



Experiential Learning Portfolio for 10307195 ECE: Family & Community Relationships

Student Contact Information:

Name: _____ Student ID#: _____

Email: _____ Phone: _____

Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
 - What did you learn?
 - How did you learn through your experience?
 - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
 - Label artifacts as noted in the competency
 - Scan paper artifacts
 - Provide links to video artifacts
 - Attach all artifacts to the end of the portfolio
5. Write a conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of

the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

To receive credit for this course, you must receive “Met” on 8 of the 9 competencies.

10307195 ECE: Family & Community Relationships, 3 Associate Degree Credits

Course Description: This 3-credit course will examine the role of relationships with family and community in early childhood education for children from birth to 8 years of age. In this course, students will complete the Strengthening Families Training.

Consent Form:

If your artifacts include photos of children, you must include appropriate consent forms or statement of permission. Contact the college for more information.

My work sample for (competency) is _____. It fits this competency because _____ (explain how and why this work sample fits the competency and how you will be able to use it in the future.) I chose it as the best example of my work because _____ (explain the impact this work sample had on you and/or your work environment.) I learned about _____ (write 4-5 sentences to describe what you learned about the competency, not the work sample, addressing the course competency and how you have applied the knowledge you have gained.) My work sample shows my knowledge and understanding of the role this competency plays in quality early childhood programming by _____.

Introduction: Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

Competency 1: Integrate strategies that support diversity, equity and inclusion

Criteria: Performance will be satisfactory when:

- describe variations in family structures, beliefs and values
- describe how a family’s culture influences their values, perceptions, beliefs, celebrations and parenting practices
- analyze the influence of your own family experiences on your perceptions and attitudes toward diverse families and on your caregiving practices
- explain why teachers have responsibility to understand family life and how it impacts teaching
- outline the importance of involving families in the development and implementation of celebrations and activities that respect their traditions and values

Learning Objectives:

- a. Describe variations in family structures, beliefs and values
- b. Describe how a family's culture influences their values, perceptions, beliefs, celebrations and child-rearing practices
- c. Describe the influence on your own family experience on your perceptions and attitudes towards diverse families
- d. Describe the influence of your own family experiences on your caregiving practices
- e. Identify why teachers have responsibility to understand family life and how family life impacts teaching
- f. Describe ways to involve families in the development and implementation of celebrations and activities that respect their traditions and values

Required Artifacts: None

Suggested Artifacts: Photos, newsletters, family outreach documents, etc.

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Analyze family patterns and trends

Criteria: Performance will be satisfactory when:

- develop a definition of family that is inclusive and diverse
- explore various family structures (i.e. nuclear family, one-parent family, foster family, same sex parents family)
- describe trends affecting families
- analyze circumstances in families' lives that influence child and family members' actions
- explore literature and classroom resources related to diverse family patterns and trends

Learning Objectives:

- a. Discuss circumstances in families' lives that influence child and family members' actions
- b. Discuss common sources of tension between families and early childhood educators

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Identify strategies to strengthen and support families

Criteria: Performance will be satisfactory when:

- define factors that protect families against stress
- analyze factors that protect families against stress (i.e. Strengthening Families Protective Framework)
- identify strategies to support families in developing protective factors
- assess program practices in supporting and strengthening families in the protective factors
- analyze a strength-based approach to working with families
- explain how trauma informed care supports children and families

Learning Objectives:

- a. Examine factors that protect families against stress
- b. Identify strategies to support strategies that support protective factors
- c. Describe program practices in supporting and strengthening families in the protective factors

Required Artifacts: None

Suggested Artifacts: Family events, program plans/goals, Strengthening Families Training documents

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Analyze effective communication strategies

Criteria: Performance will be satisfactory when:

- utilize effective communication techniques
- identify barriers to effective communication
- recognize how personal patterns affect communication style
- identify strategies for conflict resolution
- develop strategies for communicating with families in ways that are culturally sensitive and respect the family's home language and communication styles
- explore the responsible use of technology to communicate with families

Learning Objectives:

- a. Utilize effective communication techniques
- b. Identify barriers to effective communication
- c. Recognize how personal affect communication style
- d. Identify strategies for conflict resolution
- e. Develop strategies for communicating with families in ways that are culturally sensitive and respect the family's home language and communication styles

Required Artifacts: None

Suggested Artifacts: Newsletters or other artifacts showing methods of family involvement and communication. Family conference record keeping forms. Conflict resolution processes.

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Discover strategies for developing respectful and reciprocal relationships with families

Criteria: Performance will be satisfactory when:

- identify strategies for initial encounters with children and families
- identify techniques for building cooperative partnerships with families
- recognize the progression in teacher-family relationships
- analyze barriers to teacher-family relationships
- analyze common sources of tension between families and teachers

Learning Objectives:

- a. Identify strategies for initial encounters for children and families
- b. Identify techniques for building cooperative partnerships with families
- c. Recognize the progression in teacher-family relationships
- d. Identify barriers to teacher-family relationships

Required Artifacts: None

Suggested Artifacts: Newsletters, photos, or other artifacts showing methods of family relationship-building.

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Analyze strategies to promote family engagement in early childhood education programs

Criteria: Performance will be satisfactory when:

- identify a range of levels of family engagement
- recognize the barriers to effective family engagement
- identify strategies that promote and sustain meaningful family engagement

Learning Objectives:

- a. Identify a range of levels of family engagement
- b. Identify the barriers to effective family engagement
- c. Identify strategies that promote and sustain meaningful family engagement
- d. Describe program practices in promoting and sustaining family engagement

Required Artifacts: None

Suggested Artifacts: Newsletters, photos, or other artifacts showing methods of family engagement.

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Outline formats for meeting with families in their contexts

Criteria: Performance will be satisfactory when:

- identify strategies to conduct successful informal and formal family-teacher meeting
- recognize the purpose and goals of family-teacher conferences
- examine how home visits are used in a variety of community agencies

Learning Objectives:

- a. Recognize the variety of purposes and goals of home visits
- b. Identify strategies to conduct a successful home visit
- c. Explore how home visits are used in a variety of community agencies
- d. Explain the purpose and goals of family-teacher conferences
- e. Identify strategies to conduct a successful family-teacher conference

Required Artifacts: None

Suggested Artifacts: Center policies, conference forms, home-visit info

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Advocate for children and families

Criteria: Performance will be satisfactory when:

- describe your role as a child and family advocate
- explore public policy that affects children and families
- examine the role of public policy
- identify a range of advocacy strategies
- apply advocacy strategies to address a specific need or issue

Learning Objectives:

- a. Describe your role as a child and family advocate
- b. Explore public policy that affects children and families
- c. Examine the role of public policy
- d. Identify a range of advocacy strategies
- e. Apply advocacy strategies to address a specific need or issue

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Identify community resources that provide a range of services for children and families

Criteria: Performance will be satisfactory when:

- describe the types of services needed by diverse families
- analyze a broad range of services provided by local community organizations
- develop a collection of resource agencies
- describe how to match local services to the needs of a family

Learning Objectives:

- a. Identify the types of services needed by diverse families
- b. Explore a broad range of services provided by local community organizations
- c. Develop a collection of resource agencies
- d. Match local services to the needs of a family

Required Artifacts: None

Suggested Artifacts: Lists and descriptions of community resources and their use/benefit

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

