

Credit for Prior Learning

HMNS 2150 Parent and Child Relations

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 2150 – Parent and Child Relations	Key Assessment 3: Hot Topic Research Paper and Presentation

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>.
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 standard template or other format (if indicated by the Portfolio Advisor).

HMNS 2150 – Parent and Child Relations

Suggested Narrative Format for the Assessment of Prior Learning

Course Outcome #1: Define, describe, and analyze, the different types of family systems that operate in today's society. (NAEYC Professional Standard & Competency 2)

- Please describe 2-3 different types of family systems that you have observed and interacted with. How did your knowledge of these differences allow you to develop positive relationships with the families?
- Provide 1-2 examples of evidence. (Ex. Communication logs, projects related to Getting to Know families, Family Tree activities, etc.)

Course Outcome #2: Examine and develop ideas for supporting a successful parenting experience when working with children and families. (NAEYC Professional Standard and Competency 2)

- Discuss an experience where you were effective at working with families. What specifically did you do with or for the family to support optimal learning and development of their child?
- Provide 1-2 examples of methods or approaches used to support families (Ex. Sharing parenting resources, hosting workshops, referrals to community agencies, etc.)

Course Outcome #3: Analyze and understand how to engage different family members throughout their children's development and learning. (NAEYC Professional Standard and Competency 2)

- How would you define family engagement? How do you help families to better understand milestones of child development and learning?
- Provide 1-2 examples of family engagement strategies you have utilized which reflect the diverse needs of the community being served?

Course Outcome #4: Understand the multiple influences on children's development and determine recommendations for best practices to sustain healthy familial relationships. (NAEYC Professional Standard and Competency 1)

- Think about and describe the impact that environmental influences have on children's development and learning (i.e., family system, neighborhood, access to health care services, education, etc.).
- Provide 1-2 examples of how you worked with diverse families and their children to support healthy relationships.

Course Outcome #5: Acknowledge and recognize the significance of bi-directional development that occurs between parents and children. (NAEYC Professional Standard and Competency 2)

- Summarize what the term bi-directional development means in the context of parents and children.

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.)