

Competency Entry Sheet Documentation Possibilities

Anecdotal Records.

Use observation notes that you have taken in the classroom or during home visits. They could apply to the intellectual, social, emotional, or physical development of a child or children you work with or personal observations about teaching decisions you have made.

The notes reflect your assessment or child observation skills, your ability to make instructional plans, or your knowledge of CHILD DEVELOPMENT 2.0 and 3.0.

Assessments or Evaluations (Child/Family)

Provide a copy of an assessment form you have used or participated in that measures a child's skills. You may want to include a completed portion of the actual assessment instrument used. You may also include notes from observations made during the administration of a standardized assessment instrument.

Your ability to assess a child's current skill level or their progress is reflected in this type of document. In addition to providing evidence of your skills in EVALUATION & ASSESSMENT 5.0, your understanding of CHILD DEVELOPMENT 2.0 & 3.0 and aspects of PROGRAM IMPLEMENTATION 6.0 may also be evident in the kind of description.

Audiovisual Skills

This includes description of the various forms of media you have used in the classroom and in providing services. This could include your use of a slide projector, camcorder, VCR, overhead projector, computers and printers, etc. Provide a description of your use of technology into the classroom with children, staff, and/or parents.

This reflects your ability to utilize communication resources, environments, and materials appropriately (INTERACTION WITH FAMILIES 4.0, EVALUATION AND ASSESSMENT 5.0, PROGRAM IMPLEMENTATION 6.0).

Awards and Certificates

Provide copies of letters, awards or certificates that you have received in the field of early childhood education and early intervention. These could include: certificates you received at your work, community recognition, and volunteer recognition.

This type of recognition could be used to document skills and knowledge in various competency areas.

Baby Watch Training Workshops/DVD

Examples of information learned from the BWEI training can be applied to many of the subcompetencies. Include a description of how you have put the application into practice relevant to a subcompetency, as well as the handouts.

The BWEI Health Inservice training workshop will pertain to documenting Competency HEALTH 1.0; other sessions will pertain to Competency areas 2.0-6.0.

Book Chapters/Journal Articles

You may have written a summary of an article from a journal you read for a class. This is especially helpful if your instructor made positive remarks about your work and these remarks are about the outcome you wish to document. Write a brief summary (1-2 typed pages) of an article you have read on a topic that relates to a specific competency. Your report should discuss how it is relevant to your early intervention work. When including these in your portfolio, include a complete reference of the article/book chapter on the document cover sheet*.

A journal article/book chapter summary or critique may show your ability to analyze any number of early intervention skills or knowledge. For example, suppose you read an article titled "Getting Parents Involved in Their Children's Early Intervention." Describe how the article relates to your own experiences and ideas about parent involvement in your report. These reports address subcompetencies under both INTERACTION WITH FAMILIES 4.0 and PROGRAM IMPLEMENTATION 6.0 Competency Areas. Remember to include a complete reference of the journal article/book chapter such as:

**Morrison, J. W., & Rodgers, L. (1996). Being responsive to the needs of children from dual heritage backgrounds. Young Children, 52(1), 29-33.*

This particular article may help in gaining a better understanding in recognizing the influence of cultural factors on growth and development (HEALTH 2.2).

Bulletin Board Ideas (Instructional Materials)

After creating a bulletin board (e.g., parent or staff information, health and safety information/procedures, etc.), make a copy of your design or take a photograph of a bulletin board you have created.

This shows your knowledge, understanding, and skills in the competency areas of HEALTH 1.0, INTERACTIONS WITH FAMILIES 4.0, and PROGRAM IMPLEMENTATION 6.0 and demonstrates your ability to think creatively, use materials in interesting ways, or to motivate staff or parents.

Case Studies

A case study is a 1-2 page written description of a child's development over a period of time. When using these, make sure the child's name is not included.

Case studies could be used to demonstrate your knowledge of CHILD DEVELOPMENT 2.0 and 3.0 as well as your observation skills (EVALUATION & ASSESSMENT 5.0).

Community Resource Brochures/Pamphlets/Letters

Include copies of brochures or descriptions of less formal contacts you made with community resources/agencies in an effort to coordinate services for children and families. Do you need to contact a community resource to provide information or services for a new family in your

program? Have you arranged or invited a guest speaker to your center to provide some staff or parent training?

These types of correspondence show that you are able to coordinate services between your program and other agencies/resources in the community (PROGRAM IMPLEMENTATION 6.0)

Correspondence with Parents

Include copies of correspondence you wrote to be sent home, This could include: newsletters, requests for parent's help, notices about special family events, requests for parent conferences, letters that explain upcoming activities and services, etc.

Such correspondence documents your cooperation with home, family, and community (INTERACTION WITH FAMILIES 4.0 and PROGRAM IMPLEMENTATION 6.0).

Courses Attended.

Post secondary training that relates to early intervention/early childhood. A copy of transcripts or verification of attendance featuring specifics (course title, dates, institution), and a description of how information learned through the course relates to a particular subcompetency should be included. Assignments from the course such as research papers, essays, etc., could also be used with a brief description of how the contents relate to the subcompetency.

Curriculum Plans

These are written plans and/or programs designed to organize curriculum. Examples may include: lesson plans or units, learning centers, extracurricular programs, or field trips.

These documents demonstrate your planning skills or your ability to use a variety of teaching strategies (PROGRAM IMPLEMENTATION 6.0).

Data Sheets/Records

Systematic, regular noticing and recording behaviors, events, and interactions in the classroom and during home visits plays a paramount role in providing early intervention services. Include brief descriptions of your observation in a variety of situations. Records or reports could be in paragraph or checklist format.

Depending on the focus of your observations, your records or reports may reflect your knowledge and skills in a variety of the competency standards.

Day-to-Day Experiences

These include any of the everyday work-related activities and tasks you perform in the classroom or during home visits that relate to the variety of early intervention services you provide for children and families.

These documents could specifically address your knowledge and any number of skills and abilities depending on the competency area your descriptions relate to.

Environmental Considerations

This includes a sketch of the arrangement of space, equipment, and materials you designed in order to meet the needs of a group of children under your supervision.

Your ability to use environment and materials appropriately is most closely related to PROGRAM IMPLEMENTATION 6.0. If you also include a statement of how this floor plan enhances your classroom management plan, it also could document your knowledge of CHILD DEVELOPMENT 2.0 and 3.0

Essays

Use papers from courses or training sessions in which you were required to write an essay. Review your paper to be sure its main idea reflects a specific competency area. The topic should be clearly stated at the beginning of the essay. Highlight this to show its connection to the competency you wish to document.

This type of document could address almost any competency area. Suppose you wrote an essay titled "Cultural Differences Can Influence Child Growth and Development." Because this is an essay on variations in child development that may be influenced by cultural differences, your understanding of these influences in terms of providing or receiving early intervention services may be particularly relevant to attaining CHILD DEVELOPMENT 2.0 and 3.0

Evaluations (Personnel/Staff)

Provide a copy of your annual job performance evaluation. Student teaching or practicum experiences could also be included. You might include your supervisor's observation notes taken when you taught a lesson, feedback on a written assignment, or some other kind of assessment of your work.

This type of document may be relevant to several competency areas. Make sure there is a relationship between the evaluation comments and the competency.

Home Visit Reports

These include those reports/summaries of home visits or your participation in one.

These reports relate to skills and abilities in your INTERACTION WITH FAMILIES 4.0, CHILD DEVELOPMENT 2.0 and 3.0, and PROGRAM IMPLEMENTATION 6.0 and other competency areas.

Individually Made Materials

These include a variety of materials, such as games, toys, puppets, books, charts, videotapes, films, photographs, transparencies, teaching aids, costumes, posters, or artwork. Since many of these items may be over-sized, include only paper copies or photographs of the materials. If you do not have copies of the actual materials you have made, you may want to highlight sections of a well-designed lesson plan that show how you used the teaching materials to support early intervention activities.

Early Intervention Credentialing Guide and Portfolio Planner

Your materials should reflect your ability to encourage active learning and a variety of teaching strategies (CHILD DEVELOPMENT 2.0 and 3.0, PROGRAM IMPLEMENTATION 6.0).

In-service Training

If you have attended meetings or listened to speakers who discussed an early intervention topic related to a competency area, provide a 1-page summary of the information you learned plus a copy of the agenda, if provided.

These could cover areas in all of the competency areas and document your professional commitment and responsibility.

Intervention Plans

The Individual Family Service Plan (IFSP) is the written plan developed for a child by the multidisciplinary team (including parents) that must be in place before early intervention services can begin. Because they are usually several pages long, you may want to include only these portions of the IFSP that relate to the competency being addressed.

Because an IFSP is based on information gathered through a variety of assessment procedures, it addresses your ability and/or skills in meeting individual needs, gathering information, and your knowledge of child development. An IFSP or relevant sections may address each of the competency areas. Remember confidentiality is a must when using an IFSP.

Lessons Plans

Copies of lesson plans should include all components of the plan, such as objectives, materials, introduction, procedures, closure, and evaluation. A unit plan is an integrated plan for instruction on a topic developed over several days or even weeks and lessons are organized to build on knowledge acquired by children in previous lessons.

Sometimes plans may be used for more than one competency area. In this case, highlight the specific part of the plan that documents the outcome. Lesson plans show your ability to develop these plans and use a variety of appropriate instructional strategies and activities (PROGRAM IMPLEMENTATION 6.0). They also show your knowledge of specific content, use of environment and materials, communication skills (INTERACTION WITH FAMILIES 4.0), and knowledge of CHILD DEVELOPMENT (2.0 and 3.0).

Letters of Reference

This might include letters from teachers, supervisors or your co-workers that relate to classes you have taken, early intervention experiences in the classroom, or other work experiences with children and families.

Connect the reference with one of the competency areas. For instance, the reference might describe a lesson you taught in a student teaching experience, early intervention program, or home visit. You could use this type of document to show your competence in implementing

appropriate individual or group activities (PROGRAM IMPLEMENTATION 6.0) or your knowledge of CHILD DEVELOPMENT 2.3 and 3.0.

Membership in Organizations and Committees

List and briefly describe your involvement with an organization, committee, or other group that relates to your work. Be sure to include evidence of your participation in these groups, such as a membership card, a letter of acceptance, or program from an activity you participated in.

This demonstrates interest in broadening your knowledge and skills to related issues and concerns for children and families and could relate to almost all the competencies.

Personal Philosophy.

This is a statement of your personal philosophy of early intervention. Make it clear, concise, and concrete. You may wish to begin your entire portfolio with this statement. This may have been a previous class assignment. It should include your view of early intervention services, teaching strategies, and practices that are best for special needs children and their families.

If you include this document in more than one section, highlight the part that pertains to the specific competency.

Pictures and Photographs

Include drawings or photos that show active learning in progress, special projects, etc., that cannot be physically included in your portfolio notebook because of size. Include pictures of early intervention activities that take place in the child's and family's home. Describe in detail how the photo relates to the competency being addressed.

Depending on the photograph, you could document a variety of the competencies.

Previous Work Experiences

Past job responsibilities and positions related to working with young children and/or families, such as childcare provider, Head Start staff member, and employment at a health center are relevant. A one-page description of the position held, work performed, and how it pertains to the subcompetency; a letter of reference from the past employer could also be included.

These descriptions may be relevant to all competency areas.

Rules and Procedures Descriptions

While student teaching or working in a program providing early intervention services, you may have written some classroom rules or procedures. These should describe the guidelines or routines to help children, parents, and/or staff to know what is expected of them while in the classroom/building.

These descriptions should show your ability to manage the classroom and create an environment conducive to learning and positive interaction (CHILD DEVELOPMENT 2.0 and 3.0, INTERACTION WITH FAMILIES 4.0, PROGRAM IMPLEMENTATION 6.0).

Schedules

While providing early intervention services, you may have been asked to complete a daily schedule of activities. If you use this, be sure that it clearly describes the events of the day for child and/or family. The order of events and the length of time allotted to each should be clear and concise.

Classroom management skills are reflected in these types of schedules (CHILD DEVELOPMENT 2.0 and 3.0, PROGRAM IMPLEMENTATION 6.0).

Team Meetings

Team meetings may be used to reflect your role on an interdisciplinary team and the importance of a team approach in providing early intervention services. Notes from staff meetings, IFSP meetings with personal identifying information removed, could be included, along with a brief description of your involvement and how it pertains to a competency area.

This is particularly relevant to EVALUATION AND ASSESSMENT 5.0, and PROGRAM IMPLEMENTATION 6.0.

Volunteer Experience Descriptions

Include a list and brief description of your volunteer experiences and services that you have provided to parents, children, and/or the community that relate to your job. Focus on how these activities have enhanced your ability to perform your job.

Depending on what you have learned from these experiences, make sure they address the competency area under which you have placed this document.

Using Baby Watch Training to Complete Some of the Portfolio Entry Sheets

The following table shows how the *Baby Watch training* and DVD self-study relate to the six main competency areas. As you complete each training, write a thorough description of how it relates to the specific subcompetency and how you have applied it to your work.

Early Intervention Credentialing Guide and Portfolio Planner

Relationship of BW Trainings and BW DVD Sections to BW Competency Areas		
Baby Watch Competency Area	<i>Baby Watch Self-study DVD</i>	Baby Watch Trainings
1.0 Health		BWEI Health Training
2.0 Child Development		BWEI Motor Training BWEI Communication Training
3.0 Development in Children with Special Needs		BWEI Motor Training BWEI Communication Training
4.0 Interaction with Families		BWEI Family Partnerships Inservice Training or "Brass Tacks" Training
5.0 Evaluation & Assessment		BWEI IFSP Training BWEI Assessment Training
6.0 Program Implementation	Orientation/Foundations Procedural Safeguards	BWEI Service Coordination Inservice Training