The Wisconsin Registry Afterschool & Youth Development Credential

Preparing your Portfolio

Updated 2021

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Definition of Terms

Portfolio: A collection of work to reflect your learning experiences and display your application of knowledge through completing the course work for a Registry Credential. A portfolio is typically packaged in an e-Portfolio program to complete the requirements for commission.

Rationale: The explanation and/or demonstration of how you applied and used the knowledge and skills you learned from the credential courses to fulfill a portfolio requirement. Consider this the 'story of your journey' and reflect on your application of knowledge through the completion of specific work samples.

Work Samples: Supporting documentation

Reasons for Creating a Portfolio

Your portfolio is a creative, living document that will include a variety of materials to reflect your learning journey. A portfolio gives you the opportunity to:

- Present a comprehensive collection of your work to demonstrate your ability to integrate and apply the knowledge and skills taught in the credential into best practice.
- Use self-reflective skills to advance and plan for future professional development.
- Validate your competency within the field as a professional.

Although each portfolio will be unique, there are specific requirements that must be met to complete a Registry Credential. Your portfolio is a compilation of your best work from the following four credential courses:

> Course 1: Foundations in Afterschool and Youth
> Course 2: Engaging Youth in Groups
> Course 3: Intentionality and Programming for Youth
> Course 4: Youth Site Programming and Operations Capstone

Course 1 must be completed first and the Capstone course must be taken last. Courses 2 and 3 may be taken in any order.

Your portfolio will be presented to a Registry Commissioner who will determine if you have met all requirements for the credential. This guide will provide you with the information you need to successfully put your portfolio together.

Overall Composition and Required Sequence of Your Portfolio

Electronic Portfolios

It is **highly recommended** that your portfolio be completed electronically. Effective January 2022, **an e-Portfolio is the only format acceptable at both virtual and in-person commissions.** When creating an electronic portfolio, check with your Capstone instructor for the e-Portfolio program used by the college. Please note, your Capstone instructor may not give you an option of portfolio format and solely require an e-Portfolio for your course.

Examples of e-Portfolio sites include:
- Blogger (https://www.blogger.com/about/?r=1-null_user)
- LiveBinders (http://www.livebinders.com)
- Google Sites (https://sites.google.com/site/eportfolioapps/)
- Weebly (https://www.weebly.com/)

Did you know?
- All the above sites have a FREE option available to create your e-Portfolio.
- Each e-Portfolio site has tutorials to help you get started.
- You can search YouTube for easy-to-follow videos of folks demonstrating how to create an e-Portfolio.

When creating an e-Portfolio, there are a few things you should keep in mind.
1. As a precaution, back up ALL your documents onto a secure drive (flash drive, etc.).
2. The electronic portfolio you create will be organized much as you would a three-ring binder. You will create and use tabs just as you would use tabs in a binder to set up and organize materials into categories.
3. While certain content is required to demonstrate the range and depth of your knowledge and skills, individuals have a great deal of flexibility and creativity in making their e-Portfolios unique by selecting from a range of templates available.
4. Remember this is a professional portfolio so all work must be clearly written, grammatically correct and contain minimal spelling errors.

Before you send your e-Portfolio, don't forget to **check the privacy settings** on the e-Portfolio program to be sure the Commissioner will have access. When emailing your e-Portfolio link to the Commissioner, be sure to include any permissions and/or passwords needed to view the portfolio.

Remember e-Portfolio programs are public sites, so you should not include YouTube video links, sensitive personal information, or financial documents within your e-Portfolio for confidentiality reasons. Instead, send any confidential documents in a separate email to the Commissioner and follow the directions for safe video sharing.

Physical Portfolios

Physical portfolios are only accepted at in-person commissions. If you elect to create a physical portfolio as a collection of typed documents presented in a three-ring binder format, you need to keep the following in mind.
- Be sure you have all original documents saved on a secure drive (flash drive, etc.) before mailing your portfolio to the Commissioner.

- If you are submitting videos, post them privately to YouTube for Commissioner viewing. Guidelines and information for submitting videos are included in this guide under the content area *Teaching Practices*. **Do not send videos on a flash drive or any other kind of device; they will not be viewed.**
- Clearly label your portfolio and any pieces of your project with your name. Be sure any items that are part of your project can be easily identified.
- You are responsible for mailing your physical portfolio to your assigned Registry Commissioner, so it is delivered by the portfolio due date. The Commissioner will return your physical portfolio to you in-person during the commission.

Portfolio Sequence

Whether you choose to create an electronic or physical portfolio, your portfolio must be put together in the sequence indicated in the credential portfolio/project guide. Be sure to include the following:

- Your name should be on the first page of the e-Portfolio or on the outside cover of the physical binder portfolio.
- Include a title page and table of contents.
- Label each section and category of an e-Portfolio or use dividers/tabs between each section of a physical binder.
- Categories must be in the required sequence and must include the required portfolio components noted in the credential portfolio/project guide.
- Strive to make your portfolio professional, creative, and attractive with written work that is clear, legible, descriptive, grammatically correct, without spelling errors, and is free of gender or cultural bias.

SECTION 1: Introductory Section
1. Candidate Name and Contact Information
2. Authenticity Statement
3. Autobiography
4. Personal Philosophy Statement
5. Resume
6. Optional Items to illustrate Professional Contributions

SECTION 2: Content Knowledge Areas
A. Child/Youth Growth and Development
B. Learning Environments and Curriculum
C. Youth Observation and Assessment
D. Interactions with Children and Youth
E. Youth Engagement
F. Cultural Competency and Responsiveness
G. Family/School and Community Relationships
H. Safety and Wellness
I. Program Planning and Development
J. Professional Development and Leadership

Contents of Your Portfolio

Introductory Section

The Introductory Section must include the following five (5) items:

1. Name and Contact Information (1 page)
2. Authenticity Statement *(included on page 22)*
3. Autobiography—reflect the life experiences that influenced you to pursue a career in school age care. It may reflect your life from childhood to the present or address only the areas of your life that directly influenced your career path. (2 pages maximum).
4. Personal Philosophy Statement (1 page) on what it is you value about your role as a school-age practitioner. Reflect and write an informed response to the following questions to guide you in identifying your personal philosophy and goals. *Reference work completed in Credential Courses 1 & 3.*
     a. My philosophy of the value of an afterschool/out-of-school program.
          i. This is what I value about working with school-age youth.
          ii. This is what I believe is important for nurturing their growth and development.
     b. Important practices in my school-age program.
     c. My goals
          i. For school-age youth are _____.
          ii. For families are _____.
          iii. For funders and sponsors are _____.
5. Professional Resume
6. **Optional:** A **maximum** of two professional samples, such as professional recognition awards and/or documentation of professional training.

Content Area Section

The ten (10) portfolio content knowledge areas of the Afterschool and Youth Development Credential are based on the ten content areas identified in the *National Afterschool Association: Core Knowledge and Competencies for Afterschool and Youth Development Professionals.*
http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Each content knowledge area must include the following:

- A rationale of each work sample you include, except for *Program Planning and Development* and *Professional Development and Leadership* which has required portfolio components.
- A carefully selected work sample that represents your best work and demonstrates your ability to integrate and apply the knowledge and skills you learned within your credential coursework into best practice.

Considerations for Portfolio Work Samples

- Work samples are of **your own work** related to school-age children.
- Each work sample should represent knowledge you have gained from the credential courses.
- Suggestions for possible work samples are in each content knowledge area description.
- Choose a sample of your work that fits the content knowledge area. This may be something you've developed previously, but it should reflect enhancements or revisions you've added because of your learning and growth throughout the credential courses.
- When using work from another source, such as a planning or observation form that you have filled in, be sure to cite it appropriately.

- If the work sample is a form or letter or another document you created, you may wish to also include a description of the process you went through in developing the document.
    - Tell what the need was that brought you to create the form/letter.
    - Describe the decisions made in its development, who you worked with, what choices were considered and why the choices were made.
    - You might also describe the impact or effect of the form or letter. Was it successful? When using it, does it achieve the desired results? How do you know?
    - In the description, explain the sample in detail to a reader who has never seen it before. Give a description that offers a better understanding of the item than just by looking at the sample alone.
- It is the student's responsibility to provide media samples in a format that is easily accessible to both your instructor and Registry Commissioner.

Rationales for Your Portfolio Work Samples

- Each rationale is the **"how"** and **"why"** of the work sample.
- Each work sample must be accompanied by a written rationale that answers the questions required in the portfolio guide.
- Your rationale must:
    1. Be no more than one page. If you have written more than one page, consider putting some of the information in the description which is part of the sample.
    2. Be concise or as brief as possible when answering the statements in the sample rationale. If you choose not to use the sample rationale template, be sure to address the guided statements in your own words.
    3. Rationales must be typed in 12 pt. font, 1.5-line spacing, with one-inch margins.

Confidentiality

If pictures, video, and/or observations of children are included, it is important that the child and family remain anonymous to maintain professional confidentiality. If this confidentiality is violated, requirements of the credential will not be fully met.

- You must include a signed **Video Recording & Photos—Credential Student Agreement Form** in your portfolio. Review this document carefully.
- Include the **Verification of Video/Photo Permission Form** that states that you have signed permission to use the child's photo, video or observation records.
- Obtain written permission signed by child's parent or guardian using the **Video & Photo Release Consent Form—Parent/Guardian**. Do not include the consent forms in the portfolio, but you must share them privately with the Commissioner by email or have them available to show the Commissioner at the Commission.
- Review the Student Commission Toolkit and YouTube Video Tutorial on how to upload a video to YouTube for commissioner viewing. These resources are available on the Wisconsin Registry website under Credential Resources.

Child/Youth Growth and Development

NAA Content Area 1: Knows the typical benchmarks for growth and development and uses this knowledge to provide a program that meets the multiple needs of children and youth.

Rationale: The growth and development of a child or youth is optimized when afterschool and youth development professionals know and apply the fundamental principles of human development. Understanding the benchmarks for child and youth growth and development as well as individual and developmental variations, including cultural differences and special needs enables the afterschool professional to develop healthy relationships with each child and youth that supports his/her development and learning. It enables the professional to design activities and environments that encompass developmentally appropriate practices, establish foundations for future growth, and engage young people in building social skills and knowledge. By integrating current knowledge about development and learning into their daily practice, afterschool professionals provide beneficial interactions and experiences for children in a safe, nurturing, and challenging learning environment.

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:
- From the *School Age Principles of Development and Learning,* review each of the principles and discuss how your understanding of these concepts is used to guide your practice.
- What factors influence your understanding of developmentally appropriate practice? Give five examples of how you demonstrate developmentally appropriate practices in your program.
- Children are influenced by many factors including heredity, environment and how the child responds to these factors. What of these can you influence and give examples of how you influence?
- Observe at least two different age children in a school age program (multiple observations over a minimum of a week) and complete a *Developmental profile* that contains the following:
  - Examples of physical skills
  - Examples of how the child relates to peers, and includes dialogue whenever possible.
  - Examples of decision-making, problem solving, and conflict situations.
  - What evidence do you see of the child's developing self-identity and give an example of the child's expression of feelings or emotions, his/her level of success.

Suggested rationale for this content area:
My work sample for Child/Youth Growth and Development is _____.
It fits this content knowledge area because _____ *(explain* how *and* why *this work sample fits the content knowledge area.)*
I chose it as the best example of my work because _____ *(explain the impact this work sample had on you and/or your work environment.)*
I learned about _____ *(write 4-5 sentences to describe what you learned about the* content knowledge area, *not the work sample, and how you have applied the knowledge you have gained.)*
My sample shows my knowledge of child/youth growth and development to facilitate positive development of school age children by _____ *(describe.)*

Learning Environments and Curriculum

NAA Content Area 2: Creates a high-quality learning environment and implements age-appropriate curricula and program activities.

Rationale: Afterschool and youth development professionals provide critical supports for children, youth, and families by fostering positive growth through social interactions, stimulating physical environments, and enriching intellectual opportunities. They understand and utilize strategies that are characteristic of high-quality environments such as consistent schedules and routines, transition activities for moving from one activity or place to another, offering interesting materials and activities appropriate to the age group, and arranging the space to enhance learning. They know and understand how to implement a variety of developmentally appropriate curriculum models to promote physical, social, emotional, and cognitive development, communication skills, and creative expression. Children benefit from high-quality experiences and environments in immeasurable ways, including improved self-esteem and personal control, better life skills, enhanced communication between peers and within families, a genuine sense of purpose, a deeper understanding of diversity, and advancement in developmental outcomes and academic achievement.

NAA Core Competencies Addressed
- Creating a Developmentally Appropriate Learning Environment and Curriculum
- Promoting, Physical, Social/Emotional, and Cognitive Development
- Promoting Language and Communication Development
- Promoting Creative Expression

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:
- Complete one weekly lesson plan that includes at least 5 activity plans that provide activities that address the primary learning domains identified in the WAN platform.
- Create a resource list of at least 20 websites that provide activities—include science, math, geography, cultural, literacy, physical activities, health, and service learning. Select one website to evaluate for: DAP, how engaging are the activities, are website resources free and easily downloadable, do they have a goal or relate to a learning standard, how complete and easy to follow are the instructions.
- Complete an inventory of your program and determine how many of the interest areas your program provides and materials you have in each of the areas. What additional materials/equipment are provided or missing? Using current space of your program, design the physical environment to accommodate all program activities and provide a welcoming, attractive comfortable environment for the children. If your program is in shared space, take into consideration storage and the need for mobile storage and portable furnishings. (*photos and video of program space may be used*)
- Observe the children in your program as a group and note what is working well, what is not working well, and develop a daily schedule to meet the children's needs, taking into consideration effective transitions. Include an explanation of your daily schedule, the placement of the activities, and the specific reason for transitions.

Suggested rationale for this content area:
My work sample for Learning Environments and Curriculum is _____.
It fits this content knowledge area because _____ *(explain* how *and* why *this work sample fits the content knowledge area.)*

I chose it as the best example of my work because _____ *(explain the impact this work sample had on you and/or your work environment.)*

I learned about _____ *(write 4-5 sentences to describe what you learned about the <u>content knowledge area</u>, not the work sample, and how you have applied the knowledge you have gained.)*

My sample shows my knowledge of how to meet the developmentally appropriate needs of school age children through enriched learning opportunities and a stimulating environment by _____ *(describe.)*

Youth Observation and Assessment

NAA Content Area 3: Understands and applies observation and assessment techniques and tools to meet individual needs.

Rationale: Systematic observations, documentation, and other effective and appropriate assessment strategies—in partnership with families and other professionals serving the same children—positively impact the development and learning of children and youth. Well-prepared practitioners understand the goals, benefits, and uses of individual observation and assessment. They know how to use information gathered from these tools and techniques to adapt the program to meet the needs of each child and youth. This may include learning more about children's unique qualities, developing appropriate goals and plans, making referrals as appropriate, and implementing and evaluating effective curriculum.

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:
- Use at least three different techniques/tools for documenting observations and critique their effectiveness for different situations and evaluate which are easiest for you to use and why.
- Complete three separate observations of a school-age child over at least a 3-week period. Analyze your observations and explain how your observations will influence your planning for this child.
- Using your observation conducted over at least a one-month period of time, develop a more complete picture of either a program component that you wish to change or a child within your program that you would like to build a stronger relationship with and determine strategies for changes.

Suggested rationale for this content area:
My work sample for Youth Observation and Assessment is _____.
It fits this content knowledge area because _____ *(explain* how *and* why *this work sample fits the content knowledge area.)*
I chose it as the best example of my work because _____ *(explain the impact this work sample had on you and/or your work environment.)*
I learned about _____ *(write 4-5 sentences to describe what you learned about the* content knowledge area, *not the work sample, and how you have applied the knowledge you have gained.)*
My sample shows my knowledge of how to objectively observe school age children and use the information gained through observation to evaluate child development and/or my own teaching effectiveness by _____ *(describe.)*

Interactions with Children and Youth

NAA Content Area 4: Recognizes the importance of relationships and communication in the practice of quality child and youth care, and implements guidance techniques and strategies to support children and youth individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and positive interactions with their peers and adults.

Rationale: Afterschool and youth development professionals recognize the critical importance of relationships and communication in the practice of quality child and youth care. Practitioners have realistic and developmentally appropriate expectations regarding the behavior of children and youth, and understand developmentally appropriate guidance techniques. They are aware of factors that may impact behavior and implement strategies to support children and youth individually and in group experiences to develop self-regulation, self-concept, coping mechanisms, and positive interactions with their peers and adults.

NAA Core Competencies Addressed
- Providing Individual Guidance
- Enhancing Group Experiences

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:
- Using the *Behavior Guidance Experience* process at least two behavior situations you were directly involved in. Describe in as much detail as possible what happened and then process the results. Don't be afraid to use a situation that you wish could have been a "do-over."
- Using the Haim Ginott quote (*found on page 137 of **Half a Childhood***) write a reflective piece on your role and responsibilities in guiding behavior and how your attitude and responses can either support or hinder the outcomes. Give examples.
- Identify the behavior guidance strategies/systems used in your program and discuss the advantages and disadvantages and any modifications you would recommend.
- A reading list review of 6-10 children's books for youth ages 5-12 that address friendship and social behavior differentiating books into at least two age groups, including book title, author, year of publication, focus topic, and summary of each book.

Suggested rationale for this content area:
My work sample for Interactions with Children and Youth is _____.
It fits this content knowledge area because _____ *(explain* how *and* why *this work sample fits the content knowledge area.)*
I chose it as the best example of my work because _____ *(explain the impact this work sample had on you and/or your work environment.)*
I learned about _____ *(write 4-5 sentences to describe what you learned about the* <u>content knowledge area</u>*, not the work sample, and how you have applied the knowledge you have gained.)*
My sample shows my knowledge of how to guide school age children in ways that promote self-regulation and is sensitive to family culture, values, and individual difference by _____ *(describe.)*

Youth Engagement

NAA Content Area 5: Acts in partnership with children and youth to foster appropriate child and youth leadership and voice.

Rationale: Youth engagement is both a goal and a practice through which young people gain the knowledge and skills that support their ability to create change in their lives and the world in which they live. Afterschool and youth development professionals work with children and youth to cultivate personal, cultural, social, or institutional relationships through supporting child-and youth-led efforts, creating partnerships and providing formal and informal mentoring. This includes fostering appropriate child and youth leadership and seeking out child and youth voice. Youth engagement is important at all age levels but will look different depending on participants' ages and developmental stages.

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:
- Compare and contrast youth at two different ages as to effective ways children are directly involved in program development and leadership roles.
- Explore the differences between community service and service learning and how could your program support these? What value does community service and service learning have for school age children?
- How could you incorporate service learning into your school age program? Include documentation and an explanation of your project.
- Conduct an analysis of group dynamics (sociogram) and how you would use this information in program design and development.
- Given characteristics and stages of group development, select three group games and activities that build skills that enhance group functioning that you have used and explain their effectiveness.

Suggested rationale for this content area:
My work sample for Youth Engagement is _____.
It fits this content knowledge area because _____ *(explain* how *and* why *this work sample fits the content knowledge area.)*
I chose it as the best example of my work because _____ *(explain the impact this work sample had on you and/or your work environment.)*
I learned about _____ *(write 4-5 sentences to describe what you learned about the* content knowledge area*, not the work sample, and how you have applied the knowledge you have gained.)*
My sample shows my knowledge of fostering youth engagement by _____ *(describe.)*

Cultural Competency and Responsiveness

NAA Content Area 6: Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful environment that embraces diversity.

Rationale: Culture is defined as the intersection of one's national origin, religion, language, sexual orientation, socio-economic class, age, gender identity, race, ethnicity, and physical and developmental ability. Afterschool and youth development practitioners actively promote respects for and seek self-understanding of cultural diversity. They integrate current and relevant knowledge related to cultural diversity in developing respectful and effective relationships and developmental practice methods. Knowledge and skills are employed in planning, implementing and evaluating respectful programs, services, and workplaces. The development of complex, interconnected, and evolving cultural competencies on both personal and organizational levels requires dedication, cumulative and consistent work.

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:

- Complete the accessibility checklist for your program. What changes could be made to improve accessibility?
- Within your community or region of the state, research the resources available to you and families to support children with special needs and make a list of these and literature from each to develop a resource file.
- Identify the diversity in your current program both in the children and the staff (look beyond race and religion) and discuss how this affects your programming.
- A book list of 15-20 multi-cultural/culturally responsive/anti-bias books for your program's library, including the book title, author, year of publication, focus topic and a summary of each book.
- Completed Expanded Horizons: Global Learning in Afterschool Self-Assessment Tool from the Asia Society.
- An example of a culturally responsive/anti-bias classroom activity or event that you designed, planned, and implemented in your program. What strategies did your program use to involve families? What has been the most effective and why?

Suggested rationale for this content area:

My work sample for Cultural Competency and Responsiveness is _____.
It fits this content knowledge area because _____ *(explain* how *and* why *this work sample fits the content knowledge area.)*
I chose it as the best example of my work because _____ *(explain the impact this work sample had on you and/or your work environment.)*
I learned about _____ *(write 4-5 sentences to describe what you learned about the* content knowledge area, *not the work sample, and how you have applied the knowledge you have gained.)*
My sample shows my cultural sensitivity and knowledge in cultural diversity as it relates to best practice with school age children by _____ *(describe.)*

Family, School and Community Relationships

NAA Content Area 7: Builds on respectful, reciprocal relationships across settings to promote optimal development for children, youth, and families and to enhance the quality of afterschool and youth services.

Rationale: Afterschool and youth development professionals understand that children and youth live and learn within a continuum of settings including their homes, schools and other learning environments during the school day, afterschool and youth development programs, and a variety of other community settings. Research indicates that successful afterschool programming depends on partnerships with families, schools and communities that are built upon ongoing, interactive communication and a commitment to confidentiality. Practitioners build on respectful, reciprocal relationships across settings to promote optimal development for children, youth and families to enhance the quality of afterschool and youth services. This includes implementing culturally competent practices, knowing about and connecting families to community resources, and taking advantage of opportunities for appropriate positive collaborations with other family, school and community services.

NAA Core Competencies Addressed
- Relationships with Families
- Partnerships with Community
- Partnerships with Schools

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:
- A daily parent/teacher communication system developed by you.
- A case study of a family in your program that illustrates the reciprocal relationships between your program, the child and their family, the school, and community services.
- Involvement events for parents designed, planned or implemented by you. Document all steps involved in the planning.
- Identify all the community partners engaged with your program and the role each plays. How are the children in your program engaged with the larger community? If your program engages volunteers, what are their responsibilities and what oversight is provided?
- Identify the relationship your program has with the school or schools the children attend. Identify the key personnel your program could work with and provide strategies for improving the link between the school(s) and your program.

Suggested rationale for this content area:
My work sample for Family, School and Community Relationships is _____. It fits this content knowledge area because _____ *(explain* how *and* why *this work sample fits the content knowledge area.)* I chose it as the best example of my work because _____ *(explain the impact this work sample had on you and/or your work environment.)* I learned about _____ *(write 4-5 sentences to describe what you learned about the content knowledge area, not the work sample, and how you have applied the knowledge you have gained.)* My sample shows my ability to use culturally sensitive practices to develop a collaborative partnership with families, the school, and/or the community by _____ *(describe.)*

Safety and Wellness

NAA Content Area 8: Ensures the safety and wellness of children and youth by implementing prevention, preparedness, and health and safety practices.

Rationale: The physical and emotional safety and wellness of young children and youth are vital for fostering development in all areas. Children and youth are better able to fully develop socially, emotionally, cognitively and physically when their health, safety and nutritional needs are met. Afterschool and youth development professionals ensure safety, promote sound health practices, recognize and respond to child abuse and neglect, and provide nutritional meals and snacks. They know and implement a broad array of prevention, preparedness, and health and safety practices. Practitioners communicate information regarding the health and safety of children and youth to families while maintaining confidentiality. Afterschool and youth development professionals— working in partnership with families, schools, and communities—have a key opportunity and responsibility to provide relationships, environments, and experiences for all children that guide them on a pathway toward lifelong health and well-being.

NAA Core Competencies Addressed
- Knowledge of Regulations
- Environmental Safety
- Health and Safety

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Examples of supporting portfolio work samples are:
- Complete the licensing scavenger hunt and compare results with the key provided. Are there areas you were not familiar with? How does your knowledge of regulation impact your practice?
- Using the new NAA Standards for Physical Activity and taking into consideration the increased national concern about childhood obesity, the rise in childhood illnesses such as diabetes, asthma and allergies, and decreased physical activity and outdoor recreation, discuss how your school age program can play a role in assuring the over-all health and well-being of children? Give specific examples.
- Prepare a sample menu for one week of snacks using the USDA guidelines and licensing requirements. This is an ideal snack menu (do not use one from your program site). Include the calorie and fat content as well as the nutritional value of items. Include at least one snack that the children prepare *(provide recipe)*.

Suggested rationale for this content area:
My work sample for Safety and Wellness is _____.
It fits this content knowledge area because _____ *(explain* how *and* why *this work sample fits the content knowledge area.)* I chose it as the best example of my work because _____ *(explain the impact this work sample had on you and/or your work environment.)* I learned about _____ *(write 4-5 sentences to describe what you learned about the <u>content knowledge area</u>, not the work sample, and how you have applied the knowledge you have gained.)* My sample shows my knowledge of physical safety and wellness of school age children for lifelong health and well-being by _____ *(describe.)*

Program Planning and Development

NAA Content Area 9: Supports staff and serves as a role model around professional development plans by building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

Rationale: Program managers understand planning, organizing, and implementing best business practices. Additionally, practitioners understand the importance of relationships and positive communication among colleagues, especially those working together to create a nurturing learning environment for all children and youth. Developing a shared understanding with staff and families of regulation, applicable laws, polices, staff supervision, and quality standards, as well as how to meet regulations and standards, is essential to quality environments for children. Management supports staff and serves as role models around professional development plans, building healthy relationships with colleagues and families, providing developmentally appropriate practices and connecting with and utilizing resources.

NAA Core Competencies Addressed

- Program Planning and Evaluation

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Required portfolio entries:

1. **Program assessment**

   Include in your portfolio entry the program assessment tool used. You may use any of the following tools that complement the program or agency in which you work:
   - School-Age Care Environmental Rating Scale (SACERS)
   - YPQA
   - Program Quality Self-Assessment Tool (New York State Afterschool Network)
   - YoungStar Self-Assessment Tool—School-Age Programs (available on the DCF YoungStar website.
   - Wisconsin Continuous Improvement Process Quality Rubric (available to CLC grantees)
   - *Half a Childhood* Program Checklist (pages 243-250)

2. **Program improvement plan**
   - Based on the results of the program assessment, write a detailed improvement plan for the program taking into consideration staffing, resources, and services necessary for meeting improvement goals.

Professional Development and Leadership

NAA Content Area 10: Acts ethically, is committed to continuous learning, and advocates for best practices and policies for children and youth.

Rationale: Each afterschool and youth development professional is a member of a larger community of professional practice. Practitioners understand that their profession originates from a history and a core base of knowledge rooted in research that together serve as a foundation for the profession. Practitioner's behavior and actions must be grounded in a professional code of ethics and other professional standards related to their practice. The profession as a whole is elevated when each professional adopts the responsibilities of the profession regarding ethical behavior.

Practitioners are continuous, collaborative learners who demonstrate and share knowledge, reflect on and have a critical perspective of their work, and make informed decisions. When afterschool professionals are equipped with specialized education and training, and continue to learn and develop as professional they are better able to provide experiences and environments that support every aspect of children's growth and learning.

They are role models and advocates for best practices and policies, able to effectively communicate the importance of high-quality programming.

NAA Core Competencies Addressed
- Displaying Professionalism in Practice
- Ongoing Professional Growth

National Afterschool Association. (2011). [Core Knowledge and Competencies for Afterschool and Youth Development Professionals]. Retrieved from http://naaweb.org/images/pdf/NAA_Final_Print.pdf

Required portfolio entries:
1. **Self-Assessment & Improvement Plan**
   - Using the NAA Core Knowledge and Competencies self-assessment tools, assess yourself at the *Level* you feel most reflects you as an Afterschool and Youth Development Professional. Complete the self-assessment summary, reflection, professional plan, and action plan included in the NAA Self-Assessment Tool. https://naaweb.org/resources/core-competencies
2. **Professional Development Plan**
   - Complete the Professional Development Reflection and Planning Form on pages 26-27 of this guide.

Receiving The Wisconsin Registry Afterschool and Youth Development Credential

When you have successfully completed the courses required for a Registry Credential and your portfolio is complete, the final requirement is to present your portfolio to a Registry Commissioner. The Commission process steps are explained below:

1. Candidate completes the portfolio/project.
2. Candidate submits a completed *Registration for Commission* form with payment to the Wisconsin Registry.
3. The Wisconsin Registry emails a confirmation of registration, including the Commission details with a payment receipt.
4. Candidate makes delivery arrangements for their portfolio/project based on the instructions received from The Wisconsin Registry or the Instructor.
5. Candidate attends the designated Commission.
6. Commissioner notifies the Wisconsin Registry of successful completion of the commission process.
7. Candidate submits to the Wisconsin Registry official documentation of successful completion of credential coursework. Once verified, the Wisconsin Registry sends a Credential Certificate to the candidate.

Request for Commission

Commissions will be convened throughout the state several times each year. Candidates who have completed all the credential coursework and are preparing a credential portfolio/project may submit a completed *Registration for Commission* form to the Wisconsin Registry. In most cases, the course instructor will schedule the Commission; however, you may join a scheduled Commission if you are not part of a class. Visit the Commission page of the Wisconsin Registry website to view the list of upcoming Commissions.

You must submit a *Registration for Commission* form with the required commission fee to be registered to a Commission. The *Registration for Commission* form is located on the Credential Resource page of the Wisconsin Registry website.

Fax your *Registration for Commission* form to (608) 222-9779 or **mail** your form to:

Wisconsin Registry
Attn: Credentials
2908 Marketplace Drive #103
Fitchburg, WI 53719

The following requirements must be completed when submitting the *Registration for Commission* form:

- **Registry Membership**: All credential candidates must have a Registry Membership or must apply to the Wisconsin Registry prior to commissioning. You do not need to include a copy of your Registry certificate; the Wisconsin Registry will confirm your membership in the system. Standard application processing time is 5-7 weeks.
  - o **If you have never applied:** Visit our website at www.wiregistry.org to apply online or download an application. We will verify your application has been submitted when we receive your *Registration for Commission* form.

- o **If you have applied but never received a Registry certificate because you were not eligible or your application was incomplete/unpaid:** You must submit a one-year renewal with the applicable renewal fee and any documentation that was missing previously. Visit our website at www.wiregistry.org to renew online or download a membership application.
- **Commission Fee**: Each student is required to pay a $300 Commission fee. Once paid, commission fees are non-refundable and non-transferable. Payment in full must be included with the *Registration for Commission* form. The Wisconsin Registry will send you a payment receipt with your confirmation letter including the commission details. The commission fee covers the processing of the credential and administration of the commission system. If you are a T.E.A.C.H. scholarship recipient, contact your T.E.A.C.H. counselor for information on the reimbursement process. Visit http://wisconsinearlychildhood.org/programs/teach for more information.

The Wisconsin Registry Credential Commissioners

Registry Commissioners are early care and education professionals who have been trained to objectively evaluate your portfolio/project using the assessment tool designed for each specific credential. Each Registry Commissioner has completed at least one of the Wisconsin Registry Credentials, presented a project or portfolio, and successfully completed the commission process.

The Commission Process

Your portfolio/project must be received by the Registry Commissioner **at least ten (10) days prior** to the date of the commission for review. Please review the portfolio/project assessment form available on the Credential Resource page of the Wisconsin Registry website to ensure you have included all the required components. If you have visuals, such as display/picture boards, samples, blueprints, or scale models do not submit them with the written portion of your project. You may share these with the Commissioner at the commission.

There are two parts to the Commission.

1. **Presentation of your Learning Story:** Your classmates and other credential candidates will be present during your presentation. The time frame for individual presentations is at the discretion of the commission host and based on the commission group size. In approximately 5-10 minutes address the following questions within your presentation.
   - How has the Afterschool & Youth Development Credential changed you as a provider?
   - What does completing this credential mean to you?
   - What are you passionate about as it relates to afterschool and youth development?
   - How will you contribute to the afterschool and youth development field in the future?
2. **Individual Meeting with the Commissioner:** You will meet with the Registry Commissioner to complete the commission process. This is an opportunity for the Commissioner to ask you any questions s/he may have about your portfolio/project. The Commissioner will give you feedback and comments about your portfolio/project. You will be informed if you have successfully completed the commission during your individual meeting with the Commissioner. If your commission portfolio/project is incomplete, the Commissioner will advise you of what you will need to do to complete the portfolio/project. If you are asked to submit additional materials, you will submit them directly to the Commissioner by the deadline provided by the Commissioner. In

the event the additional materials are not submitted as requested by the deadline, you will not pass the commission.

Awarding the Credential

You will receive your Credential Certificate when you have done the following:

- Received a Registry Career Level Certificate or submitted a complete application for membership. If your first-time application is put on "Incomplete" status, you will not receive your Credential Certificate until the necessary fee or information is received and the "Incomplete" status is resolved.
- Successfully completed the commission process.
- **Submitted Credential Course Documentation**: Please note that your credential **will not** be verified until the Wisconsin Registry receives <u>an official transcript</u> showing successful completion of all four credential courses. Official transcripts must be sent directly to the Wisconsin Registry in an unopened, originally sealed envelope or by secure email from the institution of higher education. Photocopies of official transcripts, grade reports, or unofficial transcripts are not accepted. You must receive a C- or better in each course to be eligible for the credential.

Appeal Process

You may send a letter to the Wisconsin Registry if you do not agree with the results of your commission. The letter will be reviewed by the Executive Director or designated qualified staff. You will receive a letter indicating the Wisconsin Registry's decision within 30 days of the receipt of your letter. If your concern has not been resolved to your satisfaction, you may request that The Board of Directors review your project and your letter of appeal. The Board of Directors will review your appeal at the next regularly scheduled meeting. The Wisconsin Registry Board meets four times per year and the board meeting schedule is available on the Wisconsin Registry website.

Authenticity Statement

Insert the completed statement as the second page of your portfolio. This may be scanned for insertion in an electronic portfolio.

I _____ am presenting this portfolio in this month

of _____ year of _____ and I attest that this is my

original work, or I have cited where applicable.

_____   _____

Signature   Date

Video Recording & Photos—Credential Student Agreement

This is a required form. Failure to submit this form with your credential portfolio will result in unsuccessful completion of the commission process.

Video clips and/or photos are included in your credential portfolio because it adds richness and valuable context to the evaluation of your teaching. However, because videos and photos will almost always include identifiable images of children, their use carries some significant ethical and legal responsibilities. For reasons of privacy and safety, many parents are concerned about their children appearing in videos and photos, especially any that might be used outside the classroom. For both legal and ethical reasons, *those concerns must be respected at all times.* Doing so requires you to adhere to the following guidelines:

1. **Parents and guardians must be asked to consent to having their child appear in a video or photo.** Permission from a supervisor or director to video record and take photos must also be confirmed.
   Supervisor/Director signature: _____ Date: _____

2. **Before creating a video or taking a photo, you must guarantee the following:**
   - Any children whose parents did <u>not</u> grant permission to appear in the video recording or in photos is identified. To avoid including those children in the video or photo, the camera must be positioned to <u>not</u> capture their images. If necessary, focus the camera on you teaching the activity, or on the backs of the children or the children's hands. Any faces captured of children not given permission to be in the video or photo must be blurred out. *Important note: Non-consenting children must <u>not</u> be excluded from the learning experience.*
   - Any student work you submit as part of the credential portfolio must <u>not</u> contain any identifying information about the child, including but not limited to, the child's name, any clothing that identifies the child or the location the video or photo was taken, or any items in the environment that can pinpoint the location of the video recording or photo.
   - The locator is turned off on your device before video recording or taking the photo to maintain confidentiality.

3. **Once created, video clips and/or photos must be submitted as part of your credential portfolio requirements and can be shared with your course instructor, but must not be shared or distributed beyond that.**
   - Video clips and photos are created solely to be used as part of your credential commission.
   - No part of a video or photo (whether or not included with your submission) should be used for any other personal or professional purposes, including but not limited to, being posted online for purposes outside the commission process, shared with your family or friends, shared with the children's families, posted on social media, included in a job portfolio, or used within a presentation.
   - **Anyone suspected of misusing video clips and/or photos will be reported to the Wisconsin Registry. This violation falls under the FERPA laws and are subject to an investigation. Other possible civil and criminal investigations and/or penalties can apply.** *Remember: Once you have shared the video or photo electronically with anyone, you have effectively lost control of it.*

4. **Once you have received confirmation that you have successfully completed the credential commission requirements, video clips and photos must be deleted**. This includes not only the segments submitted, but any photos or video material created as part of your effort to prepare for and complete the credential portfolio requirements.

I have read the above guidelines and agree to follow them.

_____   _____
Credential student signature   Date

Verification Video/Photo Permission

To maintain confidentiality, I have obtained written permission from the parent or guardian of each child whose photo or video likeness is included in this portfolio. These permission forms are available to be reviewed by the Commissioner.

Signature_____

portfolio author   date

Video & Photo Release Consent Form—Parent/Guardian

Dear Parent/Guardian,

An early childhood educator in your child's classroom is pursuing a Registry Credential. Registry Credentials are credit-based programs focused on job specific skills students can apply to their current positions in the childhood care and education profession. To complete the commission requirements for a Registry Credential in Wisconsin, the educator must demonstrate:

- Application of knowledge
- Teaching ability of learning activities
- Interaction with caregiving routines

When photos, videos, and/or observations of children are included in a Credential portfolio, it is important the child and family remain anonymous to maintain professional confidentiality.

To maintain confidentiality, video recordings are shared privately with a Registry Commissioner and course instructor by email and are deleted after completion of the Registry Credential. Photos may be included in portfolio entries as evidence of teaching practice.

If you give permission below, your child may appear in video recording(s) and photo(s). If you do not give permission, your child will still participate in the activities, but the camera will be positioned not to capture their image.

_____

Child Name _____

I am the parent/legal guardian of the child named above. I have received and read the letter above and agree to the following:

(Please check the appropriate box below.)

☐ I DO give permission to include my child in video recordings and photos. I understand the video recordings and photos will be shared only with a Registry Commissioner and course instructor as evidence of teaching practice.

☐ I DO NOT give permission to video record or photo my child.

Signature of Parent/Guardian:

_____   _____
Signature   Date

_____
Printed name

This form is required for each child that appears in a video clip or photo. Failure to submit this form with your video clip or photo will result in unsuccessful completion of the commission process.

Professional Development Reflection and Planning

Think about your career in the field of early care and education. Reflect on your current professional satisfaction and create a plan for next steps in continuing your professional growth.

What excites you MOST about your job? What are you passionate about? How does your passion contribute to the field of early care and education?
What challenges are you currently facing in your work in the field of early care and education?
What new insights did you gain from discussions and activities during the credential course work? Identify ways you can use these new ideas and processes in your teaching practices.
What other ideas do you want to consider, think about more, or explore that will benefit you as a professional?
Identify a professional organization you want to consider joining (i.e. NAEYC, WECA, WFCCA, WCCAA, etc.). What are the benefits to you in joining this organization? Are there any barriers to your participation?

Professional Development Goals	Goal for the children's learning.	Goal for my own learning.	Goal for my teaching practice.
Create one S.M.A.R.T. goal in each column. • Is your goal **S**pecific? *A general goal is, "Get in shape." A specific goal is, "Join a gym and work out 3 days a week."* • Is it **M**easurable? *Ask yourself, how will I know if I have accomplished it?* • Is it **A**ttainable? *Begin to see ways you can attain your goal and recognize opportunities that bring you closer to reaching your goal.* • Is it **R**ealistic? *Do you truly believe you can accomplish it?* • Is it **T**imely? *Your goal should be time-bound; otherwise, there is no urgency to complete it.*			
Decide on a plan for each goal. *Determine strategies/activities to help you accomplish your goal. (i.e. find a mentor to work with you, do professional reading, keep a journal or log of your activities, get involved with a professional organization, learn to use new technology, etc.)*			
Evaluate each plan. *Does your goal and plan reflect your needs? Does your plan involve new learning & growth, not just time & effort? Is your goal clear? Does your plan include time for reflection followed by appropriate adjustments?*			
Identify next steps. *What will you do to meet your goal? What should you prioritize first? Are your next steps achievable? Have you addressed any potential barriers?*			
Determine a timeline. *What is a realistic target date(s) to reach your goal?*			