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## ***Course Five: Best Practices***

Students will demonstrate the following:

1. Research quality and best/evidenced-based practices in early childhood programs.
2. Apply child development theories and research to high quality early childhood standards.
3. Explore the integration of curriculum, materials, and activities into all aspects of the program.
4. Identify principles and practices for the use of space in early care and education programs.
5. Identify the components of a family-centered early childhood community/program.
6. Discuss approaches to diversity, equity, and inclusion within your program.
7. Research current issues, practices and opportunities impacting the early childhood profession.
8. Develop a quality improvement plan that is responsive to a program evaluation.

## ***Course Six: Administrator Capstone***

Students will demonstrate the following:

1. Develop a program improvement plan integrating knowledge and skills gained in previous courses.
2. Develop a shared vision that reflects multiple perspectives.
3. Use reflective practice to guide decision making.
4. Examine leadership and management styles and characteristics.
5. Apply change management techniques to project plan.
6. Apply ethical principles and ideals to a leadership situation.
7. Outline next steps relating to your professional development, project/plan, and or program.

## **Receiving the Wisconsin Registry Administrator 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 scheduled 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.

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## Request for Commission

Commissions are convened throughout the state several times each year. Candidates who have completed all the credential course work and are preparing a credential portfolio/project may submit a completed *Registration for Commission* form to the Wisconsin Registry. In most cases, the Capstone 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:

The 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.
  - **If you have never applied:** Visit our website at [www.wiregistry.org](http://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.
  - **If you have applied but never received a Registry certificate because you were not eligible, or your application was incomplete:** You must submit a one-year renewal with any documentation that was missing previously. Visit our website at [www.wiregistry.org](http://www.wiregistry.org) to renew online or download a membership application.
- **Commission Fee:** Each student is required to pay a \$150 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 registration confirmation email. 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.

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## 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 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.
  - What is your project and how has it impacted your program?
  - How has the Administrator Credential changed you as a leader and manager?
  - What does completing this credential mean to you?
  - Having completed your credential, what are your next steps to continue improving the quality of your program in relation to administration and/or the field?
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 on 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.

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## 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 an official transcript showing successful completion of all six 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.

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## **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.

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Signature

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Date



## APA Quick Reference Guide

Resource: Penn State University Libraries. (2018). Retrieved from <http://guides.libraries.psu.edu/apaquickguide>

### Articles

#### Important Elements:

- Author (last name, initials only for first & middle names)
- Date of publication of article (year and month for monthly publications; year, month, and day for daily or weekly publications)
- Title of article (capitalize only the first word of title and subtitle, and proper nouns)
- Title of publication in italics (i.e., *Journal of Abnormal Psychology*, *Newsweek*, *New York Times*)
- Volume number in italics and issue number, if given
- Page numbers of article
- For articles retrieved online, include URL or DOI, if available

#### Article in a monthly magazine:

Swedin, E. G. (2006, May/June). Designing babies: A eugenics race with China? *The Futurist*, 40, 18-21.

#### Article in an online magazine:

Romm, J. (2008, February 27). The cold truth about climate change. *Salon.com*. Retrieved from [http://www.salon.com/2008/02/27/global\\_warming\\_deniers/](http://www.salon.com/2008/02/27/global_warming_deniers/)

#### Article in a weekly magazine:

Will, G. F. (2004, July 5). Waging war on Wal-Mart. *Newsweek*, 144, 64.

#### Article in a daily newspaper:

Dougherty, R. (2006, January 11). Jury convicts man in drunk driving death. *Centre Daily Times*, p. 1A.

#### Article in a scholarly journal with DOI:

Blattner, J., & Bacigalupo, A. (2007). Using emotional intelligence to develop executive leadership and team and organizational development. *Consulting Psychology Journal: Practice and Research*, 59(3), 209-219. doi:10.1037/1065-9293.59.3.209

#### Book Review:

Rifkind, D. (2005, April 10). Breaking their vows. [Review of the book *The mermaid chair*, by S.M. Kidd]. *Washington Post*, p. T6.

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## **Books**

### **Important Elements:**

- Author (last name, initials only for first & middle names)
- Publication date
- Title (in italics; capitalize only the first word of title and subtitle, and proper nouns)
- Place of publication
- Publisher
- For books retrieved online, include URL

### **Print book:**

Goodpaster, K. E., Nash, L. L., & de Bettignies, H. (2006). *Business ethics: Policies and persons* (3rd ed.). Boston, MA: McGraw-Hill/Irwin.

### **Book by a group author:**

American Medical Association. (2004). *American Medical Association family medical guide* (4th ed.). Hoboken, NJ: Wiley.

### **Article or chapter within an edited book:**

Winne, P. H. (2001). Self-regulated learning viewed from models of information processing. In B.J. Zimmerman & D.H. Schunk (Eds.), *Self-regulated learning and academic achievement* (2nd ed., pp. 160-192). Mahwah, NJ: Lawrence Erlbaum Associates.

### **Translation:**

Tolstoy, L. (2006). *War and peace*. (A. Briggs, Trans.). New York, NY: Viking. (Original work published 1865).

### **Electronic book:**

Post, E. (1923). *Etiquette in society, in business, in politics, and at home*. New York, NY: Funk & Wagnalls. Retrieved from <http://www.bartleby.com/95/>

### **Entry in an online reference work:**

Rey, G. (2006). Behaviorism. In D. M. Borchert (Ed.), *Encyclopedia of philosophy*. (2nd ed.). Retrieved from <http://go.galegroup.com/>

### **E-Reader book (such as Kindle):**

Tetlock, P.E., & Gardner, D. (2015). *Superforecasting: The art and science of prediction* [Kindle Paperwhite version]. Retrieved from Amazon.com

### **Dictionary entry:**

Hipster. (n.d.) In *Oxford English Dictionary*. Retrieved from [www.oed.com](http://www.oed.com).

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## ***Business Reports***

### **U.S. Census Bureau:**

U.S. Census Bureau. (2015). *State & county quickfacts: Berks County, Pennsylvania*. Retrieved January 28, 2015, from <http://quickfacts.census.gov/qfd/states/42/42011.html>

## ***Web pages***

### **Important Elements**

- Author (if known). If no author, use title
- Date of publication. If no date, use n.d.
- Title of Web page
- URL (Web address) of the Web page

### **Web page with author**

Kraizer, S. (2011). Safety on the Internet. Retrieved from <http://safechild.org/categoryparents/safety-on-the-internet/>

### **Web page with group author**

American Cancer Society (2015). Genetics and cancer. Retrieved from <http://www.cancer.org/cancer/cancercauses/geneticsandcancer/index>

### **Web page with no author**

Claustrophobia (2014). Retrieved from <http://www.nhs.uk/conditions/claustrophobia/Pages/Introduction.aspx>

## ***Other Formats***

### **Blog Post:**

McAdoo, T. (2014, February 4). How to Cite a Hashtag in #APA Style [Blog post]. Retrieved from <http://blog.apastyle.org/apastyle/social-media/>

### **Online Video**

Jhally, S. and J. Earp, (Producers) (2012). *Race, power, and American sports, featuring Dave Zirin*, [Online video]. Retrieved November 27, 2013, from Media Education Foundation/Kanopy.

### **YouTube Video:**

Clarkson, R.G. (2009, July 20). [RobertGClarkson]. *Claustrophobia: 7 Quick Tactics to Stop the Panic* [Video file]. Retrieved from <https://www.youtube.com/watch?v=0jOXXzWM-Ns>

Howcast. (2019, October 29). *How to Recognize Claustrophobia Symptoms* [Video file]. Retrieved from <https://www.youtube.com/watch?v=6t5QL3ksAPA>

### **Motion Picture Important Elements**

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- Director/
- Date of release
- Title (in italics)
- Country where motion picture was made
- Studio

## **Motion Picture**

Johnston, J. (Director). (2004). *Hidalgo*. [Motion Picture]. United States, Touchstone/Disney.

## **Television Program Important Elements**

- Producer
- Date of broadcast
- Title of television episode
- Title of series (in italics)
- Location of network and network name

## **Television Program in a Series:**

Buckner, N. & Whittlesey, R. (Writers, Producers & Directors). (2006). Dogs and more dogs. [Television series episode]. In P. Apsell (Senior Executive Producer), *NOVA*. Boston: WGBH.

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## 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 not 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 not 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 not be excluded from the learning experience.*
  - Any student work you submit as part of the credential portfolio must not 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

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## **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 \_\_\_\_\_

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## 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.

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**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.**