Reflective Learning Portfolio

Department of Child and Family Development
The Reflective Learning Portfolio

What is the purpose?

Reflect  Integrate  Synthesize
The Reflective Learning Portfolio

What is the purpose?

Prepares graduates for:

• Job interviews
• Graduate school applications
• Advancement within existing careers
The Reflective Learning Portfolio

What is involved?

- Collection of 7 signature assignments from various CFD courses
- Reflective Essay Integrating Professional Growth and Development
- 15 minute Portfolio Presentation
Contents of the Portfolio
What does it include?

- Introduction
- Educational Autobiography
- Resume
- 7 Signature Assignments
- Reflective Essay
- Favorite Online Educational Resources
The Portfolio Signature Assignments

The 7 **Mandatory** signature assignments are as follows:

- CFD 275 - Early Childhood Integrated Unit Plan
- CFD 477 - Family Involvement Plan
- CFD 375A - Child Case Study
- CFD 378A or CFD 378B or CFD 378C or CFD 378D - Practicum Summative Evaluations (mid-semester evaluation and final evaluation)
- CFD 380 - Analysis of Student Learning: Teacher Work Sample
- CFD 475 - Classroom Design and Primary and Secondary Support Plan
- CFD 598 – ePortfolio Reflective Essay
The Reflective Essay

- 3-4 Page Reflective Paper
- Reflects Professional Growth and Development
- Connected to CFD Department Goals and National Standards
- Prepared from Signature Assignment Reflections
The Competency Standards
based on CFD Department goals and three main professional organizations...

- The National Association for the Education of Young Children (NAEYC)
- The National Council on Family Relations (NCFR)
- The National Council on Accreditation of Teacher Education (NCATE)
The 7 Competency Standards which your portfolio is organized around...

- Student knows and understands typical and atypical development characteristics and needs across the lifespan (NAEYC S1; NCATE S1; NCFR Area 3)

- Student knows and understands family dynamics and interaction across the lifespan (NAEYC S2; NCATE S1; NCFR Areas 1, 2, 5, 6, and 7)

- Student uses his/her understanding of and relationships with children and families to design, implement, and evaluate experiences that promote positive learning and development for all children and families (NAEYC S4; NCATE S3; NCFR Area 10)
The 7 Competency Standards which your portfolio is organized around...

- Student possesses high-level communication skills (*NAEYC S5; NCATE S1; NCFR Area 9*)

- Students demonstrates a high level of cultural competence (*NAEYC S2; NCATE S4; NCFR Areas 1 & 9*)

- Student identifies and conducts him/herself as a member of the child and family profession (*NAEYC S5; NCATE S1; NCFR Areas 8 & 9*)

- Student demonstrates in-depth, critical knowledge of theory relevant to the child and family development profession (*NAEYC S3 & S4; NCATE S1; NCFR Area 3*)
Portfolio Presentation

An opportunity for students to share growth and expertise as a child and family development specialist in a professional format

10-minute Presentation of ePortfolio to Faculty and Students + 5-min Question/Answer Session
Portfolio Grading Standards

To earn credit in CFD 598 you must be at **LEVEL 3** or higher!

- **Level 4** (400 pts): Clear, convincing, consistent evidence the student is competent in the seven competencies.
- **Level 3** (300 pts): Clear evidence the student is competent in the seven competencies.
- **Level 2** (200 pts): Limited evidence the student is competent in the seven competencies.
- **Level 1** (100 pts): Little or no evidence the student is competent in the seven competencies.
The Portfolio Format: ePortfolio

Dynamic
Personalized
Sharing
Student Learning Assessment

- Collect evidence of student achievement
- Provide formative feedback to students
- Score student work with rubrics and forms
- Manage clinical placements and internship data
- Analyze performance by outcome or assignment
My Learning Portfolio

Phase 2

EXP 203: Internship Reflection

Internship Profile
As an intern, I am responsible to assist both the senior director of communications as well as work directly with the associate director of online communications. My responsibility is to assist both of these leaders in our department. It is my goal to help effectively manage the work output of both.

Learning Objectives:
1. Learn more about the media and entertainment industry.
2. Build interpersonal skills and improve my ability to communicate both orally and in writing.
3. Gain experience in communications and public relations.

Videos:
1. Internship Experiences

COM 201: Critical Analysis

Resumen

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Who Will Need Taskstream

- All CFD undergraduate majors enrolled in CFD 598 beginning August 2013
- All CFD undergraduate students advancing to the CFD major beginning January 2014
- All CFD undergraduate students who transferred into the major beginning January 2014
For more information...

• See the CFD website *(under current students/developing your portfolio)* to review this PowerPoint.

• Contact Sascha Longstreth at slongstreth@mail.sdsu.edu