

COMMON TYPES OF PORTFOLIO DOCUMENTATION

- **WORK SAMPLES**

Work samples have been called the backbone of the portfolio. Try to include...

- Children's work
- Children's dictation
- Writing samples

Attach comments to each item that you include.

In order to capture an authentic "piece of the child", the work samples must come from *voluntary* activities, not teacher-assigned or directed experiences.

- **PHOTOGRAPHS**

Obtain photo release from families, if necessary for your program.

Take frequent photos.

Do not pose children; strive for candid (authentic) shots.

Compose the shot to include what you are documenting and to exclude unrelated background clutter.

Record brief notes about the photo as you take it.

After photos are processed, transfer notes to post-its and stick on back of photos.

- **ANECDOTAL RECORDS**

Write notes as events occur, not later. Include name, date, setting, details. (Post-it notes, clipboard, index cards, spiral notebook)

Use phrases and abbreviations.

Several sample forms are available to assist you with anecdotal records.

Curriculum Plan

Name of program Pretty Good Preschool

Curriculum Approach

Creative Curriculum Project Approach High/Scope
 Program for Infant and Toddler Caregivers Reggio Emilia
 Theme-based

If you use a purchased curriculum, please list the name of the curriculum and the publisher: _____

Arkansas Early Learning Goals

How does your curriculum incorporate the *Arkansas Framework for Infant and Toddler Care* developmental strands and/or the *Arkansas Early Childhood Education Framework Benchmarks* learning strands?

Our curriculum depends on the needs and interests of the children. Teachers for older toddlers, preschool, and school age groups usually plan themes that include projects. For infants and younger toddlers, teachers plan developmental activities based on the children's emerging skills.

We no longer plan themes in advance for the year, or even for a semester. By observing and interacting with children, teachers identify themes and topics of study that have immediate relevance to the children in the group.

Teachers use the Arkansas Early Childhood Curriculum Framework and the I/T Framework to identify specific goals and to obtain ideas for activities. Teachers also use *The Creative Curriculum*, and other developmentally appropriate resources.

Program Goals for Children

Please list your program's goals for children.

- Learn to manage their emotions and increased self-control
- Build social relationships
- Strengthen self-esteem and respect for diversity
- Develop language and literacy skills
- Stimulate and support cognitive development through exploration, creativity, and discovery
- Develop awareness of man's custodianship of the earth

Topics of Study and/or Themes

List topics of study and/or themes used in your program within the past year and some possible topics/themes for the coming year.

Topic or Theme	Ages of Children	Month & Year
Old Friends, New Friends	18 mo. – 4 th grade	Aug.-Sept. 2007
Farm Animals (during Fair Week)	Preschool	Sept. 2007
Smith's Barn project	K-4 th grade	Sept-Oct.. 2007
Autumn Things	Preschool	Nov. 2007
Geology: Mud, sand and rocks	Preschool – 4 th grade	January 2008
Night and Day	Preschool	Jan.-Feb. 2008
The Mail Truck project	Preschool	Feb. 2008
Eggs and Rabbits	18 mo. – Preschool	April 2008
The Daffodil Project	K-4 th grade	Feb.-April 2008
Ducks, Deer, and Camouflage	Pre-4 th grade	Nov. 2008
Trees	18 mo. - Preschool	Nov.-Dec. 2008
My Blanket	18 – 36 months	Oct. 2008
Light Project	Preschool	Dec. 2008
Famous Friends	K-4 th grade	March 2009
Crayons, chalk and paint	18 – 36 months	March 2009
Birthdays	Pre – 4 th grade	May 2009

Curriculum Plan

Name of program _____

Curriculum Approach

_____ Creative Curriculum _____ Project Approach _____ High/Scope

_____ Program for Infant and Toddler Caregivers _____ Reggio Emilia

_____ Theme-based _____ Montessori

_____ Creative Curriculum for Infants, Toddlers, and Twos

If you use a purchased curriculum, please list the name of the curriculum and the publisher: _____

Arkansas Early Learning Goals

How does your curriculum incorporate the *Arkansas Framework for Infant and Toddler Care* developmental strands and/or the *Arkansas Early Childhood Education Framework Benchmarks* learning strands?

Program Goals for Children

Please list your program's goals for children.

Sample Daily Schedule for Infants Birth to 18 months

The schedule for infants and young toddlers is flexible. Diapering, feeding, and sleeping are based on children's **individual schedules**.

Floor time includes a variety of planned and spontaneous activities; opportunities for language, large and small motor development, dramatic play, and cognitive learning are always available at these times.

7:00	Arrival, breakfast, diaper checks, floor time
8:30	Floor time, planned individual activities
9:45	Clean up, diaper checks/toileting
10:00	Snack
10:15	Outdoor activities
11:00	Floor time, diaper checks/toileting, set up for lunch
11:45	Lunch time, individual activities, begin rest time
12:30	Rest time, individual activities
2:30	Diaper checks/toileting, snack
3:00	Outdoor activities
3:45	Floor time
4:30	Departures, individualized activities, floor time

Sample Daily Schedule for Toddlers 18-36 Months

Arrival	Free choice activities in learning centers/interest areas
8:00	Breakfast
8:30	Free choice activities in learning centers/interest areas Teachers interact with children to support development of skills and concepts.
10:00	Outdoor Play
11:00	Lunch
11:45	Choice of selected quiet activities, such as reading books, working puzzles, building with Duplo blocks
	Diapering and toileting
12:15	Nap
2:15	Diapering and toileting
	Snack
2:45	Outdoor Play
3:45	Free choice activities in learning centers/interest areas
5:30	Close

Sample 7.5-hour Schedule for 3-5 year olds

Arrival	Choice of "early bird" activities on tables
8:00	Breakfast (wash hands, set table, eat, clean-up)
8:30	Group meeting to discuss plans for the day's activities.
8:40	Free choice activities in learning centers Teachers interact with children to support development of skills and concepts.
10:05	Clean-up
10:15	Outdoor activities
10:45	Music and stories while children prepare for lunch
11:00	Lunch
11:30	Free choice activities in learning centers
12:40	Clean-up
12:45	Rest time
2:15	Restroom and snack
2:45	Outdoor activities
3:20	Children prepare for dismissal
3:30	Dismissal

SAMPLE

Sample Full-Day Schedule for 3-5 year olds

Arrival	Free choice activities in learning centers
8:00	Breakfast
8:30	Group meeting
8:40	Free choice activities in learning centers Teachers interact with children to support development of skills and concepts.
10:20	Clean-up
10:30	Outdoor play
11:15	Music and stories while children prepare for lunch
11:30	Lunch
12:00	Relaxing, wind-down activities such as taking a walk, working puzzles, reading books, telling stories with flannel board figures. Prepare for rest time.
12:20	"Bedtime" story
12:30	Rest time
2:00	Restroom and snack
2:30	Free choice activities in learning centers
3:20	Clean-up
3:30	Outdoor play
4:30	Free choice activities in learning centers
5:30	Close

Sample Schedules for Programs Serving School-Age Children (5-12)

Before School

Arrival	As children arrive, they participate in quiet activities (card games, puzzles, reading, listening to music with headphones, coloring, reviewing homework, or resting if still tired) and prepare for breakfast.
7:00- 7:30 Breakfast	Children who eat breakfast before coming to the program continue quiet activities. As they finish breakfast, children move back to activities.
7:30- 8:10 Interest Areas and staff-led activities	<p>Children participate in short term, quiet activities that do not require significant setup or cleanup or projects that can be saved if not completed (for example, an ongoing macramé project, cutting out pictures for scrapbook collection).</p> <p>A staff member leads or oversees a low-key group game or activity (for example, charades, cooperative games, storytelling, mixing a batch of cookies for later in the day, morning stretching exercises).</p>
8:10 – 8:25 Cleanup	Children help clean up the interest area and gather belongings for school.
8:25- 8:30	Children are released to go to school.

Source: *Caring for Children in School-Age Programs: A Competency Based Training, Volume One*, by Derry G. Koralek, Roberta L. Newman and Laura J. Colker (Teaching Strategies, Inc.)

After School

- 3:00 – 3:30
Arrival Children begin to arrive to program via bus, van, or by walking down to program if located in a school building. Children put away their belongings and play outside, eat a self-service snack, use the bathroom, or participate in quiet activities. Staff circulate and remind children to eat, use the restroom, wash their hands.
- 3:30 – 3:50
Group Children meet with their primary staff member. In small groups, all ages may meet together “family style.” In larger programs the different age groups may meet separately. The meeting might consist of one or more of the following:
Meeting time (daily, weekly)
- Describing plans for the day (activity options and special projects);
 - Making announcements;
 - Discussing directions/rules;
 - Sharing exciting news;
 - Inviting ideas for new projects activities; and
 - Making up a group song, game, etc.
- 3:50- 4:00
Transition Children move to activities or interest areas.
- 4:00 – 5:30 Children select from the following:
 - Indoor interest areas;
 - Planned activities (such as craft project, science experiment, service learning);
 - Club meeting (indoors or outdoors);
 - Community activities (such as scouts);
 - Outdoor games and/or interest areas;
 - Homework; and
 - Games and activities in the gym
- Duration of activities depends on children’s interest and attention spans. Children can choose when to join and leave on-going activities as long as they don’t cause disruptions.
- 5:30 – 5:45
Transition/
cleanup Indoor and outdoor activities start to close down. Children clean-up long-term and messy projects in progress in interest areas. Children gather belongings and projects they want to take home.

Source: *Caring for Children in School-Age Programs: A Competency Based Training, Volume One*, by Derry G. Koralek, Roberta L. Newman and Laura J. Colker (Teaching Strategies, Inc.)