

The Early Childhood Portfolio Requirement  
For the Early Childhood Education Major at  
Granite State College

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# **The Portfolio Requirement For the Early Childhood Education Major at Granite State College**

## **Overview**

Each student in the B.S. in Early Childhood Education program will prepare a portfolio as part of the graduation requirement. The portfolio is a collection of a student's work that demonstrates the student's growth over time as an early childhood educator. It identifies what an emerging teacher knows and the areas in which she/he is still developing. The portfolio reveals the student's ability to think critically by connecting the student's work to the standards set forth by the National Association for the Education of Young Children ( N A E Y C ) . It also is documentation of the student's ability to see the interrelatedness of the core courses of the B.S. Early Childhood Education major, educational philosophy, and artifacts and reflections. Other components of the portfolio can be found in the Portfolio Contents section.

A significant component of the portfolio is the artifact and reflection section. Each artifact will be accompanied by a reflection. The artifacts will be prepared as assignments in each course; the reflections will be submitted at the end of each course.

This handbook will explain each of the portfolio components in depth.

## Portfolio FAQs

### **What is the Early Childhood Education portfolio?**

The ECE portfolio is documentation of the growth in your knowledge and thinking during your course of study at Granite State College. The portfolio is organized in a manner that provides clear evidence of your growth. In essence, the portfolio is the story of your experiences and reflections on the field of Early Childhood Education.

### **What is an artifact?**

An artifact is a major assignment from a core course in the B.S. Early Childhood major. It should be an assignment that was particularly meaningful to you. It cannot be a reflection or journal entry.

### **How many artifacts must I include in my portfolio?**

You will need to include 10 artifacts, one from each of the core courses in the Early Childhood major, with the exception of EDU 650. A separate assignment will be given for EDU 650.

### **How will I select my artifact?**

Your artifact should be an assignment that was particularly meaningful to you, though it cannot be a reflection or a journal entry. You will need an artifact for each of the eight NAEYC standards and sub-standards. Select an artifact that you feel strongly represents a particular standard or sub-standard.

### **Where can I find the NAEYC standards and sub-standards?**

The NAEYC standards and sub-standards can be found in this guide to the ECE Portfolio. The standards can also be found in Preparing Early Childhood Professional: NAEYC's Standards for Programs, (Hyson, M., ed. 2003. Washington, D.C.: NAEYC).

### **There are eight standards and sub-standards, but the requirement is for 10 artifacts.**

You will utilize two of the standards and/or sub-standards for 2 separate artifacts. The student will select the standard that is most meaningful to her/him.

For example, a student may have interest in observation and assessment. Standard 3, Observing, Documenting, and Assessing to Support Young Children and Families, could be used twice, with an artifact from EDU 601 Observation and Assessment in Early Childhood and an artifact from EDU 602 Young Children with Special Needs.

### **What is a reflection?**

A reflection is your personal statement about your work. This is your opportunity to think about your work in a particular course with your artifact as the culminating experience. Your reflection should:

- ∞ Explain the connection between the artifact and the NAEYC standard
- ∞ Discuss what the standard means to you - why you selected it
- ∞ Compare your thinking before you took the course and after you took the course - how did your practice and your thinking as an educator change?

**What is the detailed process for portfolio submissions?**

Artifacts are completed in each course.

Reflections are due at the end of each course. You will submit your reflection to your instructor. Your instructor will score your reflection and return it to you.

Portfolio with 10 artifacts and 10 reflections is due at the beginning of EDU 650. You will complete your portfolio in the course.

Presentation evening will occur at the end of EDU 650. You will have the opportunity to share your portfolio, answer questions about your portfolio, and celebrate your work with colleagues and GSC faculty.

**I transferred to GSC from another college. GSC accepted my transfer credits so I do not have 10 Core Courses to take. Will I still need to follow the same portfolio process?**

As a transfer student, you will need to complete a portfolio. The portfolio process will be similar to the one described; however, you will work closely with the faculty in EDU 650, who will assist you in developing a plan to complete your portfolio. Typically, you can expect to write a short paper (2-3 pages) reflecting on your knowledge for each of the NAEYC standards. For those students wishing to begin preparing a portfolio prior to EDU 650, please contact your advisor, who will connect you with the Resource Faculty in Early Childhood Education. The Resource Faculty will assist you in developing a plan for your portfolio.

# Portfolio Contents

**Title Page** - for contact info, including your name, address, phone number, and email address

**Table of Contents** - for clear organization

## Introduction to your portfolio

- ∞ Discuss your educational history - a full time or part time G5C student, a transfer student, adult learner, new career, etc.
- ∞ Explain the organization of your portfolio

## Resume

## Statement of Beliefs or Philosophy

## Artifacts and Reflections

- ∞ There will be 10 Artifacts, one artifact from each core course, each with a reflection
- ∞ Each standard and sub-standard, a total of eight, must be represented in an artifact and reflection
- ∞ Each ECE Core Course, plus the required elective, will be represented with an artifact and reflection, with the exception of EDU 650

## EDU 650 Practicum

The student will write a detailed 2–3 page summary discussing her/his practicum experience

## Closing Statement

- ∞ The student will write a 4-5 page summary of her/his learning experience at G5C.
- ∞ Focal points for the summary:
  - o How the GSC education has changed your early childhood practice
  - o The growth you have seen in yourself as a professional
  - o The experiences at G5C that were most influential in your growth
  - o Your goals as you move forward in your career as an early childhood educator
  - o Your thoughts on the portfolio process

You may include interviews, photos, audio clips, children's creations, or any other documentation that you feel will enhance your portfolio and the reader's understanding of your growth.

# NAEYC STANDARDS

## Standard 1. Promoting Child Development and Learning

### Key Elements

- a. Knowing and understanding *young* children's characteristics and needs
- b. Knowing and understanding the multiple influences on development and learning
- c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

## Standard 2. Building Family and Community Relationships

### Key Elements

- a. Knowing about and understanding family and community characteristics
- b. Supporting and empowering families and communities through respectful, reciprocal relationships
- c. Involving families and communities in their children's development and learning

## Standard 3. Observing, Documenting, and Assessing to Support Young Children

### Key Elements

- a. Understanding the goals, benefits, and uses of assessment
- b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- c. Understanding and practicing responsible assessment
- d. Knowing about assessment partnerships with families and other professionals

**Standard 4. Teaching and Learning**

**Sub-Standard 4a. Connecting with Children and Families**

**Sub-Standard 4b. Using Developmentally Effective Approaches**

**Sub Standard 4c. Understanding Content Knowledge in Early Education**

**Sub-Standard 4d. Building Meaningful Curriculum**

**Key Elements**

- 4a. Knowing, understanding, and using positive relationships and supportive interactions
- 4b. Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
- 4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum, to promote positive outcomes

**Standard 5. Becoming a Professional**

**Key Elements**

- a. Identifying and involving oneself with the early childhood field
- b. Knowing about and upholding ethical standards and other professional guidelines
- c. Engaging in continuous, collaborative learning to inform practice
- d. Integrating knowledgeable, reflective, and critical perspectives on early education
- e. Engaging in informed advocacy for children and the profession

**Granite State College**  
**B.S. in Early Childhood Course of Study**  
**And NAEYC Standards**

**CORE COURSES**

**SOSC 508 Child Development**

Standard 1. Promoting Child Development and Learning

**EDU 550 Foundations of Early Childhood Education Standard**

Standard 5. Becoming a Professional

**EDU 551 Learning and Early Childhood Environments**

Standard 1. Promoting Child Development and Learning

Standard 3. Observing, Documenting, and Assessing to Support Young Children  
and Families

Standard 4. Teaching and Learning

**EDU 553 Creative Arts in Early Childhood Education**

Standard 1. Promoting Child Development and Learning Standard

4. Teaching and Learning

Sub-Standard 4b. Using Developmentally Effective Approaches

Sub-Standard 4c. Understanding Content Knowledge in Early Education

Sub-Standard 4d. Building Meaningful Curriculum

**EDU 555 Language and Literacy**

Standard 1. Promoting Child Development and Learning

Standard 3. Observing, Documenting, and Assessing to Support Young Children

Standard 4. Teaching and Learning

Sub-Standard 4b. Using Developmentally Effective Approaches

Sub-Standard 4c. Understanding Content Knowledge in Early  
Education

Sub-Standard 4d. Building Meaningful Curriculum

### **EDU 600 Math and Science in Early Childhood Education**

Standard 1. Promoting Child Development and Learning

Standard 3. Observing, Documenting, and Assessing to Support Young  
Children

Standard 4. Teaching and Learning

Sub-Standard 4b. Using Developmentally Effective Approaches

Sub-Standard 4c. Understanding Content Knowledge in Early  
Education

Sub-Standard 4d. building Meaningful Curriculum

### **EDU 601 Observation and Assessment in 'Early Childhood Education**

Standard 3. Observing Documenting and Assessing to Support Young Children

Standard 4. Teaching and Learning

### **EDU 602 Young Children with Special Needs**

Standard 1. Promoting Child Development and Learning

Standard 3. Observing Documenting and Assessing to Support Young  
Children

Standard 4. Teaching and Learning

### **EDU 603 Family and Community Relations in Early Childhood Education**

Standard 2. Building Family and Community Relationships

### **EDU 650 Practicum: Professionalism in Early Childhood Education**

Standard 1. Promoting Child Development and Learning

Standard 2. Building Family and Community Relationships

Standard 3. Observing Documenting and Assessing to Support Young Children

Standard 4. Teaching and Learning

Standard 5. Becoming a Professional

## **SUGGESTED ELECTIVES**

### **505C 510 Infant Toddler Development**

Standard 1 . Promoting Child Development and Learning

Standard 3. Observing, Documenting, and Assessing to Support Young  
Children

Standard 4 . Teaching and Learning

### **SOSC 521 Language Acquisition**

Standard 1 . Promoting Child Development and Learning

Standard 3. Observing, Documenting, and Assessing to Support  
Young Children

Standard 4 . Teaching and Learning

Sub-Standard 4b. Using Developmentally Effective Approaches

Sub-Standard 4 c . Understanding Content Knowledge in Early  
Education

Sub-Standard 4d. Building Meaningful Curriculum

### **EDU 604 Enhancing Supervision Through Mentoring**

Standard 5. Becoming a Professional

### **EDU 605 Early Childhood Program Administration**

Standard 2 . Building Family and Community

Relationships Standard 5. Becoming a Professional

### **EDU 644 Special Topics: Current Issues in Early Childhood Education**

Standard 5. Becoming a Professional

## RECOMMENDED GENERAL EDUCATION COURSES

### **Eng 555 Perspectives on Children's Literature \***

Standard 1 . Promoting Child Development and Learning

Standard 5. Observing, Documenting and Assessing to Support Young Children

Standard 4. Teaching and Learning

Sub-Standard 4b. Using Developmentally Effective Approaches

Sub-Standard 4 c . Understanding Content Knowledge in Early  
Education

Sub-Standard 4d. Building Meaningful Curriculum

### **SOSC 604 Dynamics of Family Relations \***

Standard 2 . Building Family and Community Relationships

**\* Please note that Child Development Bureau grants are not available for these courses.**

## Scoring the Portfolio

## Reflections

At the completion of each course, a reflection will be submitted to the course instructor. The reflection is an assignment for the course and will be factored into your final grade for the course according to the guidelines set forth by the course instructor.

The rubrics on the following pages will be used in scoring each reflection. Additionally, each reflection will be scored with the Writing Rubric. The Writing Rubric is included in this handbook.

### **PLEASE NOTE:**

*At the end of each core course, please provide your course instructor with the following:*

- An artifact and reflection
- The appropriate rubric scoring sheet (photocopy from this handbook)
- The writing rubric (photocopy from this handbook)
- A cover sheet (photocopy from this handbook)

Your course instructor will return all of the above to you after your reflection is scored. **Please save all of these forms as you will need them for your completed portfolio.**

## COVER SHEET

Student Name: \_\_\_\_\_

Course: \_\_\_\_\_

Standard: \_\_\_\_\_

**Instructor Comments:**

Instructor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Writing Rubric				
	<b>Superior: A 90-100%</b>	<b>Good: B 80-89%</b>	<b>Average: C 70-79%</b>	<b>Ineffective: D 60-69%</b>
<b>Ideas/ Content/ Analysis Subscore:</b>	Contains thoughtful, original, and broad-ranging ideas.  Addresses the question or topic rigorously and completely.	Contains solid ideas, but could explore them in more depth or breadth.  Addresses the question or topic, but could expand ideas.	Contains some original ideas, but the thinking is not consistently deep, broad, or clear.  Addresses the question or topic somewhat superficially.	Lacks original ideas or exhibits confused, careless, or superficial thinking.  Does not address the question or topic effectively.
<b>Support/ Evidence Subscore:</b>	Uses vivid details, convincing data, and effective examples to clarify and support the analysis or explanation.  Strategically incorporates outside sources (e.g., cites references) and/or textual evidence to support or illustrate ideas effectively.	Includes generally effective supporting details, data, or examples  Incorporates outside sources and/or textual evidence satisfactorily although additional support would provide a stronger argument.	Includes some, but insufficient, details, data, or examples to support the explanation.  Incorporates outside sources and/or textual evidence to some extent, but more support is needed to be convincing.	Lacks supporting details, data, or examples; may include irrelevant discussion.  Incorporates outside sources or textual evidence inappropriately, incorrectly, or ineffectively; may lack support altogether
<b>Structure Subscore:</b>	Organizes in an appropriate, logical way with an effective introduction, strong thesis statement, clear topic sentences, fluid transitions, and clear summary and/or conclusions.	Organizes in an appropriate, logical way with a fairly clear introduction, thesis statement, topic sentences, transitions between ideas and conclusions.	Has a vague or confusing organization; important structural elements are weak or absent; introduction, topic sentences, transitions and/or conclusions may be weak or ineffective.	Follows no discernible pattern of organization; major structural elements are missing, e.g., lacks introduction, topic sentences, paragraph coherence, transitions, and/or Conclusions.

Language Subscore:	Displays precise word choices and fluent, economical phrasing; the writing flows exceptionally well throughout.	Displays generally effective word choices and clear phrasing; almost all passages flow well.	Contains frequent errors in word choice and includes awkward phrasing	Has many significant errors in word choices; awkward phrasing predominates.
Mechanics Subscore:	Is flawless in spelling, grammar, and usage or has only one or two minor slip-ups.  Quotes and documents sources appropriately, completely, and correctly	Is predominantly correct in spelling, grammar and usage or has only a few minor slip-ups.  Quotes and documents sources appropriately and correctly but with occasional minor errors.	Exhibits frequent but not significant errors in mechanics (spelling, grammar, punctuation).  Quotes and documents sources, but has significant errors in format or content of citations	Contains frequent, serious errors in spelling, grammar, and usage that obscure meaning.  Fails to quote and document sources altogether or does so incorrectly
Sub-scores + 5 = Total Score				

## Standard 1. Promoting Child Development and Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

### Key Elements

- a. Knowing and understanding young children's characteristics and needs
- b. Knowing and understanding the multiple influences on development and learning
- c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

1=Poor

2=Below Average

3=Average

4=Above Average

5=Superior

Standard	Performance	Rating
<p><b>Standard 1</b> Promoting Child Development and Learning</p>	<p>Is the artifact clearly and directly related to the standard?</p>	<p>1 2 3 4 5</p>
	<p>Does the reflection help the reviewer to understand the student's growth toward Standard 1?</p>	<p>1 2 3 4 5</p>
	<p>Does the reflection provide evidence of the student's proficiency in key elements of the standard?</p>	<p>1 2 3 4 5</p>

## Standard 2. Building Family and Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

### Key Elements

- a. Knowing about and understanding family and community characteristics
- b. Supporting and empowering families and communities through respectful, reciprocal relationships.
- c. Involving families and communities in their children’s development and learning.

1=Poor      2=Below Average      3=Average      4=Above Average      5=Superior

Standard	Performance	Rating
	Is the artifact clearly and directly related to the standard?	1 2 3 4 5
<p><b><u>Standard 2</u></b> Building Family and Community Relationships</p>	Does the reflection help the reviewer to understand the student’s growth toward Standard 2?	1 2 3 4 5
	Does the reflection provide evidence of the student’s proficiency in key elements of the standard?	1 2 3 4 5

### Standard 3. Observing, Documenting and Assessing to Support Young Children and Families

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

#### Key Elements

- a. Understanding the goals, benefits, and uses of assessment
- b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- c. Understanding and practicing responsible assessment
- d. Knowing about assessment partnerships with families and other professionals

1=Poor      2=Below Average      3=Average      4=Above Average      5=Superior

Standard	Performance	Rating
<p><b>Standard 3</b></p> <p>Observing, Documenting, and Assessing to Support Young Children and Families</p>	<p>Is the artifact clearly and directly related to the standard?</p>	<p>1 2 3 4 5</p>
	<p>Does the reflection help the reviewer to understand the student's growth toward Standard 3?</p>	<p>1 2 3 4 5</p>
	<p>Does the reflection provide evidence of the student's proficiency in key elements of the standard?</p>	<p>1 2 3 4 5</p>

## Standard 4. Teaching and Learning

Candidates integrate their understanding of and relationships 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

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

#### Key Element

4a.. Knowing, understanding, and using positive relationships and supportive interactions

1=Poor

2=Below Average

3=Average

4=Above Average

5=Superior

Standard	Performance	Rating
<b>Standard 4a</b> Connecting with Children and Families	Is the artifact clearly and directly related to the standard?	1 2 3 4 5
	Does the reflection help the reviewer to understand the student's growth toward Standard 4a?	1 2 3 4 5
	Does the reflection provide evidence of the student's proficiency in key elements of the standard?	1 2 3 4 5

**Sub-Standard 4b. Using Developmentally Effective Approaches.**

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

**Key Element**

4b. Knowing, understanding and using effective approaches, strategies, and tools for early education.

1=1=Poor      2=Below Average      3=Average      4=Above Average      5=Superior

Standard	Performance	Rating
<p><b><u>Standard 4b</u></b> Promoting Child Development and Learning</p>	<p>Is the artifact clearly and directly related to the standard?</p>	<p>1 2 3 4 5</p>
	<p>Does the reflection help the reviewer to understand the student’s growth toward Standard 4b?</p>	<p>1 2 3 4 5</p>
	<p>Does the reflection provide evidence of the student’s proficiency in key elements of the standard?</p>	<p>1 2 3 4 5</p>

**Sub-Standard 4c. Understanding Content Knowledge in early Education**

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

**Key Element**

- 4c. Knowing, understanding and using effective approaches, strategies, and tools for early education.

1=Poor      2=Below Average      3=Average      4=Above Average      5=Superior

Standard	Performance	Rating
<p><b><u>Standard 4c</u></b></p> <p>Promoting Child Development and Learning</p>	<p>Is the artifact clearly and directly related to the standard?</p>	<p>1 2 3 4 5</p>
	<p>Does the reflection help the reviewer to understand the student's growth toward Standard 4c?</p>	<p>1 2 3 4 5</p>
	<p>Does the reflection provide evidence of the student's proficiency in key elements of the standard?</p>	<p>1 2 3 4 5</p>

**Sub-Standard 4d. Building Meaningful Curriculum**

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

**Key Element**

4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum, to promote positive outcomes

1=Poor      2=Below Average      3=Average      4=Above Average      5=Superior

<b>Standard</b>	<b>Performance</b>	<b>Rating</b>
<b><u>Standard 4d</u></b> Promoting Child Development and Learning	Is the artifact clearly and directly related to the standard?	1 2 3 4 5
	Does the reflection help the reviewer to understand the student’s growth toward Standard 4d?	1 2 3 4 5
	Does the reflection provide evidence of the student’s proficiency in key elements of the standard?	1 2 3 4 5

## Standard 5. Becoming a Professional

Candidates 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 informed advocates for sound education practices and policies.

### Key Elements

- a. Identifying and involving oneself with the early childhood field
- b. Knowing about and upholding ethical standards and other professional guidelines
- c. Engaging in continuous, collaborative learning to inform practice
- d. Integrating knowledgeable, reflective, and critical perspectives on early education
- e. Engaging in informed advocacy for children and the profession

1=Poor      2=Below Average      3=Average      4=Above Average      5=Superior

Standard	Performance	Rating
<p><b><u>Standard 5</u></b> Promoting Child Development and Learning</p>	<p>Is the artifact clearly and directly related to the standard?</p>	<p>1 2 3 4 5</p>
	<p>Does the reflection help the reviewer to understand the student's growth toward Standard 5?</p>	<p>1 2 3 4 5</p>
	<p>Does the reflection provide evidence of the student's proficiency in key elements of the standard?</p>	<p>1 2 3 4 5</p>