



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2206 E-Portfolio

Date: Fall 2022

Credit Hours: 1

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): EDC 1203

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method: **Lecture** **0 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **2 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended
 Virtual Class Meeting (VCM)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course is designed to mentor and support students throughout their implementation of a personal/professional portfolio. The development of the portfolio will provide students with a framework for initiating, planning, and facilitating their professional development while building connections between their professional career goals and educational goals. Students will prepare a portfolio and use the materials to show overall achievement and growth, document the scope and quality of educational

experiences and show proof of skills and knowledge. The portfolio will serve as an assessment of student learning and will enhance the students' abilities to be able to document knowledge and skills according to national and state professional standards and competencies. Additionally, it will require students to reflect on their performance and learning. Student pursuing the AAS degree must complete the online portfolio with 80% proficiency to obtain the degree.

ACCREDITATION STATEMENTS AND COURSE NOTES:

Content and Assessments are aligned to Gateways ECE and Infant/Toddler Competencies

COURSE TOPICS AND CONTENT REQUIREMENTS:

Purpose of a portfolio
Documentation required by DCFS
Navigation of a portfolio
Professional Standards and Competencies
Appropriate artifacts that address knowledge of each standard/competency
Self-reflection based on personal and professional growth
Appropriate use of technology to foster communication

INSTRUCTIONAL METHODS:

Mandatory orientation session
Instructor: student support/mentoring sessions throughout the semester.
Student: student support/mentoring sessions.
Shared samples of digital portfolios

EVALUATION OF STUDENT ACHIEVEMENT:

Portfolio development using accessible technology
Writing Center requirement
Review of digital portfolio artifacts
Review of reflection papers
Student review of completed digital portfolio
Student presentation of final portfolio evaluated by ECE Advisory Council members

INSTRUCTIONAL MATERIALS:

Textbooks

None

Resources

Technology links to support creation of portfolio; Google Slides, Wix, Weebly, Sway, Wordpress

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;

- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

1. Child Development and Learning

- 1a: 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.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand 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.
- 1d: 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.

2. Family-Teacher Partnerships and Community Connections

- 2a: Know about, understand, and value the diversity of families.
- 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
- 2c: 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.

3. Child Observation, Documentation, and Assessment

- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3d: Build assessment partnerships with families and professional colleagues.

4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children
- 4b: 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.
- 4c: 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.
5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
- 5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.
- 5c: 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
6. Professionalism as an Early Childhood Educator
- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession. 6d: Engage in continuous, collaborative learning to inform practice.
- 6b: Know about and uphold ethical and other early childhood professional guidelines
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues
- 6d: Engage in continuous, collaborative learning to inform practice.