Early Childhood Education
Associate Degree Program

CREDIT FOR PRIOR LEARNING
STUDENT HANDBOOK
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Explanation of the Process

Learners with extensive credit, credentials, training and/or experience in the area of early childhood education should refer to this handbook to determine if credit for prior learning/work experience can be earned and applied toward Milwaukee Area Technical College Associate Degree Program.

This handbook will guide you through the process of preparing for the Credit For Prior Learning (CPL) experience. In many cases this will result in the development of a portfolio which you will submit for faculty review. Please read through the entire document before enrolling in the CPL course.

Step One: To determine if you are likely to be a good candidate for receiving credit for prior learning experience, complete the “Am I a Good Candidate for Credit for Prior Learning?” form in this handbook (p. 5). The outcome of this self assessment will help you determine whether to proceed with the remaining steps.

Step Two: Milwaukee Area Technical College requires that you apply to be enrolled in a program at the college in order to be eligible to earn advanced standing for courses aligned with the Credit For Prior Learning experience. In this case, advanced standing means that you will earn course credit through the development of a portfolio; the contents of the portfolio should demonstrate that you are competent in a particular course content. In order words, you will not be required to enroll in the actual course, instead you enroll in CHILDD 117 and develop a portfolio to prove that you are competent in the course material. If you have not already done so, please do one of the following in order to begin the Early Childhood Education program enrollment process:

1. Contact our ECE Program Counselor:
   Rodney McLain
   414-297-7081
   mclainr@matc.edu

2. Apply for admission via our online link:
   https://apply.matc.edu/admissions/pages/welcome.aspx

3. Visit the Welcome Center at any MATC location for enrollment information
   Note: you will also be prompted to pay the admission fee.

Step Three: Milwaukee Area Technical College uses The Registry certificate as one part in the determination of Credit For Prior Learning (CPL) in the Early Childhood Education Associate Degree. Interested learners, who are not Registry members, need to apply prior to enrolling in CPL; this process may take 6-8 weeks. You need to be part of the Registry to qualify for CPL. If applicable, Include The Registry certificate with your portfolio materials. For more information, you may contact The Registry at: 1-800-222-1123 or

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Step Four: Enroll in CHILDD 117: Credit for Prior Learning. In this course, you will receive guidance in developing your portfolio(s) for submission. You are eligible to develop portfolios for a maximum of four ECE courses (or 12 maximum credits). The next section will include a listing of eligible courses.

Step Five: Carefully review the Early Childhood Education curriculum included in this handbook (pgs.7-11). As you review each course description and competency, begin to identify which courses you can demonstrate competency/proficiency in. Each course requires the development of a portfolio to document your knowledge and skills.

Step Six - Portfolio: When you gather materials for inclusion into the portfolio be sure to maintain copies for your file. Artifacts, or exemplary examples of work, are critical in evaluating an individual’s past work. Use the suggestions provided in “Examples of Educational Artifacts” to compile a comprehensive portfolio which represents your best work (pgs.12-14). Please be mindful that your instructor may require additional criteria for submission. You must demonstrate understanding of the competencies at a minimum of a C level to be awarded credit. No refund is given if you do not pass. A separate binder or e-Portfolio is required for each course that you seek credit.

Step Six: At the end (or throughout the class) you will learn about your progress regarding completion and gaining credit for your portfolio work. An Advanced Standing form will be completed by your CPL instructor and submitted for approval. As previously stated, you must be enrolled in an eligible MATC program to earn advanced standing for a course.

- If you are awarded credit, it will appear on your transcript as “NE” (Non-course equivalency).
- Some colleges or universities may not accept this “NE” as a substitute for actually enrolling and completing the course. Check with the institution you intend to transfer to for their distinct policy.
- You are eligible to select 12 credits for Credit For Prior Learning Experience.
- If credit is not granted, a thorough explanation will be provided by the CPL instructor.

Other Information:
- You must be currently working in the field of early care and education.

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• You must be able to document a minimum of 4000 hours of work experience (equivalent to 2 years). This should be accomplished through submission of The Registry certificate.

• You will be charged full tuition for enrolling in CHILDD 117: Credit for Prior Learning and $90 for courses that you want to earn advanced standing credit for. The $90/per course fee(s) must be paid by the end of the academic semester (that you are completing CPL) in order for advanced standing to be processed.

• Financial aid funds will cover the first course (CHILDD 117); however, it will NOT cover the cost of completing additional courses because it is recognized as “work experience” credits. Therefore, you will need to be prepared to pay these tuition funds.

• If you are a current T.E.A.C.H recipient you may be eligible to receive financial support for CPL-related credits. For more information, please contact your T.E.A.C.H scholarship counselor at 1-800-783-9322.

• CHILDD 117 may satisfy as your elective credit in our associate degree program.

Thank you for participating in this process. It is our hope that the steps in this handbook will guide you in the thoughtful gathering of information so you can be successful in reaching your professional development goals.

For more information please contact:

Julie Ashlock
Associate Dean of Liberal Arts & Sciences, Early Childhood Education
Milwaukee Area Technical College
700 W. State Street
Milwaukee, WI 53233
ashlockj@matc.edu
Am I a Good Candidate for Credit for Prior Learning?

Answer the following questions to determine if you are a good candidate to receive credit for prior learning/work experience in the Early Childhood Education associate degree program at Milwaukee Area Technical college. A “yes” answer to the first two criteria is required.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have <strong>two or more years</strong> of experience working <strong>FULL-TIME</strong> in a licensed/certified family or group child care setting. (Yes is required for credit consideration)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a <strong>current</strong> Registry certificate. (Yes is required for credit consideration)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have worked with children of various ages (infants, toddlers, pre-school, school-age).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly interact, both formally and informally, with early childhood education professionals in my area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I keep abreast of changes in the field of early childhood education by reading recent publications, attending seminars, conferences, and workshops.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have photos, documents, and other physical evidence of the work I have done which will help others understand that I have competence in these areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand that the process of showcasing all that I know about early care and education is a process that will require considerable time and effort.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If most of your responses are in the "yes" column, you are likely to be a good candidate to receive credit for prior learning/work experience. If you were unable to answer "yes" to most of the questions, please contact an MATC enrollment services advisor at
414-297-7081 to further discuss your options and help you create a plan that will meet your educational goals.

### Eligible Credit for Prior Learning Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Portfolio</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDD 148</td>
<td>X</td>
<td>Not applicable.</td>
</tr>
<tr>
<td>CHILDD 151</td>
<td>X</td>
<td>Must show documentation of workplace experience with infants and toddlers for at least two years as a lead or assistant teacher (or four or more years as a part-time lead or assistant teacher).</td>
</tr>
<tr>
<td>CHILDD 166</td>
<td>X</td>
<td>Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher).</td>
</tr>
<tr>
<td>CHILDD 167</td>
<td>X</td>
<td>Must provide copies of the following certificates: SIDS, SBS and CANS. Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher).</td>
</tr>
<tr>
<td>CHILDD 174</td>
<td>X</td>
<td>Must show verification for completion of Wisconsin Model for Early Learn Standards training.</td>
</tr>
<tr>
<td>CHILDD 178</td>
<td>X</td>
<td>Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher).</td>
</tr>
<tr>
<td>CHILDD 179</td>
<td>X</td>
<td>Must show documentation of workplace experience with children between the ages of 3-8 years, for at least two years as a full-time assistant or lead teacher (or four or more years as a part-time lead or assistant teacher).</td>
</tr>
<tr>
<td>CHILDD 187</td>
<td>X</td>
<td>Must show documentation of workplace experience as a full-time lead or assistant teacher working with children with differing abilities, for at least two years (or four or more years as a part-time lead or assistant teacher). The work should be completed primarily with children who have special needs in a special education classroom.</td>
</tr>
<tr>
<td>CHILDD 188</td>
<td>X</td>
<td>Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher).</td>
</tr>
<tr>
<td>CHILDD 192</td>
<td>X</td>
<td>Must show documentation of workplace experience with two or more age...</td>
</tr>
</tbody>
</table>

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groups, for at least two years, as a full-time lead or assistant teacher (or four or more years as a part-time lead or assistant teacher).

Two full-time years of continuous work experience must be documented at the same Wisconsin licensed child care center; the center should be working toward a Young Star rating.

Student must be able to demonstrate application of course competencies in an early childhood education classroom. On-site observation will be incorporated into this experience.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDD 194</td>
<td>Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher).</td>
</tr>
<tr>
<td>CHILDD 195</td>
<td>Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher).</td>
</tr>
<tr>
<td>CHILDD 197</td>
<td>Must show documentation of workplace experience as a full-time lead or assistant teacher for at least two years (or four or more years as a part-time lead or assistant teacher). [NOTE: this two year requirement is a stand alone; in other words, students cannot get advanced standing for practicum II, practicum III and practicum IV with the same two years of work experience] One full-time year of continuous work experience must be documented at the same Wisconsin licensed child care center; the center should be working toward a Young Star rating. Student must be able to demonstrate application of course competencies in an early childhood education classroom. On-site observation will be incorporated into this experience.</td>
</tr>
<tr>
<td>CHILDD 198</td>
<td>Must show documentation of workplace experience as a full-time director or administrator for at least two years.</td>
</tr>
<tr>
<td>CHILDD 199</td>
<td>Must show documentation of workplace experience as a full-time lead or assistant teacher for at least three years (or six or more years as a part-time lead or assistant teacher). [NOTE: this two year requirement is a stand alone; in other words, students cannot get advanced standing for practicum II, practicum III and practicum IV with the same two years of work experience] Student must be able to demonstrate application of course competencies in an early childhood education classroom. On-site observation will be incorporated into this experience.</td>
</tr>
</tbody>
</table>

Effective Summer 2018/19
One full-time year of continuous work experience must be documented at the same Wisconsin licensed child care center; the center should be working toward a Young Star rating.

Student must be able to demonstrate application of course competencies in an early childhood education classroom. On-site observation will be incorporated into this experience.

Student must successfully complete the ECE program Technical Skill Assessment (TSA) with is demonstrated through an exit interview.

**NOTE:** Students are only eligible to earn CPL advanced standing for 2 practicums: Practicum I and one other practicum of their choice. This advanced standing cannot be combined with other options; for example, a student is unable to earn two practicum advanced standing through this CPL option and practicum advanced standing through other options.
Early Childhood Education Associate Degree Curriculum Courses and Competencies

As you review each course description and competency below, begin to identify if you have competence in certain courses.


Description: This 3-credit course introduces you to the early childhood profession.
Competencies: Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Investigate the history of early childhood education.
4. Identify the components of a quality early childhood education program.
5. Summarize responsibilities of early childhood education professionals.
7. Analyze the principles of the WI Model Early Learning Standards.

10-307-151 ECE: Infant & Toddler Development

Description: In this 3-credit course you will study infant and toddler development as it applies to an early childhood
Competencies: Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Analyze development of infants and toddlers (conception to three years).
3. Correlate prenatal conditions with development.
4. Summarize child development theories.
5. Analyze the role of heredity and the environment.
6. Examine culturally and developmentally appropriate environments for infants and toddlers.
7. Examine the role of brain development in early learning (conception through age three).
8. Examine caregiving routines as curriculum.

10-307-166 ECE: Curriculum Planning

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**Description:** This 3-credit course examines the components of curriculum planning in early childhood education.

**Competencies** Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Examine the critical role of play.
3. Establish a developmentally appropriate environment.
4. Integrate Developmentally Appropriate Practice (DAP) into curriculum.
5. Develop activity plans that promote child development and learning.
6. Develop curriculum plans that promote child development and learning across all content areas.
7. Analyze early childhood curriculum models.

**10-307-167 ECE: Health, Safety, and Nutrition**

**Description:** This 3-credit course examines the topics of health, safety, and nutrition within the context of the early childhood educational setting.

**Note:** To receive Credit for this course, learner must document SIDS, SBS, and Child Abuse Mandated Reporter certifications.

**Competencies:** Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Follow governmental regulations and professional standards as they apply to health, safety, and nutrition.
3. Provide a safe early childhood program.
4. Provide a healthy early childhood program.
5. Plan nutritionally sound menus.
6. Adhere to child abuse and neglect mandates.
7. Apply Sudden Infant Death Syndrome (SIDS) risk reduction strategies.
8. Apply strategies to prevent the occurrence of Shaken Baby Syndrome (SBS).
9. Incorporate health, safety, and nutrition concepts into the children's curriculum.

**10-307-174 ECE: Practicum I**

**Description:** In this 3-credit practicum course you will learn about and apply the course competencies in an actual child care setting.

**Note:** Learners must also have the 15 hour Wisconsin Model Early Learning Standards Competencies: Learners will be able to:

2. Explore the standards for quality early childhood education.
3. Explore strategies that support diversity and anti-bias perspectives.
4. Implement activities developed by the co-op teacher/instructor/student.
5. Demonstrate professional behaviors.
6. Practice caregiving routines as curriculum.
7. Practice positive interpersonal skills with children and adults.
8. Analyze the guiding principles and the five developmental domains related to the WI Early Learning
9. Integrate the WI Early Learning Standards into the program's teaching cycle (ongoing assessment, planning and curriculum goals, and implementation)
10. Evaluate learning and assessment activities using the early learning standards for each individual child

10-307-178 ECE: Art, Music, & Language Arts

Description: This 3-credit course will focus on beginning level curriculum development in the specific content areas of art, music, and language arts.

Competencies: Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Examine the critical role of play.
3. Establish a developmentally appropriate environment for art, music, and language arts.
4. Develop activity plans that promote child development and learning.
5. Analyze caregiving routines as curriculum.
6. Create developmentally appropriate language, literature, and literacy activities.
7. Create developmentally appropriate art activities.
8. Create developmentally appropriate music and movement activities.

10-307-179 ECE: Child Development

Description: The 3-credit course examines child development within the context of the early childhood education

Competencies: Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives
2. Analyze social, cultural, and economic influences on child development.
4. Analyze development of children age three through age eight.
5. Summarize the methods and designs of child development research.
6. Analyze the role of heredity and the environment.
7. Examine the role of brain development in early learning (ages 3-8).
10-307-187 ECE: Children with Differing Abilities

Description: This 3-credit course focuses on the child with differing abilities in an early childhood education setting.

Competencies: Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Provide inclusive programs for young children.
3. Apply legal and ethical requirements including, but not limited to, ADA and IDEA.
4. Work collaboratively through the consultation process to embed intervention in natural based settings
5. Differentiate between typical and exceptional development.
6. Analyze the differing abilities of children with physical, cognitive, health/medical, communication and/or behavioral/emotional disorders.
7. Work collaboratively with community and professional resources.
8. Utilize an individual educational plan (IEP/IFSP) for children with developmental differences.
9. Adapt curriculum to meet the needs of children with developmental differences.
10. Cultivate partnerships with families who have children with developmental differences.

10-307-188 ECE: Guiding Children’s Behavior

Description: This 3-credit course examines positive strategies to guide children’s behavior in the early childhood

Competencies: Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Summarize early childhood guidance principles.
3. Analyze factors that affect the behavior of children.
4. Practice positive guidance strategies.
5. Develop guidance strategies to meet individual needs.
6. Create a guidance philosophy.

10-307-192 ECE: Practicum II

Effective Summer 2018/19
Description: In this 3-credit practicum course you will learn about and apply the course competencies in an actual child care setting. The course competencies include: identify children's growth and development; maintain the standards for quality early childhood education; practice strategies that support diversity and anti-bias perspectives; implement student teacher-developed activity plans; identify the elements of a developmentally appropriate environment; implement positive guidance strategies; demonstrate professional behaviors; utilize caregiving routines as curriculum; utilize positive interpersonal skills with children; utilize positive interpersonal skills with adults.

Competencies: Learners will be able to:

1. Identify children's growth and development.
3. Practice strategies that support diversity and anti-bias perspectives.
4. Implement student teacher-developed activity plans.
5. Identify the elements of a developmentally appropriate environment.
6. Implement positive guidance strategies.
7. Demonstrate professional behaviors.
8. Utilize caregiving routines as curriculum.
10. Utilize positive interpersonal skills with adults.

10-307-194 ECE: Math, Science, & Social Studies

Description: This 3-credit course will focus on beginning level curriculum development in the specific content areas of math, science and social studies.

Competencies: Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Examine the critical role of play.
3. Establish a developmentally appropriate environment for math, science, and social studies.
4. Develop activity plans that promote child development and learning.
5. Create developmentally appropriate science activities.
6. Create developmentally appropriate math activities.
7. Create developmentally appropriate social studies activities.
10-307-195 ECE: Family and Community Relationships

Description: In this 3-credit course you will examine the role of relationships with family and community in early childhood education.

Competencies: Learners will be able to:

1. Implement strategies that support diversity and anti-bias perspectives when working with families and community.
2. Analyze contemporary family patterns, trends, and relationships.
3. Utilize effective communication strategies.
4. Establish ongoing relationships with families.
5. Advocate for children and families.
6. Work collaboratively with community resources.

10-307-197 ECE: Practicum III

Description: In this 3-credit practicum course you will learn about and apply the course competencies in an actual child care setting. The course competencies include: assess children's growth and development; implement the standards for quality early childhood education; integrate strategies that support diversity and anti-bias perspectives; build meaningful curriculum; provide a developmentally appropriate environment; facilitate positive guidance strategies; evaluate one's own professional behaviors and practices; lead caregiving routines as curriculum; utilize positive interpersonal skills with children; utilize positive interpersonal skills with adults.

Competencies: Learners will be able to:

1. Assess children's growth and development.
2. Implement the standards for quality early childhood education.
3. Integrate strategies that support diversity and anti-bias perspectives.
4. Build developmentally appropriate curriculum.
5. Provide a developmentally appropriate environment.
6. Facilitate positive guidance strategies.
7. Evaluate one's own professional behaviors and practices.
8. Lead caregiving routines as curriculum.
10. Utilize positive interpersonal skills with adults.

10-307-198 ECE: Administering an Early Childhood Education Program
**Description:** This 3-credit course focuses on the administration of an early childhood education program.

**Competencies:** Learners will be able to:

1. Integrate strategies that support diversity and anti-bias perspectives.
2. Analyze the components of an ECE facility.
3. Design an ECE program.
4. Analyze the aspects of personnel supervision.
5. Outline financial components of an ECE program.
6. Apply laws and regulations related to an ECE facility.
7. Advocate for the early childhood profession.

**10-307-199 ECE: Practicum IV**

**Description:** In this 3-credit practicum course you will learn about and apply the course competencies in an actual child care setting. Course competencies include: analyze children's growth and development based on assessment; integrate strategies that support diversity and anti-bias perspectives; promote professional behaviors and practices; implement meaningful curriculum; create respectful, reciprocal relationships; evaluate early childhood education programs for quality; explore professional options in early childhood education.

**Competencies:** Learners will be able to:

1. Analyze children's growth and development based on assessment.
2. Integrate strategies that support diversity and anti-bias perspectives.
3. Promote professional behaviors and practices.
4. Implement meaningful curriculum.
5. Create respectful, reciprocal relationships.
7. Develop a career plan for your transition from student to professional.
Examples of Educational Artifacts for Your Portfolio

Artifacts are concrete objects that represent you and the work that you have completed. They demonstrate, to ECE faculty, that you have achieved competence in certain areas. Below is a list of artifacts types that need to be showcased as you apply for the Credit for Prior Learning experience at MATC.

Thoughtful selection and display of your artifacts will help to maximize the credits you will earn. Haphazard inclusion of artifacts will dilute the effectiveness of your portfolio. Too few artifacts will fail to give us a good picture of the skills and knowledge that you currently possess. You probably have more artifacts that represent your work than you realize!

Each course you are seeking credit for should be part of a portfolio which documents your knowledge and skills for each competency.

Each course portfolio should begin with a cover letter including:
- your name
- contact information
- course number and title
- background information regarding your education and experience
- a short essay describing why you believe you have achieved competence in the course (two typed pages or less).

Your portfolio should also include a copy of your Registry certificate and the Core Knowledge Summary

***For each artifact included, state the competency represented. For example, in the Family and Community Relationships course, if you include a letter you wrote to parents about plans for an upcoming event in your classroom, identify Competency 3: Utilize effective communication strategies. In addition, include the rationale for why you chose to include each artifact.

This is just a beginning list. You may have other items which provide better evidence of specific competencies. You do not need to provide all of these if they do not specifically demonstrate the course competencies.
<table>
<thead>
<tr>
<th>Artifact</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photos</td>
<td>Include photos of classrooms where you have taught. Photos should represent primarily your work, classrooms where you have arranged the space, art projects you have planned, small and large group activities led by you, etc. Label each picture so we are aware of the element you are sharing. Example: “A process art activity I designed for 3-year-olds using natural materials”.</td>
</tr>
<tr>
<td>Newsletter</td>
<td>Include center newsletters that have showcased activities of your classroom, or include articles you have written. Generally, include excerpts, not the whole newsletter. Only include the entire newsletter if you were responsible for the design and content.</td>
</tr>
<tr>
<td>Letters to Parents</td>
<td>Information letters are often sent home to parents. These are appropriate to include if they are written by you, and if they showcase areas such as curriculum, field trips, health, safety and nutrition issues.</td>
</tr>
<tr>
<td>Letters from Parents</td>
<td>Letters from parents can reveal a rich and caring relationship between the family and caregiver. If possible, include one or two examples of an unsolicited note or letter you have received from a parent or guardian. Describe to us what motivated the note.</td>
</tr>
<tr>
<td>Videos</td>
<td>DVDs offer a good way for us to see you in action with children, parents and/or colleagues. Footage should be no longer than 15 minutes in length. Include a written explanation of what we are to look for in the video, for example, “This video shows me leading group time with a group of twelve three-year-olds.”</td>
</tr>
<tr>
<td>Certificates/Awards</td>
<td>Include any relevant certificates of training or awards</td>
</tr>
<tr>
<td>Performance Evaluations</td>
<td>Include a copy of a recent (within past three years) performance evaluation.</td>
</tr>
<tr>
<td>Membership</td>
<td>Tell us what professional organizations you are currently a</td>
</tr>
<tr>
<td>Certificates</td>
<td>member of. Include copies of membership certificates or cards.</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Monthly Calendars</td>
<td>Include a monthly calendar you have created and used.</td>
</tr>
<tr>
<td>Daily Schedules</td>
<td>Include a daily schedule.</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>Include copies of lesson plans.</td>
</tr>
<tr>
<td>Activity Plans</td>
<td>Include detailed activity plans that would include specifics of activities presented throughout an entire week – included specific objectives, procedure, and reflection on how the activity went.</td>
</tr>
<tr>
<td>Song &amp; Finger-play List</td>
<td>Include the collection of fingerplays and songs you use when working with children. List your favorite songs and fingerplays, as well as a list of resources you enjoy using (CDs, books, etc.)</td>
</tr>
<tr>
<td>Transitions</td>
<td>Include transition ideas you use to ease transition times. Demonstrate how you incorporate caregiving routines into the curriculum.</td>
</tr>
<tr>
<td>Learning Materials</td>
<td>Take photos of toys or games you have created. Identify the purpose of the material. Relate the material to a specific child’s development.</td>
</tr>
<tr>
<td>Licensing Compliance Report</td>
<td>Documentation from state licensing specialist.</td>
</tr>
<tr>
<td>Program, Parent or Employee Handbooks</td>
<td>If you have developed these materials, please include them if you are applying for the administration course.</td>
</tr>
<tr>
<td>Observations</td>
<td>anecdotal, running record, portfolio, etc.</td>
</tr>
<tr>
<td>Other</td>
<td>Any item that you feel documents your mastery of the course competencies.</td>
</tr>
</tbody>
</table>