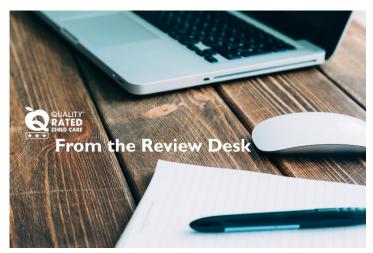


July 2017

From the Review Desk: "Portfolio Learning Loss"



Portfolio Learning Loss

According to the Harvard Graduate School of Education, "Summer Learning Loss" is a significant problem, playing a surprisingly large role in creating achievement gaps. But what does this have to do with Quality Rated and my portfolio you may ask?

Okay, so it's a bit of a stretch. After all, Harvard educators are referring to children. However, something very similar may occur when a portfolio is in progress over an extended period of months.

For example, maybe you attended a Quality Rated Orientation in December, gathered all your evidence, and put it aside until now. With all the trips to the wading pools, movies, the zoo and the many other distractions and joys of summer, you may experience "Portfolio Learning Loss."

Sometimes the difference between earning a one-star rating versus a two-star rating could be as simple as reviewing your

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evidence and updating your portfolio within one of the Quality Rated standards.

This could include:

- that document you meant to attach,
- that policy you updated but forgot to add into the handbook or upload as separate evidence,
- those resources you intended to pull from the website but didn't - such as the written materials on the importance of immunizations, oral hygiene, hearing and vision screenings that can be pulled directly from the website.
- the lesson plans you forgot to update since the ages of your children have changed and they have transitioned to another age group since you began work on your portfolio,
- the age groups you meant to update in your application that could impact ratio levels in Standard 5,
- the lesson plans you meant to recheck for complete GELDS coding and adaptations in order to receive maximum credit in Standard 4.2
- the accreditation certificate that may have been valid when you began but has now expired and you forgot to replace it in the portfolio to earn bonus points,
- the GaPDS status of those teachers hired in June, whom may now have that credential that needs to be submitted, you intended to review one final time before hitting "submit,"
- the intended follow-up with staff to make sure they not only entered their DECAL approved training, but submitted any required certificates to the GAPDS, that you never got around to (let's get rid of those red dots), or
- the professional learning plans (PLPs) you meant to review to ensure they included the competency codes, the number of training hours to be awarded, and whether the training is in a topic required by QR to earn points

These are just a few reminders to safeguard against "Portfolio Learning Loss." Don't forget to have fun and enjoy the rest of your summer!

Key Concepts in the ECERS-3: Children's Engagement



In the ECERS-3 scale, programs are challenged to consider a wide range of topics that facilitate positive relationships and learning for preschoolers. For the next few months, we'll feature key concepts in the ECERS-3 scale.

Children's Engagement

"Engaged" means children are interested and paying attention. This should be differentiated from just being well-behaved, but not necessarily engaged. Children may sit quietly and even face the teacher, but unless they show interest in some way, they are not actually engaged. If children briefly lose their engagement (for example, play with their shoe or chat with a neighbor) but become re-engaged quickly, this is acceptable as well. However, longer-term lack of engagement is considered with importance when scoring group and book times.

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