

## ECE 110-SEMINAR ASSIGNMENT GUIDELINES

The focus on ECE 110-Seminar is to introduce you to the profession of early childhood education and the professional aspects of the career path. The following information describes the assignments and assessment guidelines for ECE 110-Seminar.

Assignment	Pages	Points	Suggested Due Date
Class Participation	5-6	1 point	Throughout classes & 3/26 at 5 PM
Site Visit & Forms	6-7	1 point	3/19 at 9 AM
Professional Development Plan	7	1 point	3/25 at 11:59 PM
Creating e-Portfolio & ASPIRE Registry	7-8	1 point	3/26 at 4PM

### GUIDELINES TO SUCCESSFULLY COMPLETE ECE 110-S

Your success in ECE 110-Seminar will be determined by the following three components:

1. The quality of the assignments you submit for ECE 110-Seminar
2. Your participation in ECE 110-Seminar
3. A self-assessment of your learning

### CLASS PARTICIPATION

Participating in ECE 110-Seminar builds our class community, facilitates an environment that promotes the co-creation of knowledge, and can enhance your engagement with the course material. The rubric below describes how your class participation will be evaluated at the end of ECE 110-Seminar.

Assessment Rubric (1 point – must meet *Learner* in all tasks):

TASK	COMPETENT	LEARNER	NOVICE
ENGAGEMENT	Student participated in class activities & discussions throughout every class session	Student participated in almost all class activities &/or discussions during most class sessions.	Student participated in many class activities &/or discussions.
MEMBER OF CLASS	Student worked well with & collaborated with all colleagues all of the time during every class session	Student worked well with & collaborated with all colleagues almost all of time during most class sessions	Student worked well with all colleagues most of the time.
BUILDING LEARNING ENVIRONMENT	Student worked to create learning environment that supported all members of class all of the time during every class session	Student worked to create learning environment that supported all members of class almost all of the time during most class sessions	Student worked to create learning environment that supported all members of class most of the time.
FOCUS	Student was attentive & on-task all of the time during every class session	Student was attentive & on-task almost all of the time all of the time	Student was sometimes distracted

		during most class session	during class (chatting, using cell phone, etc.)
PREPAREDNESS	Student was prepared for class (read & had copy of assigned reading, had materials for class, etc.) for every class session.	Student prepared for class (read & had copy of assigned reading, brought materials to class, etc.) for most class sessions	Student was sometimes prepared for class (read & had copy of assigned reading, brought materials to class, etc.)

## SITE VISIT AND CHART

During ECE 110-Seminar you will have the opportunity to conduct a virtual observation of a program serving the age group of children you plan to work with. This will give you the opportunity to learn more about the age group and to observe in a classroom with children and teachers. During the observation, please complete the *Site Visit Form*. After your site visit, we will share your observations and insights from the *Site Visit Forms* in class. The forms will be assessed based on the following criteria:

Scoring Rubric (1 point – the Site Visit Chart must LEARNER in all elements)

TASK	COMPETENT	LEARNER	NOVICE
PROMPTS COMPLETED	All sections of the <i>Site Visit Form</i> were thoroughly completed	All sections of the <i>Site Visit Form</i> were completed	Some sections of the <i>Site Visit Form</i> were complete
DETAILED RESPONSES	The <i>Site Visit Form</i> contained rich, vivid details & descriptions that are consistent with what occurs in ECE classrooms	The <i>Site Visit Form</i> contained descriptions that are consistent with what occurs in ECE classrooms	The <i>Site Visit Form</i> contained vague, few details &/or some descriptions are inconsistent with what typically happens in ECE classrooms
CONNECTIONS TO CLASS	The <i>Site Visit Form</i> had many specific meaningful, well-thought out connections to class.	The <i>Site Visit Form</i> had several specific connections to class.	The <i>Site Visit Form</i> had some vague connections to class.
REFLECTIONS	The <i>Site Visit Form</i> contained many meaningful, thoughtful, well-developed reflections.	The <i>Site Visit Form</i> contained several meaningful reflections.	The <i>Site Visit Form</i> contained few, vague, reflections.
CLARITY	All of the responses were clear, organized, coherent & there was evidence of proof reading.	All of the prompts were clear, organized, & coherent.	Many of the responses were clear, organized, & coherent.

## PROFESSIONAL DEVELOPMENT PLAN

A Professional Development Plan enables you to articulate your career goals, your strengths, and opportunities for growth so that you can achieve your goals. The Professional

Development Plan may serve as a road map for your career path as an early childhood professional. The Professional Development Plan is meant to be a living document, being revised as your career evolves.

Assessment Rubric (1 point – must meet *Learner* in all elements)

TASKS	COMPOTENT	LEARNER	NOVICE
Prompts	All of the prompted are answered with thorough and complete responses	All of the prompts are answered	Most of the prompts are answered
Connection to Class	There are several specific meaningful, well-thought out connections to material from class	There are several specific connections to material from class	There are some connections to material from class
Reflection	There is evidence of many meaningful, thoughtful, well-developed reflections	There is evidence of several meaningful reflections	There is evidence of few, vague, reflections.
Clarity	All of the responses were clear, organized, coherent, & there was evidence of proof reading	All of the prompt were clear, organized, & coherent.	Many of the prompts were clear, organized, & coherent.

## DEVELOPING ASPIRE REGISTRY PROFILE

To facilitate your entry into the early childhood profession, you will begin to develop your ASPIRE Registry profile. Having a profile established will be useful when you begin searching the job market, as all early childhood professionals who work for early childhood programs licensed by the NYS Department of Health are required to have an ASPPIRE Registry profile. Taking and submitting a photo of your ASPIRE Registry profile will document that you have begun the process.

## CREATING ECE E-PORTFOLIO

While in the early childhood education (ECE) program at BMCC, you will upload artifacts to your ECE e-Portfolio from each of your early childhood classes. The BMCC ECE e-Portfolio is an electronic portfolio that stores your work over time, documenting your growth as an early childhood professional. Each ECE class at BMCC has a capstone project due at the end of the course. The capstone project is also referred to as an artifact for your e-Portfolio. That project will be uploaded to your e-Portfolio to demonstrate your mastery of the content and concepts outlined in the course. After claiming your e-Portfolio, upload your Professional Development Plan to the page for ECE 110-Seminar. Take and submit photos of your 1) personalized e-Portfolio, and 2) uploaded Professional Development Plan to document you have created your e-Portfolio.

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