

## Prior Learning Credit Portfolio - Directions– Helpful Tips

### 1. Post Resume

We encourage use of **the Career Service Office at SUNY Canton**. This office can assist students with developing resumes, and the services are free for SUNY Canton students. Appointments can be made both on campus and virtually, online: <https://www.canton.edu/career/>

### 2. Develop a Personal Narrative Overview [2 pages minimum, more if needed]

The Personal Narrative should offer the Prior Learning Credit [PLC] Reviewer's information pertaining to the experience, personal and professional you have had to warrant college credit and exemption(s) from the courses for which you are seeking credit. This narrative is a critical component of your portfolio and application. Often, it may be helpful to compose this after you have gathered supporting documentation and completed the course-by-course sections. This will allow you to capture and demonstrate all you have accomplished and learned.

Seek examples online, here are a few:

<https://southcentral.edu/Credit-for-Prior-Learning/portfolio-samples.html>

<https://ccv.edu/documents/2018/03/sample-apl-portfolio.pdf/>

We strongly encourage use of the campus resources for all narrative sections in the portfolio. The **Writing Center at Southworth Library** offers free assistance. Appointment can be scheduled on campus and for fully online students, virtually. Other resources can assist with basic formatting and word usage, such as Grammarly. However, there is no substitute for the assistance a tutor can offer through our campus Writing Center. Access the Writing Center and Grammarly here:

[https://www.canton.edu/tutoring/writing\\_center.html](https://www.canton.edu/tutoring/writing_center.html)

### 3. Course Section

#### Directions:

For each Student Learning Outcome, list 1-3 relevant artifacts [these items will need to be included in the course section], following each table. See examples.

In some instances, you may opt to address more than one Student Learning Outcome with one relevant artifact. See example below [ECHD 125, Example 1].

Note: Lengthy narratives are not required for every Student Learning Outcome and artifact. For example, supporting evidence may be completion of a relevant training. In this case, you can list the title of the training and date of completion, with a copy [image] of the Certificate of Completion. See example below [ECHD 121, Example 2].

#### Supporting Narratives

For Student Learning Outcomes, demonstrate your understanding of content; provide explanations of how learning has been achieved and how such understanding directly applies to each Student

Learning Outcome, be sure to reference and make a correlation to the artifacts you selected to support your prior learning. This will be individualized, you may feel one narrative adequately supports multiple SLO's, or you may opt to offer short narratives for all SLO's with supporting evidence.

Examples from Course ECHD 125 – here I felt 2 narratives supported all SLO's so – I only offered 2. There may be courses where you should write brief narratives for all SLO's – that is up to you. Remember your **goal is to demonstrate that you have met, through your professional experiences the content of the course for which you are seeking college credit.** You may find that you do not. That is fine – as at any point you can adjust the courses / credits for which you are seeking Prior Learning Credit for.

Your Faculty Advisor will assist you if there are deficiencies in your narratives and/or supporting evidence.

As you will see in the examples below and the Portfolio template, you will need to modify and adjust accordingly, images, the template tables, etc. to allow for a professional presentation of all supporting artifacts and evidence. It takes some time but is worth the effort.

**Final Note:**

There is not one Portfolio format for all. Your Portfolio will be a unique presentation of your individual direct experiences and how such experiences, in your assessment, meet the courses outcomes for which you are seeking prior credit for.

This course will examine curriculum methods in early care and education. Students will create and implement thematic lessons, activities, and units that promote the skill development of the whole child. Special emphasis will be given to the process of curriculum development, developmentally appropriate methods, child-centered planning, and active play-based learning experiences for children.

Note: Curriculum aligns with Head Start Early Learning Outcomes Framework, Birth – Age 5 (2015). Student must provide evidence of:

1. Familiarity of HSELOF or a recognized state or national Early Childhood curriculum model and guiding principles associated with a continuum of learning for infants, toddlers, and preschoolers.
2. Utilization of HSELOF or a recognized state or national Early Childhood curriculum model / standards for DAP birth – age 5 activity planning
3. Understanding of HSELOF alignment or a recognized state or national Early Childhood curriculum model and DAP objectives based on children’s milestones and progressions in all aspects of development [social, emotional, language, physical, cognitive]
4. Understanding of HSELOF Central Domains, Sub-Domains, and HSELOF Codes- Goals or Objectives and Goals from a recognized state or national Early Childhood curriculum model.
5. Development and implementation of Curriculum Plans and play-based Lessons-Activities for young children [Birth – Age 5].

**PLO 1:** Demonstrate differences in curriculum for infants, toddlers, preschoolers, and children in the early primary levels by creating and implementing developmentally appropriate learning activities related to Head Start Early Learning Outcome Frameworks, Birth – 5 [HSELOF, 2015] or a recognized state or national Early Childhood curriculum model.

<b>Student Learning Outcomes</b>	<b>Supporting Evidence / Artifact(s)</b>
e. Plan and develop various learning activities and theme-based curriculum projects for individual, small, and large group instruction in specific subject-content areas.	<b>Artifact 1</b> My Classroom Curriculum Theme Listing
a. Identify developmentally appropriate learning activities that integrate age-appropriate learning opportunities, skill development, and align with birth-K standards.	

**Narrative**

**Curriculum Theme – Learning Centers**

In my program I believe it important to follow a monthly theme. I select themes that offer rich learning opportunities for my preschool students. I select themes that are generalized enough to allow for creativity and child-centered planning of activities and lessons. Themes correlate to the seasons, allowing children and teacher to directly experience the outside world as we engage in learning centers, field trips, and lessons. I do not plan any holiday themes. It is important to remain inclusive and to recognize that children and families do not all engage in the same holiday celebrations. Many holidays are rich in family tradition and can be discussed in the classroom. I feel holidays are not meaningful or age-appropriate learning opportunities. The themes I offer in my classroom are developmentally appropriate and allow for engagement in all focus areas: Science, Math, Language and Literacy, Social Studies, and Creative Arts.

My curriculum themes become a part of the Learning Centers within my classroom setting. For example, my Weather theme. Weather mapping/graphing is introduced during our large group meeting times. We track the weather utilizing various weather symbols. We count how many sunny, rainy, windy days and predict what weather we may experience the next day. In science center we predicted how fast ice cubes and a block of ice will melt. We introduce thermometers of all sizes and observe the mercury rise or lower depending on the temperature of liquids in glass containers. We then position an outdoor thermometer near our classroom window and observe and record the temperature throughout the day.

In dramatic play center we add outdoor weather wear [umbrellas, sun visors, bathing suits, mittens, sunglasses, etc.]. We create a weather station and a pretend play newsroom allowing children to be meteorologists that are often seen on television. Props include a large weather map, cardboard video camera, and a microphone.

<p>We create a rainstorm by sitting in a circle and one at a time tapping our hands on the carpet and slowly reversing as the rainfall slows. Outdoors we fly kites and discuss wind patterns. Songs, storybooks, and additional math, social studies, and creative art activities are implemented throughout our month of study. The above are just a few examples of one monthly curriculum unit based on the theme of Weather.</p>	
<p>b. Apply practical knowledge of curriculum development for children ages birth-5 years.</p>	<p><b>Artifact 2</b> Lesson Plan: <i>It Looked Like Spilt Milk</i> [clouds] with images</p>
<p>c. Create, implement, and engage in age-appropriate activities and lessons for use in the ECE classroom.</p>	
<p>d. Construct curriculum plans following a lesson template format.</p>	
<p><b>Narrative</b></p> <p><b>Language and Literacy</b></p> <p>Individual lesson plans allow for large group, small group, and individual learning. This example aligns with the above theme of weather and is based on based on cloud formations with a focus on creative arts expression. This language and literacy experience is based on the children's' book. It Looked Like Spilt Milk by Charles Shaw. I have included the full lesson and photos of this lesson plan below.</p> <p>For all themes, lessons, learning centers, and activities I align curriculum to Head Start Early Learning Framework Outcomes, Birth-5. I feel it is important to demonstrate to parents that our curriculum is purposeful and intentional and that all activities align to standards and are preparing children for kindergarten. My lessons offer children an engaging means for developing language, social, emotional, cognitive, and physical skills through playful learning experiences.</p>	

**Artifact 1:**

The Rainbow Preschool



Curriculum Themes

September	All Around the Apple Orchard
October	In the Pumpkin Patch
November	Fall Harvest Fun
December	Winter Wonderland
January	From Here...Transportation...To There
February	Happy and Healthy
March	Wonderful Weather
April	Fun on the Farm
May	A Trip to the Zoo
June	Ocean Commotion

M. Maiocco, Lead Teacher

**Artifact 2: Lesson Activity Plan and Images**

<b>Name:</b> Maureen Maiocco
<b>Lesson Plan</b>
<b>Curriculum Theme:</b> Wonderful Weather!
<b>Age:</b> PS - Preschool
<b>Group #:</b> Story Reading – Large Group and Book Creations Small Groups of 4-5
<b>Subject:</b> Language and Literacy
<b>HSELOF Domain:</b> Literacy
<b>Title of Lesson:</b> Spilt Milk!
<b>I. Lesson Goal Statement</b>
The children will develop language and communication skills by engaging in a literacy experience based on the story reading, <i>It Looked Like Spilt Milk</i> by Charles Shaw.
<b>II. Skill, Sub-Domain, HSELOF Code and Goal, Objective</b>
<b>Skill:</b> Comprehension
<b>Sub-Domain:</b> Comprehension and Text Structure (LIT)
<b>HSELOF Code:</b> Goal P-LIT 5.
<b>Goal:</b> Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.
<b>Lesson Objective:</b> The children will develop comprehension skills by responding to questions from the teacher based on the story reading, <i>It Looked Like Spilt Milk</i> .
<b>III. Materials Needed:</b>
<ul style="list-style-type: none"><li>• The book, <i>It Looked Like Spilt Milk</i> by Charles Shaw</li><li>• Story Kit, Felt Board, Felt Board Pieces</li><li>• Black felt board</li><li>• White Paint [2 bottles]</li><li>• Glue Sticks</li><li>• Blue Paper</li><li>• Markers</li><li>• 1 plastic cup</li><li>• Clear tape</li><li>• Marker [black]</li><li>• 1 large piece of blue poster board</li><li>• 1 bottle of Elmer’s glue</li><li>• Song, <i>The Cloud</i> by Frank Daily</li></ul> <p><b>Pre-made:</b></p> <ul style="list-style-type: none"><li>• Story sentence strips</li><li>• 2 copies of all illustrations from the book</li><li>• 4 white clouds for decorations</li><li>• Words to song, <i>The Cloud</i> by Frank Daily</li></ul>
<b>IV. Activity: Directions / Steps / Process [Parts A &amp; B, C, D]:</b>
<b>A. Visual Motivation</b> Glass of “milk” (cup with glue) and a section of the blue sky (poster board)

**B. Verbal Motivation / Introduction [#]**

1. I will show the children my cup of milk.
2. I will ask, "Who likes to drink milk?"
3. As I am holding my cup, I will accidentally spill it onto the blue poster board (sky).
4. I will ask the children what they see in my spill? I will describe what I see.
5. I will prompt the children to communicate what they see in the "spilt milk" image.

**C. Detailed Steps**

1. I will show the children the cup of "milk" and ask them the following probing questions:  
"What do you think is inside my cup?" (milk)  
"Who likes to drink milk?"  
"Who would like to have a taste?"
2. When a child responds, I will accidentally spill the milk onto the large blue poster board.
3. I will ask the children what they see as they look at the milk spill and acknowledge their varied responses.
4. I will ask the children to assist me in reading the story, *It Looked Like Spilt Milk* by Charles Shaw.
5. As we read the story, I will have the children recite the repetitive phrases within the text and describe the objects they see in each illustration.
6. When the book has ended, I will ask the children if they would like to create their own "spilt milk" creations.
7. I will call each child to the tables by different flavors/colors of milk. Ex" "If you're wearing the color white like milk, you may go to the table." "If you're wearing brown, like chocolate milk, you may go to the table." "If you're wearing the color pink, like strawberry milk, you may go to the table."
8. I will instruct the children to put on their art smocks.
9. I will give each child a piece of blue construction paper.
10. I will give each child a marker.
11. I will instruct the children to write their name on their paper and assist those who need it.
12. I will show the children my piece of blue construction paper and describe how to fold it in half.
13. I will instruct the children to fold and then open their papers.
14. I will instruct the children to "spill" some white paint "milk" onto one ½ of their paper.
15. I will ask the students to fold their paper again and gently rub. I will utilize the words, "left-right", "diagonal", "up-down" to describe their hand motions/directions.
16. I will ask each child to "open their spilt milk creations and examine it.
17. I will ask each child to describe what they see. As they describe their creation, I will write down the child's response on their paper.
18. I will make a correlation between the spilt milk art creations and clouds in the sky.
19. I will ask each child to bring their creation to the drying rack and explain that we will create the sky in our classroom with our artwork when they are dry.
20. I will assist the students with clean-up (taking off art smocks, washing hands, cleaning up work area, etc.).
21. I will direct the children to the circle time area.

**D. Conclusion [#]**

1. The children will share their cloud creations and place them on the table to dry.
2. I will direct the children to the circle time area.
3. I will show the children the words of The Cloud Song, as displayed on the smart board.
4. Together we will sing the song, The Cloud, using hand gestures.
5. I will sing the song 1x, the children and I will sing it a 2<sup>nd</sup> time.

**Follow-Up:**

When dry, teacher will hang all creations on the ceiling to create a sky-cloud scene.

## VI. Assessment Question [Based on Objectives]

Did the children develop comprehension skills by responding to questions from the teacher based on the story reading, It Looked Like Spilt Milk?

### Supplemental Materials

#### **The Cloud Song:**

By Frank Daly

[tune, Twinkle Little Star]

When I look into the sky –

I can see the clouds go by.

They don't ever make a sound –

Letting wind push them around.

Some go fast and some go slow –

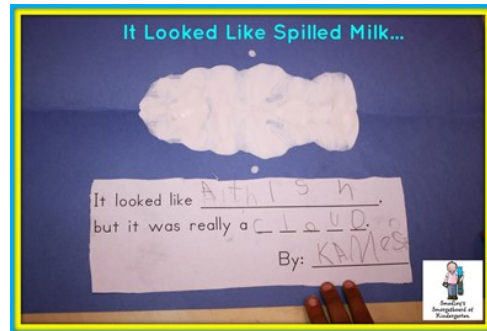
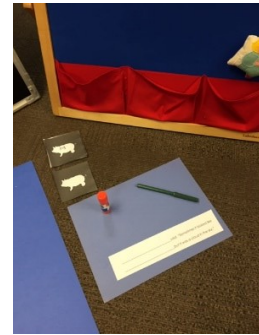
I wonder where the clouds all go?

Children's Verbal Response based on their individual cloud creation:

\_\_\_\_\_ said, "Sometimes it looked like  
\_\_\_\_\_ but it was a cloud in the sky."



Hardcover book sold separately.





**ECHD 121: Wellness in Young Children, 3 credits****EXAMPLE 2**

In this course, students will develop the knowledge and skills necessary for ensuring the well-being of the young child. The course focuses on the role of the teacher in creating and incorporating health, safety, and nutrition programs and activities in early childhood settings to support children’s development, healthy lifestyle practices, and learning.

**PLO 3:** Evaluate and demonstrate methods of developmental assessments pertaining to the growth stages and well-being of the child; including the physical, social, emotional, cognitive, and language development of the young child.

<b>Student Learning Outcomes</b>	<b>Supporting Evidence / Artifact(s)</b>
a. Understand and apply state regulations and policies regarding health and safety issues in-group childcare settings.	
<b>Narrative</b>	
b. Define and apply the components of wellness and understand the early childhood educator’s role for ensuring the well-being of children.	
<b>Narrative</b>	
c. Understand the importance of health and safety in the Early Childhood Environment, for children, teachers, and families’ well-being.	<b>Supporting Evidence:</b> NYS OCSF Training Foundations in Health and Safety Certificate of Completion, August 31, 2017
<b>Narrative</b> Foundations in Health and Safety e-Learning Completion of mandated 5-hour e-Learning course <a href="https://www.ecetp.pdp.albany.edu/index.aspx">https://www.ecetp.pdp.albany.edu/index.aspx</a>	
d. Gain knowledge of various agencies and resources available for promoting health, safety, and nutrition in the ECE classroom.	
<b>Narrative</b>	

