

Credit for Prior Learning

HMNS 2100 Child Growth and Development Skills

Portfolio Process & Suggested Narrative Format

Why is the portfolio process for some ECE courses different from others?

Due to NAEYC accreditation requirements, specific Key Assessments (student assignments) are embedded in several courses within CCRI's Early Childhood Education program. The ECE program requires all students, even those pursuing Credit for Prior Learning, to complete these Key Assessments.

ECE Course	Embedded Key Assessments
HMNS 2100 – Child Growth and Development Skills**	Key Assessment 4: Infant-Toddler Observation and Developmental Profile Key Assessment 5: Preschool Observation and Developmental Profile

Steps for students pursuing CPL through portfolio for courses with Key Assessments:

1. Read and understand the Portfolio Assessment Student Information Packet, available at <https://www.ccri.edu/priorlearning/portfolio.html>. *Note that for HMNS 2100, students should use the suggested narrative format (beginning on the next page) rather than the standard template.*
2. Submit a Credit for Prior Learning Student Application, available at <https://www.ccri.edu/priorlearning/portfolio.html>, and receive approval to move forward.
3. After the CPL application has been approved, the Prior Learning Coordinator will coordinate with the student for the payment of the regular portfolio assessment fee, which is nonrefundable regardless of the credit outcome.
4. After the CPL application has been approved, the ECE Portfolio Advisor will contact the student with the appropriate Key Assessments (student assignments) as indicated above. The Key Assessments should be submitted electronically and completed satisfactorily **before** moving on to the course portfolio assessment for the course.
5. Once the Portfolio Advisor has approved the Key Assessments, the student may move forward with the course portfolio as outlined in the CPL Student Information Packet, *using the suggested narrative format (beginning on the next page) rather than the standard template.*

An alternate option for students to earn Credit for Prior Learning in HMNS 2100 is through *CLEP*. The two Key Assessments listed for the course above are required for this option as well. Please see <https://www.ccri.edu/priorlearning/ece.html> for details.

HMNS 2100 – Child Growth and Development Skills

Suggested Narrative Format for the Assessment of Prior Learning

Course Outcome #1: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social, and emotional, and linguistic domains, including bilingual/multilingual development. (NAEYC Professional Standard & Competency 1)

- How would you define each developmental domain included in Outcome #1?
- Provide 1-2 examples of evidence. (Ex. Observations/assessments of developmental areas, choosing materials which promote cognitive development, etc.)

Course Outcome #2: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning settings, as well as in a larger societal context that includes structural inequities. (NAEYC Professional Standard and Competency 1)

- In what way(s) do different contexts influence children’s learning and development?
- Provide 1-2 examples of relevant experience(s) where children’s learning was influenced within these contexts. (Ex. Working with families, learning about different cultures, etc.)

Course Outcome #3: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts— to make evidence-based decisions that support each child. (NAEYC Professional Standard and Competency 1)

- How have you used multidimensional knowledge to support children?

Course Outcome #4: Understand that assessments (formal and informal, formative, and summative) are conducted to make informed choices about instruction and for planning in early learning settings. (NAEYC Professional Standard and Competency 3)

- Describe how you have used assessment for instruction and planning.
- What evidence can you provide to verify your experience?

Course Outcome #5: Know a wide range of types of assessments, their purposes, and their associated methods and tools. (NAEYC Professional Standard and Competency 3)

- Summarize what is meant by formal, informal, formative, and summative assessment. Describe the importance of each method as an assessment tool when working with young children.
- Provide 1-2 examples of your experience using assessment tools and practices.

Course Outcome #6: 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. (NAEYC Professional Standard and Competency 3)

- Describe the importance of using appropriate screening and assessment tools to document developmental progress and promote child outcomes.

Course Outcome #7: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children. (NAEYC Professional Standard and Competency 4)

- Share an experience of how you create supportive, responsive relationships with young children.

Course Outcome #8: Identify and involve oneself with the early childhood field and serve as an informed advocate for young children, families, and the profession. (NAEYC Professional Standard and Competency 6)

- Identify how you see yourself as an advocate for young children, families, and the profession
- What evidence can you provide to verify your experience? (Ex. Writing a letter to a local representative to advocate for fixing structures at a local playground, sharing ideas for healthy eating, etc.)

Course Outcome #9 Know about and uphold ethical and other early childhood professional guidelines. (NAEYC Professional Standard and Competency 6)

- Explain the significance of ethical guidelines in the early childhood profession.
- Share a time where you were challenged ethically; what was the situation, how did this challenge your ideals and principles and what did you do?

Course Outcome #10: Develop and sustain the habit of reflective and intentional practice in daily work with young children and as members of the early childhood profession. (NAEYC Professional Preparation Standard 6)

- In what way(s) do you assess your practices when working with children and the profession?
- What evidence can you provide to verify your experience?