful relationships with families and caregivers</p> <p>Use strategies to support positive parental and family development</p> <p>Demonstrate the ability to negotiate sensitively any areas of discomfort or concern if there are potential conflicts between families’ preferences and cultures and the setting’s practices and policies related to health, safety and developmentally appropriate practices</p> <p>Understand a broad repertoire of strategies for building relationships and use those to learn with and from family members</p> <p>Independently, and in supervising ECE I practitioners, engage families as partners for insight into their children for curriculum, program development, and assessment; and as partners in planning for children’s transitions to new programs</p> <p>Use a variety of communication and engagement skills with families and communicate (or find resources) in families’ 12 preferred languages when possible</p>
<p>3d: Build assessment partnerships with families and professional colleagues</p>	<p>Partner with families and other professionals to support assessment-related activities</p> <p>Support young children as part of IFSP and IEP teams</p>	<p>Initiate, nurture and be receptive to requests for partnerships with young children, their families and other professionals to analyze assessment findings and create individualized goals and curricular practices for young children</p> <p>Work with colleagues to conduct assessments as part of IFSP and IEP teams</p> <p>Know when to call on professional colleagues when assessment findings indicate young children may need additional supports or further 17 assessments to identify developmental or learning needs</p>

<p>4b: Understand and use teaching skills that are responsive to the learning trajectory of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills is critical for young children.</p>	<p>Understand that there are teaching practices that are core to working with young children including differentiating instruction for individual children and groups of children, using play in teaching practices, and using teaching practices that build young children's executive function skills.</p> <p>Under supervision of ECE II and ECE III practitioners, use teaching practices with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live</p>	<p>Understand the theoretical perspectives and core research base about various teaching strategies used with young children</p> <p>Differentiate teaching practices based on the level of development, individual characteristics and interests, and sociocultural context of young children</p> <p>Use teaching practices that incorporate the various types and stages of play that support young children's development</p> <p>Use teaching practices that support development of young children's executive function skills</p>
<p>4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect universal design for learning principles.</p>	<p>Under supervision of ECE II and ECE III practitioners, use developmentally appropriate, culturally and linguistically relevant teaching practices to facilitate development and learning and classroom management</p>	<p>Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development and learning and classroom management</p> <p>Apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in the group to make professional judgments about the use of 19 materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines</p>

Appendix x: Artifact 5: Additional Artifacts Rubric

Artifact 5 will address the following NAEYC Professional Standards: 6a,b,c,d,e

<https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

NAEYC Standard	Working Toward Expectations	Meets Expectations
<p>6a: Identify and involve oneself with the early childhood field and serve as an informed advocate for young children, families and the profession.</p>	<p>Identify as a committed professional in the early childhood education field</p> <p>Be a member of a professional early childhood education organization (at the local, state, or national level)</p> <p>Identify basic professional and policy issues in the profession, such as compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues</p> <p>Advocate for resources and policies that support young children and their families as well as for early childhood educators, with a primary focus on advocacy within the early learning setting</p>	<p>Understand distinctive history, knowledge base, and mission of the early childhood education profession and the early childhood field as a whole</p> <p>Understand the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues</p> <p>Understand the basics of how public policies are developed</p> <p>Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal or national levels</p>
<p>6b: Know about and uphold ethical and other early childhood professional guidelines</p>	<p>Understand the NAEYC Code of Ethical Conduct and abide by its ideals and principles</p> <p>Practice confidentiality, sensitivity and respect for young children, their families, and colleagues</p> <p>Understand and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities</p> <p>Understand the basic elements of professional guidelines such as national, state, or local standards and regulations and position statements</p>	<p>Use the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas</p> <p>Understand, reflect upon, and integrate professional guidelines such as national, state, or local standards and regulations and position statements from professional associations as appropriate for the role/designation in the profession</p>

	from professional associations	
6c. Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and work with families and colleagues.	<p>Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a U.S. high school graduate</p> <p>Supports communication with families in their preferred language</p> <p>Use clear and positive language and gestures with young children</p> <p>Use a positive, professional tone to communicate with families and colleagues</p> <p>Use appropriate technology with facility to support communication with colleagues and families, as appropriate</p>	Conduct sensitive, challenging conversations with young children, their families, and colleagues
6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.	<p>Regularly reflect on teaching practice and personal biases to support each child’s learning and development.</p> <p>Determine when it is appropriate to reach out for new resources and consult with peers in related 24 professions and other members of their teaching team</p> <p>Reflect on own needs and incorporate self-care into routines to maintain positive engagement with young children and professionalism with families and colleagues</p>	Examine own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of critical inquiry