Session Goals

- Classroom portfolios as a reflective practice
- Tips and Examples: “Do’s” and “Don’ts”
- Designing methods to utilize portfolios over time
NAEYC Accreditation: Four Steps

1. Enrollment in **Self-Study**
2. Becoming an **Applicant**
3. Becoming a **Candidate**
4. Meet and Maintain **Standards**

**How the Standards are Organized**

- **Standards** - essential elements of quality (1 through 10)
  - **Topic Areas** - big ideas within standards (A, B, C...)
    - **Criteria** - specific details within topic area (01, 02, 03...)
    - **Indicators** - parts of criteria (a, b, c...)
Criteria: Sources of Evidence

<table>
<thead>
<tr>
<th>Written/Photographic Sources of Evidence</th>
<th>Observable Source of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Portfolio</td>
<td>Observables Criteria</td>
</tr>
<tr>
<td>Classroom Portfolios</td>
<td></td>
</tr>
<tr>
<td>Family Surveys</td>
<td></td>
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<tr>
<td>Teaching Staff Surveys</td>
<td></td>
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</tbody>
</table>

Portfolios and Intentionality: “widening the lens”

Portfolios as evidence of Developmentally Appropriate Practice
To be an excellent teacher means...

- Being intentional
- Creating a caring community of learners
- Teaching to enhance development and learning

To be an excellent teacher means...

- Planning curriculum to achieve important goals
- Assessing children’s development and learning
- Establishing reciprocal relationships with families
Creating a Caring Community of Learners--

Topic Areas addressed in the Classroom Portfolio:

**Standard 1 -- Relationships:**
- 1.A Building Positive Relationships among Teachers and Families
- 1.C Helping Children Make Friends
- 1.D Creating a Predictable, Consistent and Harmonious Classroom

**Standard 3 -- Teaching:**
- 3.B Creating Caring Communities of Learning
- 3.E Responding to Children’s Interests and Needs
- 3.F Making Learning Meaningful for All Children

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**Excellent teachers know...**

- It’s both *what* you teach and *how* you teach
- It’s both *teacher-guided* and *child-guided* experiences
- It’s both *joy* and *learning*
Key Idea for this Session

Portfolios “tell the story” of your program and classrooms through plans, documents, photos and other evidence.

Classroom Portfolios
Strengths-Based Approach

- Pick your favorite activity, theme or project
- Pull together all the documentation you have for the identified activity
  - Curriculum web or plan
  - Children’s work
  - Photographs
  - Communications with parents
Reflect

- What do you do to plan for the activity?
- How do you introduce the activity to the children?
- How do you incorporate the children’s ideas?
- How do you inform the parents and elicit their input?
- How do you extend the activity?
- How does this activity address children’s development?
- How do you know what children have learned or gained from the activity?
Evaluate

• Review your evidence and label the criteria for which you have provided evidence.
• Does the criterion specify “many” or “several”? If so, does the evidence demonstrate more than one example?
• Describe in one or two sentences how the evidence demonstrates the intent of the criterion.

Developmentally Appropriate Practices

• Being intentional – plan the activity, reflect on how to involve families and children
• Creating a caring community of learners – discuss and chart differences, share the unique story of each family
• Teaching to enhance development and learning – demonstrate graphing, numerical concepts, enhance fine motor skills through drawing, creating books
Map Your Evidence to Criteria

- Go from the whole to the part
- Identify discreet pieces of evidence based on the full set of evidence

Key Points to Creating Portfolios
Criteria: Age Categories

- Universal
- Infant
- Toddler & Two
- Preschool
- Kindergarten

Criteria: Assessment

Evidence reported during Candidacy for a subset of criteria

Evidence compiled during Self-Assessment for all criteria

Criteria assessed during the Site Visit

Assessment Categories
- Required
- Always
- Random
- Emerging
Portfolios

A mechanism for documenting practices, policies, and events in order to provide current evidence of implementation of the standards and criteria

<table>
<thead>
<tr>
<th>Classroom Portfolio (CP)</th>
<th>Program Portfolio (PP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence is specific to an individual group</td>
<td>Evidence is reflective of the program as a whole</td>
</tr>
</tbody>
</table>

Portfolios

- **Why** do we ask you to do them?
- **Who** should do one?
- **How many** do you need?
- **How** are they organized?
- **What** is included?
- **When** do you have to update them?
**Portfolios**

**Why** do we ask you to do them?

- Demonstrate consistency
- Supplement observations
- Give YOU feedback

**Portfolios**

**Who** should do one?

- Teaching staff are responsible for Classroom Portfolios
- Administrators are responsible for Program Portfolio
- Can others help?
  - colleagues
  - other teaching teams
  - families & children
Portfolios

**How many do you need?**

- One PP per program
- Usually one CP for each group, BUT classroom portfolios can be shared:
  - Same age groups
  - Same teachers
  - Shared planning & implementation

Portfolios

**How are they organized?**

- **Physical** organization
- **Content** organization
Portfolios

How are they organized?

- Label, highlight, describe
- How many examples?
- Addressing indicators
- Placeholders

LABEL:

Write the criterion number on each piece of evidence in the portfolio.

2.E.05
Portfolios

**How are they organized?**

**HIGHLIGHT:**

**Staff Development Plan**

The Butler Preschool program provides opportunities for staff to improve program-planning skills, improve group leadership skills, and to develop teaching styles and techniques. All staff may utilize the Teacher Resource Room.

Staff are required to attend two training days throughout the year. Books, professional organizations, career opportunities, college courses, and workshop information are all provided to the staff.

The Butler Preschool maintains professional memberships in the following organizations: NAEYC, ACEI; and subscribes to monthly publications such as *Child Care Exchange*, *Young Children*, and *Instructor*. Many books and other curriculum materials are purchased throughout the year.

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**Portfolios**

**How are they organized?**

**DESCRIBE:**

Add a caption telling the assessor what the photograph represents.

2.C.04.c: The children are developing controlled movement skills when they do this hula hoop exercise.
Portfolios

How are they organized?

Examples of Evidence

“Children are provided with varied opportunities and materials...”

• For your portfolio, “varied” or “some” mean MORE THAN ONE example
• Giving too many examples is unnecessary and counter-productive!

Portfolios

How are they organized?

Placeholder

A reference in the portfolio to evidence elsewhere in the portfolio

2.L.01:

See the photo evidence for 2.E.05.
Portfolios

When do you have to update them?

What is “current” evidence?

A practice that has taken place within 12 months of Candidacy

What is NOT “current” evidence?

A practice that has taken place within 12 months of Candidacy

When do you have to update them?

What is “current” evidence?

A practice that has NOT taken place within 12 months of Candidacy

What is NOT “current” evidence?

A practice that has taken place within 12 months of Candidacy
Swine Flu –

When events prompt revisions of policies & practices

• How have your daily health practices changed?
• Does your curriculum include more teaching of health practices?
• Have you expanded your disaster response plan?
• Has your employee sick leave policy changed?

Swine Flu –

When events prompt revisions of policies & practices

• Do you require additional immunizations of staff and children?
• Are you educating families more about health practices?
• Have you increased consulting relationships with your public health department or others in your community?
Strategies for Maintaining Portfolios

• Focus of 1-2 monthly staff meetings per year, or an in-service day
• Staff teams
• Integrate into performance reviews
• Include Program Portfolio as part of the annual program evaluation and report to stakeholders

Examples
CPs might include examples from:

- Photographs

CPs might include examples from:

- Lists of equipment and materials

**Number & Counting Books for our Class:**
My First Number Book
Ned’s Number Book
City by Numbers
The Great Number Rumble
One Fish, Two Fish, Red Fish, Blue Fish
I Spy Little Numbers
A Number of Animals
The Icky Bug Counting Book
Counting Crocodiles
The M & M’s Brand Counting Book
Me Counting Time: From Seconds to Centuries
CPs might include examples from:

- Child work product examples

CPs might include examples from:

- Classroom schedules

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Multipurpose Room – Gym Time</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Outdoor Play yard Activities (parachute, tricycles, balls, climbers, sand box, garden, etc).</td>
</tr>
<tr>
<td>10:45 a.m.</td>
<td>Circle Time – Sharing Time, Music, Creative Movement Activities, etc.</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Center Time – art activities, cooking activities, science, literacy, math activities, computer, blocks, dramatic play, etc.</td>
</tr>
<tr>
<td>11:40 a.m.</td>
<td>Clean up time</td>
</tr>
<tr>
<td>11:50 a.m.</td>
<td>Story Time</td>
</tr>
<tr>
<td>12:00 p.m.</td>
<td>Lunch</td>
</tr>
</tbody>
</table>
CPs might include examples from:

• Notes, emails, newsletters

“The World Around Us”

Dear Parent,

As part of our curriculum unit on the world around us, we are learning about dirt and rocks. Activities for the coming week include digging in dirt, carrying and stacking rocks, and making mud pies. Please dress your child appropriately in old clothes, and make sure you have a change of clothes here. We plan to have fun!

Thank You!
Ms. Sarah and the preschool teaching team

One photo can meet several criteria.

2.A.08: Equipment reflects childrens’ family life.
2.C.02: Infant fine motor skills
2.F.01: Infants see & touch shapes, sizes colors, patterns
2.G.01: Infants can discover they can make things happen
Materials are organized and grouped on low, open shelves for children to use independently.

9.A.07 Rotated materials are stored on high shelves.

PPs might include examples from:

- Employee handbook

Butler Preschool
Of Madison County
Staff Handbook
Revised January 2009
PPs might include examples from:

- Parent handbook

Butler Preschool of Madison County

Parent Handbook

Table of Contents

Welcome to Butler Preschool!
Our Philosophy & Goals
Our Curriculum
Our Staff
Days and Hours we’re open
Enrollment
Required Forms
Payment Policy
Attendance Policy
Illness Policy
Medication Administration
Emergency Plans
Field Trips & Special Events
No Toys from Home

PPs might include examples from:

- Program forms and lists

NEW STAFF ORIENTATION CHECKLIST

New Staff Name: ___________________________ Hire Date: ___________________________
Administrator or mentor staff: initial each item as you review it with the new staff member.

_____ Program philosophy, values and goals
_____ NAEYC ethical conduct guidelines
_____ Emergency evacuation procedures
_____ Emergency cards and emergency phone lists
_____ Diaper changing procedures
_____ Hand washing procedures
_____ Playground supervision
_____ Guidance and classroom management
_____ Child abuse and neglect
_____ Program curriculum
Additional Tips for Program Portfolios

• Start by gathering all the manuals, forms, and other documentary evidence you already have
• Count on having to create additional written policies and procedures
• Start compiling evidence on the “Required” and “Always Assessed” criteria

Additional Tips for Program Portfolios

• Don’t work from Standard 1 to Standard 10! (Why?...)
• Consider the “full language of the criteria”
• How to handle confidential evidence?
• If Program Portfolio is the ONLY source of evidence for a criterion...
Does it clearly convey the criterion?

Is the evidence highlighted?

<table>
<thead>
<tr>
<th>Classroom 1:</th>
<th>Classroom 2:</th>
<th>STORAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 3-year-olds</td>
<td>12 2-year-olds</td>
<td>KITCHEN</td>
</tr>
<tr>
<td>Dimensions: 28 ft x 20 ft</td>
<td>Dimensions: 23 ft x 20 ft</td>
<td></td>
</tr>
<tr>
<td>Total = 560 sf</td>
<td>Total = 460 sf</td>
<td></td>
</tr>
<tr>
<td>(40 sf/child)</td>
<td>(38.3 sf/child)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CORRIDOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom 3:</td>
</tr>
<tr>
<td>20 5 &amp; 6-year-olds</td>
</tr>
<tr>
<td>Dimensions: 28 ft x 28 ft</td>
</tr>
<tr>
<td>Total = 784 sf</td>
</tr>
<tr>
<td>(39.2 sf/child)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 4-yr-olds</td>
</tr>
<tr>
<td>Dimensions: 660 sf total</td>
</tr>
<tr>
<td>L-shaped room</td>
</tr>
<tr>
<td>41 sf/child</td>
</tr>
</tbody>
</table>

9.C.01: This diagram of our center shows how many children are in each classroom group, the square footage of each classroom, and the number of square feet per child in each room.
2.K.04

If it is a photo, have you added a caption or description of what you want to convey?

The children practice exiting the center during a fire drill.

2. K. 04

Will it “speak” to assessors who have limited knowledge of your program?

Tell us the story of YOUR great program!

Optional Resources

• Print PP or CP criteria labels from TORCH
• Build electronic portfolios using:
  – SchoolChapters
    • www.schoolchapters.com
  – EasyFolio Portfolio Manager
    • www.portfoliomyday.com
"The focus on “quality” in early care and education is given flesh and bones in the NAEYC Accreditation system. Programs that comply with the accreditation standards not only have the opportunity to be recognized for their excellence; they are also able to learn more about themselves by going through the process and more about what it is that brings quality alive so that children and families are better served."

-Samuel J. Meisels, President
Erikson Institute