



Narrative Strategy #2 (SAMPLE)

Start with Standards

This sample document demonstrates one organizational strategy for composing a portfolio narrative that starts with a standard. In this sample, the candidate is pursuing full licensure in Early Childhood-Regular Education. Their full portfolio includes multiple high-leverage artifacts to demonstrate proficiency for multiple standards. They are developing their narrative as a single document. This sample is for standard #1. It includes sentence starters* in outline format. The candidate uses clear organization to describe how artifacts in their portfolio demonstrate competency for the standard. Their narrative includes description, reflection, interpretation, and questioning.

* *This sample contains sentence starters only.* In your full narratives, sentences must be fleshed out to make clear connections between the content area standard(s), related artifact(s), and your developing teaching practice. Look for additional sentence starters to support your writing in chapter four, *Tips for a Successful Narrative* in the [LWS3 License via Portfolio Review Handbook](#).

Name: [REDACTED]

DPI Entity #: [REDACTED]

SECTION 1

Standard 1: Promoting Child Development and Learning

Artifacts Related to Standard 1a

Understands the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development:

- *Artifact2_Lesson Plan: In this lesson plan, objectives three and four are based on considerations directly related to Standard 1a. The objectives are grounded in the same...*
- *Artifact3_Unit Overview: The "assessment strategies" listed on the last page of this unit plan demonstrate my ability to incorporate appropriate modes of assessment that honor the children's individual characteristics and needs. I have prepared...*
- *Artifact4_Daily Planner: My daily planner is paced for early learning and takes a wide range of developmental levels into consideration. For example, I planned for several days of...*

Artifacts Related to Standard 1b

Understands and values each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices:

- *Artifact10_Evidence of Professional Learning: After attending this event mid-year, I made changes to the way I approach developmental differences within my classroom.*
- *Artifact9_Daily Planner: My daily planners now include alternative options (listed on the side) to support learners at different developmental levels. When I put together my daily plan, I...*
- *Artifact7_StudentWorkSample: The students enjoyed this assignment and were highly motivated. When I teach it again next year, though, I will change some of the information I used to introduce the lesson to my students. In particular...*



Artifacts Related to Standard 1c

Understands the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities:

- *Artifact11_Lesson Plan: In this lesson plan, objectives three and four include direct considerations related to Standard 1c...*
- *Artifact4_Monthly Classroom Calendar: Weeks two and four in this monthly planner include visits from parents/caregivers. These parents/caregivers were invited to class to talk about their family and share photographs or items from their family to help the children understand that...*
- *Artifact6_Room Photographs: Page 1 of the PDF shows my room arrangement at the beginning of the year. Page 2 shows the room at the end of the year. I learned a lot working with the children and realized that my first attempt at room organization did not...*

Artifacts Related to Standard 1d

Uses this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

- *Artifact1_Parent Meeting notes (PII redacted): My conversation with this student's parent really...*
- *Artifact5_Observation feedback: My administrator observed me in November and noted that...*

How Do I Embrace Standard 1 in My Classroom? *My work as an educator is grounded in my desire to promote child development and learning. I've learned to watch for each child's unique developmental...*

Collectively, How Do My Artifacts Reflect Standard 1? *Successful early learning requires careful planning on my part. Artifact1_Lesson Plan, Artifact3_Unit Overview, and Artifact4_Daily Planner all include examples of...*

In What Ways Has My Practice Related To Standard 1 Grown? *I honestly didn't know very much about teaching at this level when I started my unit planning. It was important to me to have a thorough understanding so I could break things down into child-sized bites of learning and...*

Did I Accomplish What I Set Out to Accomplish? *As mentioned previously, some of my teaching plans met with mixed success. I found that I needed to adjust the pacing of some unit objectives and drop others entirely. I had my first big "ah-ha" when I introduced the...*

What Were My Key Takeaways To Inform Future Lesson Planning? *Without a doubt, I am learning to consider a range of developmental expectations when I plan for learning. Through my experiences in my early childhood classroom, I now know I need to carefully consider...*

This sample demonstrates organization for a single, longer narrative organized by standard. Collectively, your narrative(s) and artifacts (12 maximum) must demonstrate proficiency for all standards and related components in your content-area rubric. **Do not copy** the sample entries that appear above. Your narrative(s) must be your own, original work.