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Establishing Professional Presence with an ePortfolio

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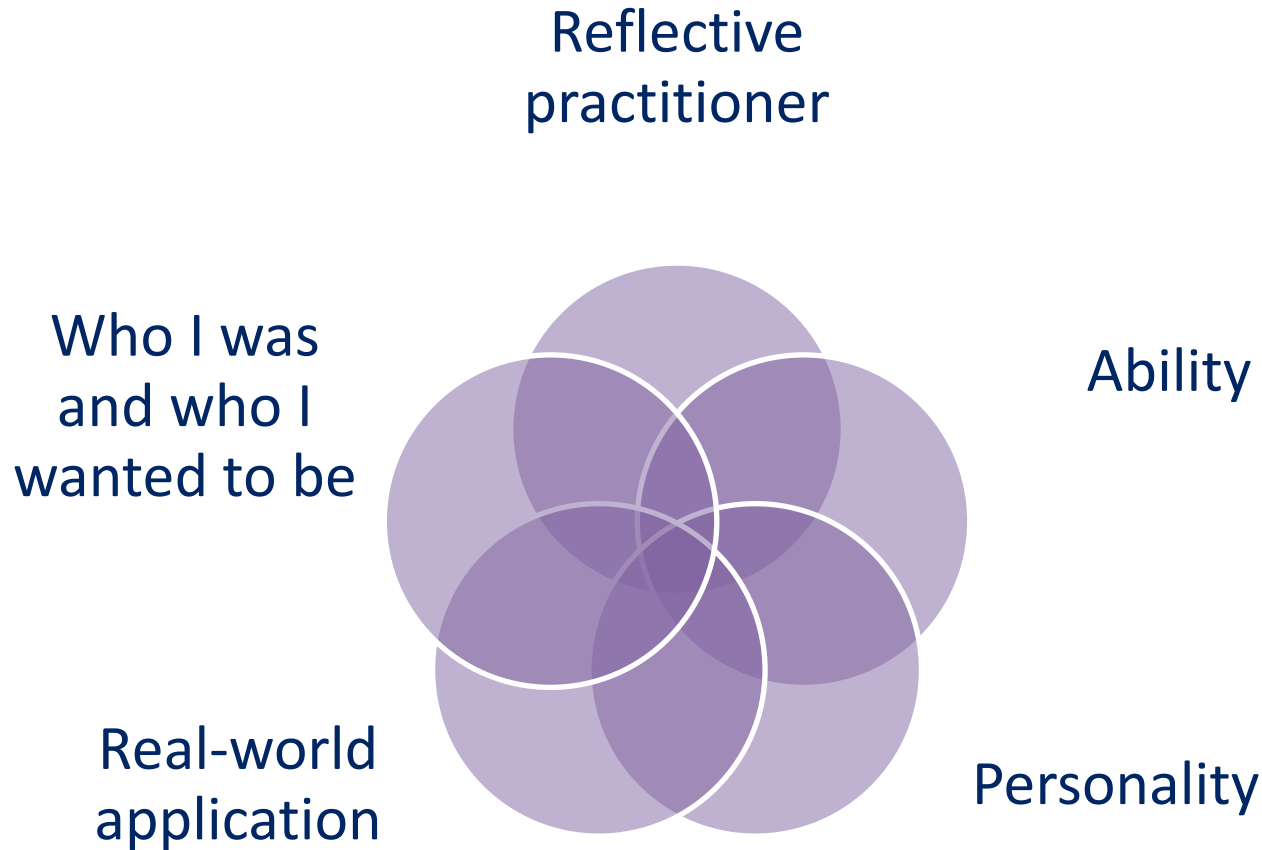UNIVERSITY

NEVER FORGET

In the event of an emergency.........
1. Update FB status 2. Post an IG picture 3. Tweet location 4. Video for a Vine

someecards
user card

WE ARE CHANGING

PERSONAL EXPERIENCE

Reflective practitioner

Who I was and who I wanted to be

Ability

Real-world application

Personality

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PURPOSE

*"Technology in education makes sense when it is used to reach the **increasingly nontraditional student body** we now see in institutions of higher education and to meet*

***their learning needs and objectives**— needs and objectives that are **different** from the students institutions have traditionally taught"*

Palloff, R.M. & Pratt, K. (2013). *Lessons from the virtual classroom: The realities of online teaching* (2nd Edition). San Francisco: Jossey-Bass.

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ePortfolio Overview

ePortfolio in Action

ePortfolio Take-Away

AGENDA

ePORTFOLIOS IN HIGHER EDUCATION

- Demonstrate learning, skills and achievements

- Empower students to be reflective practitioners

- Showcase academic material with professional relevancy

- On-going: process-oriented and student oriented

- Versatile and accessible in multiple professional contexts

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Institutional Learning Outcomes	Program Learning Outcomes

Institutional Learning Outcomes

- Demonstrate the ability to read and think critically and creatively;
- **Demonstrate the ability to communicate effectively in speech and in writing;**
- **Demonstrate the ability to communicate effectively through the use of technology;**
- Demonstrate an understanding of the various forms of diversity;
- Demonstrate an understanding of the interdependence among living beings, the environment and humanly-created systems;
- **Demonstrate competence in their major fields of study;**
- Demonstrate an understanding of service directed at meeting the needs of others;
- Demonstrate the ability to draw information from different fields of study to make informed decisions; and
- **Develop skills and abilities that provide for lifelong learning.**

Program Learning Outcomes

PLO 1: Construct and evaluate curriculum designed to meet the differentiated academic, social and developmental needs of young children in alignment with the NAEYC and NCATE standards

PLO 2: Effectively utilize and evaluate assessment information as both formative and summative to inform and adapt instruction

PLO 3: Demonstrate knowledge of a wide range of instructional strategies and behavioral techniques to address the developmental needs of various ages of young children in a structured setting

PLO 4: Identify knowledge of the unique needs of special learners and adapt curriculum and instruction to meet these needs

PLO 5: Identify the stages of language, physical and social emotional development in children ages birth to eight

ePortfolios in Action

According to Nieto and Bode (2008), "Becoming a multicultural teacher …means first becoming a multicultural person" (p. 392). Throughout this course, we will discover ways to create multicultural learning environments that are responsive to the needs of children and their families. The first step is to examine our own beliefs about multicultural education.

For this assignment, you will:
1. Describe your current beliefs about multicultural education (i.e., how you define it). Complete this step before reading the article and the other source you choose.
2. Create your own multicultural education philosophy statement after reading the Multicultural education article and at least one other scholarly source of your choice.
3. Discuss two to three specific ways to incorporate your philosophy into a multicultural classroom.
4. Discuss two to three obstacles you might encounter when creating a multicultural learning environment and include ways to address these challenges.

For this assignment, you will create a multimedia presentation using Glogster, NewHive, or PowerPoint. If you choose to use Glogster or NewHive, start by creating a free account. Your multimedia presentation should thoroughly address each of the four points above and your information should be presented in a clear, creative, and visually appealing way. Also, be sure to include references that are formatted according to APA style as outlined in the Ashford Writing Center.

This week you will complete the fourth section of your ePortfolio, which will demonstrate your cultural competence in multicultural education. You will add a new page to your ePortfolio that you created in Week One using GoogleSites. Review the "Creating an ePortfolio" job aid and the Example ePortfolio for guidance.

Cover Letter

Shannon Bravo De Rueda

21345 Tyson Rd,

Lake Elsinore, Ca. 92570

January 15, 2015

Tutor Time

26624 Margarita Road

Murrieta, Ca. 92563

Dear, Mrs. Kelly Stepp,

I am excited to be applying for the part-time Preschool/Pre-K teacher position at Tutor time which was located on Indeed.com. It would be an honor to work for an organization that has an approach that is designed to nurture every aspect of a child's development, while stimulating problem-solving and critical thinking. Given my educational background, I feel I can be a positive asset to your organization.

In 2015, I completed my Bachelor of Arts degree in Early Childhood education from Ashford University. Through my undergraduate experiences, I was able to obtain a tremendous amount of knowledge regarding children's growing and learning process and planning and providing professional development for children while offering support to their parents.

As a volunteer Teacher at Richland Elementary I was able to build relationships with my students and parents while providing opportunities for family involvement in the classroom. I modify strategies and materials to spark a child's interest, engage in each child's learning experiences. I have used portfolios for each student to track their progress over the year.

I would like an opportunity to discuss this position and my qualifications in further detail. Thank in advance for your time and considerations.

Best Regards,

Shannon Bravo De Rueda

Comments

Image provided by Shannon Bravo, Ashford University ECE Student

Lesson Plan 1

Developmental Level: Kindergarten

Topic: Thanksgiving

Duration: 2 hours

Goals/Objectives:	Students will learn the cultural background and history of Thanksgiving and what it means to give thanks during this holiday.
Standards Covered:	CCSS.ELA- Literacy.RL.K.1- asking and answering key details. CCSS.ELA- LiteracyRL.K.2- retells familiar stories, including details. CCSS.ELA-Literacy.RL.K.10- actively engages in group reading with purpose and understanding.
Materials:	Book: Thanksgiving is…. By Gail Gibbons Paper and crayons, examples of someone giving thanks such as a feast, family's blending together, and offering of hugs or presents.
Introduction:	Ask students what they know about Thanksgiving, cultural background, and giving thanks to activate their knowledge. Help students relate to the lesson by giving examples of your cultural background and what you are thankful for.
Plan for instruction/Procedure:	After reading the book in story time teacher will review the cultural background of Thanksgiving student will then sit at their tables with their crafts and draw a picture to demonstrate the cultural background

Image provided by Shannon Bravo, Ashford University ECE Student

3. Model of Teaching

There are several models and theories of teaching to choose from and I always struggle with deciding because there are so many good things about each one. I do, however, like to focus on the use of developmentally appropriate practices (DAP's) in my curriculum and approaches.

When I set up my room, I like to focus on the Creative Curriculum Approach by ensuring that the classroom has the following learning centers: blocks, dramatic play, toys & games, art, library, discovery, sand & water, music & movement, cooking, computers, and outdoors (Foundation for Early Childhood Education Inc., n.d.). These centers provide children with easy access to learning through play. Each center can also be altered or added to in order to help guide any specific lessons and still allow the students to learn through play. The classroom also has everything clearly labeled so that the print rich environment stimulates the children's language development.

Another approach I also like to include in my classroom is the Montessori Method. This child-centered approach views the child as one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared environment. The approach directly values the human spirit and the development of the whole child - physical, social, emotional, cognitive (American Montessori Society, 2015). The environment focuses on being very homelike, aesthetically pleasing, and includes special Montessori learning materials. This method proves valuable because it allows children to learn to teach themselves through trial and error, as well as modification; they also learn critical thinking as well as how to work collaboratively with others. The teacher merely serves the purpose of a guide or support system along with the environment.

Though it is quite difficult to mesh multiple theories and approaches together, it is very possible. Most theories can only truly work if they entire theory or approach is implemented.. With these two particular approaches, children guide and facilitate their own learning and use specific materials for the children manipulate and learn with all on their own.

Image provided by Ashton Gordon, Ashford University ECE Student

8. Classroom Organization

CLASSROOM MANAGEMENT

PRO-SOCIAL BEHAVIORS:

- Create clear expectations and consequences
- Model and/or role play expected behaviors
- Create a group system of checks & balances
- Nurture an environment of fairness and respect
- Encourage self-regulation and self- reflection
- Promote resourceful independence as needed

'I am working for..' Positive Reinforcement System with Visual Choices

EXPECTATIONS:

Primary aged students are all about the rules. They are learning that there are certain rules to follow if they want to keep playing with their friends, if they want to participate in a fun group activity, or if they want to be treated fairly.

Krogh (2013) states that the students within primary grades are in a state of transitioning development; thus, instructions need to be carefully implemented and easy to follow and understand (Ch. 7.4).

Teach students to have higher expectations out of themselves and from their peers by modeling what exactly you as their teacher do expect out of them.

While, students at this age are developing rapidly in a cognitive sense; it is especially wise to remember that these children are still quite young and apt to need more reminding.

DIFFICULT CHALLENGES:

WORK TOGETHER WITH A CHILD'S FAMILY TO COME UP WITH A VIABLE SOLUTION IN A RESPECTFUL, NON-JUDGMENTAL WAY. SIT DOWN WITH FAMILIES TO DISCUSS OPTIONS, QUESTIONS, AND CONCERNS. SOMETIMES AN OUTSIDE SOURCE CAN BRING AN OBJECTIVE SOLUTION TO A DIFFICULT ISSUE. TEACH CHILDREN TO REFLECT UPON THEIR ACTIONS AND TAKE FULL RESPONSIBILITY AS MUCH AS POSSIBLE (E.G. SELF-IMPOSED TIME OUTS).

Fit an age-appropriate consequence to each behavior in specific, proactive, and timely fashion.

Utilize positive reinforcement, cultivate intrinsic motivation, and give sincere praise & encouragement.
(Krogh, 2013, chapters 7.2, 7.3, & 7.4)

Image provided by Elizabeth Smith, Ashford University ECE Student

An Early Childhood Education Program Rationale

...And so my Early Childhood Education Program is coming to an end. However, this is not goodbye for it is just the beginning of something totally brand new. This e-portfolio is not only a culmination of this specific class, but the culmination of all of my hard work over the past few years (it has been quite a long process). The different components within this project have served to summarize the overall learning developments that I have endeavored to accomplish. The exam topics extracted the key components that I will need to remember, especially within my future classroom. It is exciting, a bit overwhelming, but a journey I am ready to take. I am glad that I have this opportunity to showcase what I have learned throughout all of my courses.

Cover Letter, Biography, & Disposition: *I have learned how to take pride in myself, my accomplishments, and in my ability to become a more positive influence on others. I know my strengths, and I recognize areas that I can work on. Reflection as I have been taught throughout this course study will be the key to becoming an effective educator. I aim to remain positive and motivated so that my students will come to trust that I will always have their best interest at heart. These ideas are a part of Professional Learning and Ethical Practice.*

Professional Development: *As I have stated above, reflection is a key to becoming an effective educator. It is not enough to finish this program, but to continue in developing a mind and heart that is focused on academic and professional growth. Professional Development, while part of professional learning and ethical practice; also relates to important elements in the other areas of topic. Professional Development will help me to keep abreast of current topics, instructional approaches and curriculum, strategies, assessments, learning differences & development, and content application.*

Image provided by Elizabeth Smith, Ashford University ECE Student

CLOSING

[Video](#)

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SLIDE NOT TO BE PRESENTED

From: Shannon [shannonbravo29@gmail.com]
Sent: Wednesday, February 25, 2015 9:11 AM
To: Stephanie Heald
Subject: Re: ECE430 : QUESTION

Thank you I am honored of course you can have permission.

I give Stephanie Heald permission to use my ePortfolio in her presentations.

Shannon Bravo De Rueda
Sent from my iPhone

> On Feb 25, 2015, at 7:07 AM, Stephanie Heald <Email@SchoolEmail.org> wrote:
>
> I give Stephanie Heald permission to use my ePortfolio in her presentations.

SLIDE NOT TO BE PRESENTED

From: Ashton Gordon [ashton_lynn09@hotmail.com]
Sent: Wednesday, February 25, 2015 10:36 AM
To: Stephanie Heald
Subject: Re: Question

I give Stephanie Heald permission to use my ePortfolio in her presentations! Thank you =D That's a wonderful compliment!

Sent from my iPhone

SLIDE NOT TO BE PRESENTED

From: elizabeth [fillypena@gmail.com]
Sent: Wednesday, February 25, 2015 7:17 AM
To: Stephanie Heald
Subject: Re: Notice of Student Completion of ETS(R) Proficiency Profile

On Wed, Feb 25, 2015 at 9:57 AM, Stephanie Heald
<Stephanie.Heald@faculty.ashford.edu<mailto:Stephanie.Heald@faculty.ashford.edu>> wrote:
I give Stephanie Heald permission to use my ePortfolio in her presentations.

That would be awesome, thank you! Elizabeth Smith

I give Stephanie Heald permission to use my ePortfolio in her presentations.