Credit for Prior Learning
HMNS 2120 Curriculum for Young Children
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 Assessment
HMNS 2120 – Curriculum for Young Children*	Key Assessment 1: Early Childhood Educator's Learning Opportunity

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 2120, 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 Assessment (student assignment) as indicated above. The Key Assessment 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 Assessment, 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.*

Students who have received RI ECE Professional Development Training may be eligible for credit in this course through the ECE Professional Development Training Credit Award opportunity. Please see https://www.ccri.edu/priorlearning/ece.html for details before moving forward with the portfolio process.

HMNS 2120 -Curriculum for Young Children

Suggested Narrative Format for the Assessment of Prior Learning

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

- In what way(s) do different contexts influence children's learning and development?
- Provide 1-2 examples of evidence. (Ex. Dual-language learners, incorporating cultural considerations in learning centers, etc.)

Course Outcome #2: 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 Standard and Competency 3)

- Describe how you would incorporate assessment for planning curriculum for young children. List two ways assessment can be utilized to develop instruction.
- Provide 1-2 examples of evidence. (Ex. Samples of assessment data, documentation of weekly or monthly lesson plan etc.)

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

- What is ongoing, authentic assessment and how would this be utilized in planning for curriculum?"
- Provide 1-2 examples of evidence. (Ex. A copy of weekly or monthly curriculum with activities that are assessed, samples of children's work, etc.)

Course Outcome #4: Understand and use teaching skills that are responsive to the learning trajectories 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 critical for young children. (NAEYC Standard and Competency 4)

- How would you develop differentiated, responsive instruction through play-based learning to support executive function?
- Provide 1-2 examples of evidence. (Ex. Child-initiated activities such as dramatic play or blocks.)

Course Outcome #5: Use a broad repertoire of developmentally appropriate, culturally, and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning (NAEYC Professional Preparation Standard 4)

- Identify the principles of universal design. Provide an example of how an early childhood educator might use evidence-based teaching skills to reflect these principles.

Course Outcome #6: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum. (NAEYC Standard and Competency 5)

- Describe the relevance of how content knowledge and curriculum related resources influence the various disciplines in an early childhood curriculum.
- Identify 2-3 resources you would utilize when developing early childhood curriculum. How do these resources support a variety of content areas for young children's learning?

Course Outcome #7: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge (NAEYC Standard and Competency 5)

- Identify three strategies that would assist educators in maintaining currency related to teaching practices, curriculum, and content knowledge.

Course Outcome #8: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies. (NAEYC Standard and Competency 2)

- Identify two community resources that you have/could partner with. Explain how these community resources could be beneficial to children, families, and educational settings.