

M.Ed. Portfolio Rubric (NCATE ASSESSMENT 7)

In order for the portfolio to be rated Target (Exemplary), the candidate must receive Exemplary in at least 6 of the 8 categories. In order for the portfolio to be rated Acceptable, the candidate must receive a minimum of Acceptable in each of the categories.

Name: *Elizabeth Magado*

Rating: *Exemplary*
Revised Rating:

Date: *10/29/10*
Date:

	Target/Exemplary	Acceptable	Unacceptable	Comments
Organization & Presentation	Well organized into sections; original, yet professional	Organized into sections; neat, professional	Poorly organized or not divided into sections	
Grammar & Style	All writing is well constructed with few or no errors in spelling, punctuation, grammar & style	Proofread; standard English many have a few minor errors in punctuation, grammar &/or style which must be corrected	Many errors in spelling, grammar &/or style. Writing is not at the level of an M.Ed. candidate	
Cover Sheet	Original and professional, but not cute	Professionally appropriate	No cover sheet or cover sheet does not look professional	
Philosophy Statement	Clear, articulate, personalized; more than one reference to theory; discusses how children learn & implications for teaching. Mentions at least 4 of the following 7: optimal settings & environments, strategies, classroom management, literacy, diversity, inclusion, professionalism.	Clear, articulate, personalized; at least one reference to theory; discusses how children learn & implications for teaching. Mentions at least 3 of the following 7: optimal settings & environments, strategies, classroom management, literacy, diversity, inclusion, professionalism	Statement is not well constructed with little or no connection to optimal settings & environments, strategies, classroom management, literacy, diversity, inclusion, professionalism	<i>Beautifully crafted</i>
Entry 1 Examining Children's Literacy Dev't. (entire section is no longer than 3- 4 pgs., not including work samples)	4 work samples (2 samples from 2 children) are developmentally appropriate; written commentary expertly describes how you support literacy dev't in the 2 children; analysis & reflection demonstrate your high level of knowledge & understanding of literacy dev't in early childhood	4 work samples (2 samples from 2 children) are developmentally appropriate; written commentary describes how you support literacy dev't in the 2 children; analysis & reflection demonstrate your knowledge & understanding of literacy dev't in early childhood	Work samples are not developmentally appropriate; written commentary does not relate to artifacts and/or does not reflect knowledge & understanding of literacy dev't in early childhood	<i>Well written good reflections</i>

<p>Entry 2 Building a Classroom Community</p> <p>(entire section is no longer than 3-4 pgs.; videotape/ DVD is 5-15 minutes)</p>	<p>Video/DVD shows you interacting with 1 or more children as they engage in a discussion that addresses a social studies topic, concept or theme, integrating the arts, and building classroom community. The written commentary expertly explains how the lesson supports the classroom community; analysis & reflection demonstrate your high level of knowledge & understanding of developmentally appropriate social studies lessons.</p>	<p>Video/DVD shows you interacting with 1 or more children as they engage in a discussion that addresses a social studies topic, concept or theme, integrating the arts, and building classroom community. The written commentary explains how the lesson supports the classroom community; analysis & reflection demonstrate your knowledge & understanding of developmentally appropriate social studies lessons.</p>	<p>The videotaped lesson is not developmentally appropriate or has no clear connection to social studies and/or building a classroom community; and/or the written commentary does not effectively demonstrate your knowledge & understanding of developmentally appropriate social studies lessons.</p>	<p>Truly a model lesson! Excuting DVD for any early child professional to watch & learn from.</p>
<p>Entry 3 Integrating Math & Science</p> <p>(entire section is no longer than 3-4 pgs.; videotape/ DVD is 5-15 minutes)</p>	<p>Video/DVD shows you interacting with 1 or more children as they engage in a discussion or activity(ies) that demonstrate connections between mathematics/science in a developmentally appropriate way. The written commentary expertly explains how the lesson/activities support young children's developing understanding of the world around them. Analysis & reflection demonstrate your high level of knowledge & understanding of developmentally appropriate ways to provide scientific and mathematical experiences for young children in the classroom.</p>	<p>Video/DVD shows you interacting with 1 or more children as they engage in a discussion or activity(ies) that demonstrate connections between mathematics/science in a developmentally appropriate way. The written commentary explains how the lesson/activities support young children's developing understanding of the world around them. Analysis & reflection demonstrate your knowledge & understanding of developmentally appropriate ways to provide scientific and mathematical experiences for young children in the classroom.</p>	<p>The videotaped lesson is not developmentally appropriate or has no clear connection to math/science; and/or the written commentary does not effectively demonstrate your knowledge & understanding of developmentally appropriate math/science experiences for young children..</p>	<p>The video shows such a great mix of individual & small group work. Language dev. (in use of computers) showing the caterpillars constructing patterns & learning about the life cycle of a butterfly.</p>

<p>Entry 4 Documented Accomplishments: Contributions to Student Learning</p> <p>(section contains <i>Communication Log</i> With no more than 10 items, and accompanying artifacts; description/summary of no more than 2 pages; and, ½ pg. reflection)</p>	<p>Documentation demonstrates your high level work with families, development as a learner, and role as a leader/collaborator in a variety of ways. Summary synthesizes the documentation. Reflection expertly analyzes the effectiveness of your accomplishments and their impact on student learning.</p>	<p>Documentation demonstrates your work with families, development as a learner, and role as a leader/collaborator. Summary synthesizes the documentation. Reflection analyzes the effectiveness of your accomplishments and their impact on student learning.</p>	<p>Documentation does not effectively demonstrate work with families, development as a learner, and role as a leader/collaborator; and/or summary does not synthesize the documentation; and/or reflection does not effectively analyze the impact of the documentation on student learning.</p>	<p>You have already accomplished so much in your brief career! I know you will make significant contributions to the field of early childhood.</p>
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General Comments: *A joy to read!*

Evaluator's Signature *Dr Janis Strasser*

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Elizabeth Morgado
Educational Philosophy

"Each child is unique and the protagonist of his or her own growth. Children desire to acquire knowledge, have much capacity for curiosity and amazement, and yearn to create relationships with others and communicate. "– Loris Malaguzzi

As a teacher, I embrace my profession with the knowledge that children have unique and individual learning styles. With this knowledge and understanding I also recognize that all children are competent, capable and have the potential to learn. It is my responsibility to create open ended learning experiences that provide children with developmentally appropriate opportunities to explore, create, discover and learn. I incorporate a variety of quality research based instruction and assessment methods to meet the needs of the children's diverse learning styles and multiple intelligences as well as for all children to be successful learners.

The classroom environments, both indoor and outdoor, play a significant role in a child's ability to grow and engage in self discovery. The environment is the third teacher. Both indoors and out, the environments need to be set up appropriately, organized with rich materials that invite children to explore and learn, meeting the individual needs of the children in the classroom. The environment is always warm and welcoming to both children and families, maximizing the possibility for learning to flourish. Children seek independence and are able to do so in a developmentally appropriate learning environment that is set up to promote and support learning experiences.

Meaningful documentation serves many purposes, including assessment and reflection. Photographs of the children, anecdotal notes, and work samples that I collect while the children are engaged in small group and/or large group activities, work and center time, provide me with the evidence that supports my conclusions on each individual child's social emotional, physical,

cognitive, and language development. In addition, documentation of children's conversations, play, actions and behaviors guides me through the process of developing the next unit of study that have emerged from their interests, knowledge and understanding. Documentation also provides me with a means of reflecting on the children's past learning experiences and serves as another way to build upon our prior knowledge.

As a professional, I understand and acknowledge that learning is an ongoing process. Collaboration with other professionals is important for me to reflect on my own practice, as well as to exchange ideas and strategies that can be used in the classroom. In addition, memberships in organizations such as NAEYC, NJEPPRE, and MTN provide me with numerous opportunities throughout the year to attend professional development workshops, network and collaborate with professionals who share the same goals and interests, and help me to stay current with new and upcoming research, teaching strategies and news in the field of Early Childhood Education.

Finally, my curriculum is aligned with the New Jersey Preschool Teaching and Learning Expectation: Standards of Quality and stems from the interests of the children in the classroom. Incorporating the constructivist approach to learning, I follow the children's interests which provides me with the opportunity to find out more about my children, make learning enjoyable and meaningful, and more importantly, help them construct their own understandings of the world around them and build upon their current knowledge. Therefore, all curriculum units of study are child initiated, teacher framed. My job as a teacher is to listen, observe, and document conversations and work created by my children. I can then develop curriculum units of study based on my children's interest. In my classroom, my children learn about the world around them, their interests, and more importantly, they learn about themselves!

Examining Children's Literacy Development

Instructional Context

I work in a preschool classroom consisting of 20 children, ages 3-5. The four and five year olds (10) are extremely motivated to read and write. On any given day, many of them can be found in the library reading books or writing letters to families, friends, and teachers. Many of them are independent and work well with others, while some need assistance and direction into areas that may interest them. In particular, I have one child who has difficulties in the classroom when his routine is slightly changed, either at home or in school. Also, I have another child who has a difficult time focusing and staying on task. Many of the work samples collected from my children occur during center time. Because I believe that children learn through play, centers in the classroom are set up for exploring, discovering, creating, and more importantly, to promote literacy development.

Analysis of Two Children's Literacy Development

Marcos- Marcos has an extensive vocabulary for a five year old. He pays close attention to detail and demonstrates this through language and/or illustrations (see work sample 2). Marcos also has a difficult time managing his feelings when his illustrations and spelling of words are not perfect, according to him. He often takes his work and throws it in the garbage. He becomes extremely emotional and persistent to make it perfect. Marcos revisited work sample 2 a few times before he was completely satisfied with how he replicated the pajamas that he was wearing.

I will spell out words that Marcos is trying to write because of his sensitivity to making a mistake. As stated in Owocki's *Literacy Through Play*, (1999), "by writing and inventing spellings, children discover the connections between letters and sounds." After reviewing this literature, Marcos needs to have the opportunity to sound out words and invent his spelling.

By doing this, Marcos will be able to assimilate and/or accommodate knowledge that will help him to become a successful reader and writer.

Marcos enjoys retelling stories using props, as well as extending the story and often times, creating a book or picture relating to the story and/or discussion. (see work sample 1). Marcos created this book after a discussion about going on a study tour to Mexico. Modes of transportation, planes and map making became several topics of conversation. Although Marcos is able to make letter sound connections, he asked for assistance when writing the words to this book. By providing Marcos with the sounds of the letters, he was able to write the words. He wrote his name without any assistance.

Marcos shows a great interest in creating detailed artwork using different mediums and then describing them in detail. He shows an enjoyment for books and also uses books as a resource for information. During center time, Marcos engages in a variety of centers where he uses both oral and written language to communicate.

Maia- Maia is a four year old child who often engages in writing during center time. Maia is able to write the letters in her name (see work sample 2). Although she is able to identify and write her name, during center time, Maia engages in scribbling, the first stage of writing. Her scribbles resemble a continuous "M", the first letter in her name.

Maia switches between scribbling and writing letters, depending on the task at hand. Like many children who begin to show an interest in writing, Maia is trying to communicate something. Although Maia's work may look just like scribbling, I can infer, through my observations, that she has the understanding that print carries meaning. When asked to tell you about her work sample, she slides her finger across her writing and begins to read what she has written.

Work sample 1 shows an example of a recipe book she created. It reads: Eggs, butter, sugar, milk, and salt. Maia uses a scribble like form in her work sample, but the letter "M" is often identified and many times, written to represent a word. Maia seems to be transitioning from scribbling to inventive spelling. I have observed through her play that she is beginning to make letter sound recognitions. With this said, I believe that Maia will begin to use more letters in her play as she is exposed to them through environmental print.

Maia shows a great interest in retelling stories using picture cues and props, as well as writing, specifically in the writing center and in dramatic play. When asked to describe a particular situation that is occurring, Maia uses language to depict the scenario that she and her friends have set up. Maia is developing the necessary early literacy skills needed to become a successful reader and writer.

Supporting Literacy Development

Children learn more effectively through play. Each child in my classroom has an equal opportunity to engage in any of the learning centers within the classroom that are of interest to them. Regardless of which centers the children choose to engage in, literacy materials such as books, writing utensils, and paper are available to promote literacy.

During center time, my goal is to help each child extend their play by asking higher order thinking questions and providing them with opportunities to read, write, and to communicate their thoughts and ideas. I find that observing and listening to children's play helps me to later build on their current knowledge and support each of the children's learning experiences. Both Marcos and Maia use the literacy materials in the centers. Having observed Marcos make letter sound connections, I realize that it is my responsibility to help him to continue to make these connections as he is creating books and letters. Maia has begun to use the letter "M" in her work samples. As she is exposed to more letters within the environment and in her play, I will

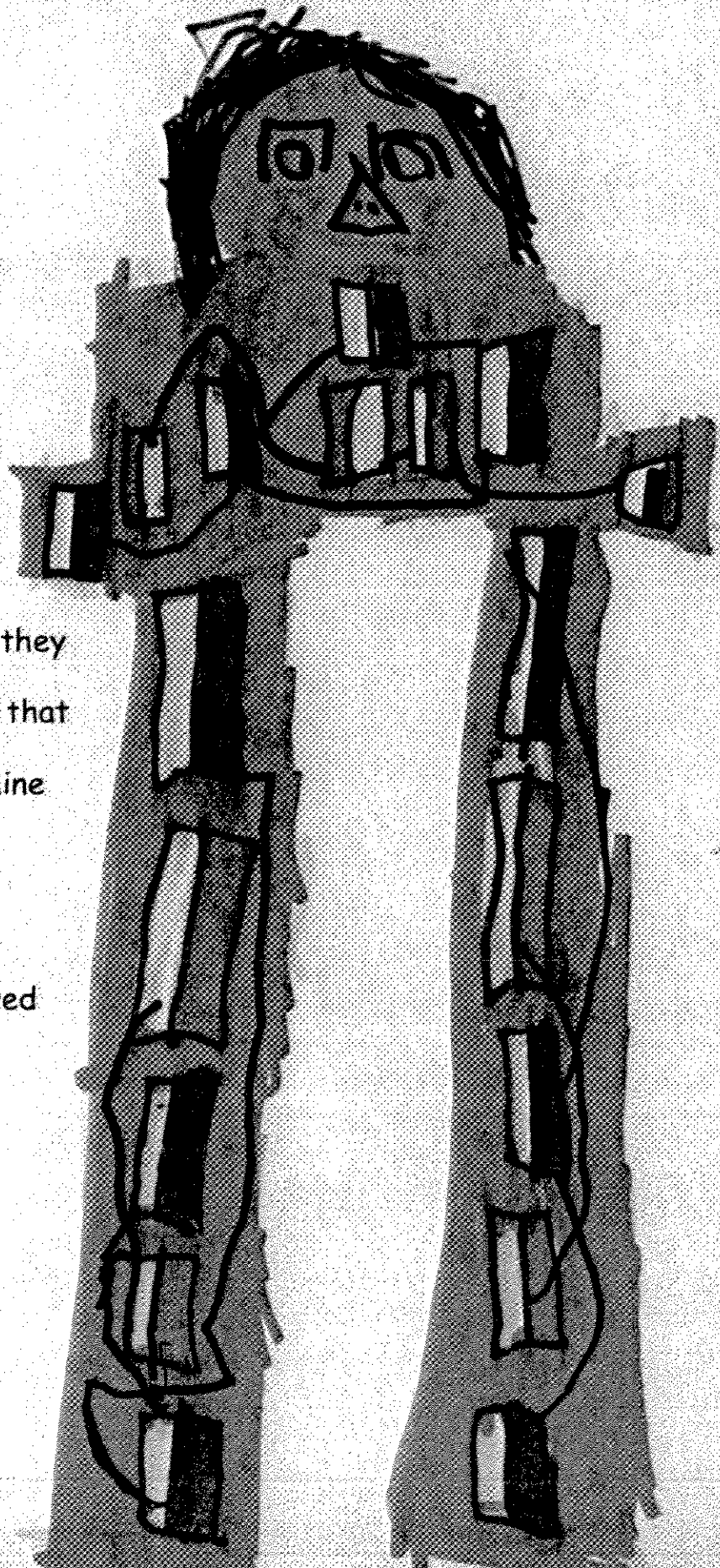
continue to support her literacy development and help her to transition into the stage of inventive spelling, as well as begin to make letter sound connections.

When speaking to Marcos' family, I suggest that they continue to support his literacy development by continuing to encourage him to write, tell stories, and illustrate his ideas. I have provided them with a list of strategies and at home activities to extend his literacy development. Helping him to sound out words will give him the confidence he needs to begin to make letter sound connections independently. When speaking to Maia's family, I have suggested that her family make use of all environmental print surrounding their daily activities. Observing and discussing the print in her environment will help Maia to reach her next stage of development in literacy, inventive spelling. For both children, as well as all children in the classroom, I always recommend that families have developmentally appropriate books available for their child to read at any time, that they are reading to their children on a regular basis, as well as listening to their child read to them. Families are also encouraged to talk to their children about their day at school.

Reflection

Although all my lessons and small group activities are planned, I find that children, when excited and motivated about a particular story, activity and/or upcoming event, will incorporate what was learned into their play. Both Marcos and Maia, after creating a class book together with their friends for me to take to Mexico, decided they were going to make their own books. It was important that I provide them with the opportunity to do so and support the learning experience that arose from this scenario. Adapting to the needs of the children is important as well as supporting their decisions to engage in something other than what is planned. These experiences are more important to the children, as well as more informative as I observe them in activities that are child initiated and teacher framed.

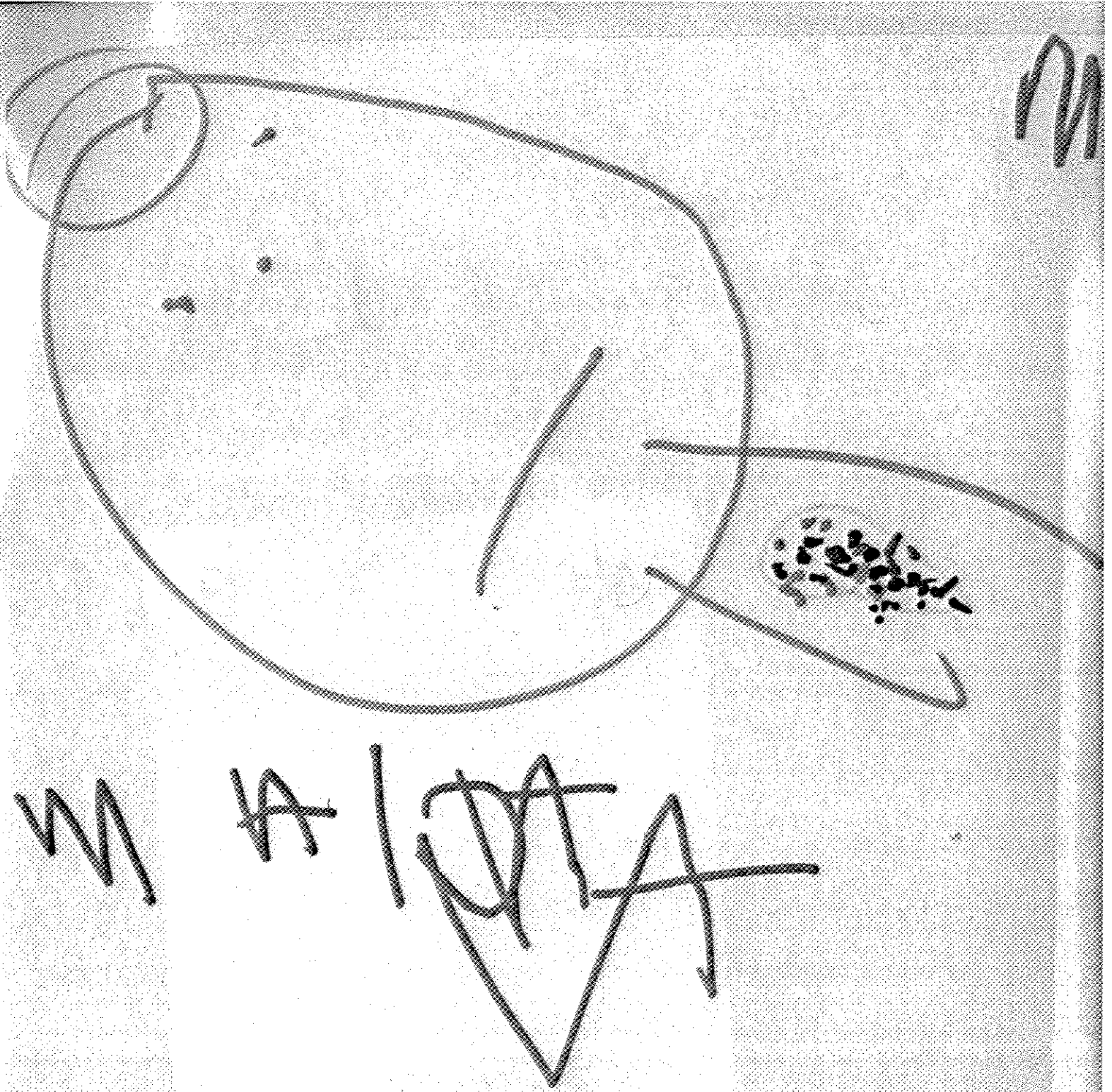
MARCOS



I have transformers and they are yellow. They are cars that transform into people. Mine have 15 transformers.

It's a pattern: red with yellow, blue with yellow, red with yellow.

Marcos



It's yellow with a ice cream cone. It has sprinkles. 5 ice cream cones. There's strawberry, chocolate and banana. I like strawberry ice cream.

Maia

Building a Classroom Community

Instructional Context

This lesson took place during the Summer Session, and included 8 children, ages 3 years through 5 years of age who were enrolled at the Child Development Center. This was the first school experience for two of the children, while the other 6 children were either moving on to Kindergarten in the Fall or returning and moving up to the 4 year old class. All of the children showed a great interest in exploring and investigating nature around campus. The youngest child had just turned 3 and had a difficult time transitioning from his family which had an impact on his ability to focus, stay on tasks for a short amount of time and get through many of the activities planned throughout the day. Another child had an I.E. P. and attended physical therapy on two mornings during the week. This group of children's cognitive and social abilities range due to their mixed ages and their familiarity with the daily routines in the classroom.

Planning and Instruction

The curriculum for the Summer Session emerged from the children's interest of being outdoors and exploring nature around campus. They were extremely proud of their hiking trail and decided that they needed to make maps for their families and friends to be able to visit their hiking trail where they had created a "log hotel" for all their insects and spiders to live. More importantly, the older children wanted to show their new, younger friends how to get to the hiking trail.

The children in my class have always shown a great interest in map making. It is an important social skill where children learn directions: left, right, up, down, around. They also learn to become more familiar with the space and landmarks around them and are able to creatively express their vision of what they see on their campus and how to get to important destinations, such as the hiking trail. The maps were created by each individual child and

reflected their interpretation on how to get to the hiking trail. Regardless of how the children chose to illustrate their map, each child was able to use their map to reach the same destination, the hiking trail. It was important for me, as the teacher, to acknowledge the differences in each of the maps, yet to also express the goal and commonality of each map helping us get to our destination.

Before asking the children to create their maps, it was important for all of us to visit the hiking trail so that all the children were familiar with the hiking trail, log hotel, and the route that we needed to take in order to get there. This was especially important for the new children who have only been to the hiking trail a few times. After visiting the hiking trail, the children were then ready to create their maps. The activity was open ended and children were supplied with paper, markers, pencil crayons and scissors. I did not give the children any models or examples of maps because, from our discussion, many of the children were familiar with maps and I saw this as a great opportunity for them to creatively express their vision of what they thought a map to the hiking trail would look like. Each child began creating their map on different parts of the paper and added landmarks that were important to them. Once all of the children had created their maps, we used our maps to revisit the hiking trail.

Analysis of Videotape

The children showed a great interest in making maps to help families and friends find their hiking trail and to see their log hotel. I began the lesson by asking the children, "What is a map?" Each of the children had different answers, as shown on the video clip but had the clear understanding that "it helps you get somewhere." The older children decided that they needed to take their new, younger friends to the hiking trail one more time before they could make their maps. We did just that. After having visited the hiking trail, the children decided that they were

ready to make their maps. Each child began making their map. After creating their maps, the children, as shown in the video, described what they had created on their map and how they would use their map to get to the hiking trail.

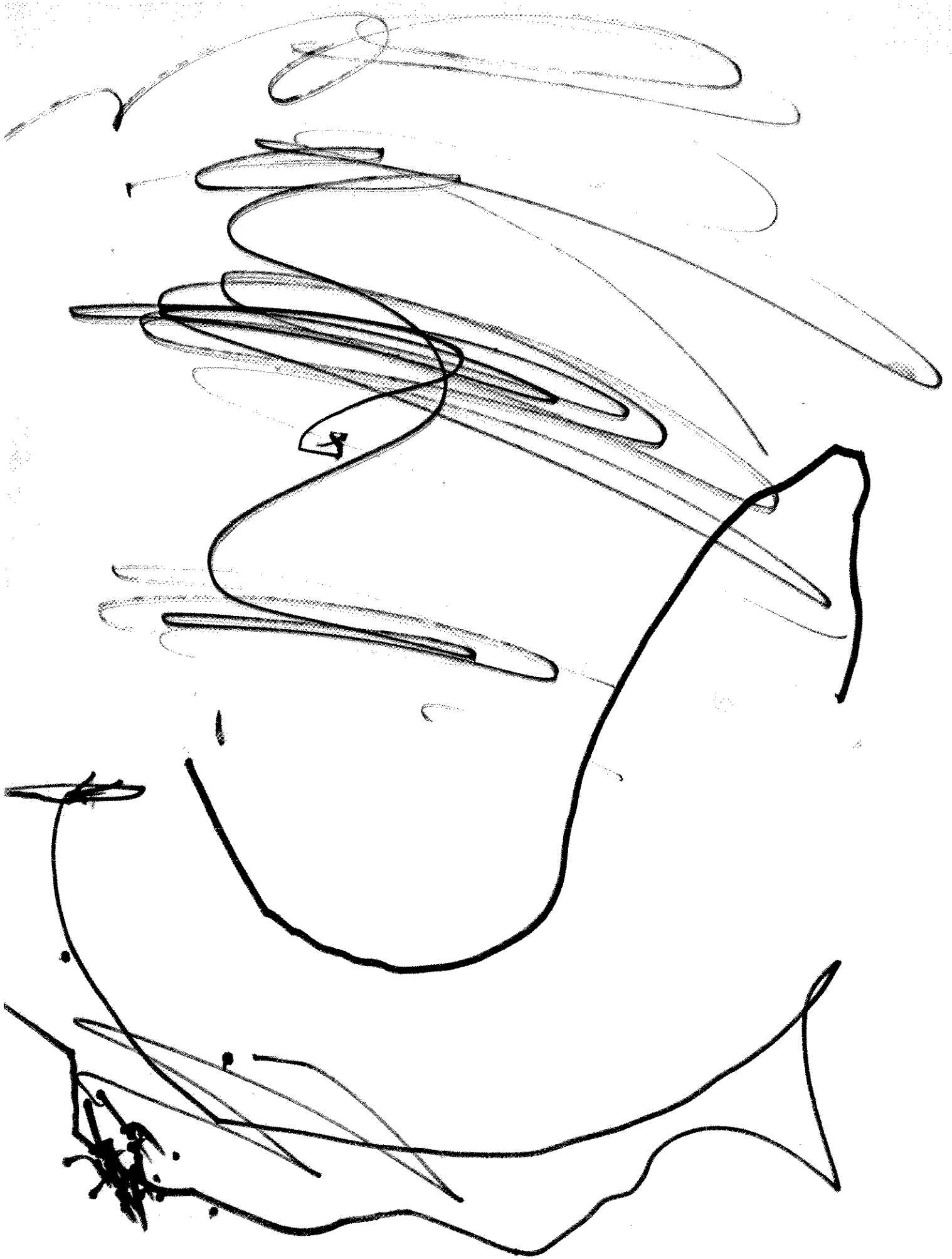
Although each map was unique, they were all used to help each of the children find their way to the hiking trail. It was a great way for me to see the children's individual interpretations of their surroundings and how they saw themselves getting to the hiking trail. I was also able to see the children's different developmental stages through their artwork. While some of the children were in the scribble stage, others were able to add detail and represent objects in their maps. All of the children often referred to their maps when we had to make turns, go down stairs, stop and look both ways, and/or go up stairs. They also referred to one another's map when some of the children realized they had forgotten to add something to their map. When we returned back to the classroom, some of the children decided they needed to add some items to their map, as a result of communicating and problem solving with their friends. Overall, the children's individual interpretations of the route to the hiking trail were uniquely displayed on each of their maps.

Reflection

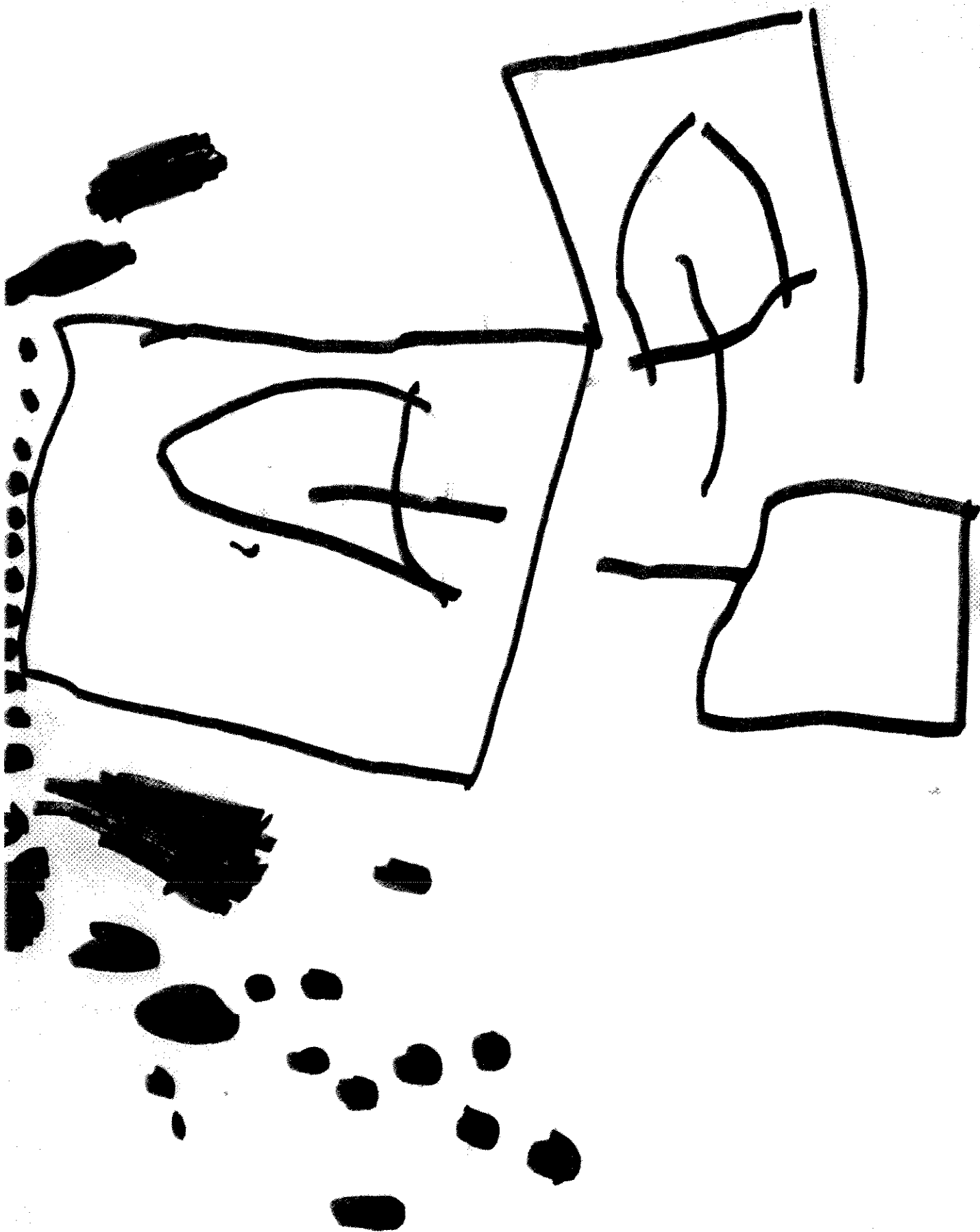
This was one of my lessons that really showed the importance of taking the children's lead, regardless of what you have planned. My expectation was for the children to make maps for themselves to get to the hiking trail. The children collectively decided that they needed to make these maps for their families and friends because they knew how to get to the hiking trail. They were extremely motivated to help their new, younger friends get to the hiking trail, as well as their family members when they come to visit them at school. All of the children actively participated in the lesson and were equally motivated. This surprised me a bit because I had two

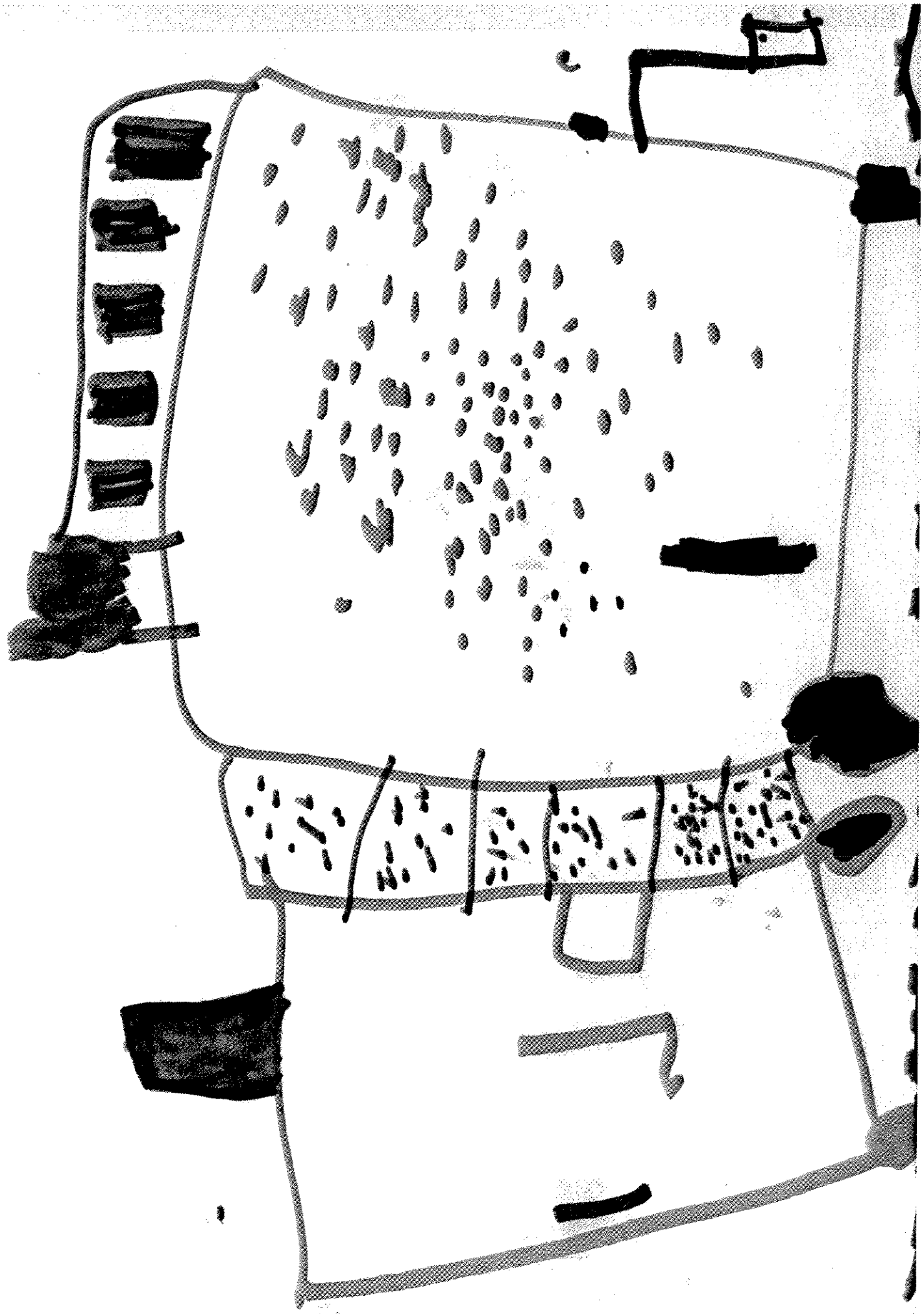
children who were new to the school and were not too familiar with the hiking trail and/or have had the opportunity to learn about mapmaking skills. I was not sure how involved they were going to become, but their classmates really helped them along the way to become a part of our classroom community. While all the children had different responses to what a map is, their maps, conversations amongst each other on the way to the hiking trail and their ability to use their maps showed me that the lesson was successful.

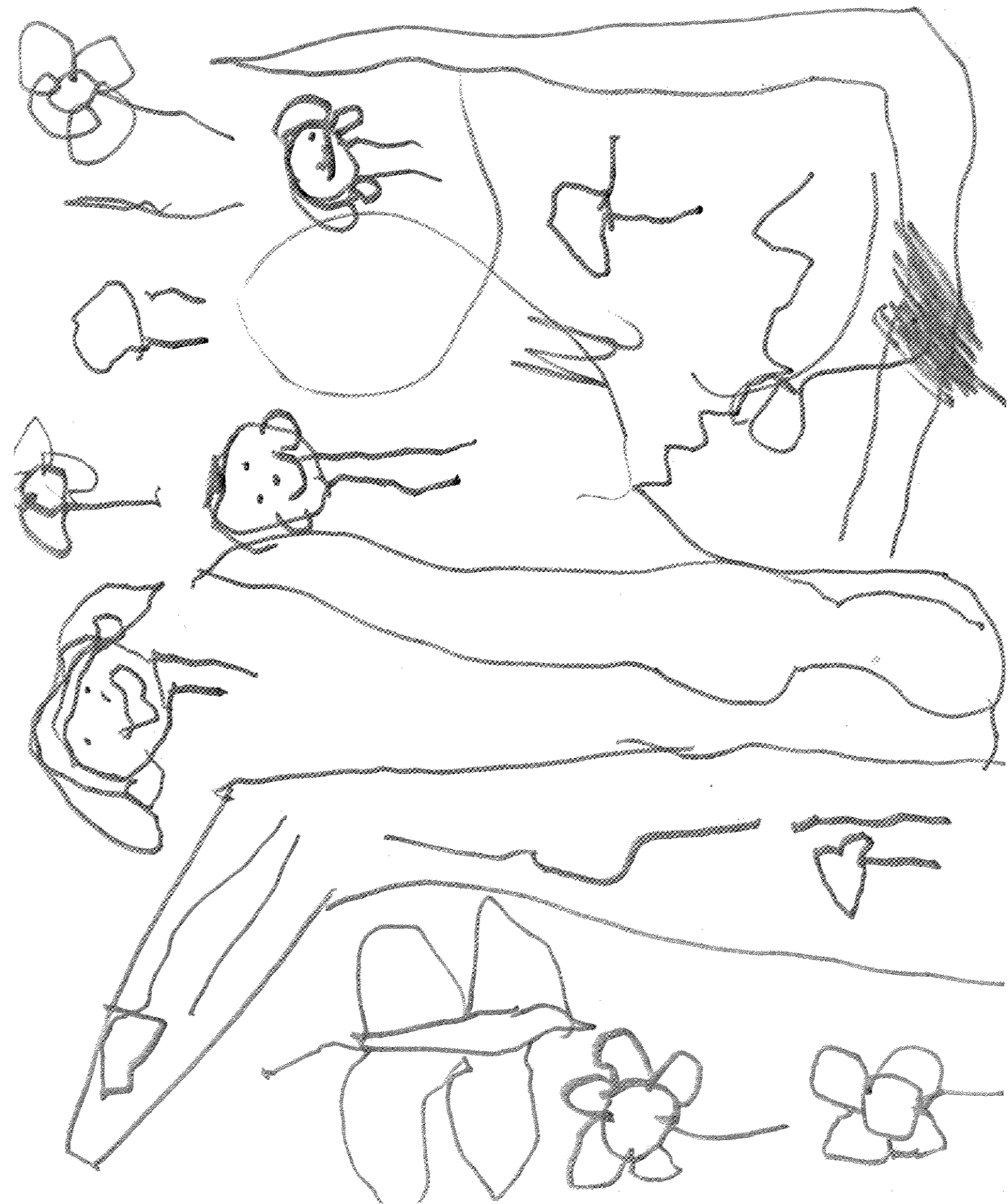
I would not do anything differently if I had the opportunity to teach this lesson again, but I did walk away with something very important. This lesson really made me see why it is so important to follow the children's lead. Often times, teachers are so focused on what they want to teach the children and how they are going to teach them. After teaching this lesson, I have really become more of an observer and listener, which really helps me to take the lead from my children in both the direction in which they are going as well as in how I am going to teach a particular lesson. I have found that this has really helped me to motivate my children and keep them engaged in activities.

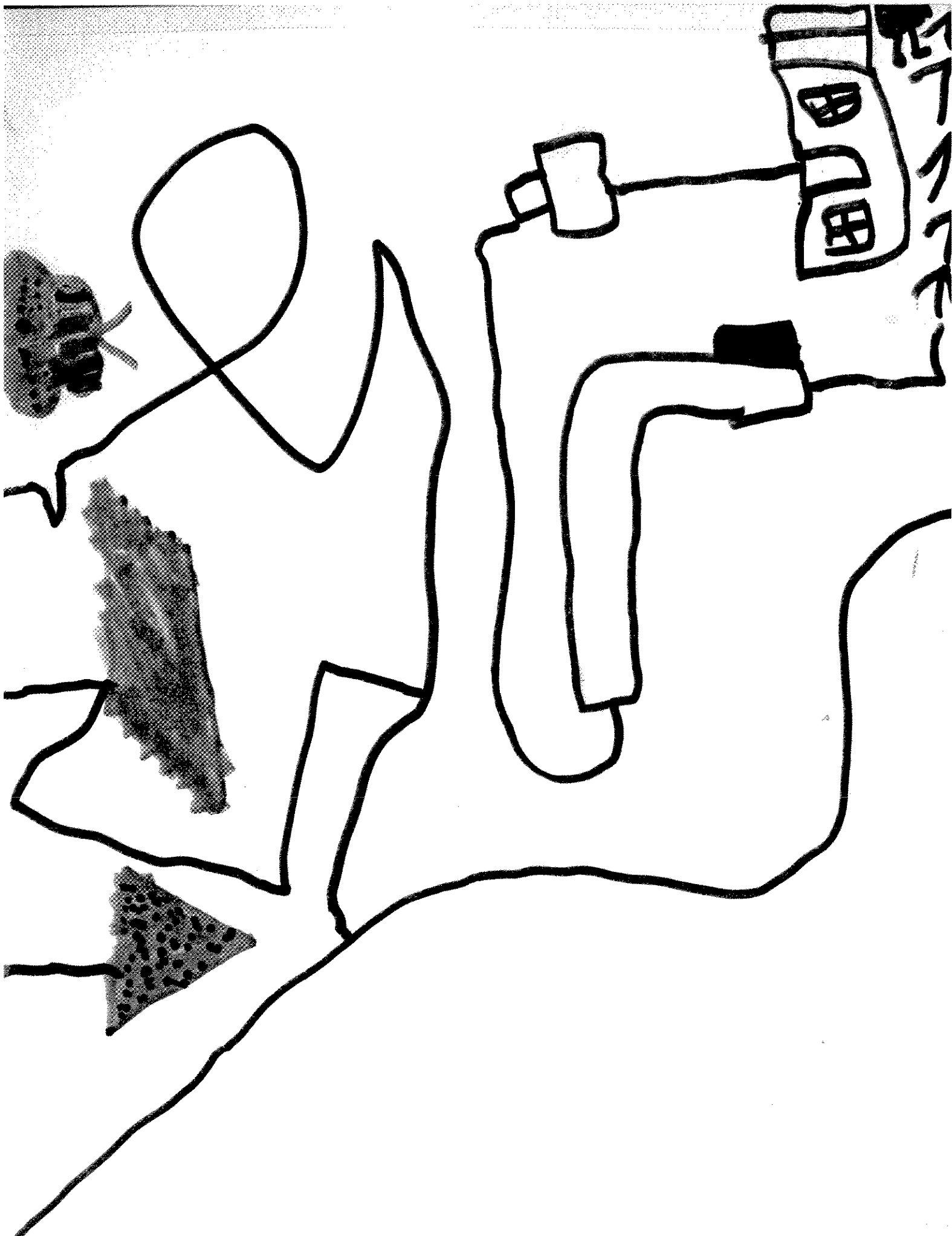






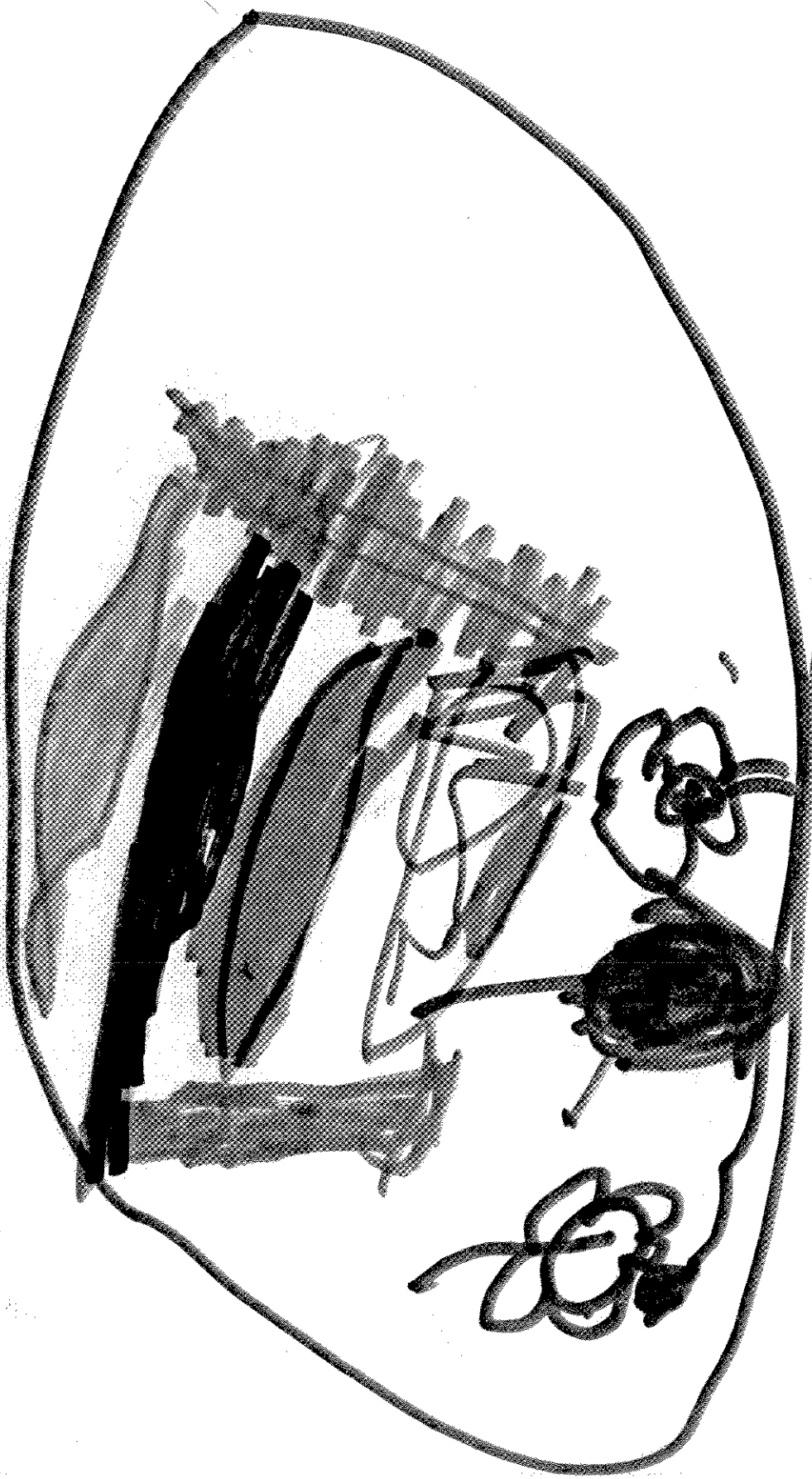








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Integrating Mathematics and Science

Instructional Context

This lesson took place at the Child Development Center during the first month of school and included 9 children, ages 3 years through 4 years of age. This was the first school experience for two of the children, while the other 7 children had returned to the center for a second year. As part of my first study unit, I had added monarch eggs, caterpillars, chrysalides and butterflies to each of the learning centers. The live specimens were available for child engagement from the very first day of school. The children's interest in the monarch butterfly life cycle was evident from their conversations and how they tended to ask science related questions connected to the study throughout the day.

The range of abilities in my class varied. One child had an I.E.P. and attended both occupational and physical therapy. Another child was pulled out of my class two times a week for speech/communication disorders and one other child often had a difficult time focusing for short periods of time. It was important for me to plan a lesson that was engaging and meaningful while integrating both math and science skills in order for me to sustain all the children's interest.

Planning and Instruction

The curriculum study for September included the monarch butterfly lifecycle because they are indigenous to our area and children were seeing a plethora of monarchs outside our classroom. The study of Monarchs lends itself to the integration of mathematics and science because there is so much overlap between the skills, concepts and vocabulary in both content areas. My goal for this lesson was for children to identify and recreate the pattern of a monarch caterpillar. The children in my class who have returned this year showed a great interest in

patterning last year. Therefore, I thought it would be a great skill to revisit using the monarch caterpillars, which had already caught their interest.

I began the lesson by reading the story, *Monarch, Come Play With Me*, where we focused on the characteristics of the monarch caterpillar, specifically their colored stripes. Instantly, the children were able to identify the pattern: black, yellow, white, black, yellow, white. I knew that although the children were able to identify the pattern, it is often difficult for preschool children to recreate a pattern that they have identified. For this reason, we used scientific tools, including hand held magnifiers, table top magnifiers and digital microscopes (digi-scopes that are connected to computer screens) to take a closer look at the pattern that the children had observed. The children also had several other opportunities to observe monarch caterpillars. They held monarch caterpillars in their hands, they sat under a plexiglas table and watched as the caterpillar walked across the plexiglas. They observed how they walked, how the pattern wrapped around the body and noticed that the pattern was the same on all of the caterpillars. These experiences also provided children with the opportunity to become comfortable with the monarch caterpillars, as well as notice their characteristics from different perspectives in addition to using different scientific observational tools.

As a follow up activity, the children used colored chips to recreate the pattern on the monarch caterpillar. Many of the children focused on counting, comparing and contrasting what they had created and naming the colors that they used. The following day, we revisited patterning and the children decided they wanted to create more patterns using the colored chips. We brought the monarch caterpillars to circle time for those who needed a reference, while others created patterns of different monarch related colors. Many of the children began working

together to create similar patterns. In addition, a few of the children helped their friends extend either begin their pattern or extend it.

Analysis of the Videotape

My main objective for this lesson was to see how well my children understood patterning. They have always showed a great interest in patterns, often identifying patterns in their environment. I integrated mathematics and science by using monarch caterpillars to help children recreate a pattern. The children were also introduced to both math and science vocabulary and began to assimilate these new words using them in the correct context. The lesson began by children identifying the pattern on the monarch caterpillar and using magnifiers and digital microscopes to take a closer look at their stripes. We spent about 20 minutes on this part of the lesson because I wanted to make sure I provided the children with numerous opportunities to observe a monarch caterpillar. Some children used magnifiers; others used the digital microscope and some used a plexiglas to observe the bottom of the monarch caterpillar to see if they noticed any patterns. When we returned back to circle, I introduced the children to the colored chips and asked, "I wonder what we can do with these colored chips?" The children eagerly announced that they could make patterns just like the one on the monarch caterpillars. They were excited and eager to begin creating their patterns.

Each child chose their colored chips and began to create their patterns. The children randomly stacked their chips and described what they had created. As they described their "pattern", they also discussed how many chips they used, they compared and contrasted their patterns and identified the colors they used. These were all other skills that I was able to assess as they created their patterns. The following day, the children asked if they could make more

patterns using the colored chips. After reading another monarch butterfly story, they were given some time to create more patterns with the colored chips.

The first day that I introduced patterning, many of the children were more focused on exploring the colored chips, stacking the chips randomly and comparing who could make the tallest stack. It was evident that they were more excited to play with the chips than to focus on creating a pattern. For this reason, I followed their interest and provided them with another opportunity to revisit patterning the next day. The children began to create a variety of two color patterns and help their friends to extend other patterns. It was clear that they were more focused and I now had a clear understanding of which children were not only able to identify patterns, but also create and extend patterns.

Reflection

Fortunately, the children continued to show interest in creating patterns the following day. If I were to conduct this lesson again, I would definitely choose materials that the children had previous experience with, or introduce the materials a few days prior to the lesson so that the novelty of the materials was gone. It was difficult for me to assess the children on the first day because I knew that many of the children had created patterns before and I was not able to observe them doing this. The following day, most of the children were able to create patterns using the chips and identify the pattern they had created, while some of the children were still in the exploratory phase of patterning and seeing what they can create.

This lesson gave me the opportunity to see what my children understood about patterning. All of the children were able to identify the pattern on the monarch caterpillar but not all the children were able to create and extend their own patterns. By providing my children with a hands on experience following their observations, I was able to distinguish between the

children who were just able to identify a pattern, and the children who were able to identify a pattern as well as create a pattern. I will be revisiting patterning throughout the year to help some children begin to create patterns and help the other children create and extend more difficult patterns. Overall, I thought this lesson went well and I accomplished my goal of helping children understand patterns through their observations of a monarch caterpillar and hands on experiences of recreating what they had observed.

Documented Accomplishments: Contributions to Student Learning

Description and Analysis

Communication is one of the most important aspects of teaching. Whether you are communicating with children, families, directors, students or other professionals in the field, you are making connections and creating a direct or indirect impact on student's learning. As a teacher, communication is key to building meaningful partnerships with families. Parent Teacher conferences are scheduled two times a year, where I meet with each of my families to discuss their child's progress and accomplishments throughout the year. I feel that it is important for me to try and speak with my families on a weekly basis to discuss any significant milestones that their child has made. Examples include speaking to families before and after school about specific events that occurred during the day regarding their child's development, sending an email to families of their child engaged in activities such as reading a book or working collaboratively with a friend, and speaking to families whose children attend physical/occupational therapy to gain a better understanding on how I can help their child be successful in my classroom.

I also understand that families are very busy and many times have a difficult time attending meetings, activities and special events at school. For this reason, it is important that I provide all of my families with follow up emails, such as an email after back to school night highlighting our topics of conversations as well as reminders. In addition, I feel that it is also important to provide families with enough time to make arrangements to attempt to attend family child activities that are planned each month. By giving families a "Save the Date," I know that I have reached out to my families and provided them with enough time to try and make arrangements to participate in our classroom activities and strengthen our family partnership.

Working on a University campus, I have numerous opportunities to collaborate with professors in different departments. Currently, the children in my class work with Dr. Rady (Kinesiology) and her students once a week. In order for the children to benefit from this experience, it was important for me to speak to Dr. Rady and her students regarding what is appropriate for preschool children and how they can connect their lesson plans to the developmental continuum that I use to assess my children's physical development. By doing so, I can assure my families that attending physical education is a safe learning experience. In addition, I also impacted the undergraduate students by providing them with this real life experience of working with young children as we all know that experience is one of the best ways to learn.

Collaboration is another important aspect to teaching. Working on a University campus with one preschool classroom can be difficult at times because collaboration with other preschool teachers is often limited. I formed a strong relationship with a teacher who also works on a University campus nearby. By collaborating, we were able to work together to develop units of study and help our children to make connections and learn from one another. Through one of our collaborative projects, our children both created a robot inspired by a unit of study on birds. A published book was created and placed in our classroom library for the children to revisit and reflect upon their learning experience.

Learning is an ongoing process. For this reason, professional development training is still as important to me as it was my first year of teaching. By attending professional development training, I am making sure that I am staying up to date in the world of Early Childhood Education, which transfers into the classroom. I can then make sure that I am exhibiting best practices in my classroom and challenging myself everyday to become a better teacher. My

director once told me, "You are only as strong as your weakest day." This is a quote that I stand by as every day as I strive to make a positive impact in each of my children's lives.

As I continue to grow as a professional in the field of education, I have begun to present numerous workshops at the state and national level. I have also co-written an article on the importance of mentoring first year teachers, which is in the process of being reviewed for publication. In addition, I also teach an undergraduate course, Early Childhood Learning Environments, at William Paterson University.

Communication is imperative in the field of education. By communicating with children, families, colleagues, and professionals in the field of education, I have impacted children's learning in a variety of ways, built strong family partnerships and created opportunities for myself to grow as an educator. As I continue my journey in the field of education, I hope to reach many more children, families and meet more inspiring individuals who will help me to become an even more motivated and effective learner, educator and role model to future teachers.

Communication Log

Date	Person Contacted	Type of Communication (Telephone, written, e-mail, or in person)	Nature of Communication (reason for communication, outcome of communication)
3/2/10	Reggio Emilia Network	In-Person	Network and discuss areas of interest to focus on during study tour
9/11/09	Cindy and Hope (Director and Teacher at Bergen Community College)	In-Person	Complete proposal for workshop on 'Creating Meaningful Family Partnerships'
4/12/10	Hope	Telephone	Discuss how we can collaborate on a unit of study on birds and help children from two different campus' connect
9/14/10	Parent	In-Person	Discuss child's progress during physical therapy and techniques I can use in the classroom to help her continue to make progress in the classroom

9/14/10	Dr. Rady	E-mail	Schedule an appointment to speak to her students on the children's physical development based on the Developmental Creative Curriculum Continuum
9/20/10	All Families	E-mail	Follow up email to our 'Back To School Night'
9/20/10	Parent	E-mail	Picture of child reading a story
10/11/10	Child's Father	In-Person	Inform dad of child's tremendous progress in the classroom since September
10/13/10	All Families	Written	Save the date: Family Child Activity
11/15/10- 11/16/10	All Families	In-Person	Parent Teacher Conferences to discuss children's progress

Cover Page

Presenter Information

Presenter - Cindy Gennarelli M.Ed. gennarellc@wpunj.edu

Position - Director Child Development Center Adjunct Faculty Member College of Education

Institution - William Paterson University of New Jersey

973-720-2529 work 201-394-3486 cell

Brief Biographical Sketch

I hold a master's degree from William Paterson University in early childhood education and a post masters in Educational Leadership. I am the Director of the Child Development Center and an Adjunct Professor in the Department of Elementary and Early Childhood Education and have been working in the early childhood field for 30 years. I am the past co-VP of Professional Development for NJAEYC and past NJAEYC State Conference co-chair. I have provided numerous workshops and seminars for early childhood teachers and supervisors throughout NJ. I am a member of NAEYC, NAREA, and serve on the board of NJEETPRE.

Presenter Information

Presenter - Elizabeth Morgado morgadoe@wpunj.edu

Position - Teacher Child Development Center

Institution - William Paterson University of New Jersey

973-720-2529 work <http://thewpuchilddevelopmentcenter.com>

Brief Biographical Sketch

I hold a P-3 teaching certification and am currently enrolled in the master's program at William Paterson University in early childhood education. I have conducted a number of curriculum and environment workshops in New Jersey. I am a teacher at the Child Development Center. I am a member of NAEYC, MTN and NJEETPRE.

Presenter Information

Presenter - Hope D'Avino-Jennings

Position - Group Teacher Child Development Center

Institution - Bergen Community College Child Development Center

201-447-7165 work

hjenning@bergen.edu

Classroom website: <http://www.misshope.com/>

Brief Biographical Sketch

My degree is in Early Childhood Education. I began my career in Head Start, but have been happily teaching the three year old class at the Bergen Community College Child Development Center since September of 1985.

I am a member of NAEYC and have conducted a number of curriculum workshops throughout the State for the past 15+ years. I am also a member of the North American Reggio Emilia Alliance and an active member of the Monarch Teacher Network.

Identification of track: Programs Parent Involvement

Title of Presentation: **Creating and Maintaining Meaningful Family Partnerships!**

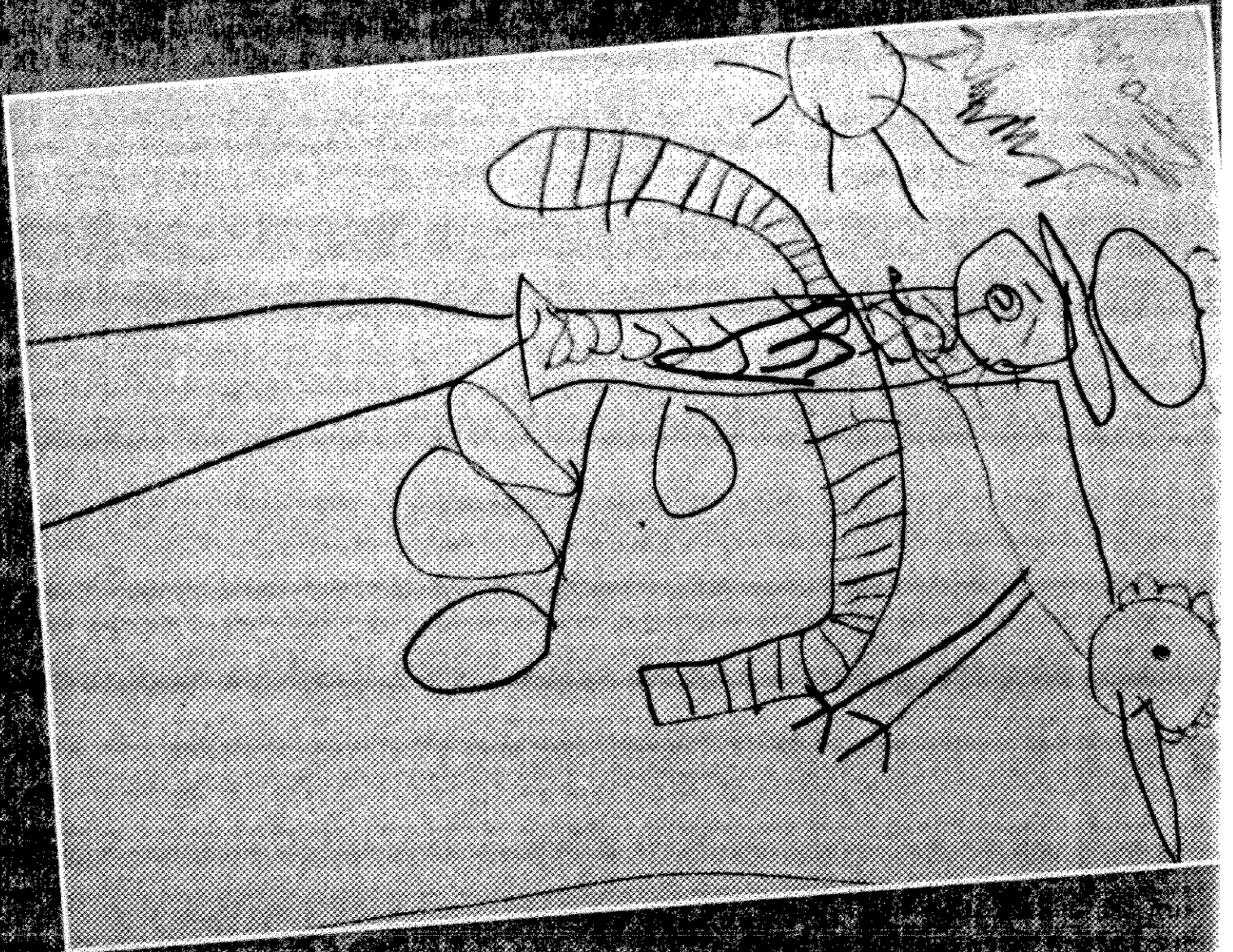
Length: We requesting either a **single or double session** in order to allow time for active participation, including time to reflect, discuss, ask questions and problem solve.

Abstract: The CDC's environment, curriculum, newsletters, parent workshops and family child activities are integral components. Connections are made as we partner with other campus colleges and departments.

Outline:

Learning Outcomes:

- Workshop attendees will examine ways to organize a manageable, successful welcoming environment for families.
- Workshop attendees will examine their strategic plans while organizing a year round family involvement program that includes community outreach, as well as other colleges and departments.
- Through professional reflection, teachers and directors will discuss the importance of the family/home component and how it contributes to the growth and development of their child.
- Family cultures, values, language and traditions will be examined. Respect for families and the importance of helping families to understand how children learn will be investigated.
- Effective ways to become part of the larger "university community campus" will be discussed and reflected upon.
- Upon completion, workshop attendees will understand that family involvement goes beyond field trips and volunteering for bake sales. Family involvement and relationships is an ongoing process and the essential ingredient in a system of high-quality care for children.



MAKING OUR
INTERNAL VISIONS
VISIBLE

Children as Researchers

Before introducing this unit of study to children, two teachers, Miss Liz who works with 4 year olds at the William Paterson University Child Development Center and Miss Hope, who works with 3 year olds at the Bergen Community College Child Development Center worked together, shared ideas and had discussions about how to collaborate on their upcoming unit of study.

The children in both classrooms were inspired by the book, "The Robot and the Bluebird." Children in both classrooms had numerous opportunities to interact with recycled materials, enabling them to make connections between the text and themselves. Instinctively, they started using the materials to create a robot.

This book documents the journey of how children from two different classrooms investigated the principles of recycled metal materials, and their provocations while exploring, manipulating and working together to achieve a goal.

Funding for the printing of this book
was made possible in full by a grant
from the

William Paterson University
Alumni Associations

You replied on 9/20/2010 1:21 PM.

Morgado, Elizabeth

From: Rady, Amy
To: Morgado, Elizabeth
Cc:
Subject: Re: CDC Children
Attachments:

Sent: Fri 9/17/2010 8:17 PM

Hi Liz,

I am sorry that I missed you today. I moved to NJ a few weeks ago and I am still trying to learn how to get to school. Today I missed the exit and went way out of my way. I arrived a few minutes after you left.

I assume that you would like to bring the children this coming Wednesday. Do you think that you could bring them at 10 am? I must give the students a test at the beginning of the period. The class goes until 10:45 so the children can still have 30 to 35 minutes of activity.

Please remind the children or rather their parents that they should be coming in sneakers and dressed in comfortable clothes. It might be more comfortable for the girls to wear shorts or pants as opposed to wearing a dress or a skirt.

I can't wait to see the children.

Thanks for coming today.

Amy

Sent from my Verizon Wireless BlackBerry

From: "Morgado, Elizabeth" <MORGADOE@wpunj.edu>
Date: Wed, 15 Sep 2010 21:26:00 -0400
To: Rady, Amy <RADYA@wpunj.edu>
Subject: RE: CDC Children

Amy

Wednesday will be perfect since we have more children on that day than Friday. I will meet you in the gym at 9:20 on Friday and will also bring you a copy of the physical development continuum that I use to benchmark my children. That will be a great handout for your students when they are preparing lessons. Would you prefer to have it before Friday so that you can have it ready for your students on Friday? If so, let me know if you are on the main campus or if you would like to stop by the center and I can have a copy ready for you.

Liz

From: Rady, Amy
Sent: Tue 9/14/2010 3:17 PM
To: Morgado, Elizabeth
Subject: Re: CDC Children

Hi Liz,

First off, let me tell you how excited I am about having you and the children return to our class. I understand why Wednesdays will be better for you. The fact is that I have 26 students in my class this semester so more children will be better for my large class. I would love to have you join us on Friday. We will be meeting in room 203. I can meet you in the gym at 9:20 or 9:25 and walk you to class. How does that sound to you? Do you have that booklet that you gave me last year? I wanted to make copies of it for the students.

I look forward to seeing you on Friday.

Thanks.

Amy

The sender of this message has requested a read receipt. [Click here to send a receipt.](#)

Morgado, Elizabeth

From: Morgado, Elizabeth **Sent:** Mon 9/20/2010 3:11 PM
To: Tsiamtsiouris, Jim; Jacob; Andrew; Jett; Fengya, Donna; sgreenhalgh@gboe.org; lfnuno@gmail.com; dimaiofamily@me.com; McNally, Colette; mkiburz@hycrite; Faith; ddimaio@me.com; Madero, Victoria [maderov]; Morgado, Elizabeth; Anthony; William; norman93@yahoo.com; aheckler325@yahoo.com; Tyler & Tyna; Kaden; Jen; Maia; laurakiburz@yahoo.com; Gionna; Olivia; Edward; Peyton, Sara [peyttons]; Carr, Denielle; Nuno, Luis; Davis, Wartyna; jackienorman01@yahoo.com; Learmonth, Amy
Cc: Gennarelli, Cindy
Subject: A few Reminders...
Attachments:

Hi Everyone

I am following up on a few things that we spoke about at Back to School night.

Scholastic

Scholastic ordering is now available online.

1. Go to www.scholastic.com

2. Scroll over the parent tab and click on book club orders
3. Everyone is going to have to register, even if you placed orders with us last year
4. After you register, it will ask you for a code...the code is **H4979**
5. You will then be able to order your books.
6. All books will be delivered to the center and then distributed upon arrival

Classroom Website

Our new classroom website is <http://www.wpunj.edu/child-development/>

You can view curriculum, pictures and videos of your children throughout the day and find out information about family child activities and community outreach to name a few.

Walk for the Cure

The Walk for the Cure is scheduled for Thursday, October 7, 2010. The rain date is Thursday, October 14th. Families are invited to walk with the children. The children will be tie dying bandanas, making bracelets to sell and making signs to show their support. The children will also be selling butterflies for \$1.00. You can write a message on each of the butterflies and the children will be hanging them outside the classroom.

Fundraiser for Curriculum Books

Packets must be returned to school on or before October 19, 2010. Any purchases made will be delivered the week of November 8th.

Lending Library

Lending Library Permission forms must be returned by Friday, September 24th. The lending library will open on Monday, September 27th and we must have a permission form in order for your child to participate.

Physical Education (Miss Liz's and Miss Denielle's Class)

Reminder: Physical education begins this Wednesday, September 22nd, providing your child's permission form has been returned. (It was placed in your back to school night packet.) Your child must wear sneakers and comfortable pants in order to participate. The physical education department has requested that children do not wear dresses as this may limit their movement with some of the planned activities.

If you have any questions, please do not hesitate to call me at 973-720-2529

Liz

Morgado, Elizabeth

To...

Cc...

Bcc...

Subject:

Attachments:

-----Original Message-----

From: "Morgado, Elizabeth" <MORGADOE@wpunj.edu>

Sent: 9/20/2010 2:28:00 PM

To: "Kaden" <s.matari@hackensackschools.org>

Cc:

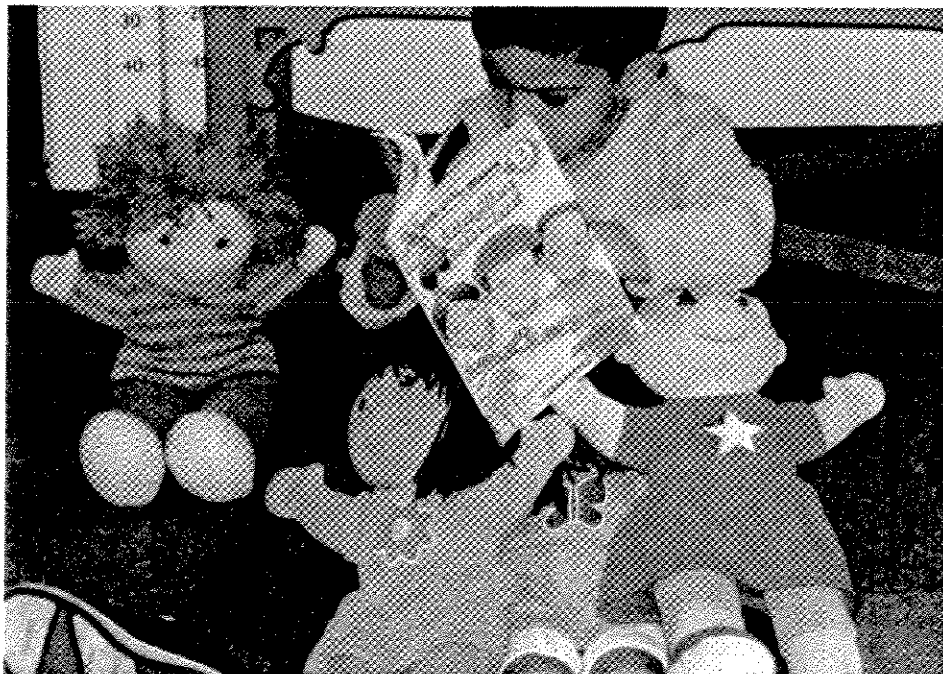
Subject: :)

Hi Sara

Thought you would enjoy this picture of Kaden today during center time. He took the book I read at circle time and brought some of his friends (dolls) and read the pictures in the story from front to back.

ENJOY!

Liz



save the date...

Plans are underway for the next family event

When - Thursday, October 28, 2010

Where - The Child Development Center

Time - 11:00 a.m. - 2:00 p.m.

The children are planning to take you on

a scavenger hunt

Dress casually and pack a picnic lunch

You will also have the opportunity to...

- ✓ Create ephemeral art

(ask your child what ephemeral means)

- ✓ Photograph your work

- ✓ Give your artwork a voice

*This collaborative project between families and children will be published.

*Sign up sheets will be available at the parent sign in table on Thursday, October 14th.

William Paterson University

1600 Valley Road Wayne, NJ 07470
Licensed NJ Provider #388

Certificate of Attendance

This certificate is presented to:

Elizabeth Margolis

for having participated in 4 hours of Professional Development on
“Early Childhood Environment Rating Scale”

May 2009

Holly Seplocha

Dr. Holly Seplocha

PRESCHOOLS AND INFANT-TODDLER CENTERS
ISTITUZIONE OF THE MUNICIPALITY OF REGGIO EMILIA
REGGIO CHILDREN
FRIENDS OF REGGIO CHILDREN INTERNATIONAL ASSOCIATION

It is herewith certified that

Elizabeth Magaldi

participated in the Study Group from North America

Dialogues on education

held in Reggio Emilia (Italy), May 2 - 7, 2010

Carla Rinaldi

Carla Rinaldi
President of Reggio Children

Reggio Emilia, May 7, 2010

Certificate of Attendance

The National Association for the Education of Young Children
NAEYC

is pleased to present this Certificate to

Elizabeth Magado

for having participated in NAEYC's 2009 Annual Conference
Washington, D.C.—November 18–21

Mark R. Ginsberg

Mark R. Ginsberg, Ph.D.
NAEYC Executive Director

naeyc

1313 L Street NW, Suite 500
Washington, DC 20005-4101



EDUCATIONAL INFORMATION & RESOURCE CENTER

&

Global Connections

Professional Development Certificate

This certifies that

Elizabeth Mergal

was a member of the teaching staff of the
Teaching and Learning with Monarch Butterflies workshop

Workshop Dates: August 17 and 18, 2009

Length of Workshop: 15 hours

Location: William Patterson University, NJ

Provider #31

www.MonarchTeacherNetwork.org

Erik Mollenhauer Diana K Hayes
Program Director



CERTIFICATE OF ATTENDANCE

AWARDED TO:

Elizabeth Morgado

This certificate acknowledges your attendance and participation in the
National Coalition for Campus Children's Centers 38th Annual Conference.

April 7—10, 2010

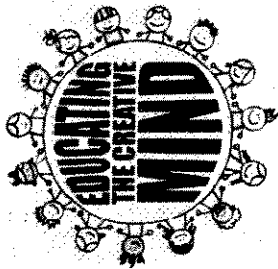
Orlando, Florida

National Coalition for Campus Children's Centers
950 Glenn Drive, Suite 150
Folsom, California 95630
877-736-6222



**National
Coalition
for Campus
Children's
Centers**

Sherry Waugh, NCCCC President



PROFESSIONAL DEVELOPMENT CERTIFICATE

Name: Elizabeth Morgado

Title: *Educating the Creative Mind: An International Conference on Arts-Based Education*

Location: *Kean University, Union, NJ, USA*

Presenter: *Dr. Howard Gardner, Harvard Graduate School of Education*

Number of Professional Development hours: 7

Date: *March 4-6, 2010*

A handwritten signature in cursive script, appearing to read "Lily Chen-Hafteck".

March 6, 2010

Dr. Lily Chen-Hafteck, Program Director

Date